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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

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

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

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

EDUCATIONAL MISSION

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

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

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

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

Chicago remains committed to legal education as an education for generalists, although students with particular interests will find it possible to study topics in depth through advanced and more specialized courses. Emphasizing the acquisition of broad and basic knowledge of law, an understanding of the
functioning of the legal system, and the development of analytic abilities of the highest order, a Chicago legal education prepares students for any professional role they might choose-legal practice or legal education, entrepreneurial ventures, international private or public law practice, corporate practice, government service, alternative dispute resolution including arbitration and mediation, or work with non-profit organizations. Graduates do many things in their careers, and they all take with them the analytic skills emphasized during their years at the Law School.
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 the Law School does not have 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 Booth School of Business (both M.B.A. and Ph.D. degrees), the Harris School of Public Policy Studies (M.P.P.), and the Divinity School (M.Div.). In addition, Law School students have or are currently pursuing concurrent Masters’ degrees in Computer Science, Economics, and International Relations. Students pursuing joint or concurrent J.D. and Masters’ degrees may, with the approval of the Law School Dean of Students, count up to 12 credits of coursework outside the Law School toward the J.D. degree and towards the quarterly residency requirement. Per the American Bar Association, no coursework completed prior to matriculation at the Law School may be counted toward the J.D. degree. The admission and degree requirements for these programs are available from the Law School Admissions Office.
Students pursuing concurrent J.D. and Ph.D. degrees may, with the approval of the Deputy Dean in consultation with the Dean of Students, count up to 25 credits of course work outside the Law School toward the J.D. degree. (This credit would only be awarded for graduate course work undertaken in a Ph.D. program at the University of Chicago, and only for coursework undertaken after a student has matriculated at the Law School.) Further, this benefit is limited to students who do complete both degrees. Students who have not earned a Ph.D. by the time they receive their J.D. therefore may apply no more than 12 credits earned outside the Law School towards their J.D. degree. Students who began their studies in a Ph.D. program before matriculating at the Law School are eligible to count up to 25 credits earned outside the Law School toward their J.D. degrees only if they have matriculated at the Law School within three years of beginning their Ph.D. programs. This credit would also only be awarded for graduate coursework undertaken after a student has matriculated at the Law School.

Students in J.D./Ph.D. programs who began their law studies at the Law School would need to complete at least 80 credits of coursework at the Law School to obtain their J.D.s. These 80 credits could be earned during two years of intensive study at the Law School. All J.D./Ph.D. students who transferred to the Law School from another school must discuss their specific graduation requirements with the Registrar upon matriculation. As of the time of this rule’s adoption in 2012, any J.D./Ph.D. students planning to seek admission to the New York Bar must earn 90 credits at the Law School because of that state bar’s rules for admission. J.D./Ph.D. students planning to practice outside New York should research the rules of the state bar to which they are hoping to be admitted. In addition, any student wishing to pursue a J.D./Ph.D. must keep in mind that American Bar Association rules require all J.D. degrees to be completed within 84 months of a student’s matriculation to law school.

The Law School is flexible in giving students leaves of absence so that they may register full time in other areas of the University, so long as such a leave will not prevent the student from finishing the J.D. within the ABA’s 84-month time limit. In particular, 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.

In addition, the Law School has joined several other professional schools on campus (Booth, SSA, and Public Policy) and offers law students an opportunity to earn a Certificate in Health Administration and Policy (GPHAP) while simultaneously obtaining a J.D.
THE GRADUATE PROGRAM

The Law School offers four graduate degrees:

1. Master of Laws (LL.M.),
2. Master of Comparative Law (M.Comp.L.),
3. Doctor of Jurisprudence (J.S.D.),

MASTER OF LAWS (LL.M.) / MASTER OF COMPARATIVE LAW (M.COMP.L.)

Both programs are limited to students who have met at least one of the following requirements:

1. obtained a J.D. degree from an A.B.A. approved law school in the United States,
2. completed the academic legal education in a foreign country required to take the bar examination in that country, or
3. be qualified to practice law (admitted to the bar) in a foreign country.

Both programs require full-time attendance at the Law School for one academic year (three consecutive academic quarters). Students may begin these programs only in the Autumn Quarter.

Unlike a number of other law schools, the University of Chicago does not offer a specialized LL.M. degree with a large number of graduate courses in a particular field such as taxation or securities regulation. The LL.M. degree is awarded to students who have successfully completed 27 course hours (generally nine courses) over three quarters while maintaining a grade point average of 170. With the exception of an optional writing course and a Contracts 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.

Each year the Law School receives approximately 1000 applications for about 70 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. 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. Applicants whose native language is not English but whose legal education at the university level was conducted entirely in English in one of the following countries: India, Pakistan, the Philippines, Hong Kong, or Singapore, will not need to submit a TOEFL or IELTS score if they submit with their application a statement from an official at their university verifying that English was the only medium of instruction.

**DOCTOR OF JURISPRUDENCE (J.S.D.) / DOCTOR OF COMPARATIVE LAW (D.COMP.L.)**

Both programs are limited to students who have earned a J.D. degree or an LL.M. degree from an A.B.A. approved law school in the United States.

Both programs require full-time attendance at the Law School for two academic years (six academic quarters) and the completion of a dissertation that is accepted by the Graduate Studies Committee. Candidates must complete their dissertations within five years of beginning the program.

In a typical year about 30 candidates apply to the J.S.D. program for two or three positions. In order to qualify for admission to this program, students must ordinarily have maintained at least a 178 average during their LL.M. year at the University of Chicago or a comparable performance at the prior U.S. law school
attended. Applicants must propose one or more Chicago faculty members to supervise a dissertation, and must submit a dissertation proposal that in the opinion of the Graduate Studies Committee promises to result in a creditable contribution to legal scholarship. Candidates for admission must not contact Law School faculty members prior to their admission to the program.

**PROFESSIONAL JOURNALS, SPECIAL PROGRAMS, AND CENTERS**

**PROFESSIONAL JOURNALS**

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

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

**SPECIAL PROGRAMS AND CENTERS**

The Coase-Sandor Institute for Law and Economics is one of the many interdisciplinary traditions that have thrived at the Law School. Economics provides analytical and econometric tools, as well as theoretical frameworks, for studying how legal rules affect the way people behave. The application of economics to the analysis of legal problems has become an important part of a lawyer’s education in the United States, and the Law School has been the center of teaching and research on the application of the theories and methods of economics to legal questions for over 50 years. As home to many seminal figures in the field, the Law School has dominated the discipline for over 50 years. Law and economics scholars, including Nobelists Ronald Coase and Gary Becker have taught at the Law School, and other important proponents of law and economics, including Richard Epstein, William Landes, and Richard Posner, continue to be active in the program. The Law School continues to bring law and economics to the forefront of legal scholarship with a new generation of faculty trained in both economics and the law, with cutting edge empirical and theoretical research agendas. 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, contracts, consumer law, and behavioral analysis of law. The Institute offers a range of courses and seminars to interested students. No other law school provides comparable opportunities for study and research in this field. Under the auspices of the Institute, the Law School and the Department of Economics offer a joint degree program leading to the J.D. and Ph.D. degrees. In addition, the Institute sponsors several interdisciplinary conferences annually to enhance collaborations between legal scholars and economists on a variety of topics. It also conducts annual international training conferences to broaden the impact of Chicago Law and Economics on legal scholarship and education, and on legal systems worldwide. Professor Omri Ben-Shahar, renowned consumer law scholar, is the director of the Coase-Sandor Institute.

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 being 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 Law School’s Program in Legal History encourages research and study in this field. In addition to courses devoted to the subject, the Law School sponsors the Maurice and Muriel Fulton Lecture, which invites a prominent legal historian to speak each year. Periodical workshops, held jointly with the Department of History, bring together faculty and students to discuss a scholarly paper on a topic of legal history. The Program is directed by Professors R.H. Helmholtz, Alison LaCroix, and Laura Weinrib.
The J.D. Program

Completion of the J.D degree from the Law School requires that J.D. students be in residence, full-time, for nine quarters, with no fewer than nine credit hours per quarter, in order to graduate. J.D. students must complete 105 credit hours, including a professional responsibility class, a professional skills class, and two substantial pieces of writing. LL.M. students must complete 27 credit hours at the Law School, with a minimum of nine credit hours in any given quarter. Please note, however, that LL.M. students must earn a minimum of 30 credits from the Law School to sit for the New York bar exam. Students who have passed a state bar exam in the United States prior to matriculating in the J.D. program at the Law School may be exempt from certain required classes. Such decisions will be made on a case-by-case basis by the Dean of Students and Deputy Dean depending upon other legal coursework completed at other institutions.

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

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

Students may bid for a maximum of five classes per quarter, but the maximum number of credits in which a student can be registered via the bidding process is 14; the actual number is typically lower due to pre-registration into continuing classes, clinics, independent research projects, etc. Students are strongly urged to drop classes in which they are no longer interested as soon as possible.
Class Attendance

**Consistent with ABA standards, regular class attendance is required as a condition for receiving course credit.** The Faculty Committee on Rules and Petitions has articulated ABA Standard 304(d) concerning student attendance as follows:

1. Regular class attendance is required as a condition of receiving credit for Law School classes. Each instructor may supplement this general attendance requirement by announcing a more specific attendance requirement for a particular class. It is the obligation of each student to conform to these requirements.

2. An instructor who observes a student to be in violation of the attendance requirement shall so advise the Dean of Students, who shall promptly notify the student that s/he is in violation of the Law School’s requirement. If a student’s attendance remains unsatisfactory in that class or is at any time thereafter in violation of the general attendance requirement in any other class, the Committee on Rules and Petitions may deny the student credit in the classes, add a memo to the student’s file, withdraw the student’s privilege of membership in the Law School, or take any other appropriate action.

3. No student shall:
   - be employed more than 20 hours per week while classes are in session, (ABA Standards, 304(f));
   - maintain a primary residence outside the Chicago metropolitan area while classes are in session; or
   - fail to sign a seating chart within one week of enrollment in any class (first week for limited enroll courses).

Upon finding a student in violation of any of these requirements, the Committee on Rules and Petitions may deny the student credit in the class, withdraw the student’s privilege of membership in the School, add a memo to the student’s file, or take any other appropriate action.

**PLEASE NOTE:** Faculty members are increasingly strict in interpreting what constitutes “regular” attendance. In addition, many state bar licensing boards ask whether an applicant has ever been warned about problems with lateness or absenteeism. Students have been failed for poor attendance, have been dropped from class rosters, and have been denied credit in classes. If a problem is noted by a faculty member, a memo is added to the student’s file and it will be reported to the appropriate licensing agency.
Each spring, the Law School makes a tentative determination about which courses will be offered in the following year and who will teach them. Suggestions for new course offerings should be brought to the attention of the Registrar.

**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 a general foundation of legal knowledge, the program is intended to cultivate legal reasoning skills and to foster an understanding of the development of the law through judicial decisions and statutory interpretation. Instruction in the first year primarily centers on class discussion of judicial decisions (known as the “case method”). In addition to the traditional first-year offerings, all first year students take a course unique to the Law School called Elements of the Law. Elements considers legal issues and their relationships to other fields of thought such as philosophy, economics, and political theory.

All first-year students participate in the legal research and writing program under the supervision of one of the six Bigelow Teaching Fellows. The legal research and writing class introduces students to standard legal research tools and techniques and requires students to write a series of legal memoranda and briefs. In the Spring quarter, each student prepares an appellate brief and participates in an oral argument. The Joseph Henry Beale Prize is awarded to a student in each section of the first year legal research and writing program whose work is judged to be most worthy of special recognition. Another prize (its name changes to reflect the name of the law firm sponsoring the award) is awarded to a student in each section of the first year legal research and writing program whose Spring quarter brief is judged to be most outstanding and deserving of recognition.

**The Second and Third Years**

Classes after the first year are all elective. Prior to graduation, however, all J.D. students must complete classes that meet requirements set by the American Bar Association, including a professional skills class and a professional responsibility class. Additionally, students must complete two writing requirements, which are described in more detail later in this document.

Students have freedom to tailor their programs to their own interests and needs, although all students are expected to design programs that will provide them 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. Students are advised against excessive specialization, however, as lawyers are not expected to be specialists when they graduate from law school, and it is impossible to foresee future career changes and challenges. The
freedom of the elective policy places responsibility on students to develop a coherent program that provides a sound general background and meets individual interests and objectives. Some specific considerations are set forth below in the section on Selecting Classes. Students receive additional guidance on course selection at 2L Orientation, which is held in conjunction with orientation for the On-Campus Interview (“OCI”) program and again at the beginning of the Autumn quarter for students who are not on campus for OCI. Students are also encouraged to consult with members of the faculty, the Dean of Students, the Associate Director of Student Affairs, or the Registrar 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. In addition, 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, the curriculum may vary substantially from year to year. Accordingly, students are encouraged to take classes when they are offered rather than risk missing out on a class.

While there can be no assurance that a class offered one year will be offered the following year, a core group of courses is typically offered each year, including: Administrative Law, Antitrust Law, Bankruptcy and Reorganization, Business Organizations/Business Associations/Corporation Law, Constitutional Law I, Constitutional Law II, Constitutional Law III, Copyright, Criminal Procedure I, Criminal Procedure II, Evidence, Federal Jurisdiction, Federal Regulation of Securities, Introductory Income Tax, Labor Law, classes in Law and Economics, Legal Profession, Public International Law, Secured Transactions, and Taxation of Corporations I and II.

Course Registration Restrictions

When registering, please note:

Pursuant to ABA requirements, students may not register for two classes if there is a time conflict with any portion of any of the time slots (including pre-scheduled make-up time slots) or if travel time between classes would make the student late for the second class.
Similar Classes

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

- International Law and Public International Law
- Trial Advocacy and Intensive Trial Practice Workshop
- The same course taught by different professors (or the same professor), e.g., Corporate Finance at the Law School and at Booth.

It is impossible to list all of the potentially similar classes outside the Law School. If you note similarities in the course descriptions, you should contact the Office of the Registrar to determine whether both classes may be taken. The burden to avoid overlapping classes falls on the student.

Petitions

For actions outside the usual procedures, petitions are available online at http://www.law.uchicago.edu/students/academics/petitions. Petitions are required to do the following:

- Take more than 14 Credits
- Take a Non-Law School Course for Credit
- Reschedule an Exam
- Register for an Independent Research
- Register for a Law School Class as a Non-Law Student

Registration Restrictions

Students may not register for classes beyond their first quarter if they:

- Have registration restrictions placed by any office of the University (such as the Bursar’s Office, the Financial Aid Office, etc.);
- Have not satisfied the State of Illinois immunization requirements; or
- Have not furnished the Office of the Registrar with an official transcript of their undergraduate work or graduate work done before matriculation at the Law School. The transcript(s) must be sent directly from the other institution(s) to the Law School Office of the Registrar and must bear the degree earned. Additional restrictions pertaining to specific quarters/classes/students are listed online at http://www.law.uchicago.edu/students/registration.
SELECTING CLASSES

The Second Year

Although no specific courses are required during 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: Administrative Law, Business Organizations/Business Associations/Corporation Law, Constitutional Law I, Evidence, and Introductory Income Tax.

In planning a program, students should consider some courses to be predicates for more advanced work in the same general field. In the field of business associations, for example, a second-year student should consider taking Business Associations/Business Organizations/Corporation Law and Taxation of Corporations, which provide a basis for advanced work in the third year in such courses as Bankruptcy and Reorganizations, Business Planning and Federal Regulation of Securities. 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 typically take Evidence, and possibly a course on criminal procedure, in the second year.

It is important that students strike a sensible balance in structuring their program between traditional courses such as Business Associations/Business Organizations/Corporation Law, Constitutional Law, Evidence and Tax on the one hand, and seminars, workshops, and more specialized courses such as Art Law and Legal Interpretation, on the other. Students should try to divide their traditional classes between the second and third years to maintain this sense of balance. In addition, students are required to fulfill one of their writing requirements before the end of the second year.

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 interest. It should also have distinct intellectual objectives, including:

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

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 Office of the University.

J.D. Student Writing Requirement

Every J.D. student must complete at least two writing projects beyond the work required in the first-year course in Legal Research and Writing. At least one of these writing projects must be a “substantial research paper (SRP).”

An SRP is:

1. a careful, extensive treatment of a particular topic;
2. certified by a member of the faculty (including Visiting Faculty, Senior Lecturers at the Law School, and tenured University of Chicago professors who have permanent offices at the Law School, but excluding Bigelow and other Fellows as well as Lecturers in Law) who is in full-time
residence at the Law School and was the instructor for the course or independent study for which the paper was written;
3. submitted by a student who has taken advantage of one or more opportunities to respond to suggestions and criticism in producing the paper; and
4. not largely derivative of work undertaken for another academic degree, for a summer job, or in some other environment outside the Law School.

A publishable comment or note written for a student journal will satisfy the SRP requirement if it is:

A. nominated for this purpose by the editor-in-chief of the journal; and
B. approved by the Faculty Supervisor prior to the authoring student’s final term of study at the Law School.

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

A student’s second, or other, writing project can, but need not, be of the SRP form. It can be:

- a paper, series of papers, brief or other substantial writing prepared as part of a course or a seminar supervised by a faculty member or a Lecturer in Law so long as the instructor’s expertise and guidance inform the writing process; or
- a comment or note prepared for one of the student-edited journals, and nominated and approved as above, even if undertaken or submitted too late for SRP certification; or
- a brief prepared for the semifinal or final round of the Hinton Moot Court Competition and approved for credit by the Hinton Moot Court Faculty Judges; or
a brief or series of writings undertaken in one of the Law School’s clinical
programs, or in a professional skills course offered at the Law School, so
long as the instructor’s expertise and guidance inform the writing process;
or
an SRP.
Again, work submitted in satisfaction of either of the two writing
requirements may not largely be derivative of work undertaken in pursuit
of another academic degree or in a summer job or other environment
outside the Law School.

Students are required to complete at least one of their required writing
projects during their 2L year. They are strongly encouraged to begin the
SRP in a quarter that is not the final quarter of study and to turn in a first
draft by the conclusion of spring break their 3L year.

If a student is concerned that any work done for credit at the Law School
might duplicate work done for another Law School course or another
academic program or job, that student should consult with the Dean of
Students in order to be sure that academic standards are not violated. The
Dean of Students is also available to discuss any questions regarding the
originality of work submitted, or the requirement that work done by
others not be copied or plagiarized.

Professional Skills Course Requirement

Before graduation, all J.D. students must successfully complete one or more
classes that 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.

The following classes that satisfy the professional skills requirement are currently
scheduled to be offered during the 2014-15 academic year:

Abrams Environmental Law Clinic
Accounting and Financial Analysis
Advanced Legal Research
Advanced Legal Research: Foreign and International Law
Advanced Legal Writing
Brief-writing and Appellate Advocacy Seminar
Civil Rights Clinic: Police Accountability
Collective Bargaining and Sports Entertainment
Commercial Transactions - Negotiation, Drafting, and Analysis
Contract Drafting and Review
Contract Negotiation: Outsourcing
Contracts and Commercial Transactions
Corporate Lab Transactional Clinic
Criminal and Juvenile Justice Project Clinic
Cross-Border Transactions: Lending
Cross-Border Transactions: Securities, M&A, and Joint Ventures
Drafting Contracts: The Problem of Ambiguity
Employment Law Clinic
Entrepreneurship and the Law
Exoneration Project Clinic
Federal Criminal Justice Clinic
Fourteenth Amendment Seminar
Fundamentals of Accounting for Attorneys
Gendered Violence and the Law Clinic
Housing Initiative Clinic
How to Avoid a Regulatory Nightmare: Compliance and Regulatory Strategies for the Post Crisis World
Institute for Justice Clinic on Entrepreneurship
Intensive Trial Practice Workshop
International Arbitration
International Human Rights Clinic
International Human Rights Lawyering and Advocacy
Judicial Opinions and Judicial Opinion Writing
Leadership
Legal Elements of Accounting
Litigating Financial Disputes
Litigation Laboratory
Mental Health Advocacy Clinic
National Security Issues and the Development of Legal Practice Skills
Partnership Taxation
Poverty and Housing Law Clinic
Pre-Trial Advocacy
Private Equity Transactions: Issues and Documentation
Prosecution and Defense Clinic
Strategies and Processes of Negotiations
Structuring Venture Capital, Private Equity, and Entrepreneurial Transactions
Trial Advocacy
U.S. Supreme Court: Theory and Practice
Workshop: Legal Scholarship
Young Center Immigrant Child Advocacy Clinic

Please note that this list is subject to change. Please also note that a course used to satisfy either writing requirement cannot also be used to satisfy the skills requirement. For up-to-date information, please see the online course listing at http://www.law.uchicago.edu/courses.
Clinical Programs

Second- and third-year students obtain practical training through the Law School’s clinical and experiential programs, in which students represent clients and engage in other lawyering roles under the supervision of full-time clinical teachers, faculty, and practicing attorneys. The Law School’s clinical and experiential programs give students an opportunity to learn litigation, legislative advocacy, and transactional skills. Students learn through classroom instruction, simulation, and representation of clients under the close supervision of the clinical teachers and attorneys. The program is intended to join the academic study of law with experience in interviewing clients, investigating facts, developing strategies, conducting negotiations, dealing with adverse parties, drafting legislation and lobbying legislators, drafting contracts, and participating in court proceedings.

The following clinical offerings are currently scheduled for the 2014-15 academic year, and may be amended from time to time to reflect changes or additions of new clinics:

- Abrams Environmental Law Clinic
- Civil Rights Clinic: Police Accountability
- Corporate Lab Transitional Clinic
- Criminal and Juvenile Justice Project Clinic
- Employment Law Clinic
- Exoneration Project Clinic
- Federal Criminal Justice Clinic
- Gendered Violence and the Law Clinic (*)
- Housing Initiative Clinic
- Institute for Justice Clinic on Entrepreneurship
- International Human Rights Clinic
- Mental Health Advocacy Clinic
- Poverty and Housing Law Clinic (*)
- Prosecution and Defense Clinic(*)
- Young Center Immigrant Child Advocacy Clinic

(*) Winter and Spring only

The following rules apply to the clinical courses listed above:

- No more than sixteen credits shall be awarded for clinical work.
- The maximum number of credits students may earn for a given clinic shall be nine, except for clinics that only run for two quarters, in which students may earn up to seven credits. (Currently, these are the Poverty and Housing Law Clinic, the Gendered Violence and the Law Clinic, and the
Prosecution and Defense Clinic) An Independent Research project (499) may not be used to evade applicable maximums or other rules regarding clinic participation. Students may enroll in no more than 14 total credits with the Director of Corporate Lab Programs and any other instructor who teaches in the Corporate Lab Transactional Clinic, including no more than 9 credits in the Corporate Lab Transactional Clinic itself. All credits taken during the 2L and 3L years with any instructor who teaches in the Corporate Lab Transactional Clinic count toward this 14 credit limit.

- Students may enroll in a clinic for no more than three credits in any one quarter, with the following exception: a clinic that mandates two quarters of enrollment, and does not permit more than two quarters of enrollment, may offer one three-credit quarter and one four-credit quarter. Currently, these are the Poverty and Housing Law Clinic, the Gendered Violence and the Law Clinic, and the Prosecution and Defense Clinic.

- Students are awarded one credit for work averaging four hours per week per quarter, subject to the applicable maximums set forth above. Students are expected to keep a record of the time they spend in practical work done in conjunction with the clinic. For the Corporate Lab Transactional Clinic, timekeeping requirements and the award of credits based on hours worked will commence with the 2015-16 academic year. Prior to the 2015-16 academic year, students in the Corporate Lab Transactional Clinic earn three credits per quarter. Students may enroll in two clinics simultaneously with written permission of the relevant clinical supervisors. Students may enroll in more than one clinic during their time at the Law School. If there is more demand for a clinic than supply in any given year, a student who has not yet had a clinical opportunity shall receive preference over a student who has already participated in one clinic and seeks to enroll in a different one.

- The authority to confirm enrollment in a clinic is vested in the respective clinical supervisor(s) who ensure(s) that students have completed all the necessary pre-requisites, met all relevant enrollment criteria (such as language skills), and are otherwise qualified to participate in the program. Expectations regarding the duration of the student’s involvement with the clinic and total credits per quarter must be arranged with the clinical supervisor prior to enrollment.

- Students must bid or register for clinics in which they wish to participate only once (please see the quarterly registration instructions online for details on how to bid or register for specific clinics). The registration system allocates to each enrollment the default minimum credits for the quarter; adjustments based on actual work performed are reported by the clinical supervisors at the conclusion of each quarter to the Office of the Registrar. Students continuing participation in a clinic (as indicated by the
clinical supervisor at the conclusion of each quarter participation) are automatically registered for the next quarter by the Office of the Registrar.

- With the exception of the Corporate Lab Transactional Clinic, grades for clinical work are posted once, for all quarters of involvement, at the conclusion of the student’s involvement with the clinic, and students receive the same grade for all quarters. For the Corporate Lab Transactional Clinic, grades are posted each quarter, and students may receive different grades for each quarter.

- Most clinics have a seminar component that students may be required to take during their participation in the clinic. Please check the schedule for meeting days/times, as students may not register for other offerings that meet contemporaneously.

- Students who work in a clinic over the summer are treated as returning clinic students in the Autumn quarter and may continue with their clinic work during the following academic year. These students are automatically pre-registered by the Office of the Registrar (as indicated by the respective clinical supervisor) and therefore do not need to bid nor register themselves for the same clinic for the following Autumn quarter.

Students should keep in mind that they need to be enrolled in and earn at least nine credit hours per quarter to be considered full-time, and students must earn at least 105 credits to graduate. If the student is counting on a clinic to meet these minimums, the student must be sure to earn enough hours in the clinic, or the student may face serious consequences. Any student intending to earn clinical credits in a given quarter above the default minimum credits for a clinic—which to meet the nine credit hour full-time requirement or the 105 credits to graduate requirement—should provide the Registrar with written confirmation from their clinical supervisor that sufficient clinical work will be available to that student to meet the necessary hours requirement.

Please see the online registration materials for the latest information concerning specific quarters, days, times, credits, and other relevant information. Additional information for specific clinical and/or experiential learning programs is available online at [http://www.law.uchicago.edu/clinics](http://www.law.uchicago.edu/clinics).

THE EDWIN F. MANDEL LEGAL AID CLINIC

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

Under Illinois Supreme Court Rules, students who have completed 50 percent of the credits needed for graduation are authorized to appear on behalf of clients in the state trial courts and administrative agencies. Students may also represent clients in the Illinois Appellate Court, the United States District Court for the Northern District of Illinois and the United States Court of Appeals for the Seventh Circuit.

Participation in the Mandel Clinic is limited to students enrolled in one of the clinical courses associated with each of the clinic projects. Currently the Mandel Clinic has the following clinics: Abrams Environmental Law Clinic; Civil Rights Clinic: Police Accountability; Criminal and Juvenile Justice Project Clinic; Employment Law Clinic; Federal Criminal Justice Clinic; Housing Initiative Clinic; International Human Rights Clinic; and the Mental Health Advocacy Clinic. Student experiences may vary by project.

THE EXONERATION PROJECT CLINIC

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

YOUNG CENTER IMMIGRANT CHILD ADVOCACY CLINIC

The Young Center Immigrant Child Advocacy 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.

CORPORATE LAB: TRANSACTIONAL CLINIC

This transactional clinic provides students with a forum for working closely with
legal teams at various major companies in the following sectors (subject to change):
technology, consulting, telecommunications, and emerging businesses. This section
aims to teach practical legal skills and knowledge both by having students work on
actual projects and through classroom instruction and discussion. In addition,
students will have the opportunity to hear from, and interface with, seasoned
practitioners from leading law firms. This class mirrors a real-world work
experience: Students will receive hands-on substantive and “client”-development
experience and will be expected to manage and meet expectations (e.g., deadlines)
while exercising a high level of professionalism. As a result, this class is likely to
involve a significant time commitment (with a substantial amount of work to be
completed outside of class), and students will get out of the Lab what they put into
it. Student grades will be based upon participation in the classroom, appropriate
attention to "client" service, collaborative efforts within a team environment, and quality of work product.

**Poverty and Housing Law Clinic**

This clinic, conducted over two sequential quarters, exposes students to the practice of poverty law work by giving them the opportunity to work on housing related cases at the Legal Assistance Foundation (LAF), which provides free legal services to indigent clients in civil matters. Students spend at least twelve hours per week in LAF's Housing Practice Group or in LAF's Consumer Practice Group (which handles bankruptcies and foreclosure defense). Students may appear with tenants at administrative grievance hearings, represent defendants in eviction or foreclosure actions, file suit to enjoin landlords from performing lock-outs or refusing to make necessary repairs, participate in ongoing federal litigation, advocate on behalf of tenant groups, comment on proposed federal housing regulations, and file bankruptcy petitions on behalf of subsidized-housing residents who are trying to preserve their tenancies. All students will be expected to interview clients, prepare written discovery, and draft motions. Students with 711 licenses may appear in court at status hearings, conduct depositions, argue contested motions, negotiate with opposing counsel, and participate in bench or jury trials. In addition to working at LAFMC, students will attend a weekly two-hour class at which they will learn about poverty law, public housing, the Section 8 tenant-based and project-based rental assistance programs, the landlord-tenant relationship, eviction actions, jury trial practice, housing discrimination, foreclosure defense, and the extensive and often misunderstood connection between criminal law and subsidized housing.

**Prosecution and Defense Clinic**

The Prosecution and Defense Clinic provides students with an opportunity to learn about the criminal justice system through:

1. a two-quarter seminar taught by a former Assistant United States Attorney and a former Federal Defender; and,
2. a clinical placement in either a prosecutor's office or public defender's office.

The goal of the course is to familiarize students with the legal procedures and issues which arise in a typical criminal case as well as ethical and other social justice issues (such as race and poverty) routinely considered by all criminal justice attorneys and courts. The clinic provides students with a unique combination of substantive criminal law and procedure, ethics, trial practice (through participation in courtroom exercises built around a single federal criminal case), and hands-on experience through a clinical placement. Each student in the clinic is responsible for securing a field placement and participating in a pre-screened externship program with a federal or state prosecutor or defender office for the winter and spring
quarters (January through May). Examples include the U.S. Attorney’s Office for the Northern District of Illinois, the State’s Attorney’s Office (in any northern Illinois county), the State’s Office of the Attorney General, the Federal Defender Program for the Northern District of Illinois and the Public Defender’s office (in any northern Illinois county). Each field placement will be formally supervised by coordinators within each program’s office, and the faculty instructors will monitor the student’s substantive work and performance in conjunction with the field placements. In the clinical placements, students may be expected to research substantive criminal law issues, draft affirmative and responsive pleadings and memos, interview witnesses and clients, assist lawyers with court hearings and where permitted (and with an appropriate 711 license), appear in court under the supervision of practicing attorneys.

**Gendered Violence and the Law Clinic**

When confronted with domestic and sexual violence in our communities, arrest and prosecution of the perpetrator is only one of many potential legal responses. What other legal tools are available to survivors and how useful are those tools? Students in the Gendered Violence and the Law Clinic explore these issues through a 2-hour weekly seminar, combined with 12 hours per week of field work spent working at the civil legal services office of the Legal Assistance Foundation (LAF). Students work primarily on family law and immigration cases, while accepting some assignments from LAF’s other practice areas where the legal rights of survivors of gendered violence are implicated. Students assist with representation of domestic and sexual violence survivors to meet a broad range of legal needs, such as protective orders, divorce and custody litigation, VAWA self-petitions and U-Visa applications, advocacy in child abuse and neglect proceedings, housing and eviction matters, unemployment insurance hearings, and public benefits appeals. All students will be expected to interview clients, prepare written discovery, develop witness statements, conduct legal research, and draft pleadings, motions and court orders. Students eligible for a 711 license may appear in court under attorney supervision.

**Course Policies**

**Seminars and Simulation Classes**

Students are permitted to enroll in up to four seminars and/or simulation classes per academic year, no more than three of which may be taught by individuals who are neither tenured professors, tenure track professors, clinical professors and full time clinical lecturers, visiting professors, emeritus professors, tenured University of Chicago professors who have permanent offices at the Law School, nor senior lecturers. In some instances, preferences are granted to second- or third-year students. While many seminars and simulation classes can accommodate all of the registering students, on occasion, certain seminars and simulation classes will be oversubscribed; enrollment into seminars and simulation classes is typically via the
bidding process (see Bidding below). Generally, seminars are capped at 20 students. In some seminars, enrollment is limited to a smaller number. Regardless of whether a seminar or simulation class has a waitlist, all seminars and simulation classes are considered “limited enrollment classes.” Students are required to drop all seminars and simulation classes in excess of the four seminar rule before the end of the third week of the quarter. Multi-quarter seminars count as one seminar. With the exception of Greenberg Seminars, all multi-quarter workshops (e.g., the Law and Economics Workshop, the Legal Scholarship Workshop, etc.) and seminars are considered seminars under this rule.

WAITLISTED/CLOSED CLASSES

Students must attend the first meeting of a seminar, simulation class, or a course with a waitlist in order to stay enrolled in the class. A student who is on the waitlist and wishes to register for the class must attend the first class as well. In many cases, the professor is able to accommodate the students on the waitlist who attend the first class. A student who wishes to drop a limited enrollment class (whether a seminar, a simulation class, or a course that was included in the bidding process) must do so by the date and time specified by the Office of the Registrar. (See Academic Calendar for each quarter’s deadline). Please note that many faculty will drop students who do not attend the first class, regardless of whether or not the class has a waitlist.

It is the student’s responsibility to make sure classes are dropped by the deadline. Students should not assume that by not attending the first meeting they have been dropped from a class and should not rely on faculty to drop them.

BIDDING

During the initial bidding and registration period of each quarter, students bid online for certain offerings, including all seminars and simulations. Students may bid for up to five offerings per quarter and must rank them in order of preference. The maximum number of credits in which a student can be registered via the bidding process is 14; the actual number is typically lower due to pre-registration into continuing classes, clinics, independent research projects, etc. Generally, 2Ls, 3Ls, and LL.Ms are on equal footing—there is no seniority system, since many of these seminars are offered only once or in alternating years. Please note, however, that faculty may choose to alter the priority system for their particular class based on the particular nature of the class. The Office of the Registrar publishes online a list of biddable classes approximately 10 days prior to the start of the bidding process. The list includes the number of available seats for each class. Please see each quarter’s registration materials for additional information. For a list of classes subject to the bidding process, please see: http://www.law.uchicago.edu/bidding
GREENBERG SEMINARS

Greenberg Seminars, open only to Law School students, are designed to afford students the opportunity to engage in informal discussions with Law School faculty members on a range of topics. The groups, normally limited to 12 students, meet in a faculty member’s home five or more times over one or more quarters. Topics and participating faculty are announced prior to the Autumn quarter registration period. Participating students earn one credit. Attendance at all sessions is required to earn the credit. Priority is given to third-year students who have not previously participated in a Greenberg Seminar and who are not currently registered in another Greenberg Seminar. Greenberg Seminars are graded Pass/Fail. Greenberg Seminars do not count towards the limit of four seminars/simulations per academic year (see the Seminars and Simulation Classes section for additional details).

CLASSES OUTSIDE THE LAW SCHOOL

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

Classes offered by other units/departments within the University that are cross-listed with the Law School do not count against the 12-credit limit, and law students do not need to petition to register in those classes. Law students registered in cross-listed classes must register for such classes using the LAWS-prefixed course number and also must receive a numerical grade (e.g., law students may not register to take cross-listed classes for a letter grade nor Pass/Fail).
Determinations about the appropriateness of a particular class for a particular student’s course of study should not be interpreted as universal approval of the class for all students in a given year or in subsequent years.

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

LL.M. students may take non-Law School classes with an approved petition, but the credits will not count towards the 27 credits required to graduate nor will those classes count toward the nine credits per quarter residency requirement.

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

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

The process and procedures for Law School students to take a class at Booth are established and implemented by Booth. If you are interested in taking a class at Booth, please follow the instructions detailed on the Booth website at http://departments.chicagobooth.edu/srs/nonmbastudent/Law.asp. You need to submit a **Petition to Take a Booth Course for Credit**.
Credits for Booth classes count toward the twelve credit limit and the maximum of six credits of non-Law School classes per quarter.

As soon as the Booth registration is completed (typically the Monday of the second week of the quarter), you will receive an email confirmation of your registration status. If you decide not to take the Booth class for which you registered, you must immediately notify Booth and the Law School Registrar (in no case later than the end of the third week of classes). Booth registration, course attendance, and grading are governed by all applicable Booth rules.

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

- departments.chicagobooth.edu/srs/nonmbastudent/index.asp
- boothportal.chicagobooth.edu/portal/server.pt/community/courses/205
- departments.chicagobooth.edu/srs/nonmbastudent/seat%20availability.asp

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

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

ADDITION/DROPPING COURSES

For classes not governed by the rules applicable to limited enrollment courses, students must complete all adds or drops to their class schedule by the third week of the quarter. The deadline is 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 does not obtain special permission from the Dean of Students to drop after the deadline will receive a “W” (up to the last day of classes) or the numeric equivalent of an “F” (after the last day of classes) on his/her transcript for that course. Permission to drop a class after the deadline will not be granted (even with a “W”) if:

1. the class was included in the bidding process and oversubscribed at the time of registration;
2. the student has received 50% or more of the final grade;
3. the professor objects to the drop;
4. the student will have less than nine credits for the quarter; or
5. the request fails to meet the aforementioned “extraordinary circumstances” condition. Failure to read and follow the directions for adding or dropping a course or to take note of the applicable deadline is not considered an extraordinary circumstance.
6. Additions after the first week require the permission of the professor. In light of ABA requirements concerning class attendance, faculty generally do not allow students to add a course after the first week.
7. These rules also apply to compressed schedule courses and multi-quarter courses, unless explicitly contravened in the course description.

GRADING POLICIES

The grading scale at the Law School is as follows:

180-186 A
174-179 B
168-173 C
160-167 D
155-159 F

Law School grades are recorded as numerical grades for all LAWS-prefix offerings, unless otherwise explicitly noted in the offering’s description. The median grade in all courses and all seminars in which students are graded primarily on the basis of an examination must be 177. The median grade in all paper seminars, clinics, and simulation classes must be no lower than 177 and no higher than 179. Courses in which all students write papers, as well as courses and seminars in which students have the option to write a paper or sit for an examination, must have a median of 177 or 178. All 1L electives must have a 177 median, regardless of the basis for grading in those classes. The median grade in Bigelow Legal Research and Writing classes must be 178. The Law School may permit minor deviations from these mandatory medians only for classes with very low enrollments when the instructor certifies that the students’ performance was unusually strong or weak relative to students’ performance in the same class during prior years.

In the absence of any contrary statement, it is understood that a student’s grade in a course will be based entirely upon the written examination or paper in the class. Professors may choose to add a class participation component to the grade.
Honors are awarded to J.D. students at graduation based on final cumulative grade point averages as follows:

182 and above Highest Honors
180.5 and above High Honors
179 and above Honors

The Law School does not rank students. Students **Must Not** provide estimates of their class rank on resumes, in job interviews, or in any other context. A key on the back of the transcript provides information about the rolling percentage of students graduating with honors.

Membership in the national Order of the Coif organization is awarded pursuant to terms set by the national organization. Students are eligible for nomination for Order of the Coif upon graduation if they have earned at least 79 of the 105 credits needed for graduation in graded courses. From that pool of eligible students, the top 10% at graduation is nominated for membership in Order of the Coif.

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

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.

**KIRKLAND & ELLIS SCHOLARS**

In recognition of a very important gift to the Law School’s Centennial Capital Campaign, the Law School designates outstanding students as Kirkland & Ellis Scholars. Beginning with the Class of 2009, students with grades in the top 5% of the class are so designated at the end of their 1st year or 2nd year of study. Additional students will be added to this group during the 3rd year of study so that by graduation, 10% of the class will have been designated Kirkland & Ellis Scholars. Once a student receives the designation, it is not removed.

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

Key to course details:

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Civil Procedure I
LAWS 30211 - 01 (3) 1L

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 2014 - William H. Hubbard
Civil Procedure I
LAWS 30211 - 02 (3) 1L
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 2014 - Emily Buss

Civil Procedure II
LAWS 30221 - 01 (3) 1L
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. This class will meet twice weekly during two of the three listed times. Spring 2015 - Diane P. Wood

Civil Procedure II
LAWS 30221 - 02 (3) 1L
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. Spring 2015 - Anthony J. Casey

Contracts
LAWS 30511 - 01 (3) 1L, a
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
The student's grade is based on a single final examination at the conclusion of the Winter quarter.

Autumn 2014 - Omri Ben-Shahar

Contracts
LAWS 30511 - 02 (3) 1L, a

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 at the conclusion of the Winter quarter.

Autumn 2014 - Douglas G. Baird

Contracts
LAWS 30511 - 01 (3) 1L, a

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 2015 - Omri Ben-Shahar
Contracts
LAWS 30511 - 02 (3) 1L, a
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 2015 - Eric A. Posner

Criminal Law
LAWS 30311 - 01 (3) 1L, a
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 at the end of the Spring quarter.
Winter 2015 - Jonathan Masur

Criminal Law
LAWS 30311 - 02 (3) 1L, a
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 at the end of the Spring quarter.
Winter 2015 - Richard H. McAdams

Criminal Law
LAWS 30311 - 01 (3) 1L, a
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.
Spring 2015 - Thomas J. Miles
Criminal Law
LAWS 30311 - 02 (3) 1L, a
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. Spring 2015 - Richard H. McAdams

Elements of the Law
LAWS 30101 - 01 (3) 1L
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 2014 - Richard H. McAdams

Elements of the Law
LAWS 30101 - 02 (3) 1L
This course examines the role of judges in our legal system, focusing particularly on the processes of statutory and constitutional interpretation. The subjects for discussion include the nature of, and justification for, reasoning from precedent; the meaning of originalism and other methods of interpretation; and the role of history and context in judicial decision making. The student's grade is based on a final examination. Autumn 2014 - Geoffrey R. Stone

Elements of the Law
LAWS 30101 - 03 (3) 1L
This course examines certain issues that occur in many different areas of the law and considers the relationship between these issues and related questions in other fields of thought, such as moral and political philosophy, economics, and political theory. The subjects for discussion include the nature of, and justification for, reasoning from precedent; the 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 2014 - David A. Strauss

Legal Research and Writing
LAWS 30711 – 01, 02, 03, 04, 05, 06 (2, 1, 1) 1L, a
All first-year students participate in the legal research and writing program under
the supervision of one of the six Bigelow Teaching Fellow and Lecturer in Laws.
The work requires the student to become familiar with the standard tools and
techniques of legal research and to write a series of memoranda and other
documents representative of the lawyer’s regular tasks. A prize, the Joseph Henry
Beale Prize, is awarded for the outstanding written work in each legal writing
section. The Bigelow Fellows also serve as tutor-advisors on an informal basis.
Autumn 2014, Winter 2015, Spring 2015 - Paul T. Crane, Ryan D. Doerfler,
Genevieve Lakier, Nadia Nasser-Ghodsi, John Rappaport, Heather Whitney

Property
LAWS 30411 - 01 (3) 1L, a
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 at the conclusion of the
Spring quarter.
Winter 2015 - Richard H. Helmholz

Property
LAWS 30411 - 02 (3) 1L, a
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 an in-class examination at the conclusion of the
Spring quarter.
Participation may be taken into account as indicated in the syllabus.
Winter 2015 - Lior Strahilevitz
Property
LAWS 30411 - 01 (3) 1L, a
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.
Spring 2015 - Richard H. Helmholz

Property
LAWS 30411 - 02 (3) 1L, a
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.
Participation may be taken into account as indicated in the syllabus.
Spring 2015 - Lee Fennell

Torts
LAWS 30611 - 01 (3) 1L, a
The focus of this course, offered over two sequential quarters, is on the Anglo-American system (mainly judge-created) dealing with injury to person or property. Special stress is placed on the legal doctrines governing accidental injury, including negligence and strict liability.
Grades are based on a single final examination at the end of the two-quarter sequence, though participation may be taken into account as indicated on the syllabus.
Autumn 2014 - Saul Levmore

Torts
LAWS 30611 - 02 (3) 1L, a
The focus of this course, offered over two sequential quarters, is on the Anglo-American system (mainly judge-created) dealing with injury to person or property. Special stress is laid on the legal doctrines governing accidental injury, including negligence and strict liability.
Grades are based on a single final examination at the end of the two-quarter sequence, though participation may be taken into account as indicated on the syllabus.
Autumn 2014 - M. Todd Henderson

**Torts**
LAWS 30611 - 01 (3) 1L, a
The focus of this course, offered over two sequential quarters, is on the Anglo-American system (mainly judge-created) dealing with injury to person or property. Special stress is laid on the legal doctrines governing accidental injury, including negligence and strict liability.
Grades are based on a single final examination at the end of the two-quarter sequence, though participation may be taken into account as indicated on the syllabus.
Note: Class will not meet on Friday, January 16, 2015.
Winter 2015 - Lee Fennell

**Torts**
LAWS 30611 - 02 (3) 1L, a
The focus of this course, offered over two sequential quarters, is on the Anglo-American system (mainly judge-created) dealing with injury to person or property. Special stress is laid on the legal doctrines governing accidental injury, including negligence and strict liability.
Grades are based on a single final examination at the end of the two-quarter sequence, though participation may be taken into account as indicated on the syllabus.
Winter 2015 - M. Todd Henderson

**Abrams Environmental Law Clinic**
LAWS 67813 - 01 (1, 2, or 3 per quarter, 9 maximum) a, s
Primarily through litigation, students in the Abrams Environmental Law Clinic work to address climate change, water pollution and legacy contamination and to protect natural resources and human health. To date, the Clinic has focused on holding accountable natural resource extraction companies for actual or anticipated damage to the environment, as well as the government agencies that permit such activities. The Clinic has also recently become more involved in the development and implementation of rules and regulations regarding climate change, renewable energy, and energy efficiency, with an eye toward future litigation on these issues. Clinic students engage in a wide variety of activities to learn practical legal skills, from conducting factual investigations, to interviewing witnesses and preparing affidavits, to reviewing administrative determinations, to drafting motions, to conducting depositions, to working with experts, to arguing motions and to presenting at trial or an administrative hearing. The Clinic generally represents
regional and national environmental organizations and works with co-counsel, thus exposing students to the staff of these organizations and other experienced environmental lawyers. The Clinic may also engage in legislative reform and rule-making efforts; students interested solely in that kind of work should notify the instructor before joining the clinic, if possible. Students interested in environmental transactional work should let the instructor know so that projects around this kind of work can be developed.

While it helps for students to have taken or be taking one or more of Environmental Law, Administrative Law, Evidence, or Trial Advocacy, these courses are not prerequisites or co-requisites.

Furthermore, it is not necessary to have an environmental, science or engineering background; all are welcome.

Autumn 2014, Winter 2015, Spring 2015 - Mark N. Templeton; Sean M. Helle

**Accounting and Financial Analysis**

LAWS 79103 - 01 (3) +, s, x

This course is designed to quickly introduce you to (or, preferably, refresh your knowledge of) basic financial accounting [first two weeks of class] and then aims to aggressively increase your ability to be a highly sophisticated user of financial statements. After taking this course, you should improve your ability to determine a firm’s accounting policy for a particular type of transaction and to determine how that policy choice affects its primary financial statements. You will also learn how to question whether these effects fairly reflect the underlying economics of the firm’s transactions. Asking these questions involves an interplay between accounting, economics, finance, law and business strategy. You should therefore greatly improve your ability to use an accounting report as part of an overall assessment of the firm’s strategy and the potential rewards and risks of dealing with the firm.

The teaching approach will be a roughly equal combination of lecture time and demanding case applications of the lecture material that will involve group case assignments that will form the basis for in-class discussion of the cases. The technical knowledge acquired from the lecture material is applied to cases where the main goal is to examine how the reported financial statements would differ if the firm had used different accounting policies. The focus is on modifying the reported financial statements in order to obtain the cleanest possible inputs for use in such applications as equity valuation, transaction structuring and credit analysis. The topics to be discussed are likely to include the accounting for, and interpretation of: revenue recognition, intercorporate investments, organizational structures (e.g., franchising), debt, and leases. Intensive group hand-in cases will be used to illustrate how the flexibility in financial reporting can reflect both the economics of the firm and the incentives of the managers creating the financial statements.
It is strongly recommended that students registering for this course have some prior exposure to accounting course work, at least at the level of Fundamentals of Accounting for Attorneys (LAWS 79112) or Legal Elements of Accounting (LAWS 79102).
Grading will be based on case assignments, short homework assignments, class participation, and a final exam.
Spring 2015 - Philip G. Berger

**Administrative Law**

LAWS 46101 - 01 (3)

This course examines the structure of the administrative state, its relations to the other branches of government and private citizens, and the constitutional, statutory, and common law rules that govern the substance and procedure of administration action and inaction. The course focuses on some constitutional topics, including the non-delegation doctrine, presidential control over administrative agencies, and the delegation of adjudicative authority to non-Article III officers. Substantial attention is given to the Administrative Procedure Act (APA) and other statutory requirements for lawful agency action. Covered topics include the proper role of agencies in interpreting statutory and regulatory law; judicial review of agency decisions; and public participation in agency rulemaking.

A central theme of the course is how the law manages the tension between rule of law values (e.g., procedural regularity, accountability, and substantive limits on arbitrary action) and the desire for flexible, effective administrative governance.

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

Autumn 2014 - Jennifer H. Nou

**Administrative Law**

LAWS 46101 - 01 (3)

This course examines the structure of the administrative state, its relations to the other branches of government and private citizens, and the constitutional, statutory, and common law rules that govern the substance and procedure of administration action and inaction. The course focuses on some constitutional topics, including the non-delegation doctrine, presidential control over administrative agencies, and the delegation of adjudicative authority to non-Article III officers. Substantial attention is given to the Administrative Procedure Act (APA) and other statutory requirements for lawful agency action. Covered topics include the proper role of agencies in interpreting statutory and regulatory law; judicial review of agency decisions; public participation in agency rulemaking; and non-traditional approaches to regulation, including negotiation and privatization.

A central theme of the course is how the law manages the tension between rule of law values (e.g., procedural regularity, accountability, and substantive limits on
arbitrary action) and the desire for flexible, effective administrative governance. The student’s grade is based on a final examination.
Winter 2015 - Nicholas Stephanopoulos

**Admiralty Law**  
LAWS 71001 - 01 (3)  
This course will cover the development and scope of this part of the jurisdiction of the federal courts, the role of the Supreme Court in the common law development of the substantive law of the admiralty, and several of the main elements of substantive maritime law: maritime torts, industrial accidents, collisions, salvage, and limitation of liability. The student’s grade is based on class participation and a final take-home examination.  
Autumn 2014 - Randall D. Schmidt

**Advanced Civil Procedure**  
LAWS 52502 - 01 (3)  
This course examines salient features of major civil litigation from both a practitioner’s and a policymaker’s perspective. Broadly, these features fall into two categories: issues with forum and aggregation on the one hand, and problems with the collection and production of evidence on the other. Topics in the first category include class actions and arbitration. Topics in the second category include electronic discovery, expert witnesses, and preservation. In addition, this course studies how the federal rulemaking process, statutes, and judicial decisions compete to define the procedures that govern civil litigation. The student’s grade is based on a final examination with some consideration of class participation.  
Autumn 2014 - William H. Hubbard

**Advanced Law and Economics: Theory and Practice**  
LAWS 55401 - 01 (3) +, r, w, c/l  
This course examines theoretical and empirical work in the economic analysis of law. It will cover, among other things, optimal tort rules, models of contract liability and remedies, optimal criminal rules, settlement and plea bargaining, and models of judicial behavior. Students are required to be PhD students in the Economics Department, the Harris School or the Booth School, or law students. Students should have the equivalent of an undergraduate economics degree or have taken Economic Analysis of the Law in the Law School. The course will expect students to have Economics PhD-level math skills.
Students will be required to submit 3-4 short research proposals related to topics covered in class. These proposals are sketches of original research that, once developed, could yield publishable academic papers.

Spring 2015 - Anup Malani

Advanced Legal Research
LAWS 79802 - 01 (2 or 3) +, s, x, m
The purpose of this seminar is to enhance students’ knowledge of legal sources and to develop their ability to research the law. The seminar will cover the basic categories of legal research in depth and with a focus on practical skills and efficiency, including statutes, administrative law, legislative history, cases, and secondary sources. This seminar also will address a series of practice areas such as corporate and securities, tax, transactional, federal procedure, and intellectual property, focusing on the substantive resources and practical research skills for each. Upon successful completion of the seminar, students will expand their understanding of research resources in a variety of areas, will improve their skills in using legal research tools, and will develop extensive research knowledge in at least one area from their work on a final research paper.

The seminar will be limited to twenty-five students with priority to third year students.

To receive credit for this seminar, students must complete 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 class meetings (10 percent).

Students may earn either 2 or 3 credits for this seminar depending upon the number of assignments completed and the length of their final paper.

A 20-25 page paper will be required for the 3-credit option for this seminar, along with 4 research assignments. For the 2-credit option for this seminar, students will write a 10-15 page paper and complete 2 research assignments.

Research assignments will count towards 30% of the final grade; the research paper 60%.

Class participation counts for 10%. In the research paper, the student should extensively and comprehensively address sources for researching the topic, discuss successful and less useful techniques, and recommend research strategies.

Autumn 2014 - Todd Ito

Advanced Legal Research
LAWS 79802 - 01 (2 or 3) +, s, x, m
The purpose of this seminar is to enhance students’ knowledge of legal sources and to develop their ability to research the law. The seminar will cover the basic categories of legal research in depth and with a focus on practical skills and efficiency, including statutes, administrative law, legislative history, cases, and secondary sources. This seminar also will address a series of practice areas such as corporate and securities, tax, transactional, federal procedure, and intellectual
property, focusing on the substantive resources and practical research skills for each. Upon successful completion of the seminar, students will expand their understanding of research resources in a variety of areas, will improve their skills in using legal research tools, and will develop extensive research knowledge in at least one area from their work on a final research paper.

The seminar will be limited to twenty-five students with priority to third year students.

To receive credit for this seminar, students must complete research assignments (30 percent of grade), submit a research paper on a topic approved by the instructor (60 percent of grade), and attend and participate in course meetings (10 percent). Students may earn either 2 or 3 credits for this seminar depending upon the number of assignments completed and the length of their final paper (minimum 20 pages for 3 credits; 10 pages for 2 credits).

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.

Winter 2015 - Sheri H. Lewis

Advanced Legal Research: Foreign and International Law
LAWS 79803 - 01 (2) c/l, s, x, m

The purpose of this seminar is to enhance students’ knowledge of foreign, comparative, and international legal sources and to develop their global legal research skills. The seminar will cover the basic categories of legal research in depth and with a focus on practical skills and efficiency, including locating constitutions, legislation, treaties, cases, decisions of international tribunals, documents of international organizations such as the EU, UN, WIPO, and the WTO, and secondary sources. This seminar also will address a series of practice areas such as comparative corporate law (focus on cross-border practice areas), comparative constitutional law, international intellectual property, international criminal law, international trade law, international environmental law, and international human rights, focusing on the substantive resources and practical research skills for each. It will also highlight gaps in international legal research resources and techniques for bridging them. Upon successful completion of the seminar, students will expand their understanding of research resources in a variety of areas, will improve their skills in using international legal research tools, and will develop extensive research knowledge in at least one area from their work on a final research paper.

Winter 2015 - Lyonette Louis-Jacques

Advanced Legal Writing
LAWS 79901 - 01 (2) +, w, s, x

This course will prepare law students for the working world by honing writing skills for briefs, memoranda, motions and contracts. We will discuss and practice
the major principles of legal writing in plain English -- no jargon, no legalese, no anachronistic fluff. In addition to fine-tuning basic and more advanced writing skills, students will learn how to use their writing to win arguments, persuade clients and sharpen their own thinking. The class will function largely as a workshop where we analyze the impact of various writing styles. Regular attendance is essential. Through exercises and group critiques, students will learn to write more succinctly and effectively. Better writers make better lawyers. The course concludes with an eight-hour take-home examination, which determines the student’s grade. Students must complete all assignments before the exam. This course satisfies the requirements of the Writing Project writing requirement. Legal Research and Writing is a pre-requisite. NB: The first meeting of this class will be 6:10-8:10 p.m. on Thursday, March 26. All other meetings will be on Tuesdays, 4:00-6:00 p.m. The class will not meet Tuesday, March 31. Spring 2015 - Elizabeth Duquette

Advanced Topics in Corporate Reorganizations
LAWS 43702 - 01 (2 or 3) +, w, x, m
This seminar will explore emerging issues in corporate reorganization. We are principally interested in the ever-present tension between bankruptcy law and policy and the practical reality of managing a company’s business in Chapter 11. The seminar will address four broad topics: (i) asset sales and restructuring agreements, (ii) inter-creditor agreements and post-petition financing, (iii) the safe harbors for financial contracts, and (iv) cross-border insolvency. We will devote two seminar meetings to each topic. During the first, we will discuss case law and hypotheticals, academic and practice-oriented articles, and pleadings, briefs and orders from recent Chapter 11 cases. During the second meeting, we will invite a leading professional to join our seminar and discuss his or her perspectives on the topic that we are studying. Students will lead this discussion. If time permits, our group will join the professional for dinner after the seminar. Grades will be based on class participation (40%) and four short papers (60%). The papers are intended to prepare you to engage deeply in discussion with the invited professionals. Each paper should not exceed six double-spaced pages, should analyze and raise questions about an aspect of a topic that we are studying, and should be submitted no later than noon on the day when we are hosting a professional. Although there is no pre- or co-requisite for this seminar, we recommend that you have taken or are currently taking a course in bankruptcy law. The instructor is Judge Christopher Sontchi of the United States Bankruptcy Court for the District of Delaware.
Students wishing to take the seminar for three credits must write an additional 10-12 page research paper.
Spring 2015 - Douglas G. Baird; Christopher S. Sontchi

Advanced Topics in Criminal Law: Vice and Victimless Crimes
LAWS 99004 - 01 (3) w, x, m
This seminar will explore major topics in vice law, including: the philosophical foundations for punishing vice; the political economy and social history of vice law in the United States; drug crime; gambling; and prostitution. It will ask students to engage with both the law governing vice, and the philosophical as well as political debates about whether this is an arena of human activity in which the state has the right or duty to intrude.
Spring 2015 - Genevieve Lakier

Advanced Topics in Moral, Political and Legal Philosophy
LAWS 78603 - 01 (3) +, r, w, c/l, m
The topic for Winter 2015 is “Freedom and Responsibility, Contemporary and Historical.” We will begin by canvassing the major philosophical positions in the Anglophone literature on free will and moral responsibility over the past half-century, with readings drawn from some or all of P.F. Strawson, G. Strawson, R. Kane, H. Frankfurt, G. Watson, and others. In the second half of the seminar we will step back to look at the treatment of these same issues by major figures in the history of philosophy, including M. Frede’s A Free Will: Origins of the Notion in Ancient Thought, as well as primary texts by some or all of Hume, Kant, Hegel, Schopenhauer, Nietzsche, and Sartre.
The seminar is open to philosophy Ph.D. students without permission; to J.D. students with instructor permission; and to others with instructor permission.
Winter 2015 - Brian Leiter; Michael N. Forster

Advanced Trademarks and Unfair Competition
LAWS 69902 - 01 (2 or 3) +, w, x, m
This seminar addresses current issues in trademark law and their evolution since the latter half of the 19th century, such as trademark law’s constitutional foundations; competing justifications of trademark rights (incentivizing manufacturers while lowering consumer search costs, fostering commercial morality, protecting property rights, vindicating speech interests, and so on); the reciprocal development of trademark doctrine and commercial practice; the interplay of trademark and First Amendment law; statutory and judicial limitations on trademark rights and those limitations’ normative underpinnings; counterfeiting, contributory infringement, and the online marketplace; and the peculiar role (especially in light of other nations’ practices) of federal registrations in the acquisition and maintenance of U.S. trademark rights.
Enrollment is limited to twenty-five students.
Previous or concurrent coursework or professional experience in intellectual property is recommended but not required.
A student’s grade is based on class participation and either a series of short thought papers for two credits, or a series of longer research papers totaling at least 20 pages, or a major research paper, both for three credits.
Winter 2015 - Chad J. Doellinger; Uli Widmaier

**American Law and the Rhetoric of Race**
LAWS 49801 - 01 (3) +, c/l
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. Undergraduate students registering in LLSO, PLSC, HIST cross-listed offerings must request faculty consent prior to registration. Law students do NOT need consent.
Grades are based on class participation and a final examination.
Spring 2015 - Dennis J. Hutchinson

**American Legal History: The Twentieth Century**
LAWS 97603 - 01 (3) e, x
This course examines major legal and constitutional conflicts in twentieth century American history. Topics include law and social movements, the role of the courts, rights consciousness, the legal profession, and legal thought. Students will connect legal texts and legal struggles to broader developments in social, cultural, and political history.
Grading is based on class participation and a final examination.
Spring 2015 - Laura Weinrib

**Animal Law**
LAWS 46022 - 01 (3) w, x, m
This seminar will survey the treatment of animals in the law. Students will explore the legal status of animals in a variety of contexts. Topics will include: the uses to which animals are put and scientific understanding of their capacities; the ramifications of the legal classification of animals as “property;” how the law impacts people’s relationship with companion animals; use of animals by industry, including agribusiness; current animal protection laws, state and federal, as well as efforts to reform such laws through legislation and litigation; “standing” and other problems of litigating on behalf of animals; developing theories on the economic valuation of animals; and the way the law regulates the dissemination of information regarding animals. The seminar will cover several different areas of the law as they intersect with animal rights and animal welfare issues, including first
Amendment/constitutional law, criminal law, administrative law, torts, contracts, and consumer protection law. Conducted in a discussion format centered around weekly reading assignments, the seminar will allow students to explore the latest cases, legislation, and legal theories developing in animal law. All perspectives are both welcome and open to critique.

The grade is based on a series of short research papers.

Autumn 2014 - Roshna B. Keen; Vincenzo Field

**Anthropology and Law**  
LAWS 93812 - 01 (3) r, w, x, m  
This seminar for law students and graduate students in the social sciences will provide an introduction to the field of legal anthropology. We will address anthropological theories of the nature of law and disputes, examine related studies of legal structures in non-Western cultures, and consider the uses of anthropology in studying facets of our own legal system. By examining individual legal institutions in the context of their particular cultural settings, we can begin to make cross-cultural comparisons and contrasts. In so doing, we confront the challenge of interpreting and understanding the legal rules and institutions of other cultures while assessing the impact of our own social norms and biases on the analysis. Thus, our analytic and interpretative approach will require us to examine the cultural assumptions that underpin various aspects of our own belief systems and the American legal system.

The grade is based on a final written paper (80%) and class participation (20%).

Winter 2015 - Christopher C. Fennell

**Antitrust Law**  
LAWS 42801 - 01 (3) x  
This course provides an introduction to the law of antitrust. The course focuses on the practices by which competing firms eliminate, or are alleged to eliminate, competition among themselves. The practices considered include formal cartels, price-fixing conspiracies, conscious parallelism, trade association activities, resale price maintenance, and mergers to monopoly and other types of horizontal merger. The course also looks at the practices by which firms, either singly or in combination, exclude actual or potential competitors from their markets, by means of practices such as boycotts, predatory pricing, tying arrangements, vertical integration, and price discrimination under the Robinson-Patman Act. Both price and non-price vertical restrictions are considered.

The grade is based on a final in-class examination.

Winter 2015 - Randal C. Picker
Banking Law
LAWS 80201 - 01 (3) x
This course will consider the regulation of banks and other financial institutions in the United States. The focus will be on the current regulatory scheme, with some attention to the recent financial crisis, the history of banking regulation, and proposals for reform.
The student's grade will be based on a proctored final examination.
Spring 2015 - Eric A. Posner

Bankruptcy and Reorganization: The Federal Bankruptcy Code
LAWS 73601 - 01 (3) x
This course studies the Federal Bankruptcy Code and the law of corporate reorganization. Topics include the rights of creditors in bankruptcy, the relationship between bankruptcy law and state law, the treatment of executory contracts, bankruptcy planning, the restructuring of corporations in Chapter 11, and the procedure for confirming plans of reorganization.
There are no prerequisites for this course.
Booth students do not require instructor consent in order to submit a registration request.
The student's grade will be based on a final examination.
Winter 2015 - Anthony J. Casey

Bankruptcy and Reorganization: The Federal Bankruptcy Code
LAWS 73601 - 01 (3) x
This course studies the Federal Bankruptcy Code and the law of corporate reorganization. Topics include the rights of creditors in bankruptcy, the relationship between bankruptcy law and state law, the treatment of executory contracts, bankruptcy planning, the restructuring of corporations in Chapter 11, and the procedure for confirming plans of reorganization.
There are no prerequisites for this course.
Booth students do not require instructor consent in order to submit a registration request.
The student's grade will be based on a final examination.
Spring 2015 - Douglas G. Baird

Brief-writing and Appellate Advocacy Seminar
LAWS 79905 - 01 (3) w, s, x, m
This seminar will be devoted to the art of brief-writing and appellate advocacy. Topics will include how to select the best arguments, how to choose a theme and structure the facts and the argument, and how to write the brief in a way that it is clear, concise and persuasive on the first read.
Grades will be based on two papers -- an opening brief and a reply.
Spring 2015 - Michele L. Odorizzi
Business of Law
LAWS 61602 - 01 (2) x, m
This seminar 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 short reaction papers.
Winter 2015 - Bruce W. Melton

Business Organizations
LAWS 42301 - 01 (4) +, x
This is an introductory course on the law of business organizations. While we will focus primarily on corporate law, we will also cover agency and partnership law and emerging legal entities such as limited liability partnerships and limited liability companies.
The class is not open to students who are taking, or have taken, Business Associations I, Business Associations II, or Corporation Law.
The student’s grade will be based on a final examination.
Autumn 2014 - Daniel R. Fischel

Business Organizations
LAWS 42301 - 02 (3) +, x
This is an introductory course on the law of business organizations. While we will focus primarily on corporate law, we will also cover agency and partnership law and emerging legal entities such as limited liability partnerships and limited liability companies.
The class is not open to students who are taking, or have taken, Business Associations I, Business Associations II or Corporation Law.
The student’s grade will be based on a final examination.
Autumn 2014 - Kelli A. Alces

Business Organizations
LAWS 42301 - 01 (3) +, x
This is an introductory course on the law of business organizations. We will focus primarily on the law of corporations and limited liability companies. The course will cover the duties of managers and directors to the business and its stakeholders.
Issues of control, litigation procedure, and mergers and acquisitions will also be covered.
The class is not open to students who are taking, or have taken, Business Associations I, Business Associations II, or Corporation Law.
The student’s grade will be based on a final examination.
Spring 2015 - George S. Geis

Buyouts
LAWS 42602 - 01 (3) w, x, m
In this seminar we will examine conflicts of interest in mergers and acquisitions, and especially in going private transactions in which publicly held companies are acquired by affiliates of private equity firms with the participation of the company’s management or by controlling shareholders. Both types of transactions raise conflict of interest issues because some of the company’s directors or officers, who are charged with protecting the public shareholders, may be accused of having interests adverse to those of the public shareholders.
We will examine the methods that Delaware law has provided for dealing with these conflicts of interest and whether those methods are likely to be effective. We will also look at a variety of other issues raised by going private transactions, 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 certain conflict and other issues that can arise in transactions even if they are neither management nor controlling shareholder buyouts. Finally, we will examine the role of the lawyers and financial advisors who are involved in these transactions.
Grades will be based on a paper and class participation.
Some of the topics in this seminar will also be covered in Mergers and Acquisitions, but that course is not a prerequisite for this seminar and students may take both classes.
Spring 2015 - Scott Davis

Canonical Ideas in Legal Thought
LAWS 57013 - 01 (3) +, a, m
This year-long research seminar is the equivalent of a research colloquium in a PhD program. During the Autumn quarter, students will read, discuss, and critique some of the most influential law review articles from the twentieth century, as well as newer papers that extend and apply those canonical ideas to modern legal problems. The readings will consist of a healthy mix of public law and private law, and various scholarly methodologies.
During the Autumn quarter, students will write short reaction papers on the readings, and each student will once during the term facilitate the class discussion of an article, drawing on their outside research to do so. Students will also work with faculty to identify a topic for a substantial research paper.
During the Winter quarter, the seminar will not meet in formal sessions, but each student will work on his or her research paper and will meet individually with the instructors to assess the paper’s progress.

During the Spring quarter, the seminar will reconvene, and students will workshop their drafts (i.e., each student will circulate his or her draft in advance and answer questions from students and faculty). Students are expected to produce papers of publishable quality because the seminar’s ultimate goal is to prepare students for the process of entering the legal academy.

Students will receive an Autumn quarter grade based on the reaction papers, discussion facilitation, and class participation.

Students will receive a separate grade for the Winter and Spring quarters based on the quality of their research papers and class participation.

Every student must enroll for the entire year; students may not drop the class after the Autumn quarter.

Students may only enroll with the permission of the instructors. Students interested in enrolling should email Professors Abebe, Malani, and Masur a resume and a one-paragraph statement explaining why they would like to enroll in the seminar no later than August 18, 2014.

Autumn 2014 - Daniel Abebe; Anup Malani; Jonathan Masur

Canonical Ideas in Legal Thought
LAWS 57013 - 01 (2, 2) a, r, w, m
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Students will receive a separate grade for the Winter and Spring quarters based on the quality of their research papers and class participation. Every student must enroll for the entire year; students may not drop the class after the Autumn quarter. Students may only enroll with the permission of the instructors. Students interested in enrolling should email Professors Abebe, Malani, and Masur a resume and a one-paragraph statement explaining why they would like to enroll in the seminar no later than August 18, 2014. Winter 2015, Spring 2015 - Daniel Abebe; Anup Malani; Jonathan Masur

**Child Exploitation and Human Trafficking**

LAWS 47103 - 01 (3) w, x, m

This seminar provides a comprehensive, practical introduction to the history and present-day reality of child sexual exploitation, as well as to the interconnected web of domestic and transnational federal laws and law enforcement efforts launched in response to this global challenge. The seminar will use a text written by the professor and a colleague who have the distinctive perspective of two individuals who have spent their careers in the trenches investigating, prosecuting, and adjudicating these intricate and commonly emotional cases. The seminar will offer open debate about child sexual abuse by stripping it of its unhelpful, constricted definitions, and by candidly discussing the state of the law, the criminal justice process, and the treatment of offenders and victims. The seminar examines today’s system of federal anti-exploitation laws; the connection between modern communications technologies, such as the Internet, and the rise in U.S. and foreign child exploitation; the unique challenges posed by transnational investigations; organized crime’s increasing domination over the commercial sexual exploitation of children; the current state of the U.S. government’s transnational anti-trafficking efforts; the myriad international legal instruments designed to enhance transnational enforcement efforts; how, during investigations and trials, to avoid re-injuring the child-victims; the hallmarks of an effective trial strategy; the most promising investigative and trial avenues for the defense; and, what contemporary research tells us about charging and sentencing-related issues, including victimization and recidivism rates.

Taught by federal district court judge, Hon. Virginia M. Kendall.
The grade is based on a final written paper.
Winter 2015 - Virginia M. Kendall

**Chinese for Lawyers**

LAWS 98003 - 01 (1)

This class offers an introduction to the legal environment of the People’s Republic of China and basic concepts and terminology of Chinese law. Although not designed as a comprehensive survey, the class will cover a list of topics the general knowledge on which may serve as a good basis for the students’ further studies in
Chinese law. Students interested in China-related law practice/working opportunities in the Greater China region may also find the class useful as it aims to improve the students’ language and communication skills in legal settings. Classroom instruction and reading material are both expected to be in Chinese. English interpretation will be provided from time to time as the instructors may determine necessary during the course of instruction. Other adjustments to course material are also possible based on the enrolled students’ general proficiency in Chinese. The instructors encourage interested students to discuss expected language proficiency in advance. The class meets once a week and the students will receive pass/fail grades. Three short papers in Chinese on assigned topics (500 characters or more) are required for receiving one credit.

Autumn 2014 - Xin Dai; Zhuang Liu

Cicero on Friendship and Aging
LAWS 52403 - 01 (3) +, c/l
Two of Cicero’s most enduring works are De Amicitia (On Friendship) and De Senectute (On Old Age). We will read the entirety of both works in Latin and study their relationship to Cicero’s thought and life. Other readings in translation will include related works of Cicero and quite a few of his letters to Atticus and other friends. The first hour of each course meeting will be devoted to translation, the rest to discussion, in order to give opportunities for auditors who are reading in translation. The requirements include a midterm, a final exam, and a paper. Anyone from anywhere in the university may register if you meet the prerequisite. This is a Latin course that presupposes five quarters of Latin or the equivalent preparation. Others interested in taking it may register for an Independent Study and have different requirements, more writing and no Latin, but they will take a final exam (different).
Winter 2015 - Martha C. Nussbaum

Civil Rights Clinic: Police Accountability
LAWS 90913 - 01 (1, 2, or 3 per quarter, 9 maximum) +, a, s
The Civil Rights and Police Accountability Project (PAP) is one of the nation’s leading law civil rights clinics focusing on issues of criminal justice. Through the lens of live-client work, students examine how and where litigation fits into broader efforts to improve police accountability and ultimately the criminal justice system. Students provide legal services to indigent victims of police abuse in federal and state courts. They litigate civil rights cases at each level of the court system from
trial through appeals. Some students also represent children and adults in related juvenile or criminal defense matters.

Students take primary responsibility for all aspects of the litigation, including client counseling, fact investigation, case strategy, witness interviews, legal research, pleadings and legal memoranda, discovery, depositions, motion practice, evidentiary hearings, trials, and appeals. A significant amount of legal writing is expected. Students work in teams on cases or projects, and meet with the instructor on at minimum a weekly basis.

Students also take primary responsibility for the Clinic’s policy and public education work. PAP teaches students to apply and critically examine legal theory in the context of representation of people in need. It teaches students to analyze how and why individual cases of abuse occur and to connect them to systemic problems, often leading to “public impact” litigation and other strategies for policy reform. Through our immersion in live client work, we engage fundamental issues of race, class, and gender, and their intersection with legal institutions. We instruct students in legal ethics and advocacy skills. And we seek to instill in them a public service ethos, as they begin their legal careers.

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

Autumn 2014, Winter 2015, Spring 2015 - Craig B. Futterman

Collective Bargaining in Sports and Entertainment
LAWS 63903 - 01 (2) s, x, m

This seminar examines collective bargaining in the contexts of professional sports and entertainment. The Sherman Act and Clayton Act are studied in light of antitrust exemptions that apply to monopolistic employment arrangements such as the reserve system (its opposite is called free agency), the draft and exclusive rights for a player, eligibility restrictions for star amateurs, and other anticompetitive practices in music, theater, movie, TV, and sports settings. The seminar explores how unions have evolved as potent employee responses to highly restrictive employment practices. Seminar readings examine powerful weapons under the National Labor Relations Act that unions may use to counteract employer cartels in theater, movies, baseball, football, basketball, hockey, and related industries. These weapons include full and partial and intermittent strikes, as well as strike threats. The seminar examines how these bargaining tactics enable rank-and-file employees, and star performers, to share in the wealth that they generate in combination with capital investments made by employers. The seminar emphasizes writing.

Students are assigned weekly question sets, and are expected to submit a course paper based on the accumulation of these exercises.

Autumn 2014 - Michael H. LeRoy
Commercial Law
LAWS 42102 - 01 (3) x
This course examines the basic principles of commercial law, including negotiable instruments, letters of credit, negotiable documents of title, and agency. The grade is based on a final in-class examination.
Winter 2015 - Douglas G. Baird

Commercial Transactions - Negotiation, Drafting, and Analysis
LAWS 48604 - 01 (3) s, x, u
This simulation class provides intensive instruction in the negotiation, drafting, and analysis of complex commercial contracts. Students will develop the skills necessary to (i) translate a business deal into clear and concise contract terms, (ii) negotiate and draft various types of commercial contracts across multiple industries, and (iii) effectively and efficiently communicate complex commercial and contractual legal issues to clients. Grades will be based upon substantial weekly written exercises and productive class participation.
Spring 2015 - Seth McNary

Comparative Constitutional Design
LAWS 50102 - 01 (3) r, w, c/l, x, m
Recent constitutional reconstructions in the Middle East have called new attention to the problems of institutional design of political and legal systems. In this seminar we will examine the design and implementation of national constitutions. In particular, we will address the following questions. What are the basic elements of constitutions? How do these elements differ across time, across region, and across regime type? What is the process by which states draft and implement constitutions? What models, theories, and writings have influenced the framers of constitutions?
In this seminar, we will review the historical roots of constitutions and investigate their provisions and formal characteristics. We will also discuss the circumstances surrounding the drafting of several exemplary or noteworthy constitutions, from various regions of the world. We will then examine particular features of institutional design in depth, and analyze the factors that make constitutions effective and enduring.
The grade is based on a series of short research papers and a final written paper.
Autumn 2014 - Thomas Ginsburg

Comparative Legal Institutions
LAWS 50101 - 01 (3) e, x
This course is designed to examine a range of legal institutions from a comparative and interdisciplinary perspective. It is not a traditional course in comparative law, in that it focuses not so much on particular rules of substantive law but on the
structure of different legal systems and the consequences of those structural differences for law and society. In particular, we will focus on the economic impact of legal traditions. Readings will be drawn from legal and social science literature, including works from anthropology, economics, political science and sociology. The course will explicitly cover non-Western legal traditions to an extent not found in conventional comparative law courses. Furthermore, American institutions are explicitly included in the comparison: this is not simply a course in foreign law. The grade is based on a final take-home examination. There is a paper option for upper-level students.

Spring 2015 - Thomas Ginsburg

Complex Financial Institutions— the conundrum of "too big to fail?"
LAWS 94813 - 01 (3) x, m
This seminar will examine how the financial crisis ignited the debate about whether global systemically important financial institutions are "too big to fail"; how current and proposed regulations in the US and EU have sought to address these issues; and what are the implications for the economy and capital formation from having different approaches.
Class will be assessed by short papers in the form of blog postings, class participation, and a final research paper.
Spring 2015 - Barry L. Zubrow

Complex Litigation
LAWS 52412 - 01 (2) x, m
An advanced civil procedure class, this seminar will introduce students to complex civil litigation, and the various ways available in the federal system to aggregate multi-party, multi-issue, and multi-forum disputes. The class will cover both the theory of the various laws and devices used in aggregation, and also the practical aspects of how those laws and theories succeed (or not) in achieving fair and efficient disposition of disputes. Topics covered will include the various mechanisms for aggregating parties, including joinder, intervention, interpleader, and class actions; relevant venue and consolidation considerations, including multi-district transfer and consolidation; federal jurisdiction and preclusion rules that affect aggregation; and relevant choice of law issues.
Grading will be based on an open-book take-home final examination, with some account taken of class participation.
Spring 2015 - Brian Murray

Computer Crime
LAWS 68402 - 01 (2 or 3) w, x, m
This seminar will explore the legal issues raised by computer crime. Topics will include: computer hacking and other computer crimes, the Fourth Amendment and civil liberties in cyberspace, the law of electronic surveillance, the freedom of
speech online, technological tools used to combat cybercrime, and international cybercrime. No previous experience is required. Our primary source will be a casebook: Orin Kerr, Computer Crime Law (3rd ed. 2012), which will be supplemented with additional materials as listed in the syllabus.

Students are required to participate in class sessions, prepare short response papers, and write a paper on an approved topic. Students may opt to write a major research paper for three credits that may meet the WP graduation requirement.

Winter 2015 - William Ridgway

Conflict of Laws
LAWS 41501 - 01 (3) e, x
This course will examine the legal framework for the resolution of interstate conflict of laws within the U.S., focusing on the choice of law principles that courts apply to determine the rule of decision in cases where the relevant parties, conduct or transactions have connections to more than one state. The course will consider how conflict of laws rules implicate important separation of powers, federalism and private international law concerns. Topics include the federal constitutional limitations on choice of law, the extent to which courts must give full faith and credit to the judgments of courts in other states, and the role of international conflict of laws rules on the domestic enforcement of foreign judgments.

The student's grade will be based on a final examination.

Spring 2015 - Daniel Abebe

Constitutional Law I: Governmental Structure
LAWS 40101 - 01 (3) x
This course provides an introduction to the U.S. Constitution. We will cover the traditional topics in separation of powers and federalism, including Congress's enumerated powers, the scope of executive power, judicial review, and so on. In the course of covering those substantive topics, we will sometimes explore the Constitution's meaning outside of judicial doctrine, asking how it should be interpreted by different people and institutions.

The student's grade is based on class participation and a final take-home examination.

Autumn 2014 - William P. Baude

Constitutional Law I: Governmental Structure
LAWS 40101 - 01 (3) x
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 take-home final examination.
Spring 2015 - Justin Driver

**Constitutional Law II: Freedom of Speech**
LAWS 40201 - 01 (3) +, x
A study of the doctrine and theory of the constitutional law of freedom of speech. The subjects for discussion include advocacy of unlawful conduct, defamation, invasion of privacy, commercial speech, obscenity and pornography, offensive speech, symbolic expression, protest in public places, regulation of campaign finance, and selective government subsidies of speech.
Students who have completed Constitutional Law IV are ineligible to enroll in this course.
The student's grade is based on a final examination and class participation.
Autumn 2014 - David A. Strauss

**Constitutional Law II: Freedom of Speech**
LAWS 40201 - 01 (3) +, x
This course explores the doctrine and theory of the constitutional law of freedom of speech. The subjects for discussion include advocacy of unlawful conduct, defamation, invasion of privacy, commercial speech, obscenity and pornography, offensive speech, symbolic expression, protest in public places, regulation of campaign finance, and selective government subsidies of speech.
Students who have completed Constitutional Law IV are ineligible to enroll in this course. The grade is based on a final in-class examination.
Winter 2015 - Geoffrey R. Stone

**Constitutional Law III: Equal Protection and Substantive Due Process**
LAWS 40301 - 01 (3)
This course considers the history, theory, and contemporary law of the post-Civil War Amendments to the Constitution, particularly the Equal Protection and Due Process Clauses of the Fourteenth Amendment. The central subjects are the constitutional law governing discrimination on the basis of race, gender, sexual orientation, and other characteristics, and the recognition of certain fundamental rights. Throughout, students consider certain foundational questions, including the role of courts in a democracy and the question of how the Constitution should be interpreted.
The student's grade is based on a final take-home examination and class participation.
Winter 2015 - Justin Driver
Constitutional Law III: Equal Protection and Substantive Due Process
LAWS 40301 - 01 (3)
This course considers the history, theory, and contemporary law of 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 the course, students consider foundational questions about the role of courts in a democracy and how the Constitution should be interpreted.
The grade is based on a final in-class examination and class participation.
Spring 2015 - Gerald N. Rosenberg

Constitutional Law IV: Speech and Religion
LAWS 40401 - 01 (3) +
In this course we will examine the Free Speech and Religion clauses of the First Amendment of the United States Constitution. We will focus on historical and contemporary Supreme Court cases. We will also draw on major works of constitutional and political theory to help frame the issues. Topics of study include advocacy of revolution, hate speech, the public forum doctrine, state speech, religion-based exemptions to legal requirements, the role of religious symbols in public life, public vouchers for religious schools and state funding of religious organizations. We will also examine the ways that the Free Speech, Free Exercise and Establishment clauses relate to one another, including an inquiry into whether religious conscience is afforded “special” protection under the Constitution.
Students who have completed Constitutional Law II or V are ineligible to enroll in this course. The grade is based on a final take-home examination and class participation.
Autumn 2014 - Corey Brettschneider

Constitutional Law V: Freedom of Religion
LAWS 40501 - 01 (3) +, r
This course explores religious freedom in America, especially under the first amendment.
It is recommended that students first take Constitutional Law I.
Students who have completed Constitutional Law IV are ineligible to enroll in this course.
The grade is based on a substantial paper, series of short papers, or final examination, with class participation taken into account.
Paper writers require permission of the instructor.
Spring 2015 - Mary Anne Case
**Contract Drafting and Review**  
LAWS 79912 - 01 (3) s, x, m  
This seminar will serve as an introduction to contracting drafting and how such drafting differs from other types of legal writing. We will start with the basic "anatomy of a contract," discussing the meaning, use and effect of various provisions. The seminar will address not only legal drafting issues, but also how to understand a client's practical business needs in order to effectively use the contract as a planning and problem solving tool. Students will draft and review specific contract provisions, and will learn how to read, review and analyze contracts with an eye toward both legal and business risk issues.  
Grades will be based upon class participation, a series of substantial out-of-class weekly drafting exercises, and a final take-home assignment.  
Autumn 2014 - Joan E. Neal

**Contract Law for LL.M. Students**  
LAWS 48605 - 01 (3)  
This course in contracts is designed for LL.M. students in lieu of attending a regular 1L course. It will cover both common law and statutory law and focus on both case analysis and application to real world problems. In lieu of an exam students will turn in short assignments each class. The class will culminate in the negotiation and drafting of a commercial agreement. The class assumes no knowledge of contract law in the US, but that the student has taken a contracts class in another jurisdiction (a general civil law class meets this requirement). Bring your practice experience with you, we can learn from one another!  
Spring 2015 - Lisa Bernstein

**Contract Negotiation - Outsourcing**  
LAWS 79913 - 01 (3) s, x, u  
This class will provide students with the opportunity to participate in a simulated contract negotiation for the outsourcing of services. Students will be divided into "buyers" and "sellers" and then paired up to draft, review, revise, negotiate and finalize a contract with their opposing counsel partner(s) by the end of the quarter, with a focus on risk assessment and risk mitigation in the contract. Instructors will act as the clients for the two sides of the transaction, providing necessary business and legal guidance to their students/counsel over the course of the simulation. The simulation will require not only in-class participation, but also negotiation sessions to be scheduled by the teams between class meetings. The simulation may begin with a Request for Proposal ("RFP") and/or term sheet, and continue through the drafting and completion of an agreement.  
Grades will be based upon class participation (including the ability to work with others in a collaborative and effective manner) and the instructors’ review of the final agreement(s) reached by the parties.
Group work outside of class is required.
Winter 2015 - Joan E. Neal; David J. Zarfes

**Contracts and Commercial Transactions**
LAWS 91553 - 01 (2 or 3) s, x
The objective of this course is to familiarize the student with contracts as used by sophisticated parties. Accordingly, this course will explore "real-world" contracts actually entered into by "real-world" companies—the Coca-Cola’s, Microsoft’s, and HP’s of the world. Through this course, the student will attain a certain facility with agreements, their organization and structure, their language, and their provisions (and the interaction of these provisions). In addition to looking at contracts through the eyes of parties and practitioners, the course will pay considerable attention to how courts have treated various contractual provisions, exploring areas of substantive law—including, and in addition to, contract law—to the extent relevant. Readings will include comments from leading practicing attorneys (from law firms such as Sidley, Kirkland, and Cravath, and from legal departments at companies such as Microsoft, Accenture, and JPMorgan).
The student's grade will be based on in-class participation as well as a mid-term exercise and a take-home final exam.
The mid-term exercise will involve substantial time spent outside of class negotiating and drafting an agreement and writing a memorandum analyzing this agreement.
The take-home final exam will require the student to apply the tools and concepts developed by reviewing and working with contracts throughout this course to an agreement not presented in class or the materials.
The course will require substantial out of class work and class participation will count toward the grade.
Students will be negotiating and drafting contracts outside of class.
This course is highly recommended for those students interested in taking other transactional offerings at the Law School, including (but, of course, not limited to) the Corporate Lab: Transactional Clinic.
A 2-CREDIT OPTION IS AVAILABLE WITH PERMISSION OF INSTRUCTOR.
Autumn 2014 - David J. Zarfes

**Copyright**
LAWS 45801 - 01 (3) x
This course explores the major areas of copyright law, with special emphasis on how law has responded to new technologies and political pressures. 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.
Winter 2015 - Saul Levmore
This course uses the case method to study the practical aspects of important topics in corporate and entrepreneurial finance. We will apply the concepts and techniques of corporate finance to actual situations. The course is roughly divided into three sections: (1) financing decisions; (2) investment decisions; (3) entrepreneurial finance; and (4) private equity finance.

In addition to analyzing the specific financing problems or issues, we will consider how those issues relate to the strategic objectives of the firm. It will be important to examine the “big picture” assumptions that are used in the numerical calculations. This course also places a strong emphasis on presentation and discussion skills. It will be important to explain your positions or arguments to each other and to try to argue for the implementation of your recommendations.

COURSE PROCEDURES
For each class meeting, I will assign study questions concerning one or two case studies. For most of the class period, we will consider the questions and the material in the cases. This includes the first meeting. You are allowed and encouraged, but not required to meet in groups outside of class to discuss and analyze the cases.

Each group will submit a two-page memorandum of analysis and recommendations at the beginning of each case discussion. If you are working in a group, I will accept one memorandum from the group and count it for all students in the group. If you choose to do this, the group can include up to 3 students. Each memorandum should be typed and double-spaced. Write these as if you were writing a recommendation to the CEO or major decision maker in the case. The two-page limit is for text only. You may attach as many numerical calculations as you wish. Memoranda will not be accepted after the class has met. A memorandum will be given credit if it is handed in and no credit if it is not. Initially, therefore, I will not grade them. However, I will use the memoranda to determine final grades for those students who are on the border of two grades.
You should prepare a memorandum for UST, the first class.

The readings and articles that I have assigned and will hand out are largely non-technical in nature and summarize the findings of academic research in corporate finance in the recent past. These articles are meant to be background material that will help you analyze the cases. They should not necessarily be cited in the case discussion. You should argue as if you were in a corporate boardroom rather than in a doctoral seminar. The process of arriving at the answer is as important as getting the answer.

Because of the nature of this course (and its grading criteria), it is extremely important that you attend every class, arrive on time and be prepared to participate. To help me out, you should bring your name cards to each class. I may not remember who said what without those cards.
In the past, students have asked me to hand out my case analysis after the class has discussed the case. I will not do this, because there are usually no absolute right answers. The best cases are deliberately written to be ambiguous. While there are no right answers, there are good arguments and bad arguments. This course is designed to help you learn to distinguish between sensible and senseless arguments. Handing out my analyses would reduce the ambiguity in the cases and partially defeat the purpose of doing cases. If you are uncomfortable with ambiguity, this class may not be for you.

GRADING
Grading will be based on class participation, the short memoranda and a final examination.

Class participation will count for 40% of the final grade. I will judge your performance based both on the quality and the quantity of your comments. Because so much of the learning in this course occurs in the classroom, it is very important that you attend every class.

The memoranda will count for 10% of the final grade.

The final examination will count for 50% of the final grade. The final examination will be an individual take home case analysis. You will have approximately one week to work on the case.

PREREQUISITE
Students should have an understanding of financial statements. i.e., students should be able to read an income statement, cash flow statement and balance sheet.

Spring 2015 - Steven N. Kaplan

Corporate Criminal Prosecutions and Investigations
LAWS 66702 - 01 (3) w, x, m

The criminal investigation and prosecution of large-scale corporate fraud is the hottest area of focus for prosecutors and the criminal defense bar. This seminar is designed for students interested in learning about the various aspects of uncovering, investigating, defending, and prosecuting corporate crimes; reporting findings to clients and government authorities; strategic considerations for the prosecutor and defense lawyer in white collar criminal investigations; prosecutorial charging policies and decisions; pre-trial diversion and non-prosecution agreements; and the Foreign Corrupt Practices Act. The class will introduce students to this multi-faceted area of the law, and expose students to real-world considerations involved in advising corporate clients and their officers, directors, and employees. The seminar will address legal and practical issues and concerns from the perspective of the prosecutor, the defense attorney, and in-house counsel. This is a three-credit class.

The student's grade will be based on a major paper (20-25 pages) and class participation.
Papers will be due on Monday, April 13, 2015, which is four weeks after final exams for the Winter quarter.
Winter 2015 - Andrew S. Boutros

Corporate Finance
LAWS 42501 - 01 (3) +, x
This course provides an overview of the basic principles of corporate finance and financial economics and goes on to evaluate the extent to which courts make use of modern finance theory in rendering decisions on questions like valuation and directors’ duties. Topics include discounting and present value; portfolio theory and diversification; the efficient capital markets hypothesis and the capital asset pricing model; corporate capital structure and bond covenants, dividends, share repurchases and hybrid securities; the analysis of options and other derivative instruments; and the duties of corporate directors to different classes of claimants. The principles and concepts of corporate finance are essential to understanding, structuring and documenting modern corporate transactions. These principles are also of great value to lawyers outside the corporate area: financial principles can be fruitfully applied to a wide range of legal questions, such as estate planning, divorce settlements and the calculation of tort awards, and to many regulatory questions, such as banking and public utilities regulation. This class assumes no background in finance, and is aimed primarily at students with little or no prior exposure to the field. It does not use any mathematics beyond simple algebra. Business Associations is a recommended prerequisite (may be taken concurrently).
Winter 2015 - Douglas Levene

Corporate Finance
LAWS 42501 - 01 (3) x
This course provides an overview of the application to law of the basic principles of corporate finance and financial economics. Topics include discounting and present value, portfolio theory and diversification, the theory of efficient capital markets and its applications in securities litigation, corporate capital structure, and the analysis of options and other derivative instruments. This class assumes no background in finance, and is aimed primarily at students with little or no prior exposure to the field (rather than those with an MBA or with an undergraduate finance major). It does not use any mathematics beyond basic arithmetic and some simple algebra.
The grade is based on a final in-class examination (90%) and class participation (10%).
Spring 2015 - Dhammika Dharmapala; Eric A. Posner
Corporate Governance
LAWS 75001 - 01 (2 or 3) w, x, m
Through the production of goods and services, innovation, employment and occasional misbehavior, publicly-held corporations in the U.S. exert an enormous impact on the lives of individuals and the economy in general. How (and how well) corporations are governed greatly influences what that impact will be. Since the early 1990s, there has been a significant increase in the attention given to corporate governance by investors, lawyers, academicians, politicians and the press. This seminar will provide students with a deep understanding of applicable legal, regulatory and market influences on corporate governance, an appreciation for the historical development of the current system of governance and insights into current “hot” issues and the continuing evolution of governance. We will discuss critical issues such as for whose benefit is a corporation to be governed and what is the proper balance of decision-making authority between owners and managers. There will be a heavy emphasis on the role of counsel to the enterprise as a whole and on the practical aspects of advising officers and directors, including the coordination of multi-disciplinary teams.
Corporations and securities law courses provide highly desirable background, but are not prerequisites.
Grades will be based upon: a final take-home exam (2 credits), or a final take-home exam plus a 10-12 page research paper (3 credits), or a full-length paper (3 credits). In all instances, class participation will also be taken into account.
Enrollment will be limited to 25 students; MBA students from Booth will be welcome
Autumn 2014 - Thomas A. Cole

Corporate Governance in Emerging Markets
LAWS 75006 - 01 (3) r, w, x, m
This seminar provides an overview of recent developments and scholarship relating to corporate governance, primarily from a “law and finance” perspective. It particularly emphasizes the context of developing and transitional economies and other jurisdictions without a long tradition of strong corporate and securities law and enforcement. Topics to be covered include:
1) The emerging markets context, the distinctive legal and governance issues raised by firms with controlling shareholders, and the legal and institutional preconditions for stock market development
2) The debate on the impact of historical legal origins on stock market development
3) Legal and economic aspects of tunneling and other forms of self-dealing among firms with controlling shareholders
4) The evidence on the impact of corporate law and corporate governance reforms on firm value and stock market development
5) The distinctive context of corporate governance in China, including issues raised by the role of governmental entities as controlling shareholders
6) Regulatory dualism and the regulation of hostile takeovers in emerging markets
7) The causes and implications of the phenomenon of international cross-listing
8) The role of public and private enforcement of securities law in stock market development
9) The relationship between taxation and corporate governance

While some background in areas such as corporate and securities law would be helpful, there is no formal prerequisite for the seminar.

Some readings from the “law and finance” literature will be interdisciplinary in approach, and some undertake statistical analysis. However, no background in finance or statistics will be assumed. Rather, the emphasis will be on understanding the implications of the readings for law and policy.

The grade is based on a substantial paper and class participation.

Winter 2015 - Dhammika Dharmapala

**Corporate Lab Transactional Clinic**

LAWS 91562 – 01, 02 (3 per quarter, 9 maximum) +, a, s, x

The Corporate Lab Transactional Clinic provides students with a forum for working closely with legal and business teams at top-tier multinational companies, leading nonprofits, and smaller entrepreneurial startups. The primary goal of the Corporate Lab is for students to learn practical legal skills, both substantively, in terms of the corporate “building blocks” necessary to understand complex transactions and agreements, and professionally, in terms of implementing such knowledge efficiently and meaningfully within the context of a wide array of careers as lawyers and business leaders. This class mirrors the real world work experience of both litigators and corporate lawyers: students will receive hands-on substantive and client-development experience and will be expected to manage and meet expectations and deadlines while exercising a high level of professionalism. As a result, this class is likely to involve a significant commitment (with a substantial amount of work to be completed outside of class).

Clients will include some or all of the following: Amazon, Baxter Healthcare, Blue Haven Initiative (a Pritzker family NGO), Booth School of Business New Venture Challenge (Spring Quarter), GE Capital, Honeywell, Lincoln Center for the Performing Arts, Microsoft, Motorola, Nike, Northern Trust, Schreiber Foods, and Verizon Communications. Students will be required to sign nondisclosure agreements with participating clients. Corporate Lab students also will have the opportunity to negotiate a simulated transaction across the table from Northwestern Law students as part of the negotiation workshop component of the Corporate Lab (Autumn Quarter).

Please note that (i) students entering in or after Autumn Quarter 2014 are expected to remain in the Corporate Lab for a minimum of two consecutive quarters, (ii) students may not take the Corporate Lab for more than nine credits, (iii) LL.M. students may register by instructor permission only, and (iv) this offering will not count toward seminar restrictions.
While not a prerequisite, “Contracts and Commercial Transactions” (offered Autumn Quarter) is strongly recommended to all students prior to, or concurrent with, taking the Corporate Lab.

Student grades will be based upon participation in the classroom, appropriate attention to client services, collaborative efforts within a team environment, and quality of work product. For additional information, see the Corporate Lab website at http://www.law.uchicago.edu/corporatelab.

Autumn 2014, Winter 2015, Spring 2015 - David J. Zarfes; Sean Z. Kramer; David A. Finkelstein; Ellis A. Regenbogen

**Criminal and Juvenile Justice Project Clinic**

LAWS 67213 - 01 (1, 2, or 3 per quarter, 9 maximum) +, a, s, x

The Project provides law and social work students the supervised opportunity to represent children and young adults accused of crime in juvenile and adult criminal court. Representation includes addressing the social, psychological and educational needs of our clients and their families. In addition to direct representation, students are involved in policy reform and public education including work with coalitions on issues of juvenile life without parole, youth violence, mass incarceration, and the collateral consequences of conviction.

Autumn 2014 - Herschella G. Conyers; Randolph N. Stone

Winter 2015, Spring 2015 - Herschella G. Conyers; Randolph N. Stone; Laura Ferry

**Criminal Procedure I: The Investigative Process**

LAWS 47201 - 01 (3) x

The course focuses on the constitutional law regulating searches, seizures, and confessions. It considers both physical searches and seizures and also searches and seizures of electronic data.

Grades are based on a final examination and class participation.

Autumn 2014 - Aziz Huq
Criminal Procedure I: The Investigative Process  
LAWS 47201 - 01 (3) x  
This course focuses on the constitutional law dealing with searches, seizures, self-incrimination, and confessions.  
The grade is based on a final in-class examination.  
Winter 2015 - Louis M. Seidman

Criminal Procedure III: Further Issues in Criminal Adjudication  
LAWS 49701 - 01 (3)  
We will cover a variety of criminal procedure topics not addressed elsewhere including: double jeopardy and criminal collateral estoppel, appellate review standards, and joinder. We will also cover in depth post-conviction review and federal habeas corpus proceedings, which is especially beneficial to those students with or interested in judicial clerkships.  
Winter 2015 - Adam K. Mortara

Cross-Border Transactions: Lending  
LAWS 71406 - 01 (3) s, x, m  
The worlds of corporate finance and secured transactions law reform interact to make cross-border lending a dynamic, cutting-edge field of law. Due to the rapid globalization of U.S. business, U.S. banks and other lenders are increasingly being asked to finance the international business activities of U.S. middle-market companies, often in countries that have laws incompatible with U.S. secured transactions law. At the same time, the United Nations Commission on International Trade Law (UNCITRAL), the World Bank and other international organizations are actively encouraging developing countries, where access to capital is scarce, to modernize their secured transactions laws to promote the availability of low-cost secured credit for small and medium-sized enterprises as a way of creating jobs, raising standards of living and contributing to a country’s overall economic growth and political stability.  
This seminar explores both worlds. Students will examine the broad array of legal and practical issues encountered by U.S. lenders as they make loans to foreign companies, obtain security interests in foreign collateral and finance foreign corporate acquisitions. They will also study recent initiatives in secured transactions law reform, and consider how they are exerting a profound influence on cross-border corporate finance in developed as well as developing countries.  
Richard Kohn, a founder of the Chicago law firm Goldberg Kohn Ltd., specializes in representing banks in cross-border lending transactions and has been active for over a decade as a member of the Expert Group in the development of various secured transactions law reform texts, including the UNCITRAL Legislative Guide on Secured Transactions. Because cross-border lending touches upon many areas of law, the seminar provides a useful introduction to international commercial transactions in general.
There are no prerequisites. 
Grades will be based on a team project involving interaction with lawyers in other countries, a number of short papers, class participation and a take-home exam.
Winter 2015 - Richard M. Kohn

Cross-Border Transactions: Securities, M&A, and Joint Ventures  
LAWS 71408 - 01 (3) s, x, m
In this seminar we will examine M&A, securities and financing transactions from a comparative perspective looking at how cross-border transactions vary from purely domestic transactions with a focus on negotiations. We will also look at joint ventures and related concerns for bribery and the Foreign Corrupt Practices Act. The class will focus on recent transactions such as Instagram/Facebook (domestic); Skype/Microsoft (US/Luxembourg), the Mail.ru IPO (Russia/UK), and various other multijurisdictional transactions. The class will feature accomplished guest speakers from legal and business backgrounds. The class will also develop cultural negotiation skills through mock negotiations as well as discussing cultural faux pas and peculiarities across borders.
Substantial out of classroom work, group projects, etc. Each week the students will meet in teams to markup contracts and spend a portion of the subsequent class negotiating the contracts.
Autumn 2014 - Tarek Sultani

Current Controversies in Corporate and Securities Law  
LAWS 52202 - 01 (3) w, x, m
This seminar deals with the most important developments in U.S. (and to some extent global) corporate and securities practice during the preceding year. The seminar and discussions provide analysis of the legal, political, and economic implications of these Developments.
Each student submits one paper and gives an oral presentation and analysis of another student’s paper.
Winter 2015 - Richard Shepro

Current Issues in Criminal and National Security Law  
LAWS 70708 - 01 (3) +, w, x, m
This seminar covers a series of current issues in criminal and national security law, often comparing and contrasting the two approaches, with a particular focus on challenges arising from acts of terrorism and other national security prosecutions (including a focus on substantive terrorism offenses, espionage offenses as well as the leaking of classified information), a discussion of criminal and intelligence investigative tools (comparing Title III electronic surveillance with Foreign Intelligence Surveillance Act ), application of constitutional principles to terrorism investigations and prosecutions (particularly the First, Fourth, Fifth and Sixth Amendments and the application of Miranda, Quarles and Corley decisions and
certain state bar rules in that context), the President’s war powers and congressional oversight (including discussions of drone strikes, law of war detention, and Presidential and Congressional authority to use military force), and in other select areas, including the Classified Information Procedures Act, and economic sanctions, and national security leaks. Each class will focus on a different topic, with advance reading assigned around each topic, and grading on the basis of two short reflection papers (3-5 pages each) and a final paper or legal brief (20-25 pages) on a select issue in criminal and national security law. Guest speakers will help facilitate discussion on certain topics. Pre-requisites: Criminal Law and Constitutional Law I. Winter 2015 - Patrick J. Fitzgerald; Michael Y. Scudder

**Drafting Contacts: The Problem of Ambiguity**

LAWS 79910 - 01 (2) s, x, m

This seminar is unique. It is a very interesting, very intellectual, and very practical learning experience. The main features are: 1. Students will learn some extremely useful tools for analyzing and drafting contracts. They will acquire them by an inductive process of reviewing many examples of ambiguity from case law, eminent legal scholars, and the lecturer’s practice. They will learn to identify and eliminate ambiguity in drafting contracts. These tools are the creation of the lecturer and will give students unique practical skills that no other American law students (except the lecturer’s prior students) have. 2. The course materials come from the in-house seminars for the firm’s China Practice lawyers that the lecturer conducted for many years as a partner at Baker & McKenzie and that established the profession’s best practices for China-related contracts. 3. The historical examples of ambiguity in the seminar are of human, as well as intellectual, interest. They show that ambiguity can lead to the hanging of an individual for piracy or treason, a damages award of more than U.S. $10 billion, and even a change in the course of World War II. 4. The seminar facilitates student learning. At the beginning of each class, an audience response system (called “clickers”) provides students immediate, comparative, and anonymous feedback on their understanding of the reading assignment. The seminar also allows each student to see what he or she has learned in the class by comparing his or her analysis of a specific contract for the first class and for the last class. This contract analysis, like the final exam, gives each student the experience of a practicing lawyer reviewing a contract. Grades will be based on a proctored final exam. Winter 2015 - Preston M. Torbert
Early Stage Ventures: The Legal Challenges for Lawyers and Entrepreneurs
LAWS 61611 - 01 (2) x, m
This seminar will explore the legal challenges that arise in taking a business concept and growing it into a sustainable entity. Tapping a number of legal disciplines, the seminar will examine how to identify a concept's value proposition along with its risks. The seminar will further explore securing funding with an emphasis on raising money under safe-harbor provisions of current securities regulations. Students will identify, negotiate, and document potential new business concepts.
A student’s grade is based upon 3-4 short writing assignments and class participation.
Winter 2015 - Michael J. Kennedy

Economic Analysis of the Law
LAWS 73201 - 01 (3) c/l, x
This course introduces the concepts of law and economics. Over the last forty years, economics has become an important tool for those who want to understand the effect legal rules have on the way people behave. This course also explores the extent to which the principles of economics can be used to explain the workings of the legal system itself. The topics covered in this course include the Coase theorem, the choice between property and liability rules, the allocative effects of alternative liability rules (e.g., strict liability versus negligence); the determination of damages for breach of contract; and the economics of legal procedure.
No prior acquaintance with economics or calculus is assumed; the relevant economic concepts are developed through an examination of particular legal applications.
The student’s grade is based on a final examination.
Autumn 2014 - Anup Malani

Election Law
LAWS 95903 - 01 (3)
This course examines the law, both constitutional and statutory, that governs the American electoral system. Topics covered include the right to vote, reapportionment and redistricting, minority representation, the regulation of political parties, and campaign finance. The course draws heavily from both legal and political science scholarship. It addresses constitutional provisions including the First, Fourteenth, and Fifteenth Amendments, as well as key statutes such as the Voting Rights Act, the Federal Election Campaign Act, and the Bipartisan Campaign Reform Act. Students will develop an understanding of not only election law doctrine, but also the theoretical and functional underpinnings of the American electoral system.
The grade is based on a final take-home examination.
Winter 2015 - Nicholas Stephanopoulos
Electronic Commerce Law
LAWS 61802 - 01 (3) w, x, m
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.
Enrollment is capped at 20.
Topics not covered in the seminar will be suitable for papers.
There is a short presentation on the same topic as the student’s written paper - this counts for 20% of the grade.
Winter 2015 - Marsha F. Nagorsky

Employee Benefits Law
LAWS 55503 - 01 (3) w, x, m
This seminar will provide an introduction to the Employee Retirement Income Security Act (ERISA) and other federal statutes regulating employee benefit plans in the private sector. The seminar will cover many types of plans, including defined benefit pension plans, individual account retirement plans (such as 401(k) plans), medical plans, other welfare benefit plans and executive compensation programs. It will provide a basic understanding of fiduciary standards governing plan administration and the investment of plan assets; minimum standards for benefits and funding; benefit claim dispute resolution procedures and standards of judicial review; federal preemption of state laws; and key issues which arise in ERISA litigation. The seminar is intended for students interested in a broader labor and
employment practice; a mergers and acquisitions or general corporate practice; or a civil litigation practice. Although our primary mission will be to prepare students for the practice of law, we also will explore whether the law governing employee benefit plans is operating effectively and in accordance with its stated purposes. Students will be graded on class participation and on a series of short reaction and research papers.

There are no prerequisites required for this seminar.

Autumn 2014 - Charles B. Wolf

**Employment Discrimination Law**
LAWS 43401 - 01 (2 or 3) w, x, m

This seminar deals with the problem of discrimination in the American workplace and the federal and state statutes that have been enacted to prohibit it. Primary focus will be on the major federal equal employment opportunity statutes (Title VII of the Civil Rights Act of 1964, the Equal Pay Act, the Age Discrimination in Employment Act, and the Americans with Disabilities Act), the types of claims that are brought under these laws (disparate treatment, disparate impact, mixed motives, and retaliation claims), and the varying burdens of proof/persuasion, procedural prerequisites, and remedies provided by these statutes, along with current proposals for legislative change.

Enrollment will be limited to 20 students.

The student's grade will be based on class participation and a final examination; students wishing to earn 3 credits for the class may write a 10-12+ page research paper in addition to the final exam.

Winter 2015 - James Whitehead

**Employment Law**
LAWS 43511 - 01 (2 or 3) w, x, m

This seminar is designed to provide the student with an overview of the common law principles and leading federal and state statutes that govern the private-sector employment relationship. Among the topics to be covered are (1) the contractual nature of the employment relationship and the employment-at-will doctrine; (2) contractual, tort-based, and statutory erosions of the employment-at-will doctrine; (3) the contractual and common law duties and obligations owed by an employee to the employer; (4) wage and hour, child-labor, and employee leave statutes, including the Family and Medical Leave Act (FMLA); and (5) other employee protective statutes.

This seminar supplements, but will not cover the topics presented in, the Law School’s courses in Labor Law (LAWS 43101), Employment Discrimination Law (LAWS 43401), and Employee Benefits Law (LAWS 55503), which are not prerequisites to enrollment.

Enrollment will be limited to 20 students. The student’s grade will be based on a final examination.
Students wishing to earn 3 credits for the class may write a 10-12+ page research paper in addition to the final exam.
Spring 2015 - James Whitehead

Employment Law Clinic
LAWS 67113 - 01 (1, 2, or 3 per quarter, 9 maximum) +, a, w, s
Randall D. Schmidt and his students operate the Clinic's Employment Law Clinic. The Clinic focuses primarily on pre-trial litigation and handles a number of individual cases and class actions. In individual cases, the Clinic represents clients in cases before the Illinois Department of Human Rights and the Illinois Human Rights Commission and seeks to obtain relief for clients from race, sex, national origin, and handicap discrimination in the workplace. In the class actions, the Clinic represents groups of employees in employment and civil rights actions in federal court. Additionally, in its individual cases and law reform/impact cases, the Clinic seeks to improve the procedures and remedies available to victims of employment discrimination so that employees have a fair opportunity to present their claims in a reasonably expeditious way. To accomplish this goal, the Clinic is active in the legislative arena and participates with other civil rights groups in efforts to amend and improve state and federal laws. It is suggested, but not required, that all students in the Employment Law Clinic take the Employment Discrimination Law seminar.
It is recommended that third-year students take, prior to their third year, either the Intensive Trial Practice Workshop or some other trial practice course. The student's grade is based on class participation. Academic credit varies and will be awarded according to the Law School's general criteria for clinical courses as described in the Law School Announcements and by the approval of the clinical faculty. Evidence is a prerequisite for 3L's in the clinic. The Intensive Trial Practice Workshop (or an equivalent trial practice course) is recommended for 3L's in the clinic.
Autumn 2014, Winter 2015, Spring 2015 - Randall D. Schmidt

Energy Law Seminar
LAWS 45302 - 01 (3) x, m
The Energy Law Seminar exposes students to current issues facing energy industry practitioners. Topics covered during the first half of the seminar include United States shale developments, international energy projects, the natural resources curse, energy finance challenges, and energy litigation/arbitration trends. The second half of the seminar consists of a West Africa simulation, in which student teams bid on real petroleum licenses in West Africa, engage in a multilateral negotiation with other teams to acquire and divest license interests, and then drill wells by rolling dice to determine which of the 50 petroleum prospects are discoveries.
The grade is based on in-class participation (including presentations and simulation performance), negotiation sessions between class meetings, and a series of written memoranda.

Spring 2015 - Shelby S. Gaille

**Entrepreneurship and the Law**  
LAWS 61902 - 01 (3) w, s, x, m  
This seminar examines how the law and legal counsel influence innovation and entrepreneurship in the US, particularly by micro-enterprises. The seminar explores the position of the entrepreneur in society, in the economy, and in our constitutional framework, in order to analyze the entrepreneur's fundamental legal needs. We then survey legal questions particular to start-ups, including strategies for structuring a business organization, financing, and protecting intellectual property. Assignments require students to research issues that apply to hypothetical and real start-ups and practice lawyerly skills like strategic planning, negotiation, drafting, and counseling.

This seminar is required for participation in the Institute for Justice Clinic on Entrepreneurship, unless students make other arrangements with the Clinic instructors.

Students' grades will be based on active participation and several research and writing assignments.

Autumn 2014 - Elizabeth W. Kregor; Salen M. Churi

**Environmental Law**  
LAWS 46001 - 01 (3)  
This course introduces students to the laws, policies and theories related to environmental protection in the United States. No environmental, engineering or science background is required, and it is not necessary to take Administrative Law before or during enrollment in this course. The course begins by reviewing different, and often competing, objectives related to the environment: development and use of natural resources, preservation of nature, protection of human health, economic efficiency, and distributional equity. The course then explores in depth how the common law and the major federal environmental statues (e.g. the National Environmental Policy Act, the Clean Air Act, the Clean Water Act, the Resource Conservation and Recovery Act, the Comprehensive Environmental Response, Compensation, and Liability Act, etc.) address these objectives.

The student's grade is based on a final examination.

Winter 2015 - Mark N. Templeton

**Ethical Quandaries in Legal Practice**  
LAWS 41017 - 01 (3) p, x, m  
Given 24-hour news cycles, macro-economic pressures facing many law firms, government entities and corporations, and the proliferation of social media, the
practice of law is under increasingly intense scrutiny from clients, the public, the judiciary, governments, regulators and peers. The attendant risk to the reputations of practicing attorneys is much higher than it has ever been. This seminar will satisfy the professional responsibility/ethics graduation requirement. Through analysis of ethical issues that attorneys face on a daily basis, we will study the challenges, pitfalls, consequences and opportunities associated with the ethical practice of law. Additionally, we will examine the tension caused by attorneys' competing interests in: exercising independent judgment, serving as officers of the court, providing zealous advocacy and earning a living. Seasoned attorneys in private practice, in-house counsel and the judiciary will join portions of the seminar to discuss real world scenarios and provide insight into how attorneys can successfully navigate through today's ethical minefields.

The grade assessment is: 40% class participation, 30% based on 3 reaction papers, and 30% on a take-home final exam.

Winter 2015 - Joseph Alesia; Sharon R. Fairley

EU Competition Law: With Special Emphasis on the Application of Advanced Topics in Antitrust
LAWS 75402 - 01 (2 or 3) w, x, m

The seminar provides an introduction to interesting and cutting edge topics in antitrust economics using European competition law as the backdrop for applying and discussing this. European competition law and its application by the European Commission have evolved rapidly since around 2000. The seminar focuses on this modern period and the evolving use of economics in the Commission decisions and court judgments. It does not provide an introduction to black-letter EU competition law or a discussion of pre-2000 cases. Topics covered in recent years include the design of antitrust regimes, ordo-liberalism, two-sided markets, screening methods for cartels, dynamic competition, and behavioral economics. Cases covered in recent years have included the Commission’s decisions against MasterCard under Article 101 and Microsoft under Article 102.

Grade will be based on a final in-class examination and an optional paper (to receive 3 credits).

Spring 2015 - David S. Evans

European Legal History
LAWS 91901 - 01 (2 or 3) r, w, x, m

This seminar aims to give students an appreciation of the basic themes and most important events in European (as opposed to English) legal history. It begins with the Roman law formulated under the Emperor Justinian and moves forward to the 19th century. Among the subjects covered are Germanic law, the rise of legal science beginning in the 12th century, the nature of the ius commune, legal humanism, the reception of Roman law, the natural law school, and the movement towards Codification.
In addition to the text book, students are expected to read one law review article each week and to share it with the class.
They are permitted to write a research paper, but a final examination will also be offered as an option.
Winter 2015 - Richard H. Helmholz

Evidence
LAWS 41601 - 01 (3) x
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.
Winter 2015 - Emily Buss

Evidence
LAWS 41601 - 01 (3) e, x
This course examines the law governing proof of disputed propositions of fact in criminal and civil trials, including relevance, character evidence, the hearsay "rule" and other rules of exclusion, and examination and privileges of witnesses.
The grade is based on a final in-class examination.
Spring 2015 - Geoffrey R. Stone

Evolving Regulation of Financial Institutions and Markets
LAWS 94812 - 01 (2 or 3) w, x, m
In this seminar we will consider the recent financial crisis that led to the enactment of the Dodd-Frank Wall Street Reform and Consumer Protection Act in 2010. The Act mandates broad changes to the regulation of financial institutions in the U.S. and requires numerous regulatory agencies to promulgate hundreds of new regulations. The seminar will concentrate on certain areas addressed by the Act and the ensuing rule-making process, which is still underway—paying particular attention to the causes of the crisis and its impact on the financial system. Our goal will be to critically assess whether these measures are likely to promote the stated objectives of the legislators, as well as the merits and feasibility of those objectives.
For 2 credits, two short (10-12 pg.) papers; for 3 credits, one short and one long (approximately 20 pg.) papers.
Each student also must make a class presentation on one of the paper topics.
Autumn 2014 - James Foorman

Exoneration Project Clinic
LAWS 67413 - 01 (1, 2, or 3 per quarter, 9 maximum) +, a, s
The criminal justice system is not perfect. Innocent people are sometimes convicted of crimes they did not commit. When that occurs, the consequences for the lives of the wrongfully convicted and their families are truly devastating. By investigating
and petitioning courts to reverse wrongful convictions, our Exoneration Project is dedicated to restoring justice. Our project represents innocent individuals who have been wrongly convicted. Students working in our project assist in every aspect of representation including selecting cases, investigating and developing evidence, as well as in-court litigation of post-conviction petitions, petitions for DNA testing, and federal habeas petitions. Students work closely with our clients and have an opportunity to develop their oral and written advocacy skills by preparing written pleadings and by appearing before trial courts and appellate court panels. Through participation in our project students will explore issues of error and inequality in the criminal justice system, including police and prosecutorial misconduct, the use of faulty scientific evidence, coerced confessions, unreliable eyewitness testimony, and ineffective assistance of counsel. The Exoneration Project is an intensive, rigorous experience designed for students who are committed to providing the best possible representation to deserving clients. Second-year students wishing to enroll in the Project are encouraged to take Evidence in their second year. Third-year students are required to complete, prior to their third year, Evidence and the Intensive Trial Practice Workshop. Students are also strongly encouraged but not required to take Criminal Procedure I, and Criminal Procedure II. 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 2014, Winter 2015, Spring 2015 - Russell Ainsworth; David B. Owens; Tara E. Thompson

Federal Courts
LAWS 41101 - 01 (3) +
This course considers the role of the federal courts in the U.S. federal system. Topics will include the power of Congress to expand or contract the jurisdiction of the federal courts, federal question jurisdiction, litigation against federal and state governments and their officials, direct and collateral review of state-court decisions, abstention, and related doctrines. The student's grade is based on a proctored final examination. Constitutional Law I is highly recommended.
Winter 2015 - Alison LaCroix

Federal Courts
LAWS 41101 - 01 (3) +
This course covers the role of the federal courts in the federal system. Topics will include the jurisdiction of the federal courts, Congress's power over those courts, litigation against federal and state governments and their officials, and the relationships between federal and state courts.
There are no formal prerequisites, but Constitutional Law I and Administrative Law are both recommended. The student's grade is based on class participation and a final take-home examination.
Spring 2015 - William P. Baude

Federal Criminal Justice Clinic
LAWS 67513 - 01 (1, 2 or 3 per quarter, 9 maximum) +, a, w, s, x
The Federal Criminal Justice Clinic zealously represents indigent defendants charged with federal crimes and gives students a unique opportunity to practice in federal court. The FCJC is the only legal clinic in the country that exclusively represents indigent clients charged with federal felonies. We enter our federal district court cases at the time of arrest, take them to trial or guilty plea and sentencing, and then carry them through appeal and beyond. As part of our broader mission to promote fairness in the criminal justice system, we also take Seventh Circuit appeals and write amicus briefs and petitions for certiorari to the U.S. Supreme Court.

FCJC students interview clients and witnesses; meet with clients at the federal jail; conduct and participate in bond hearings, preliminary hearings, arraignments, evidentiary hearings, plea hearings, sentencing hearings, and trials; research, write, and argue motions and briefs; negotiate with prosecutors; and participate in case investigations. Students involved in our appellate litigation research and write briefs to the Seventh Circuit and the Supreme Court and conduct oral argument in the Seventh Circuit. The seminar component includes skills exercises, simulations, lectures, case rounds, and discussions. The pre-requisites/co-requisites are Evidence and Criminal Procedure I; these courses may be taken at any time during 2L or 3L year. It is strongly recommended that students interested in joining the FCJC as 3Ls take the Federal Sentencing seminar during 2L year and take the Intensive Trial Practice Workshop at the beginning of 3L year. The FCJC is a year-long clinic and is typically only open to 3Ls, who must put a minimum of 7 credits towards clinic work. Any slots that remain after bidding closes will be opened to 2Ls, who will receive a total of 3 credits in 2L year and must put 6 credits towards clinic work during 3L year.
Autumn 2014, Winter 2015, Spring 2015 - Alison Siegler; Erica K. Zunkel; Judith P. Miller

Federal Habeas Corpus
LAWS 58502 - 01 (3)
Habeas corpus is a central mechanism for challenging criminal convictions and executive detention in immigration and military contexts. This course covers the operation of habeas corpus in detail, focusing on those parts of the doctrine that are
likely most relevant to students intending to clerk, to work as public defenders, or to work in states' attorneys general offices.

It is designed to complement the Federal Courts coverage of habeas without excessive overlap. The grade is based on a final in-class examination.

Autumn 2014 - Aziz Huq

**Federal Legislative Power**

LAWS 66303 - 01 (2) +, x, m

This seminar examines the legislative powers granted to Congress by the Constitution. Covered topics include well known legislative powers (commerce and spending), lesser known powers (such as copyright power and the power to punish counterfeiting of securities and currency), and quasi-legislative powers (such as the treaty power). The seminar will focus on how courts have defined these powers, how the courts’ treatment comports with different theories of constitutional interpretation, and also more broadly how the specific powers interact with one another—especially how they interact with the Commerce Clause.

Prerequisite: Constitutional Law I.

The grade is based on a series of reaction papers and class participation.

Winter 2015 - Joshua Z. Rabinovitz

**Federal Regulation of Securities**

LAWS 42401 - 01 (3) +

This course provides an overview of the regulation of securities offerings and trading under the Securities Act of 1933 and the Securities Exchange Act of 1934. The course explores the elaborate disclosure obligations that this country imposes on the distribution and trading of investment securities as well as the role of the Securities Exchange Commission and private plaintiffs in shaping and enforcing these disclosure obligations. Topics to be covered include: public offerings of securities and the registration process under the Securities Act of 1933, exemptions from these registration requirements and the role of exemptions in the financing of private and public firms, and the disclosure obligations of publicly-traded issuers. The course will also examine the role of anti-fraud rules in the issuance and trading of securities.

Business Associations/Business Organizations/Corporation Law is a recommended prerequisite.

The casebook required for the class is James D. Cox, Robert W. Hillman and Donald C. Langevoort, Securities Regulation: Cases and Materials (7th edition, 2013)

The grade is based on a final in-class examination.

Autumn 2014 - Stavros Gadinis
Federal Regulation of Securities
LAWS 42401 - 01 (3) +
The securities laws govern the way in which a company may raise, and seek to raise, capital; they also impose substantial ongoing obligations upon companies and their security holders in both private and public contexts. Accordingly, the aim of this course is to provide a basic working knowledge of the securities laws to soon-to-be lawyers who will find themselves advising clients that seek to raise (or have raised) either public or private capital. The course will analyze methods of regulation (and possible alternative methods), the financial/institutional context in which the securities regulations exist, and the application of these regulations to real-world situations.
Corporation Law/Business Associations I/Business Organizations is a prerequisite, although it may be taken concurrently.
LLM students who have completed comparable work in a prior JD degree may register by contacting the registrar.
Grades will be based on class participation and a final examination.
Spring 2015 - Thomas J. Miles

Federal Sentencing: Balancing Judicial and Prosecutorial Discretion
LAWS 47602 - 01 (3) w, x, m
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 federal sentencing revolution in the context of the history of federal sentencing. We study the Federal Sentencing Guidelines and recent Supreme Court cases that try to define the Guidelines’ proper role in sentencing. A central focus of the seminar is the ongoing struggle to balance judicial discretion and prosecutorial discretion, and the fundamental tension this creates between the judiciary and the executive branch.
The seminar also focuses on the debate over sentencing disparities. Reading materials are varied and include Supreme Court and lower court cases, the United States Sentencing Guidelines, law review articles, Sentencing Commission studies and reports, and Department of Justice internal directives. Various guest speakers will visit class, including a federal district court judge and an Assistant United States Attorney.
Each student is expected to research and write a 20-25 page paper in response to a specific assignment.
Students will be graded based on their written submissions and class participation. Second-year students interested in participating in the Federal Criminal Justice Clinic during their 3L year are strongly encouraged to enroll in this seminar, although it is not a prerequisite or corequisite for the clinic.
Winter 2015 - Alison Siegler
Feminist Economics and Public Policy  
LAWS 70502 - 01 (2 or 3) x, m  
This seminar will explore advances in feminist economics and the implications for public policy in local and global communities. Drawing from feminist economics research, the seminar will address the persistence of gender inequality in societies around the world and proposed policy solutions. Topics will include gender relations and the organization of domestic and market work, violence against women, workplace and pay equality, gendered access to resources, education, and healthcare, and gender and property rights. Grades will be based on a series of short writing assignments and class participation.  
Spring 2015 - Diana L. Strassmann

Feminist Philosophy  
LAWS 47701 - 01 (3) c/l, e, x  
The course is an introduction to the major varieties of philosophical feminism: Liberal Feminism (Mill, Wollstonecraft, Okin, Nussbaum), Radical Feminism (MacKinnon, Andrea Dworkin), Difference Feminism (Gilligan, Held, Noddings), and Postmodern "Queer" Feminism (Rubin, Butler). After studying each of these approaches, we will focus on political and ethical problems of contemporary international feminism, asking how well each of the approaches addresses these problems. Undergraduates may enroll only with the permission of the instructor. The grade is based on an 8-hour open book take-home examination, or a final written paper if permission for the paper option is given. Class participation will occasionally be taken into account as a positive. Spring 2015 - Martha C. Nussbaum

Food and Drug Law and Policy  
LAWS 94501 - 01 (3) w, c/l  
This course explores legal and policy issues in the federal regulation of foods, drugs, medical devices, and other products coming within the jurisdiction of the FDA. It will examine substantive standards applicable to these products and procedural issues in the enforcement of these standards. It will also address the tension between state and federal regulation in this area, constitutional constraints on such regulation, and a variety of other issues relating to the development and marketing of regulated products. The student's grade is based on class participation and a final examination or major paper. Spring 2015 - Jack R. Bierig
Food Law
LAWS 94503 - 01 (3) r, w, x, m
This seminar will examine issues relating to food law and food policy. Topic covered will include: food safety, food labeling, food patents, corn policy, regulation of food quality, factory farming, obligations of food retailers, and more. Students will have to write an SRP paper and make a presentation in class.
Autumn 2014 - Omri Ben-Shahar

Foreign Relations Law
LAWS 97801 - 01 (3)
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 Iraq war.
Grades will be based on a final examination.
Autumn 2014 - Daniel Abebe

Fourteenth Amendment Seminar
LAWS 68304 - 01 (3) w, s, x, m
The only reading for this seminar is some introductory material about the legislative history of the fourteenth amendment. At the beginning of the quarter, students will be assigned to "courts" and will receive three cases every two weeks to discuss and vote on. They will then produce as many majority, dissenting, and concurring opinions as appropriate. These opinions should rely solely on the fourteenth amendment, its legislative history, and the prior precedent of each "court." Thus, during the course of the semester, each "court" will develop its own, hypothetical jurisprudence. Once during the quarter, each court will be excused from writing opinions and will, instead, divide into two law firms that will brief and argue a case before another of the courts. Regular "events from the real world" will occur based on the opinions each court files.
Students enrolling in this seminar should be aware of the following:
1. Part of the seminar grade will be based upon the opinions students sign whether or not they write them;
2. No feedback will be provided on the opinions during the quarter, but at the end of the seminar, students may select one or two opinions on which they will receive detailed feedback;
3. Many students find that the seminar is an intense experience, often involving many hours of intra-court discussion and negotiation over outcomes and opinions.
The grade is based on a series of reactions paper and class participation.
Spring 2015 - Louis M. Seidman

**French Law Seminar**
LAWS 54903 - 01 (2) x, m
This seminar is intended for students who wish to get introductory knowledge of the French civil law system, serve French or international clients and organizations and conduct French or international legal transactions. The typical class session will consist of a presentation of a specific French law topic and related basic principles (including constitutional law, general civil law, corporation law, financial transactions, criminal law) followed by oral and written exercises giving students exposure to French court decisions, French statutes and other tools used by French legal practitioners.
The grade will be based on a series of reaction papers, attendance, and class participation.
Autumn 2014 - Caroline Paranikas

**Fundamentals of Accounting for Attorneys**
LAWS 79112 - 01 (3) +, s, x, m
This seminar will teach the basic fundamentals of accounting to better prepare you to recognize and understand financial business issues related to the practice of law. Topics include key accounting concepts, reading financial statements and financial statement analysis. The class sessions will include guest speakers presenting on current accounting topics such as Sarbanes Oxley, working with the SEC and forensic accounting (investigating accounting frauds). The class is designed for those who have never taken an accounting class and/or have little financial background.
There are no prerequisites but you should not take this class if you have taken an accounting class before or if you have experience in finance or accounting. Grades will be based on papers and a final examination.
Autumn 2014 - Philip Bach; Sean M. Young

**Gendered Violence and the Law Clinic**
LAWS 63313 - 01 (3 or 4 per quarter, 7 maximum) a, s
When confronted with domestic and sexual violence in our communities, arrest and prosecution of the perpetrator is only one of many potential legal responses. What other legal tools are available to survivors and how useful are those tools? Students will explore these issues through a 2-hour weekly seminar, combined with 12 hours per week of field work spent working at the civil legal services office of LAF. Students will work primarily on family law and immigration cases, while accepting some assignments from LAF’s other practice areas where the legal rights of survivors of gendered violence are implicated. Students will assist with representation of domestic and sexual violence survivors to meet a broad range of
legal needs, which could include protective orders, divorce and custody litigation, VAWA self-petitions and U-Visa applications, advocacy in child abuse and neglect proceedings, housing and eviction matters, unemployment insurance hearings, and public benefits appeals. All students will be expected to interview clients, prepare written discovery, develop witness statements, conduct legal research, and draft pleadings, motions and court orders. Students eligible for a 711 license may appear in court under attorney supervision. Prior experience and language skills may be considered in determining each student’s clinical placement.

Students’ grades will be based on participation and case presentations in the seminar, performance in the clinical field work, and a series of reaction/reflection papers.

Students will also participate in a simulated hearing at the end of the course. Participation over both Winter and Spring quarters is required.

Winter 2015, Spring 2015 - Neha Lall

Global Inequality
LAWS 92403 - 01 (3) r, w, c/l, x, m
Global income and wealth are highly concentrated. The richest 2% of the population own about half of the global assets. Per capita income in the United States is around $47,000 and in Europe it is around $30,500, while in India it is $3,400 and in Congo, it is $329. There are equally unsettling inequalities in longevity, health, and education.

In this class, we ask what duties nations and individuals have to address these inequalities and what are the best strategies for doing so. What role must each country play in helping itself? What is the role of international agreements and agencies, of NGOs, and of corporations in addressing global poverty? How do we weigh policies that emphasize growth against policies that emphasize within-country equality, health, or education?

In seeking answers to these questions, the class will combine readings on the law and economics of global development with readings on the philosophy of global justice. A particular focus will be on the role that legal institutions, both domestic and international, play in discharging these duties. For, example, we might focus on how a nation with natural resources can design legal institutions to ensure they are exploited for the benefit of the citizens of the country.

Students will be expected to write a paper, which may qualify for substantial writing credit.

Non-law students are welcome but need permission of the instructors, since space is limited.

Winter 2015 - Martha C. Nussbaum; David A. Weisbach
Government Litigation
LAWS 52503 - 01 (3) x, m
The United States government is a party in about one-fifth of civil cases filed in federal courts. Similarly, state and local governments are routine civil litigants in state courts. This seminar explores issues that arise in civil cases in which government actors are plaintiffs or defendants. Topics covered will include sovereign immunity, legislative and executive standing, government preclusion, and attorney fees, as well as major regimes of government liability (e.g., Federal Tort Claims Act, Tucker Act, Bivens and Section 1983, and parens patriae litigation). This seminar also covers statutes under which private parties may sue on behalf of the government, most prominently the False Claims Act. Finally, this seminar will consider professional responsibility issues particular to government litigation.
Grading will be based on a paper, a presentation, and class participation.
Spring 2015 - Zachary Clopton

Greenberg Seminar: 1968
LAWS 95902 - 08 (1, 0, 0) a, x
This Greenberg Seminar, which will be taught by Geoffrey Stone and Jane Dailey (History Department), will explore the extraordinary events and historical significance of the year 1968. Using a range of materials, including art, literature, music, film, and historical sources, we will touch upon such events as the student takeover of Columbia University and the radical student movement; the Vietnam War and the anti-war movement; the growth of the Black Power movement; the emergence of the Women’s Liberation Movement; the assassinations of Martin Luther King and Robert F. Kennedy; Prague Spring; the 1968 Democratic Convention; the 1968 presidential election and its consequences.
Graded Pass/Fail.

Greenberg Seminar: Criminal Justice and Medical Ethics in Literature
LAWS 95902 - 04 (1, 0, 0) a, x
Students in this seminar will read and discuss literature that relates to the respective disciplines of Professor Alison Siegler and of her father, Professor Mark Siegler of the Medical School. We will study selected criminal justice topics and medical ethics issues through the lens of novels, plays, and other primary sources. We will also explore the centrality of storytelling in lawyering and doctoring. Topics will include mens rea in Capote; sentencing in Shakespeare; end-of-life decision-making in Tolstoy; and crime, punishment, and ethics in Dylan’s music.
Graded Pass/Fail.
Autumn 2014, Winter 2015, Spring 2015 - Alison Siegler; Mark Siegler
Greenberg Seminar: Democracy’s Limits
LAWS 95902 - 10 (1, 0, 0) a, x
Twenty years ago Francis Fukuyama declared democracy to be triumphant, heralding the “end of history.” Today, Fukuyama's prediction contrasts with a retreat from democracy in Asia and Africa, and democracies in deep economic turmoil in Europe (and, arguably, the US). This Greenberg explores the state of democracy today, drawing on critiques mustered by economists and political scientists as well as looking at case studies from the US to India.
Graded Pass/Fail.
Autumn 2014, Winter 2015, Spring 2015  - Adam Chilton; Aziz Huq

Greenberg Seminar: Law and the Literature of the British Empire
LAWS 95902 - 01 (1, 0, 0) +, a
This seminar will read fiction written during and about the British Empire, with a particular, though not exclusive, focus on India. Authors read will include John Buchan, H. Rider Haggard, Rabindranath Tagore, E. M. Forster, Joseph Conrad, Mulk Raj Anand, George Orwell, and J. G. Farrell.
Students interested in participating should send Prof. Nussbaum a short statement giving your reasons for your interest in the seminar and telling us about your background in literature and relevant parts of history.
This seminar is capped at 12.
Approximately 10 seats will be allocated to J.D. students and the rest to LL.M. students.
Graded Pass/Fail.
Autumn 2014, Winter 2015, Spring 2015  - Dipesh Chakrabarty, Martha C. Nussbaum; Richard A. Posner

Greenberg Seminar: Law Docs
LAWS 95902 - 03 (1, 0, 0) a, x
This Greenberg Seminar will involve discussion of notable documentary films with some connection to law. Participants will view the films (through Netflix for example) and then meet to discuss the films on five Thursday evenings during the Autumn and Winter Quarters. Likely films include The Art of the Steal (the story of the Barnes Foundation art collection and the fight to undo provisions in the original bequest); Capturing the Friedmans (credibility of witnesses in a case alleging sexual abuse of young children); The Central Park Five (New York’s criminal justice system dealing with a racially charged crime); Portrait of Wally (legal battle over painting stolen by Nazis); West of Memphis (innocence on death row in Arkansas); Big Boys Gone Bananas (corporate campaign to prevent film-makers from showing their documentary about a lawsuit against the company).
Graded Pass/Fail.
Autumn 2014, Winter 2015, Spring 2015  - Saul Levmore; Julie Roin
Greenberg Seminar: Legal Themes in the Theater
LAWS 95902 - 09 (1, 0, 0) a, x
This Greenberg seminar, run with the artistic director of the Court Theater, Charles Newell, will explore how legal themes, such as conflict, and resolution, revenge, the state versus the individual, and the nature of authority, are explored in plays and theater. Most sessions will involve discussing one or more plays that explore a particular legal theme, sometimes exploring how the same theme is portrayed in different time periods and cultures. Pairings might include plays such as The Eueminides, MoLaRa (a South African reinterpretation of the Oresteia) and Death and the Maiden. Other plays (not yet set) may include plays such as Antigone, Measure for Measure, The Merchant of Venice, The Cain Mutiny, Inherit the Wind, All My Sons, and The Man in the Glass Booth.
Graded Pass/Fail.
Autumn 2014, Winter 2015, Spring 2015  - David A. Weisbach; Charles Newell

Greenberg Seminar: Native Americans
LAWS 95902 - 02 (1, 0, 0) a, x
In this Greenberg Seminar, professors Todd Henderson (Law) and Justin Richland (Anthropology) will lead discussions of works of fiction and non-fiction regarding Native Americans. Professor Henderson lived briefly on the Navajo/Hopi Reservation and recently taught a seminar on American Indian Law. Professor Richland specializes in Native American law and politics. He has served as a justice on the Hopi Appellate Court and is the founder of a non-profit designed to bring social justice services to native peoples. The historical plight of Native Americans is well known, but often misunderstood; the current situation is not as well known, and equally misunderstood where it is. The aim of this Greenberg is to put the history in perspective, and to illuminate the current situation of the nearly 500 semi-autonomous tribes of American Indians that exist today.
Graded Pass/Fail.
Autumn 2014, Winter 2015, Spring 2015  - M. Todd Henderson; Justin B. Richland

Greenberg Seminar: Redistribution in America and Abroad
LAWS 95902 - 05 (1, 0, 0) a, x
The redistribution of resources is perhaps the most important -- and controversial -- task of government. In this seminar, we will consider redistribution both in America and abroad. The following are some of the issues we will examine: What circumstances prompt governments around the world to engage in redistribution? Is redistribution an effective or feasible response to rising inequality? What are the economic costs and benefits of redistribution? How do the affluent prevent greater redistribution in democracies given their relatively small numbers? The materials we will cover include works by Daron Acemoglu and James Robinson, Lawrence Lessig, and Thomas Piketty.
Graded Pass/Fail.
Autumn 2014, Winter 2015, Spring 2015 - Nicholas Stephanopoulos; Michael Albertus

Greenberg Seminar: Villains: Real and Imaginary
LAWS 95902 - 07 (1, 0, 0) a, x
There can be no heroes without villains, whether in literature, popular media, or the law. This seminar explores real and imaginary villains: how such villains are created, who creates them, and how these so-called villains experience their vilification. In particular, we consider villains in the corporate and government contexts — the evil CEO, the corrupt politician, the unscrupulous lobbyist — and how they are portrayed (or mis-portrayed) in films, newspapers, and novels. We will meet on Wednesday evenings throughout the year.
Graded Pass/Fail.

Greenberg Seminar: Wine and the Law
LAWS 95902 - 06 (1, 0, 0) a, x
This seminar will consider the law and politics of wine production and regulation in the US and elsewhere. There will be an empirical research component.
Graded Pass/Fail.

Health Law and Policy
LAWS 78801 - 01 (3) w, c/l
This course will explore various 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 third of the course will focus on how these programs seek to resolve the tension between controlling costs, promoting quality, and assuring access. We will next address other federal legislation affecting the delivery of health care, including the Affordable Care Act. We 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 explore issues relating to the behavior of physicians, hospitals, and nursing homes. This exploration will focus on the impact of the antitrust, labor, and tax laws on these entities. The goal of the course is to expose the student to the conflicting law and policy issues that impact on the delivery of health in this country.
The grade will be based on a final written paper or an in-class examination – depending on how many students enroll. Class participation will also be taken into account.
Autumn 2014 - Jack R. Bierig
Higher Education and the Law
LAWS 52102 - 01 (3) w, x, m
The university has long maintained that its history and role as a creator of knowledge and role 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. Winter 2015 - Arthur M. Sussman

Hinton Moot Court Competition
LAWS 99911 - 01 (0, 0 or 3) +, a, w
The Hinton Moot Court Competition is open to all second- and third-year students (except those third-year students who made it to the semi-finals during the previous year). The competition provides students the opportunity to develop skills in writing and appellate advocacy. Moot Court participants advance through three rounds.
The Fall Round: The focus of the preliminary round is on oral argument—no brief writing is required at this stage. After studying the briefs and record of an actual case and participating in practice arguments with student judges, each competitor must argue both sides of the case to panels of local alumni attorneys. Approximately 12-14 students advance to the semi-final (Winter) round.
The Winter Round: The students who have advanced to the semi-final round must brief and argue a new case during the Winter quarter. A panel of faculty members judge the semi-final arguments and select the four best advocates on the basis of their written and oral advocacy skills. Semifinalists are recognized as winners of the Mulroy Prize for Excellence in Appellate Advocacy.
The Spring Round: The four finalists work in teams of two on another new case during the Spring quarter. A panel of distinguished judges, usually federal appellate judges, presides at the final argument before the Law School community. The winning team is awarded the Hinton Cup; the runners-up are awarded the Llewellyn Cup.
Students participating in the semifinal round may be eligible for three pass/fail credits and may satisfy the WP graduation requirement. Please see the Student Handbook for additional details.
Autumn 2014, Winter 2015, Spring 2015 - Faculty
History of Civil Liberties in the United States
LAWS 70707 - 01 (3) r, w, x, m
This seminar examines changing understandings of civil liberties in American legal history. It emphasizes legal and ideological contests over the meaning of free speech, religious freedom, and reproductive rights during the nineteenth and twentieth centuries. Readings explore the intersection between legal struggles and broader developments in social, cultural, and political history, with a particular focus on the labor, civil rights, and feminist movements.
The grade is based on a final written paper and class participation.
Spring 2015 - Laura Weinrib

Housing Initiative Clinic
LAWS 95013 - 01 (1, 2, or 3 per quarter, 9 maximum) a, s
The Housing Initiative is a transactional clinic in which students provide legal representation to community-based housing developers, tenant groups, and other parties involved in affordable housing development. Students serve as deal lawyers, advising clients on structuring issues; negotiating, drafting and reviewing construction loan documents, construction contracts, purchase and sale agreements, partnership agreements, and other contracts; securing zoning and other governmental approvals; assisting clients in resolving compliance issues under the applicable state and federal housing programs; and participating in the preparation of evidentiary and closing documents. Some of our work also involves community organizing and legislative and policy advocacy around affordable housing and public housing issues. In addition to working on specific transactions and projects, students in the Housing Initiative Clinic meet as a group in a weekly seminar in Autumn quarter, and periodically during Winter and Spring quarters, to discuss the substantive rules and legal skills pertinent to housing transactions and to examine emergent issues arising out of the students’ work. During the Autumn quarter seminar, returning clinic students need only attend the first hour; new students should attend for the full two hours.
Academic credit for the Housing Initiative Clinic varies and is awarded according to the Law School’s general criteria for clinical courses as described in the Law School Announcements and by the approval of the clinical faculty.
Autumn 2014, Winter 2015, Spring 2015 - Jeffrey E. Leslie

How to Avoid a Regulatory Nightmare: Compliance and Regulatory Strategies for the Post Crisis World
LAWS 94814 - 01 (3) w, s, x, m
Since the financial crisis of 2008, regulators and prosecutors around the world increasingly expect companies to have state of the art governance, risk and compliance programs as a condition for remaining in business and for avoiding liabilities for regulatory missteps.
Increasingly, regulatory rules are becoming more complex and authorities are becoming more unforgiving, with stepped up efforts to secure criminal and civil penalties against companies, their executives, lawyers and auditors. For companies, such liability can at best result in plummeting share prices, and at worst the shutting down of an enterprise. For individuals, they can result in incarceration, fines, penalties and removal from the business.

While many of the principles apply to all industries, the seminar will explore the regulatory and legal foundations for these programs primarily through the lens of the financial services sector, which includes banks, brokerage firms, investment companies and investment advisers. We will also explore how the design and execution of these programs can avoid or limit potential liabilities from regulatory and criminal authorities.

From the perspective of a corporate executive or counsel, students will develop the ability to understand the fundamentals of regulatory regimes overseeing these businesses, as well as strategies for successfully engaging the regulators. Students will consider the steps a firm should take to mitigate regulatory and reputation risk, including the importance of an effective corporate ethics program, as well as how, in the process, a firm can enhance its brand, meet the expectations of its board of directors and create value for its shareholders.

The grade is based on a final take-home exam, a short research paper and class participation.

Spring 2015 - Charles V. Senatore

Human Rights and the Responsibility to Protect
LAWS 96204 - 01 (2) x, m

Despite its very recent development, the doctrine of ‘Responsibility to Protect’ (RtP) is now a prominent normative framework in global governance. One of the most significant driving factors in its emergence has been despair about the international community’s failure to intervene in the Rwandan Genocide in 1994 and in the Srebenica Massacre in 1995. RtP doctrine rejects a Westphalian conception of state sovereignty, and is instead predicated upon the view that the sovereignty of state governments is conditional upon them neither perpetrating, nor allowing the perpetration of, certain kinds of egregious human rights abuses within their borders. In this seminar we will begin by surveying the recent history of RtP as a guiding normative framework in international law and politics, and considering some of the challenges that have arisen around the implementation of RtP. We will then investigate three sets of questions related to RtP – and though our questions will be theoretical, we will be aiming to respond to them in a way that is informed by empirical considerations. First, what should we make of the provocative claim that RtP mobilizes a set of parochially Western values, or that it is a pretext for powerful states to enact a neo-Colonialist agenda in Africa and the Middle East?
Second, if we have rejected the first criticism, are there nevertheless in-principle reasons to doubt the effectiveness of RtP as a means of decreasing egregious humanitarian abuses in the long term? Third, does the emergence of RtP as a norm in global governance shed any light on the debate in Human Rights Theory, between those who think we must understand human rights primarily as institutional artefacts (i.e. proponents of the Political conception of Human rights), and those who think we can properly regard human rights as a species of natural rights (i.e. proponents of the Orthodox conception of Human Rights)?

The grade is based on a final research paper (90%) and class participation (10%).

Winter 2015 - Robert M. Simpson

Immigration Law
LAWS 50001 - 01 (3)
This course explores the U.S. immigration system. The course will focus on the federal laws and policies that regulate the admission and exclusion of immigrants. Topics covered will include: the visa system, deportation and removal, the law of asylum, the role of the states in regulating migrants, and proposed reforms to the immigration system. The course will also consider how immigration law connects to both constitutional law and foreign policy.
The grade is based on a final in-class examination.
Autumn 2014 - Adam Chilton

Independent Research
LAWS 49901 - 01 (1, 2, or 3) +, r, w
Second-year, third-year, and LL.M. 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 2014, Winter 2015, Spring 2015 - Faculty

Innovative Solutions for Business, Law, and Social Issues
LAWS 91304 - 01 (3) w, x, m
Many business, legal, and social problems cry out for the kind of imagination typically found in the fields of art, design, and invention. Yet, very few of us take time to cultivate the analytic and creative skills that give rise to truly innovative solutions. In this seminar, we will apply “design thinking,” originally developed by the founders of IDEO (the design firm behind Steve Jobs and Apple), and a variety of related techniques, to important business, legal, and social problems. We will look at how successful innovators obtain breakthroughs, and we will then practice the techniques on simple challenges such as inventing a new product before we progress to larger, more complex challenges like designing an organization that continuously invents streams of new products. In law, we will look at why corporate clients hold creative lawyers in the highest regard, and as an
exercise in design thinking, we will design a system that enables compliance with the Foreign Corrupt Practices Act (FCPA) in a company striving for growth in risky, emerging markets. We will also look at legal education and determine how design thinking can lead to more imaginative and meaningful reform. In the area of social impact, we will look at how we as a society can enable universal access to potable water, and we will also consider new approaches to building sustainable, green cities amidst the new surge in urbanization taking place in India, China, and the developing world.

Grading will be determined by class participation and by performance across three papers. The first paper will examine best practices in innovation. The second paper will focus on a specific case in business or the legal profession. The third paper will address a large-scale problem such as climate change, political polarization, or North Korea – and require students to work in teams and present their work to the class at the conclusion of the seminar.

Autumn 2014 - Tom J. Manning

**Insider Trading**

**LAWS 65803 - 01 (2) +, x, m**

Insider trading remains a controversial area of the law, characterized by strong opinions about the desirability of regulating insider trading and a proliferation of theories for such regulation. This seminar will concentrate on the leading law review articles staking out positions on insider trading, with a focus on the policy reasons advanced by each side. The first week we will review the leading insider trading cases. For each of the following seminar sessions, the class will read and discuss assigned law review or economics journal articles.

For each seminar session, a few students will be assigned to write 6-8 page critiques of the assigned articles in advance of the class meeting and then to lead the discussion of those articles.

Over the course of the seminar, each student will write three critiques. All students not writing a critique on any particular article will be required to submit six written questions about that article in advance of each seminar session and to participate in the discussion for each class.

Grades will be based 60% on the written critiques and questions and 40% on seminar participation.

There will be no final exam or seminar paper.

Prerequisite: Business Associations I/Business Organizations (may be taken concurrently).

Spring 2015 - Douglas Levene

**Institute for Justice Clinic on Entrepreneurship**

**LAWS 67613 - 01 (1, 2, or 3 per quarter, 9 maximum) +, a, s**

The Institute for Justice Clinic on Entrepreneurship, or IJ Clinic, provides legal assistance to low-income entrepreneurs who are pursuing the American Dream in
spite of legal obstacles. IJ Clinic students develop practical skills in transactional lawyering while helping creative entrepreneurs earn an honest living, innovate, and build businesses that build neighborhoods. Students advise clients on issues such as business formation, licensing, zoning, strategic relationships, intellectual property protection, and regulatory compliance. Students become trusted advisors for their clients and have the opportunity to consult with clients on business developments; draft and review custom contracts; negotiate deals; research complex regulatory schemes and advise clients on how to comply; and occasionally appear before administrative bodies. Students may also work on policy projects to change laws that restrict low-income entrepreneurs. Policy work may involve legislative drafting, lobbying, and community organizing.

Academic credit varies and will be awarded according to the Law School’s general criteria for clinical courses as described in the Law School Announcements and by the approval of the clinical staff.

The seminar Entrepreneurship & The Law is a pre- or co-requisite unless a student has received special permission from the IJ Clinic instructors.

A commitment of at least two quarters is required.

Autumn 2014, Winter 2015, Spring 2015 - Elizabeth W. Kregor; Salen M. Churi

**Insurance Law**
LAWS 43601 - 01 (3)
An exploration of risk spreading through common law and administrative regulation of insurance products. The primary emphasis of the course is liability insurance (including commercial, automobile, professional, and product liability), although the class also tackles other, more exotic forms of insurance (including reinsurance). The goal of the course is to alert students to how insurance institutions in the United States and abroad affect economic behavior, and in particular how they affect litigation and lawyers.

Grades will be based on a final examination.
Spring 2015 - Omri Ben-Shahar

**Intellectual Property-based Finance and Investment**
LAWS 95113 - 01 (3) w, x, m
Developed economies once resembled a stable three-legged stool -- manufacturing, services and invention. Today, only Intellectual Property (“IP”) and the value it generates remains to support the standard of wealth developed nations have come to enjoy. IP now dwarfs all assets in value-at-risk with intangible assets accounting for over 75 percent of a company’s market capitalization. The seminar will focus on two general topic areas related to IP. First, the class will examine the multiple markets for IP which exist. Second, the class will focus on IP-based asset management and investment banking practices in an attempt to illustrate how economic value can be extracted from IP as an asset class.
The grade is based on a final written paper and will be adjusted to reflect class participation.
Autumn 2014 - Michael D. Friedman

**Intensive Trial Practice Workshop**
LAWS 67503 - 01 (3) +, s, u
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.
Open to J.D. students only.
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 48 with preference given to students who have been accepted into a Litigation Clinic course.
Students who have taken Trial Advocacy (LAWS 67603), Poverty and Housing Law Clinic (LAWS 90512), or Trial Practice: Strategy and Advocacy (LAWS 91702) may not take this class.
This practicum is offered for approximately six hours/day during the two weeks prior to the beginning of the Autumn quarter.
The 2014 Workshop is scheduled from 9/15 through 9/26, and the final trial is scheduled for Saturday, September 27.
The student's grade is based on a compilation of daily performance evaluations.
Autumn 2014 - Herschella G. Conyers; Craig B. Futterman; Mark J. Heyrman; Randall D. Schmidt; Randolph N. Stone

**Interdisciplinary Approaches to Criminal Justice**
LAWS 60804 - 01 (2) x, m
We will read literature from fields including economics, criminology, sociology, history, and psychology in an attempt to make sense of various features of the American criminal justice system. These include the determinants of crime; the effects of policing, incarceration, and social programs on crime rates; and the consequences of criminal punishment. We will discuss how the approaches of these disciplines differ and what each has to offer.
The grade is based on a series of reaction papers.
Spring 2015 - John Rappaport
International Arbitration
LAWS 94602 - 01 (3) w, s, x, m
This seminar gives students a practical foundation in the mechanics of international commercial arbitration and an understanding of the tactical choices that frequently confront international arbitration practitioners. With the emergence of the global economy and the explosive growth of cross-border transactions and multinational joint ventures, international arbitration has become the leading mechanism for resolution of international commercial disputes. With parties increasingly unwilling to accept the risks of litigation in the local courts of their foreign business partners, international arbitration agreements are now a mainstay of cross-border commercial transactions. Topics include the crafting of effective international arbitration agreements, the relative advantages and disadvantages of ad hoc UNCITRAL-style arbitration and institutional arbitration (ICC, AAA, etc.), the rules of procedure that govern international arbitration, the difficult procedural issues that commonly arise in international arbitration (such as the availability and extent of discovery, the consolidation of parties and claims, etc.), procedural and substantive issues applicable to investor-state arbitration, the effective presentation of evidence, and the enforcement of international arbitral awards.
The student's grade is based upon the quality of preparation for and oral participation in the seminar, as well as the quality of a required research paper.
Spring 2015 - Alan D'Ambrosio

International Environmental Law
LAWS 92702 - 01 (3) w, x, m
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.
Spring 2015 - Georgie B. Geraghty

International Finance
LAWS 48901 - 01 (3) r, w, c/l, x, m
Today the volume of international financial flows far exceeds the volume of international trade. This seminar 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 regulatory aspects of the recent international financial crisis and (2) changes in U.S. law made or under consideration to respond to that crisis. Special attention will be paid to the "Euro problem" and to Chinese financial markets. The grade is based on a final written paper.

**Autumn 2014 - Kenneth W. Dam**

**International Human Rights**
LAWS 96101 - 01 (3) r, w, c/l

This course is an introduction to international human rights law, covering the major instruments and institutions that operate on the international plane. It includes discussion of the conceptual underpinnings of human rights, the structure of the United Nations System, the major international treaties, regional human rights machinery, and the interplay of national and international systems in enforcing human rights.

There are no prerequisites.

Grading will be on the basis of a take-home exam at the end of the quarter.

Students who wish to write, in lieu of the exam, a paper sufficient to satisfy the substantial writing requirement, may do so upon approval of the topic in advance.

**Winter 2015 - Thomas Ginsburg**

**International Human Rights Clinic**
LAWS 67913 - 01 (2 or 3) +, a, s

The International Human Rights Clinic (IHRC) works for the promotion of social and economic justice globally, including in the U.S. The Clinic uses international human rights laws and norms, other substantive law, and multidimensional strategies to draw attention to human rights violations, develop practical solutions to those problems using interdisciplinary methodologies, and promote accountability on the part of state and non-state actors. The Clinic works with non-governmental organizations to design, collaborate, and implement projects, which include litigation in domestic, foreign, and international tribunals, as well as non-litigation projects, such as documenting violations, legislative reform, drafting reports, and training manuals. Working in teams on active human rights cases and projects, students will develop and hone their international research, legal and non-legal writing, oral advocacy, communication, interviewing, collaboration, media advocacy, cultural competency, strategic thinking, and transnational lawyering skills. Additionally, students will critically examine the substance and application of human rights law, discuss and confront the ethical challenges of working on human rights problems globally, and develop new techniques to address human rights violations. During Autumn quarter only, Clinic students are required to also enroll in the 2-credit International Human Rights Lawyering and Advocacy
The International Human Rights Clinic (IHRC) works for the promotion of social and economic justice globally, including in the U.S. The Clinic uses international human rights laws and norms, other substantive law, and multidimensional strategies to draw attention to human rights violations, develop practical solutions to those problems using interdisciplinary methodologies, and promote accountability on the part of state and non-state actors. The Clinic works with non-governmental organizations to design, collaborate, and implement projects, which include litigation in domestic, foreign, and international tribunals, as well as non-litigation projects, such as documenting violations, legislative reform, drafting reports, and training manuals. Working in teams on active human rights cases and projects, students will develop and hone their international research, legal and non-legal writing, oral advocacy, communication, interviewing, collaboration, media advocacy, cultural competency, strategic thinking, and transnational lawyering skills. Additionally, students will critically examine the substance and application of human rights law, discuss and confront the ethical challenges of working on human rights problems globally, and develop new techniques to address human rights violations. During Autumn quarter only, Clinic students are required to also enroll in the 2-credit International Human Rights Lawyering and Advocacy seminar. Students are also encouraged, but not required, to take a course in international human rights law or public international law. Some students may have the option, but are not required, to undertake international or domestic travel in connection with their projects during the break periods. Students in their first quarter of IHRC must enroll for 2-3 credits; students can enroll in the IHRC for 1-2 credits in subsequent quarters, in accordance with the Law School’s general criteria for clinical courses.

Winter 2015, Spring 2015 - Brian S. Citro

International Human Rights Lawyering and Advocacy
LAWS 96205 - 01 (3) s, x, m
This seminar considers major issues in contemporary international human rights from the perspective of the advocate. It is designed to introduce students to the range of human rights advocacy, grounded in the history of human rights
movements, the development of international human rights norms, and contemporary case studies. The initial class sessions will familiarize participants with key human rights standards and their implementation and enforcement through international, regional and national institutions and by non-governmental organizations. The remainder of the seminar will evaluate human rights advocacy tools and strategies applied in current political and social contexts. Through case studies and simulated human rights research and advocacy projects, students will develop the skills to conduct international human rights work, including international field-work and fact-gathering, interviewing witnesses and victims of abuses, assessing various litigation and non-litigation strategies, conducting legal research using diverse sources, evaluating successes and challenges, and developing cross-cultural competency skills. Class discussions and readings will expose students to cutting-edge research methodologies and technologies used to monitor and promote human rights. Additionally, students will learn how to grapple with and navigate the ethical challenges of international human rights work.

The grade for the class will be based on class participation, in-class simulation exercises, and short assignments that will require students to conduct research, develop strategic advocacy plans, and draft documents aimed at advancing particular human rights issues.

Autumn 2014 - Caroline Bettinger-López

**International Income Taxation**
LAWS 44601 - 01 (3)
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 2015 - Julie Roin

**International Trade Law and Investment Law**
LAWS 48401 - 01 (3)
This course focuses on two distinct areas of international economic law: international trade law and international investment law. The international trade section of the course will focus on the laws established by the World Trade Organization. This will include an in-depth analysis of the treaties, regulations, and case law that govern international trade. The international investment section of the course will focus on the regime of laws created by Bilateral Investment Treaties. The course will specifically cover the growth of this regime, the content of the agreements, investor-state arbitration, and proposals for reforming the system. By
exposing students to both trade and investment law, this course will provide
students with a foundation in two growing areas of international law.
The grade is based on a final in-class examination.
Winter 2015 - Adam Chilton

Introductory Income Taxation
LAWS 44121 - 01 (3) x
This course provides an introduction to the essential elements of the federal income
tax, with a special emphasis on issues related to the taxation of individuals. The
topics covered include the nature, timing and measurement of income, the role
played by "basis" in calculating gain (and loss) in transactions involving property,
the boundary between personal and business expenditures, and the use of the tax
system to provide behavioral incentives and disincentives. The course stresses the
complex interactions between political and administrative concerns in the tax
system.
The grade is based on a final in-class examination.
Autumn 2014 - Julie Roin

Introductory Income Taxation
LAWS 44121 - 01 (3) x
This class provides an introduction to federal income tax law. Topics covered in
this course include (but are not limited to) what constitutes income; deductions; the
tax treatment of gains and losses; realization and timing; tax shelters. The class uses
a combination of lectures, class discussion and problems, focusing on the
application of the Internal Revenue Code, Treasury Regulations, cases, and other
sources of tax law. Policy issues underlying the tax law will also be analyzed.
This class has no prerequisites.
The grade is based on a final in-class examination and class participation.
Winter 2015 - Dhammika Dharmapala

Islamic Law and Finance
LAWS 80222 - 01 (3) w, c/l, x, m
This seminar will provide students with an overview of the modern Islamic finance
industry. We will review the basic sources of Islamic law and jurisprudence and
consider the prohibitions on unjustified increase (riba) and excessive risk (gharar).
We will explore the classical rules of Islamic contract and commercial law and their
application in the modern context. The growth of the modern Islamic finance
industry from the 1970’s to the present will be examined. The main Islamic
financial products will be reviewed. We will consider legal questions in structuring
transaction documentation. We will explore the ethical underpinnings of Islamic
finance and the social justice questions highlighted by the intersection of religion
and finance. Regulatory issues will be discussed. We will also consider the political
environment in which Islamic finance currently operates. The seminar is intended
to familiarize students with the essential legal framework of the rapidly emerging market for highly technical and sophisticated Islamic financial products. The grade is based on a final written paper and class participation. 
Autumn 2014 - Cynthia Shawamreh

Judicial Opinions and Judicial Opinion Writing
LAWS 52003 - 01 (3) w, s, x, m
For many graduates of this law school, their first job is as a judicial law clerk, usually in a federal court of appeals. A few graduates will eventually become judges. More important, many, many graduates will have a litigation practice. As law clerks or judges, they must learn to write judicial opinions. As practicing lawyers, they must learn to think like judges so that they will know how to communicate with them effectively, in briefs and at oral argument: something few lawyers know how to do. The seminar aims to teach law students how to think and write like judges, and so to equip them for a future as law clerks, judges, practicing lawyers—or all three.
The grade will be based on a series of short research papers.
Winter 2015 - Richard A. Posner

Jurisprudence I: Theories of Law and Adjudication
LAWS 47411 - 01 (3) e, x
An examination of classic jurisprudential questions in and around the theory of adjudication: the theory of how judges actually do decide cases and how they ought to decide them. These questions include: Do legal rules really constrain judicial decision-making? What makes a rule (or norm) a rule of the legal system? Are principles of morality legally binding even when such principles have not been enacted into a law by a legislature? (Relatedly, are there objective principles of morality?) When no legal norm controls a case, how ought judges to decide that case? Can there be right answers to legal disputes, even when informed judges and lawyers disagree about the answer? Are there principles or methods of legal reasoning that constrain judicial decision-making, or is legal reasoning essentially indeterminate, such that a skillful judge can justify more than one outcome for any given dispute? Is judicial decision-making really distinct from political decision-making of the sort legislators engage in? Readings drawn exclusively from major twentieth-century schools of thought - especially American Legal Realism (e.g., Karl Llewellyn, Jerome Frank), Natural Law (e.g., Ronald Dworkin, John Finnis), and Legal Positivism (e.g., H.L.A. Hart, Joseph Raz) - supplemented by other pertinent readings (from Leslie Green, Richard Posner, and the instructor, among others). No familiarity with either jurisprudence or philosophy will be presupposed, though some readings will be philosophically demanding, and the course will sometimes venture into (and explain) cognate philosophical issues in philosophy of language and metaethics as they are relevant to the core jurisprudential questions.
Attendance at the first session is mandatory for those who want to enroll.
Take-home essay exam.
Spring 2015 - Brian Leiter

**Juvenile Justice**
LAWS 60102 - 01 (2) c/l, x, m
This seminar considers how our legal system should respond to crimes committed by minors. In particular, students consider the appropriateness of treating minors differently from adults in preventing, adjudicating, and imposing consequences for criminal behavior.
Readings on adolescent development and urban sociology help inform discussions. The student’s grade is based on class discussion, and a series of short papers and/or blog posts.
Enrollment is limited to 20.
Winter 2015 - Emily Buss

**Kapnick Initiative Leadership Effectiveness and Development Lab I: Development**
LAWS 75710 - 01 (3) +, c/l
This is the first of a two-course series that develops the self-awareness and effectiveness of the student (facilitator) at influencing, motivating, and developing people. The series is experiential in nature. Its two distinct components are: Development (LAWS 75710, see below) and Implementation (see LAWS 75711).
Facilitators spend the Spring quarter developing self-awareness and the influencing, public speaking, facilitating, coaching and mentoring skills essential to leadership and to their ability to run the LEAD component of the Kapnick Initiative effectively in the Autumn quarter. Within their designated four-person squad, facilitators select specialties in order to devise and master the source material with the depth of understanding necessary to facilitate classroom discussions on key leadership topics. The Spring quarter will culminate in a ‘preview day’ where facilitators will have the opportunity to deliver their sessions before a live audience to help calibrate for the Autumn quarter.
Students do not need to bid for this course. Interested students apply during Autumn quarter of their 2L year and undergo an extensive application process from which successful applicants are invited to participate.
Students are assessed on both their ability to develop the requisite knowledge and skills to run the program and their effectiveness at doing so. A substantial component of the grade comes from feedback that facilitators are expected to give to and receive from other facilitators. Class attendance in both Spring and Autumn quarters is mandatory.
Cannot be taken Pass/Fail. Numerical grade issued at the end of the Spring quarter.
Spring 2015 - Stacey R. Kole
Kapnick Initiative Leadership Effectiveness and Development Lab II: Implementation
LAWS 75711 - 01 (1) +, c/l
This is the second of a two-course series that develops the self-awareness and effectiveness of the student (facilitator) at influencing, motivating, and developing people. The series is experiential in nature. Its two distinct components are: Development (see LAWS 75710) and Implementation (LAWS 75711, see below). The overarching mission of ‘Implementation’ is to deliver an outstanding development program during Autumn quarter for all the incoming first-year Law students (1Ls). The LEAD class is run by teams of four facilitators. Each facilitator team is responsible for the learning experience of one Bigelow section of 1L students. The Implementation phase starts during the Law School Orientation and lasts into Week 3 of the Autumn quarter, culminating with the successful recruitment of student facilitators to partake in the following year’s program. Students do not need to bid for this course. Students registered for the Spring quarter course (LAWS 75710) will be automatically registered into this course. Students are assessed on both their ability to develop the requisite knowledge and skills to run the program and their effectiveness at doing so. A substantial component of the grade comes from feedback that facilitators are expected to give to and receive from other facilitators. Class attendance in both Spring and Autumn quarters is mandatory. Graded Pass/Fail. Pass/Fail grade issued at the end of the Autumn quarter. Autumn 2014 - Stacey R. Kole

Labor Law
LAWS 43101 - 01 (3)
This course examines the statutory, administrative, and judicial law governing collective labor relations. The principal subjects are union organizing and collective bargaining, with particular attention to the National Labor Relations Act. Students consider the strategies adopted by labor groups, employers, and legal actors in response to evolving economic and social conditions. The course draws on historical and comparative perspectives to evaluate emerging alternatives to the existing labor law regime. The grade is based on a final in-class examination and class participation. Winter 2015 - Laura Weinrib

Land Use
LAWS 61301 - 01 (3)
Few areas of law have as immediate an impact on our lived environment than the law of land use. This course will provide a broad introduction to the theory, doctrine, and history of land use regulation. Topics will include zoning, homeowners’ associations, nuisance, suburban sprawl, eminent domain and
regulatory takings. Throughout, we will discuss the ways land use regulation affects land use patterns, economic efficiency, distributive justice, social relations, and the environment.

The grade is based on a final in-class examination.

Spring 2015 - Richard A. Epstein

Law and Politics: U.S. Courts as Political Institutions
LAWS 51302 - 01 (3) +, r, w, c/l, m

The purpose of this seminar is two-fold. First, the seminar aims to introduce students to the political science literature on courts understood as political institutions. In examining foundational parts of this literature, the seminar will focus on the relationship between the courts and other political institutions. The sorts of questions to be asked include: Are there interests that courts are particularly prone to support? What factors influence judicial decision-making? What effect does congressional or executive action have on court decisions? What impact do court decisions have? While the answers will not always be clear, students should complete the seminar with an awareness of and sensitivity to the political nature of the American legal system. Second, by critically assessing approaches to the study of the courts, the seminar seeks to highlight intelligent and sound approaches to the study of political institutions. Particular concern will focus on what assumptions students of courts have made, how evidence has been integrated into their studies, and what a good research design looks like.

There will be a mandatory preliminary meeting for interested students in the Autumn; law student enrollment is limited to 7.

There is a choice. Students can either write two 5-7 page analytic papers and complete a take-home final or they can write one 5-7 page analytic paper and undertake a substantial research paper.

Papers may meet the substantial research paper (SRP) graduation requirement.

Winter 2015 - Gerald N. Rosenberg

Law and Race
LAWS 69104 - 01 (3) r, w, x, m

This seminar explores the intersection of race with legal institutions in both historical and contemporary contexts. Given that the seminar is designed to culminate in a scholarly paper, much of the reading will consist of canonical law review articles and other forms of legal scholarship. Although students are welcome to address a wide range of paper topics, the assigned readings will include: jury nullification, racial profiling, racial tokenism, and critical race theory (and its discontents).

Students will be evaluated upon class participation and a substantial written paper.

Spring 2015 - Justin Driver
Law and the Mental Health System  
LAWS 47001 - 01 (3) r, w  
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 a final paper or a final take-home exam, and class participation.  
Autumn 2014 - Mark J. Heyrman

Law of Governance, Risk Management, and Compliance  
LAWS 75005 - 01 (2 or 3) r, w, x, m  
This seminar will focus on the practices by organizations to encourage ethical behavior, observe legal norms, and discourage unsound or unsafe practices. While the focus will be on the for profit corporation, attention will also be given to nonprofit entities and religious bodies. The grade will be based on a final in-class exam or a final written paper.  
Spring 2015 - Daniel R. Fischel

Leadership  
LAWS 75102 - 01 (2 or 3) +, r, w, s, m  
The divide between law and business is becoming increasingly blurred as clients look to their lawyers not merely for legal advice but also for leadership and results-focused solutions to complex business problems. Increasing competition, early specialization, and client cost constraints provide junior attorneys with few opportunities to develop the skills necessary to meet these increasing expectations. Through this highly intensive seminar, students will develop the judgment and practical skills necessary to become effective leaders and problem solvers, as well as an understanding of the theoretical foundations of effective leadership. Topics will include project management, strategic vision, forms of influence, and business leadership. Materials will include cutting-edge research, case histories, videos, and literature. Class sessions occasionally will include speakers who have played important leadership roles. The student's grade will be based on active and insightful class participation, reflection papers on assigned readings, and a final paper on an instructor-approved topic of the student's choosing (examples of potential topics include leadership in alliance formation, variations in governing board structures, performance consequences of executive succession, and leadership in outsourcing relationships).
The seminar will require substantial out of class work and class participation will count toward the grade. Students will be developing leadership presentations and completing major projects outside of class. Enrollment is very limited given the unique nature of this seminar, and instructor approval is required. If there is sufficient student interest, there may be a follow-on leadership seminar offered in the Spring. A 2-CREDIT OPTION IS AVAILABLE WITH PERMISSION OF INSTRUCTOR. Winter 2015 - David J. Zarfes

**Legal Elements of Accounting**
LAWS 79102 - 01 (1) +, s, x
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. Students with substantial prior exposure to accounting (such as students with an MBA, joint MBA/JD students, and undergraduate finance or accounting majors) may not take the course for credit. Class will meet for nine sessions, five days during week 2 (Monday January 12-Friday January 16, 2015) and four days during week 4 (Tuesday January 27-Friday January 30, 2015). Winter 2015 - John R. Sylla

**Legal Interpretation**
LAWS 51602 - 01 (3) w, x, m
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 research papers. Successful completion of this seminar qualifies for the fulfillment of the WP graduation requirement. Autumn 2014 - Frank H. Easterbrook

 Legal Profession
 LAWS 41002 - 01 (3) p, x
 This course, which satisfies the professional responsibility requirement, will consider the law and the ethics governing lawyers. Among the topics that will be examined are the nature of the lawyer-client relationship, competency, confidentiality, conflicts of interest, and some fundamental questions about who we are and what we stand for as lawyers. A student's grade is based on a final examination. This class will be capped at 50. Spring 2015 - Barry S. Alberts

 Legal Profession: Ethics
 LAWS 41003 - 01 (3) w, p, x, m
 This seminar will address ethical considerations raised during the practice of law, including strategic, practical, and moral considerations with which attorneys should be familiar. Students will need access to Selected Standards on Professional Responsibility, and Professional Responsibility, Problems and Materials (University Casebook Series), by Thomas D. Morgan and Ronald D. Rotunda, and reading materials provided during the course. Students will also need access to Westlaw and/or Lexis. We will also discuss additional material I will send by email. During class we will discuss both the rules and the ethical situations that lawyers face in a variety of situations. While I will expect students to read the rules and the casebook, this will not be a class where I ask students to recite the facts of cases and analyze them. There will instead be a greater focus both on rules lawyers need to know and on the ambiguities of how to handle particularly difficult issues lawyers may encounter in practice. I will teach this class as a participatory seminar. Students will be evaluated both on the basis of a paper of 20 pages in length on a topic relating to professional responsibility of the student's choosing and on participation. Attendance is mandatory. My practice and travel make me unavailable from time to time. I may hold
makeups 2-3 times during the quarter. They will take place on Wednesday or Friday mornings at 8:00.
Autumn 2014 - Adam Hoeflich

Legislation and Statutory Interpretation
LAWS 44201 - 01 (3) e, x
Much of lawyers’ work today involves the close reading and interpretation of statutes or like texts. The focus of this class is the study of current interpretive theories and their application. The class also encompasses political theory and public choice approaches to the legislative process as they relate to legal interpretation. The class has the aim of bolstering students’ capacity to work with statutes in law school and beyond. At the end of the class, students will have a thorough grasp of the process through which statutes are produced by the legislative branch and their interpretation by the courts.
The student’s grade is based on class participation and a final examination.
Spring 2015 - Jennifer H. Nou

Life in the Law
LAWS 99403 - 01 (2) w, x, m
This seminar will explore the various definitions and valuations of life across diverse areas of the law. Readings will include seminal cases in reproductive rights, assisted suicide, right-to-die, and capital punishment. Background readings in related areas, i.e., scientific journals, papers, etc. will also be required. The seminar will discuss policy decision-making including actuarial analysis and social, medical and religious values inherent, implicit or ignored in the legal analysis.
Students will be required to write three short papers, co-draft a statute in one area of law, and participate in jury deliberations.
Grade will also be based on class participation.
Spring 2015 - Herschella G. Conyers

Litigating Financial Disputes
LAWS 52523 - 01 (3) r, w, s, x, m
This seminar will explore the practice, theory, and strategy of litigating financial disputes. These disputes include bankruptcy proceedings, shareholder derivative suits, securities fraud cases, white collar investigations, and suits alleging the breach of financial contracts. On the practical side, the seminar will explore the procedures for choosing and preparing financial experts to testify on valuation and other issues, interviewing and deposing executive officers and investment bankers, and common discovery issues that arise. On the theoretical side, we will explore critiques of the current systems of litigating these disputes and proposals for reform. In all areas, we will consider the strategic implications that lawyers must take into account both in litigating the disputes and in negotiating agreements in ways to avoid future disputes or reduce the risk of losing a dispute if one arises. In
In general, we will explore the overlap between litigation and transactional work that is at the heart of these disputes. For example, we will look at cases where litigation positions are used to facilitate leverage in transactions. The seminar materials will be a mix of court opinions, pleadings filed in actual cases, transactional documents, and academic articles.

The grade is based on a series of short research papers or a final written paper.

Spring 2015 - Anthony J. Casey

**Litigation Laboratory**  
LAWS 91563 - 01 (3) w, s, x, u  
This simulation class brings lawyers and students together to analyze and develop aspects of the lawyers’ ongoing cases. It allows good lawyers to use law students for collaborative help with open cases, and allows law students to learn litigation skills by working with the lawyers. A different lawyer with a different case will participate in most class sessions. Typically the lawyer will provide materials for the students to review before the class. During the class, students will discuss, argue, debate, and work with the lawyer to solve hard issues. Following each class, students will complete written materials analyzing and evaluating the problem. In classes when lawyers are not included, students also learn practical litigation skills through various advocacy exercises.

Students will be graded based on active participation and their written materials.

Winter 2015 - James A. Clark; Catherine M. Masters

**Local Government Law**  
LAWS 71701 - 01 (3)  
This course examines the law regarding the 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 pays for the services provided, and how these decisions are reached. In the process, it explores the relationship among federal, state, and local governments, with particular emphasis on judicial analysis of the constitutional and statutory basis of those relationships.

The grade is based on a final in-class examination.

Spring 2015 - Julie Roin

**Mental Health Advocacy Clinic**  
LAWS 67013 - 01 (1, 2, or 3 per quarter, 9 maximum) +, a, w, s  
Mental Health Advocacy teaches a variety of advocacy skills. 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 fifty 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 or contemporaneous enrollment in Law and the Mental Health System is encouraged, but not required, for all students.

See the general rules for all clinical courses for further details concerning enrollment, including the rules governing the award of credit.

There is a mandatory one-credit seminar component for this course which meets once a week during the Autumn Quarter.

Mental Health Advocacy satisfies part of the writing requirement if substantial written work is completed.

Student may enroll in this clinical course for between one and six quarters.

Autumn 2014, Winter 2015, Spring 2015 - Mark J. Heyrman

Mergers and Acquisitions
LAWS 42311 - 01 (3) x
In this course we will examine a number of the important legal and practical issues that arise in connection with mergers and acquisitions of U.S. businesses. These include: (1) the differences between mergers and tender offers, and the advantages and disadvantages of each type of transaction; (2) the duties of directors in change of control transactions; (3) special considerations applicable to transactions, such as controlling shareholder buyouts or management buyouts, in which a director, officer or shareholder has a material conflict of interest; (4) disclosure issues in public M&A transactions; (5) issues that arise in connection with hostile takeovers and takeover defenses; (6) the enforceability of deal protection provisions in public merger agreements; (7) issues that arise in connection with merger, stock purchase, and asset purchase agreements; (8) issues relating to fraud claims brought in M&A transactions; (9) problems that may arise between signing an M&A agreement and the closing or termination of the transaction; and (10) issues that arise in connection with preliminary agreements. The course materials will include relevant judicial decisions as well as examples of disclosure documents and merger, stock purchase and asset purchase agreements.

Grades will depend on a final exam and class participation.
Some of the topics in this course will also be covered in Buyouts, but that course is not a prerequisite for this course and students may take both courses.

Winter 2015 - Scott Davis

**Modern Professional Responsibility**
LAWS 41018 - 01 (3) p, x

This course will explore a variety of legal, ethical and real-world issues commonly faced by modern lawyers in their daily practices. It will address the relationship among the Model Rules of Professional Responsibility, the Restatement (Third) of the Law Governing Lawyers, and various common law and statutory sources of the standards that govern the practice of law today. It will focus on several noteworthy professional liability cases involving lawyers and law firms. Course materials will include traditional texts and statutory materials, hypotheticals drawn from unreported matters, as well as the results of jury focus groups and at least one mediation.

The course will meet two hours per week and will satisfy the professional liability requirement.

The grade will be based on a combination of a proctored, in-class, two hour open-book examination, a short (10 to 12 pages) research paper, and class participation. Although a list of possible research topics will be provided, students will be encouraged to develop and write about their own research topics, subject to final approval by the instructor.

Class attendance is required, with class discussion an integral part of the course and critical to a full understanding of the course materials.

The class will be capped at 50.

Autumn 2014 - Mark D. Nozette

**Multidistrict Litigation and Complex Class Actions**
LAWS 93603 - 01 (3) w, x, m

This seminar addresses legal and ethical requirements, as well as strategic and practical considerations, around handling multidistrict litigation, including mass tort and complex class actions. Using materials from recent and current cases, the class will discuss topics such as early case assessment, coordination of multijurisdictional litigation, use of dispositive motions, the importance of expert testimony and mechanisms for resolving scientific disputes, resolution options, media coverage of MDLs and bellwether selection methods and trial of bellwether cases. Discussions will involve the Vioxx, Baycol, diet drug, Teflon, and Firestone litigations, among others.

Expectations: This class will be taught as a participatory seminar. Students will not be expected to have already taken a complex litigation course, but should be willing to seek out answers to legal questions as they arise. Students will be evaluated on the basis of class participation and a written paper.

Students also will need access to Westlaw and/or Lexis.

Winter 2015 - Adam Hoeflich

**National Security Issues and the Development of Legal Practice Skills**

LAWS 70703 - 01 (3) +, s, x, m

This seminar will address current national security issues including presidential power, indefinite incarceration, assassination, electronic surveillance, and cyberwarfare. More than the typical seminar, this class will also focus on helping students develop a range of skills required for successful law practice.

Students will form teams of 2-4 persons.

Each team will present its analysis of a topic to the class and help facilitate class discussion of the topic.

Each team will also submit a short memo on its selected topic.

Constitutional Law I or the equivalent is recommended but not required (and can be taken concurrently).

Spring 2015 - Robert A. Helman

**Non-Profit Organizations**

LAWS 67802 - 01 (2) +, c/l, x, m

The financial crisis and increase in political polarization that we have experienced has led to an increase in the role of non-profit organizations in our economy and democratic processes. However, few professionals understand how the rules applicable to non-profit organizations differ from comparable laws that govern the behavior of for-profit entities. This seminar attempts to fill that gap by exploring the tax and non-tax rules applicable to non-profit organizations. Such topics as fiduciary duties, commercial activities, federal and state tax exemptions, charitable deductions, and limits on lobbying and political activities are included. We dwell on the underlying question of why some activities (and not others) are carried out in the non-profit sector and the erosion of the difference between activities conducted by for-profit and non-profit entities. Think of hospitals; both for-profit and non-profit hospitals provide the same services to customers (patients). However, the tax and non-tax rules that apply to the two categories of hospitals are quite different. We examine these differences and consider whether they make sense.

Prerequisite: Introductory Income Taxation (may be taken concurrently).

The grade is based on a final take-home examination and class participation.

Autumn 2014 - William C. Golden
Oil and Gas Law  
LAWS 45301 - 01 (3)  
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.  
Autumn 2014 - Richard H. Helmholz

Partnership Taxation  
LAWS 44301 - 01 (3) +, s, x  
A review of the principals of partnership taxation, with an emphasis on the tax consequences of the formation, operation and dissolution of partnerships. Matters discussed include the treatment of leverage, capital accounts, disguised sales, mixing bowls, anti-abuse rules and other aspects of partnership taxation. Introductory Income Tax is a prerequisite.  
Meetings will be held at the offices of Baker & McKenzie, 300 E. Randolph, in the Loop. Dinner is provided. The grade is based on a final take-home examination.  
Spring 2015 - Todd D. Golub; Richard M. Lipton

Patent Law  
LAWS 78001 - 01 (3)  
This is a basic course in patent law, in which the class is introduced to the governing statutes, core concepts, and influential court decisions. No technical expertise is necessary whatsoever, and students from all backgrounds are encouraged to enroll. Patent cases 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 a take-home final examination.  
Students from all backgrounds -- technical or not -- are encouraged to enroll.  
Spring 2015 - Jonathan Masur

Philosophy of Criminal Law  
LAWS 99003 - 01 (3)  
This course examines the philosophical foundations of criminal law. We shall discuss notions of criminal responsibility, the justifiability of criminal sanctions, the role of the state in punishing, the privatization of punishment and prisons, the concept of compassion and its relevance to criminal law.  
The grade is based on a final take-home examination.  
Autumn 2014 - Alon Harel
Post-Judgment Proceedings and Asset Recovery
LAW 47302 - 01 (3) w, x, m
A plaintiff client's ultimate goal in bringing a lawsuit is to actually recover any money judgment that is awarded to the client. If you as the client's lawyer cannot collect -- that is, if you cannot actually get the money, the judgment is of virtually no use to the client. This seminar will explore the procedural and practical steps that a plaintiff can and should take to collect and execute on a judgment, including review and analysis of among other subjects: (a) pre-judgment discovery regarding assets; (b) pre-judgment approaches to freezing assets; (c) finality of judgments for purposes of collection and execution; (d) post-judgment proceedings under federal and state law; (e) collections from third parties that hold assets of the judgment debtor; and (f) overcoming asset protection vehicles such as offshore trusts and companies.

Approximately fifty percent (50%) of the final grade will depend upon a seminar paper grade on a topic related to the issues covered in class.
Approximately fifty percent (50%) of the final grade will depend upon class participation and 1-2 smaller assignments.
Winter 2015 - Gabriel Aizenberg

Poverty and Housing Law Clinic
LAW 90512 - 01 (3 or 4 per quarter, 7 maximum) a, s
This clinic, conducted over two sequential quarters, exposes students to the practice of poverty law work by giving them the opportunity to work on housing cases at LAF, which provides free legal services to indigent clients in civil matters. Students will spend twelve hours per week in LAF’s Housing Practice Group, and may be asked to attend administrative grievance hearings, represent defendants in eviction actions, prevent landlords from performing lockouts or refusing to make necessary repairs, and participate in ongoing federal litigation. All students will be expected to interview clients, prepare written discovery, and draft motions. In addition to working at LAF, students will attend a weekly two-hour class at which they will learn about poverty law, subsidized housing programs, eviction actions, housing discrimination, the intersection between domestic violence and housing, using the bankruptcy code to preserve subsidized tenancies, challenging barred lists and "no trespass" policies, jury trial practice, and the extensive and often misunderstood connection between criminal law and subsidized housing.
Enrollment is limited to twelve students.
The seminar is taught by Lawrence Wood (Director, LAF’s Housing Practice Group).
Each student's grade is based on his or her class participation (30%) and work at LAF (70%).
Winter 2015, Spring 2015 - Lawrence Wood
Pre-Trial Advocacy  
LAWS 67403 - 01 (2) +, s, x, u  
This class focuses on fundamental pretrial litigation strategies and skills, including creation and evaluation of legal and factual theories, motion practice, interviewing clients, discovery planning, depositions, and pretrial preparation. The class employs a variety of learning methodologies, including lectures, small group discussions, simulated exercises, and oral arguments. Students taking Pre-Trial Advocacy are also eligible to enroll in the Intensive Trial Practice Workshop. Because of the overlap in topics, students are ineligible for Pre-Trial Advocacy if they have taken or are currently enrolled in any of the following litigation clinics: Criminal and Juvenile Justice Project Clinic; Civil Rights Clinic; Police Accountability; Mental Health Litigation Clinic; Complex Mental Health Litigation Clinic; Exoneration Project Clinic; Employment Discrimination Clinic; Abrams Environmental Law Clinic; and Federal Criminal Justice Clinic. The student’s grade is based on class participation and written work product. Evidence is a prerequisite (may be taken concurrently).  
Spring 2015 - Erin E. Kelly

Privacy  
LAWS 79501 - 01 (3) x  
This course surveys America’s efforts to draw boundaries between the public and private spheres. The course primarily deals with three types of law: the privacy-related torts, constitutional privacy law, and various federal statutes and regulations that govern the collection, aggregation, and dissemination of private information. Substantive topics of discussion may include Internet privacy; health care and genetic privacy; sexual privacy; the relationship between privacy and the First Amendment; the Fourth Amendment and other restrictions on governmental investigations and surveillance; and European privacy law. The student’s grade is based on an in-class final examination and class participation.  
Spring 2015 - Lior Strahilevitz

Private Equity Transactions: Issues and Documentation  
LAWS 71402 - 01 (3) +, s, x, m  
This seminar will examine from a practical perspective the issues and documentation arising in a typical private equity acquisition transaction. The seminar will follow this type of transaction through its various stages and provide students in-depth and practical experience with common deal issues and drafting contractual provisions to address those issues. The goal of the seminar is to help prepare students for the practical aspects of being a deal lawyer. Coursework will include reading acquisition contracts, cases and legal commentators and weekly written assignments (contract drafting and issue analysis).
Grades will be based on class participation and the written assignments. Business Organizations and Contracts are prerequisites.

Winter 2015 - Mark A. Fennell; Stephen L. Ritchie

**Professional Responsibility**

LAWS 41016 - 01 (3) p, x

This course will focus on the rules governing the legal profession and practical applications of the rules. Course materials will include the ABA Model Rules of Professional Conduct and a textbook; we may also read supplemental materials from time to time.

Grades will be based on an in-class final exam and a class participation component. This course will fulfill the professional responsibility requirement.

Spring 2015 - Martha M. Pacold

**Professional Responsibility in the Real World**

LAWS 41013 - 01 (3) p, x

This course, which satisfies the professional responsibility requirement, addresses real world ethical issues and challenges facing attorneys in private practice and public service. The instructors, members of a major international law firm, will make the rules governing the professional responsibilities of lawyers come alive by discussing a number of examples taken from the headlines and from daily practice. Along the way, the instructors will give meaningful insight into what it’s like to practice law in a broad range of practice areas, including transactions, litigation, and public service. Classes will include both a lecture portion and a discussion of practical exercises.

Class attendance and participation will be an essential and worthwhile aspect of this course.

The student’s grade will be based on an examination, a series of short homework exercises, and class participation.

Winter 2015 - James E. Clark; Teresa W. Harmon; Michael J. Sweeney

**Project and Infrastructure Development and Finance**

LAWS 42512 - 01 (2 or 3) w, x, m

This seminar is focused on the development and project financing of infrastructure facilities. These transactions feature a wide variety of commercial agreements and financial instruments, legal and financial structuring, and a significant role for lawyers. Public private partnership structures will be examined. Representative transactions, principally in the energy, transportation and public infrastructure sectors, will be selected for analysis and discussion. Infrastructure projects such as these provide a convenient vehicle for discussion of contractual provisions, structuring parameters, financial analysis, and legal practice issues common to a broad range of business and financial transactions.
The classes will be discussion oriented; grades will be based on short papers, a case study and class participation. There are no pre-requisites, although basic corporation law would be helpful.
The readings will be taken from textbooks, professional journals, and actual commercial and financial contracts.
A speaker from the financial community with a wide range of experience is expected.
Students wishing to meet the WP requirement must complete a research paper.
Enrollment is limited to 25 students.
Autumn 2014 - Martin D. Jacobson

Prosecution and Defense Clinic
LAWS 67713 - 01 (3 or 4 per quarter, 7 maximum) +, a, s
The Prosecution and Defense Clinic is designed to provide students with an opportunity to learn about the criminal justice system through: (1) a 2-quarter seminar taught by a former Assistant United States Attorney and a former Federal Defender; and, (2) a clinical placement in either a prosecutor’s office or public defender’s office. The goal of the course is to enable students to gain hands-on criminal clinical experience, as well as to familiarize students with the legal procedures and issues which arise in a typical criminal case, including ethical and social justice issues (such as race and poverty) routinely considered by all criminal justice attorneys and courts. The clinic will provide students with a unique combination of substantive criminal law and procedure, ethics, trial practice (through participation in courtroom exercises built around actual criminal cases), and hands-on experience through a clinical placement.
Each student in the clinic is responsible for securing a field placement prior to the beginning of the first day of class in a pre-screened placement program with a federal or state prosecutor or defender office. A list of potential placements is available upon request. Field placements will run for both the Winter and Spring quarters (January through May) and will be formally supervised by coordinators within each program’s office. The faculty instructors will monitor the student’s substantive work and performance in conjunction with the field placements. Students must comply with the clinical placement’s requirements regarding hours and assignments, which will be considered part of the course grade. In the clinical placements, students may be expected to research substantive criminal law issues, draft affirmative and responsive pleadings and memos, interview witnesses and clients, assist lawyers with court hearings and where permitted (and with an appropriate 711 license), appear in court under the supervision of practicing attorneys.
The clinic will be held only if a minimum of nine (9) students secure internships and signup for the course.
Winter 2015, Spring 2015 - Lisa M. Noller; Gabriel B. Plotkin
Public Choice
LAWS 69001 - 01 (3) x
This course focuses on the relationship between modern perspectives on voting and interest groups on the one hand and legislation and judicial interventions on the other. Public choice is essentially the science of collective decision-making, and it comes with several well developed tools of analysis. With these tools, and that perspective, we revisit the interactions between legislatures and judges, democracy’s attempt to solve certain problems, and the roles played by a variety of legal doctrines and constitutional institutions (from takings law to line-item vetoes and to the meaning of precedents). As the course proceeds, we explore specific topics in law, such as the possibility of judicial vote-trading, the role of referenda in some jurisdictions but not others, and the role of precedent itself.
Grades will be based on a final examination.
Spring 2015 - Saul Levmore

Public Corruption and the Law
LAWS 68314 - 01 (2 or 3) +, w, x, m
This seminar will focus on how governments use the law to prevent and catch public corruption, how the law is sometimes used to protect public corruption, and how one should determine the optimal response to corruption and its consequences. We will examine the substantive criminal laws and sentencing schemes used in the best public corruption prosecutions, ranging from RICO and "honest services" fraud to bribery and extortion laws. We will also examine the laws that create, authorize, or prevent the most effective investigative tools used by law enforcement against public corruption, including wiretap laws and related privacy issues. We will study several key topics within public corruption law, including patronage, its effect on democratic institutions, and its status under the First Amendment; campaign finance reform and whether money in campaigns is protected speech or a corrupting influence (or both); and the relationship between transparency, online access to information, and corruption. We will also consider an economic analysis of public corruption, including questions about whether the level of democracy, and the pervasiveness of corruption in the culture, affect the cost-benefit analysis.
Constitutional Law I and II are recommended pre-requisites.
Students taking the class for 3 credits write one short reaction paper (or short research paper if appropriate), and one major paper.
Those taking it for 2 credits write several short reaction papers.
Spring 2015 - David H. Hoffman

Public International Law
LAWS 72901 - 01 (3) c/l
This course is an introduction to public international law, the body of law that governs relations between states. It will cover the basic features of the international
legal order, including: the nature and sources of international law; its principal actors, including states, international organizations, individuals and corporations; state responsibility and diplomatic protection; the relationship between international law and U.S. domestic law; and state jurisdiction and immunities. It will also provide an introduction to selected substantive areas: the law of the sea, international criminal law, and the use of force. The course will incorporate discussion of current events, and will consider the interaction of international law and politics.

Grades will be based on class participation and an examination.

Autumn 2014 - Pierre-Hugues Verdier

**Public Opinion, Public Policy, and the Law**

**LAWS 69002 - 01 (3) r, w, x, m**

This seminar will explore the intersection of public opinion, public policy, and the law. To date, questions about whether and how public opinion influences public policy have been addressed primarily by political scientists. But these questions are also vital to several legal domains, in particular constitutional law and election law. In the constitutional law context, the mistranslation of public opinion into public policy may be evidence of a political malfunction that requires judicial intervention. In the election law context, one of the most important functions of elections is to align the preferences of the electorate with the policies enacted by their representatives. The seminar will tackle these complex and interesting issues through readings drawn from legal scholarship, political theory, and empirical political science. An effort will also be made to have outside speakers present papers once or twice during the quarter.

The grade is based on a final written paper.

Winter 2015 - Nicholas Stephanopoulos

**Racism, Law, and Social Sciences**

**LAWS 54303 - 01 (3) r, w, x, m**

This seminar will provide an in-depth study of theories and methods for analysis of racialization in past and present societies. Analyses of the social construction of racial and ethnic identities have facilitated studies of the ways in which social differences are created, maintained, and masked. Subjects to be addressed in this seminar include the interrelation of racializing ideologies with other cultural and social dimensions, such as class, ethnicity, gender, political and legal structures, and economic influences. We will also consider the related histories of biological and genetic concepts of different races within the human species as part of the context of our study of racism operating within social processes.

The seminar includes a major writing project in the form of a seminar paper. The grade is based on a final written paper (80%) and class participation (20%).

Winter 2015 - Christopher C. Fennell
Regulation of Sexuality
LAWS 72201 - 01 (3) +, r, c/l
This course explores the many ways in which the legal system regulates sexuality, sexual identity, and gender and considers such regulation in a number of substantive areas as well as the limits on placed on such regulation by constitutional guarantees including free speech, equal protection, and due process. Readings include cases and articles from the legal literature together with work by scholars in other fields.
The grade is based on a substantial paper, series of short papers, or final examination, with class participation taken into account. Paper writers require permission of the instructor.
Undergraduates require permission of the instructor.
Constitutional Law I, III, and/or IV are recommended but not required prerequisites.
Spring 2015 - Mary Anne Case

Regulatory Interpretation
LAWS 51604 - 01 (3) +, r, w, x, m
This seminar will explore whether regulatory texts warrant interpretive theories distinct from those applicable to statutes, and what those approaches should entail. Relevant topics will include the institutional differences between agencies and Congress; judicial doctrines regarding an agency’s interpretation of its own rules; and the extent to which agencies should interpret regulations differently than courts.
Administrative Law or Legislation and Statutory Interpretation is a prerequisite (both are recommended); students who have not taken either will require instructor permission.
Grades will be based on class participation, including weekly short questions or comments posted to Chalk, and a research paper.
Spring 2015 - Jennifer H. Nou

Religion Law and Politics
LAWS 97521 - 01 (3) w, c/l, x, m
This seminar examines the conceptualization and realization of religious liberty and the separation of church and state. We explore philosophical precepts and historical contexts, review the state of the law, and address current controversial issues.
There are no prerequisites.
Grades are based on a paper and class participation.
Spring 2015 - Sylvia Neil
Remedies
LAWS 41401 - 01 (2)
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. This mini-course meets during the first four full weeks of the quarter only (starting September 30 and ending October 24).
A student's grade will be based on a 3-hour in-class exam.
Autumn 2014 - Ariel Porat

Roman Law
LAWS 47702 - 01 (3) r, w, e, x, m
The seminar develops skill in analyzing legal problems according to the processes of the Roman civil law, in contrast with those of the common law, and does not purport to give a comprehensive treatment of its detailed workings. The material provides an outline of the sources and procedure of Roman private law, followed by an examination of the Roman institutional system, the basis of most modern civil law codes. Particular emphasis is given to property and to obligations (contracts and torts).
No knowledge of Latin is required for the seminar.
This class will be assessed via a series of short research papers.
Because this is a 1L elective, it will be graded on the curve usually applied to courses (as all 1L electives are) and will not count against the seminar limit.
Spring 2015 - Richard A. Epstein

Secured Transactions
LAWS 42201 - 01 (3) x
This course deals with the many legal issues that come into play when there are collateralized loans for which the collateral is personal property. Students focus on Article 9 of the Uniform Commercial Code, the Bankruptcy Code, and other related laws. This form of lending is central to our economy, and the applicable legal
doctrines are ones that every corporate and commercial lawyer should firmly grasp. The course is a useful, though not absolutely essential, preparation for Bankruptcy and Reorganization: The Federal Bankruptcy Code (LAWS 73601). The student's grade is based on a proctored final examination.

Autumn 2014 - Randal C. Picker

**Secured Transactions**
LAWS 42201 - 01 (3) x
Secured lending is central to our economy, and the applicable legal doctrines are ones that every corporate and commercial lawyer should grasp. Focusing primarily on Article 9 of the Uniform Commercial Code, students will learn about different forms of collateral, how security interests are created and perfected, and the remedies available to secured lenders. This course is a useful preparation for Bankruptcy and Reorganization courses, and will be worthwhile for students contemplating private practice in corporate, commercial finance or bankruptcy/workout groups.
Grades will be based on a final examination.
Open to MBA students.
Winter 2015 - Erin M. Casey

**State and Local Finance: Selected Topics**
LAWS 62202 - 01 (2) x, m
This seminar looks at a variety of fiscal challenges facing state and local governments, and at the legal constraints on politically attractive solutions to these challenges. In past years, topics have included educational funding, pension funding, "welcome stranger" property tax assessment, eminent domain, tax nexus, and tax allocation formulas.
The grade is based on a series of reaction papers and class participation.
Spring 2015 - Julie Roin

**Strategic Business Partnerships**
LAWS 79917 - 01 (2 or 3) s, x, u
As modern businesses face increasing pressure to increase innovation and speed to market while cutting costs and mitigating risk, they have increasingly recognized that the path to success includes partnering with third parties. Success in these relationships requires significant advance planning, a focus on shared goals, and the ability to capture the essence of the transaction in a legal document that is often negotiated on an accelerated time frame. Lawyers working for or with these businesses must bring more than legal expertise and negotiating skills to the table; they must also draw upon sound business principles, their knowledge of the underlying business, its core competencies and strategic needs, to implement successful and durable arrangements. This class, intended for those planning
careers as either business/transactional attorneys or business leaders, will explore various alternative partnering options and how they are documented by the legal and business teams. These alternatives, intersecting law and business, will be examined, discussed, and negotiated against a backdrop of real-world business intelligence and agreements, using a publicly traded Fortune 100 retailer as the business case upon which much of the class will be based. A former CEO of the company will join the class as a guest speaker to provide business context; external attorneys involved in many of the transactions will provide occasional commentary and additional context.

Grades will be based on a series of short reflection papers, substantial in-class exercises and negotiations, and out-of-class projects.

A 2-CREDIT OPTION IS AVAILABLE WITH PERMISSION OF INSTRUCTOR.

Spring 2015 - David J. Zarfes; Matthew T. Myren

**Strategic Drafting**

LAW 79914 - 01 (2) s, x, m

Effective drafting requires not only clarity and precision, but also (a) an awareness of the fundamental principles of contract interpretation and (b) a consideration of the context and strategic objectives. In this seminar, we will discuss principles of contract interpretation and explore scenarios in which a lawyer may be called upon to draft/revise contracts and related documents. These scenarios may be informed by a variety of factors, including the objectives and leverage of the parties, the nature of the transaction, and the allotted resources (e.g., time, money) for drafting and negotiating. Through encountering these scenarios, students will develop the ability to draft strategically.

Grades will be based on class participation, a series of short exercises, and a final exercise.

Spring 2015 - David A. Finkelstein

**Strategies and Processes of Negotiation**

LAW 46702 - 01 (3) s, x, u

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

The grade is based on a series of reaction papers and problem sets, class
participation, and a final group paper.
Note: The class will end at 11:30 a.m. on November 13 and 20.
Autumn 2014 - George Wu

Structuring Venture Capital, Private Equity, and Entrepreneurial Transactions
LAWS 71401 - 01 (3) +, s
This course covers tax, legal, and economic principles applicable to a series of interesting, complex, current entrepreneurial transactions, utilizing venture capital or private equity financing, including (1) new business start up, (2) growth equity investment in existing business enterprise, (3) leveraged buyout of private or public company (including going-private transaction), (4) use of flow-through tax entity such as S corporation, partnership, or LLC for variety of venture capital or private equity financed transactions, (5) devising equity-based executive compensation program, (6) private equity financed restructuring or workout (in or out of bankruptcy) for troubled over-leveraged enterprise and utilizing troubled company’s NOL after restructuring, (7) devising exit scenario for successful venture capital or private equity financed enterprise (such as IPO, SEC rule 144 sale, sale of company, or merger of company into larger enterprise), and (8) forming new venture capital, LBO, or private equity fund.
Substantive subjects 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 stock, subordinated debt, convertible debt, convertible preferred stock, warrants, and options), all reviewed in a transactional context, and with discussion of their policy underpinnings and likely future evolution.
No specific prerequisites, but introductory income tax strongly recommended, entity taxation desirable, and knowledge of corporate law, securities regulation, bankruptcy, and accounting helpful. However, the course book and the course book appendix contain adequate discussion and supplemental precedents for an understanding of the material covered by the course.
Booth students do not require instructor consent in order to submit a registration request.
The grade is based on a final in-class examination.
Spring 2015 - Jack S. Levin; Donald Rocap

Taxation of Corporations I
LAWS 75801 - 01 (3) +
This course examines income tax aspects of the formations, distributions, and liquidations of corporations. The focus is on transactional and planning aspects of the corporate tax.
Prerequisite: Introductory Income Tax required except with permission of the instructor.
The student's grade is based on class participation and a final examination.

Winter 2015 - David A. Weisbach

**Taxation of Corporations II**

LAWS 75901 - 01 (3) +

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.

Prerequisites: Taxation of Corporations I.

Students' grades based on a final proctored examination.

Spring 2015 - David A. Weisbach

**Technology Policy**

LAWS 91311 - 01 (2 or 3) x, m

This seminar will look at a mixture of old and new materials on technology and the law, with a special focus on the intersection of antitrust and intellectual property. We typically read 2-5 recent books.

Students write blog posts on the readings which will be posted on the class blog. Students will also comment on posts by other students.

The blog postings do not fulfill one of the substantial writing requirements.

By default, this seminar is 2 credits, but you can take the seminar for 3 credits if you choose to write a meaningful additional paper for 1 credit.

The syllabus for the seminar is at http://picker.uchicago.edu/seminar/syllabus.htm and the class blog is at http://picker.typepad.com/picker_seminar/.

The student's grade is based on class and blog participation.

Winter 2015 - Randal C. Picker

**Telecommunications and Internet Law**

LAWS 64702 - 01 (3)

This is an introductory course looking at the regulatory regimes in the U.S. that apply to telephony (both wireline and wireless) and the infrastructure of the Internet. In particular, this course will explore the legal and policy history behind such regulation and the difficulty of classifying new technologies and applying the existing regulatory regimes to new technologies. This course will not cover mass media regulation (broadcast television and radio, or cable television).

Grades will be based upon class participation, a few short reaction papers, and a final in-class exam.

Spring 2015 - Joan E. Neal
The Chicago Journal of International Law
LAWS 99903 - 01 (1) a, r
The Chicago Journal of International Law, a biannual student-edited journal, is the Law School’s newest journal. It publishes short Comments and articles by students and scholars on matters of international law and foreign affairs.
Students gain access to participate as a staff member via the Write-on Competition or via the Topics Access process.
Each student is paired with a faculty member who supervises the writing of the comment.
Students may receive three credits for their work in writing the comments. The comments may also satisfy the SRP graduation requirement.
Please see the Student Handbook for additional details regarding the competition, credits, and the SRP.
For more information on the journal, please visit http://cjil.uchicago.edu.
Autumn 2014, Winter 2015, Spring 2015 - Faculty

The Constitution in Congress
LAWS 50122 - 01 (2 or 3) r, w, x, m
For much of American history, most important constitutional questions were resolved outside of the courts. Using the books by the late Professor David Currie as our guide, we will discuss a series of constitutional issues debated in Congress and the Presidency in the first century of the Constitution. Topics will likely include the organization of the judiciary and the executive branch; the powers of Congress; war and peace; and rights to free speech, religion and due process -- essentially much of the modern constitutional docket. The goal will be to understand the original arguments and also to assess their persuasiveness.
Students will write several reaction papers to stimulate class discussion and a short research paper.
Students may also get credit for an SRP by writing a more substantial version of the research paper.
No prior constitutional law course is necessary.
Winter 2015 - William P. Baude

The Evolving Relationship between the Federal Government and the States
LAWS 97604 - 01 (3) w, c/l, x, m
This seminar will examine the origins of federal and States’ powers; how conflicts between the two have been resolved; how and why there has been an expansion or contraction of States’ powers in specific substantive areas; and what political, policy, economic and other factors have affected these changes. Some of the substantive topics to be discussed include K-12 education, election and voting rights, environmental laws, health care, gun control, and the legalization of marijuana. Resources will include current news articles and commentaries. Guest
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lecturers to be invited will include practitioners and politicians. The grade is based on a final written paper and class participation.

Spring 2015 - Fay Hartog-Levin

The Grand Jury: History, Law, and Practice
LAWS 51603 - 01 (2) x, m
The grand jury is one of the least-understood institutions within the United States criminal justice system. A pre-constitutional institution with medieval English origins, the grand jury system that survives today is unique to the United States. Critics suggest that the grand jury has become an institution that is paradoxically both too powerful and obsolete, and that its independence and role as a safeguard of liberty has been compromised. In contrast, other proposals have sought to expand the grand jury’s authority to disclose its secret proceedings for national security purposes and to use grand jury evidence in parallel civil litigation. This seminar will examine critically the historical origin, development, and purposes of the grand jury. With this foundation, we will then devote most of the seminar to studying modern grand jury practice, including the law of secrecy and disclosure, parallel proceedings, the role of immunity and privileges, obstruction and false statement prosecutions, charging instruments, and the regulation of prosecutorial discretion. In doing so, we will consider the perspectives of counsel for witnesses or subjects, government prosecutors, and broader policy interests. Finally, we will consider reform proposals, alternatives to the grand jury, and how the institution may evolve.
Grades will be based on response papers together with participation and practical exercises.

Autumn 2014 - Mark E. Schneider

The Interbellum Constitution
LAWS 90203 - 01 (3) r, w, x, m
This seminar examines the legal and intellectual history of debates concerning American constitutional law and politics between the Revolution and the Civil War, approximately 1800 to 1860. Topics to be discussed include internal improvements, the market revolution, federal regulation of slavery in the territories, the role of the federal courts, and the development of a national culture. The grade will be based on a final written paper, a short in-class presentation, and class participation.

Winter 2015 - Alison LaCroix

The Law and Ethics of Lawyering
LAWS 41014 - 01 (3) p, x, m
This seminar, which satisfies the professional responsibility requirement, will consider the law and ethics of lawyering. Working with materials from a leading casebook, the ABA Model Rules, and supplementary readings, we will devote
considerable attention to the question: What does the law that governs lawyering say that I should do. Topics will include conformity to law, corporate fraud, confidentiality, and conflicts of interest. At the same time, we will explore the gap between what the law of lawyering says I should do and what I (all things considered) might think I should do. What different kinds of reasons can a lawyer have for doing or not doing what the law of lawyering says should be done?

Enrollment will be limited to 20.

Students will be evaluated on the basis of participation, a series of short written assignments, and an in-class final exam.

Attendance is mandatory.

Winter 2015 - Clark Remington

The Legal and Social Implications of the War on Drugs
LAWS 98704 - 01 (2) x, m

The seminar will survey the War on Drugs from President Richard Nixon’s declaration in 1970 that drug abuse was “public enemy number one in America” to present. It can be argued that no development in recent times has had a greater impact on our criminal justice system than the War on Drugs. It has led to the passage of increasingly harsh laws and a resulting explosion in our prison population. More Americans are arrested for a drug offense each year—approximately 1.5 million in 2011—than for any other category of crime. Approximately half of all inmates in federal prison have been convicted of a drug crime. Meanwhile, the War on Drugs has raised significant constitutional issues, and has led to seminal Fourth, Fifth, and Fourteenth Amendment decisions. The seminar will begin by examining arguments for and against drug prohibition and the proliferation of new drug laws in the 1970s and 1980s. We will then discuss the enforcement of these laws and its effect on civil liberties. After that, we will discuss appropriate punishment for drug offenses, law enforcement techniques in drug cases, and rationales for legalization and harm reduction strategies. Throughout the quarter, we will focus on the social implications of the War on Drugs, including issues of race, gender, public health, mass incarceration, and resource allocation.

Readings are varied and will include cases, law review articles, legislation, statutes, and policy papers.

Each student is required to write a series of reaction papers over the course of the quarter. Grades will be based on those papers, as well as class participation.

Spring 2015 - Erica K. Zunkel

The Life and Times of the Warren Court
LAWS 50313 - 01 (3) +, r, w, c/l, m

This seminar will explore the historical and constitutional dimensions of the Warren Court. It will examine the Court’s decisions in such areas as racial discrimination, voting, freedom of speech, freedom of religion, criminal procedure, and privacy. The focus will be not only on the decisions, but also on the historical,
political, legal, and cultural factors that shaped the Warren Court’s work. We will also examine several of the Justices as individuals as well as the Warren Court’s legacy.
Each student will write several short papers during the course of the quarter. Upper-level History undergraduates with consent of instructors.
Spring 2015 - Geoffrey R. Stone; Jane Dailey

The Roberts Court
LAWS 50312 - 01 (3) r, w, x, m
Co-taught by Professor Lee Epstein and Mr. Adam Liptak (Supreme Court correspondent of the New York Times) with Judge Richard A. Posner and Professors Dennis Hutchinson and William M. Landes also participating, this seminar will examine the contemporary Supreme Court. Topics include the Court’s membership; its procedures for selecting cases for review; the role of lawyers, law clerks, and journalists; and doctrinal developments in several areas of the law. This is a special seminar that will meet on:
Friday, April 10, 2015: 9 am-Noon; 2-4 pm
Saturday, April 11, 2015: 9 am-Noon; 2-4 pm
Sunday, April 12, 2015: 9 am-Noon
In April or May, we will hold a session for student paper presentations
Spring 2015 - Lee Epstein; Dennis J. Hutchinson; William M. Landes; Adam Liptak; Richard A. Posner

The University of Chicago Law Review
LAWS 99901 - 01 (1) a, r
The Law Review publishes articles and book reviews by leading scholars along with Comments written by students. In addition to participating in the editing and publication of legal scholarship, staff members have the unique opportunity to develop their own skills as writers and scholars. Students gain access to participate as a staff member via the Write-on Competition (which includes a Grade-on component) or via the Topics Access process. Each student is paired with a faculty member who supervises the writing of the comment.
Students may receive three credits for their work in writing the comments. The comments may also satisfy the SRP graduation requirement. Please see the Student Handbook for additional details regarding the competition, credits, and the SRP.
Autumn 2014, Winter 2015, Spring 2015 - Faculty
The University of Chicago Legal Forum
LAWS 99902 - 01 (1) a, r
The Legal Forum is the Law School’s topical law journal. Its student board annually publishes a volume of articles (by academics and practitioners) and Comments (by students) that focus on a single area of the law. Each fall the Legal Forum hosts a symposium at which the authors of the articles present their work. Students gain access to participate as a staff member via the Write-on Competition or via the Topics Access process.
Each student is paired with a faculty member who supervises the writing of the comment.
Students may receive three credits for their work in writing the comments. The comments may also satisfy the SRP graduation requirement.
Please see the Student Handbook for additional details regarding the competition, credits, and the SRP.
For more information on the Legal Forum, please visit http://legal-forum.uchicago.edu.
Autumn 2014, Winter 2015, Spring 2015 - Faculty

The US-China Treaty Project
LAWS 80806 - 01 (3) w, x, m
The United States and China are engaged in the most important bilateral relationship of our era, yet the relationship remains random, fragile, and mistrustful. China’s rising influence threatens to change the global status quo, and the United States is understandably concerned. If these two giants learn how to collaborate, they could conceivably solve the world’s greatest problems. Alternatively, if they elect to contest each other at every turn, the result will be global instability and crisis. Unfortunately, the Shanghai Communiqué, which helped to open China forty years ago, is no longer sufficient as a guide; a new framework is needed. The world has grown less structured and more volatile, and the two nations are more competitive than ever. The risk of conflict is growing along with the volume of sensitive interactions. It is time for both nations to negotiate a new bargain that will guide and support the steady maturation of their high-potential, high-risk relationship. This seminar will advocate that the two nations develop a new, fifty-year treaty in the form of a strategic cooperation agreement. We will define the rationale and the case for action, draft major components of the proposed treaty, outline the pathway required for adoption, and transmit our end-product to foreign policy authorities in Washington and Beijing.
Grading will be determined by class participation and by performance across three short papers.
The first paper will examine best practices in bilateral treaty development; the second will focus on critical factors in the future United States – China relationship; and, the third will require drafting of key components for the proposed treaty.
Spring 2015 - Tom J. Manning
Trade Secrets
LAWS 45902 - 01 (3) x, m
This seminar will examine the law that governs the protection of trade secrets and other confidential proprietary information. This body of law is typically given short shrift in intellectual property courses, notwithstanding the importance of trade secrecy protection in the information-based economy. The goal of this seminar is to provide trade secrecy with more sustained attention. Most of the reading for the seminar will consist of trade secret case law, to be supplemented by some interdisciplinary readings on trade secrecy protection.
Students will be graded on the basis of short response papers due every other week (some of which will require outside research) and class participation.
Autumn 2014 - Lior Strahilevitz

Trademarks and Unfair Competition
LAWS 45701 – 01 (3) x
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 2014 - William M. Landes

Trial Advocacy
LAWS 67603 - 01 (3) s, x, u
This class will focus on the trial phases of civil litigation. Simulated trial problems designed to promote knowledge of the litigation process and to afford individual experience in selected phases of trial practice will be employed to familiarize students with pragmatic tactical issues and solutions. Written trial materials will be used and instruction will by lecture, demonstration, and exercise (including a mini-trial).
Students who have taken the Intensive Trial Practice Workshop (LAWS 67503) may not take Trial Advocacy (LAWS 67603).
An understanding of the Federal Rules of Evidence is preferred but not a prerequisite.
Final grades will be based on class participation, performance during courtroom exercises and the mini-trial, and one or more written assignments.
Enrollment is limited to 24 students.
Spring 2015 - Jay Cohen
U.S. Supreme Court: Theory and Practice
LAW 50311 - 01 (2) s, x, m
This seminar will provide an in-depth look at the Supreme Court—its current
docket and recent trends in its decisions, the modern debate over its proper role,
and both written and oral advocacy before the Court.
In addition to class participation, students are graded on a legal brief (generally 15-
25 pages in length) and on their performance in a moot court.
Autumn 2014 - Michael A. Scodro

Uncorporations
LAW 42305 - 01 (2) x, m
Businesses today are more likely to be organized as limited partnerships, LLCs,
trusts, or other alternatives to the standard corporation. In this seminar, we will
examine these "uncorporate" entities in a range of contexts, ranging from law firms
to investment funds to plain vanilla businesses. We will consider the theory of
uncorporate entities, the major laws governing them, the differences between them
and corporate entities, and the bubbling policy questions.
Grades will be based on in-class presentations and a paper.
Winter 2015 - M. Todd Henderson

Utilitarian Ethics
LAW 51206 - 01 (3) +, c/l, m
The British Utilitarians were social radicals who questioned conventional morality
as a basis for both personal and public choice and proposed an alternative that they
believed to be both more scientific and more morally adequate. In part because of
the widespread acceptance of pieces of their views in economics and political
science, the original subtlety and radical force of the views is often neglected. This
seminar, focusing on John Stuart Mill and Henry Sidgwick, aims to examine
sympathetically what classical Utilitarianism may still offer to philosophical ethics,
and to see how the strongest criticisms of Utilitarianism measure up to the texts of
its founders. Although it is hardly possible to study Utilitarianism as an ethical
theory without attending to its political role, we shall focus for the most part on
ethics, and on two works above all: Mill’s Utilitarianism and Sidgwick’s The
Methods of Ethics, combining these with Mill’s The Subjection of Women, his
Autobiography, and several key essays. Along the way we shall be investigating
the views of Bentham, Mill, and Sidgwick about animal suffering, women’s
equality, and sexual orientation. Among the critics of Utilitarianism, we shall
consider writings of Bernard Williams, John Rawls, Amartya Sen, Jon Elster,
Elizabeth Anderson, and John Harsanyi.
Admission by permission of the instructor. Permission must be sought in writing
by September 15.
Prerequisite: An undergraduate major in philosophy or some equivalent solid
philosophy preparation. This is a 500 level course.
The grade is based on a final seminar paper of 20-25 pages, an oral seminar presentation, and class participation.
Autumn 2014 - Martha C. Nussbaum

When is Political Power Legitimate?
LAWS 98403 - 01 (2 or 3) w, c/l, x, m
When political power is exercised, what makes it legitimate? Political theorists have long wondered how to justify political rule, which in general is any system whereby certain people get to make decisions on behalf of others and direct them to comply with the decisions, often ensuring their compliance through the threat or use of force. What justification can be provided for the normative standing of such systems of rule? The question of legitimacy is distinct from whether political rule is just or whether it is lawful (exercised according to a constitutional order), although those questions are not entirely separable.
In this seminar, we will examine the possible grounds on which we might begin to establish why and how a particular political order is legitimate. We will begin with the paradigmatic case of the state, but we will also look at sub-national and international forms of political rule. We will examine and assess the prominent kinds of answers offered to this question: the common good / social welfare, individual freedom / natural rights, the social contract, and the democratic ideal of equality. Readings will include philosophers such as Plato, Hobbes, Locke, and Rousseau, as well as contemporary theorists such as Hannah Arendt, John Rawls, and Joseph Raz.
Students will be evaluated based on class participation and their final option. Students have the option of taking a final exam or submitting a series of thought papers (for two credits), or submitting a set of short research papers or a major research paper (for three credits).
Spring 2015 - Amanda R. Greene

Workshop: Constitutional Law
LAWS 63612 - 01 (1, 1, 1) a, r, w, x, m
This workshop, conducted over three sequential quarters, exposes students to current academic work in constitutional law and theory and other areas of public law. Workshop sessions are devoted to the presentation and discussion of papers from outside speakers, at six to eight sessions to be conducted regularly throughout the academic year. Enrollment may be limited.
This workshop may be taken for fulfillment of the Substantial Research Paper graduation requirement.
Grading is based on a substantial paper (or two shorter papers) plus brief reaction papers on each of the workshop papers.
As an alternative to writing a long paper, you may write two or more extended reaction papers (i.e., 10-12 pages) to the papers presented in the workshop. You have to get our approval in advance for this option. We encourage it if you find
that you have a lot to say about some of the workshop papers. If you wish to receive Writing Project (WP) credit for this option, you must submit a draft of each of the two long response papers to us and satisfactorily incorporate our suggestions.

Autumn 2014, Winter 2015, Spring 2015 - David A. Strauss; Aziz Huq

**Workshop: International Law**
LAWS 63412 - 01 (0, 1, 1) a, x, m
This workshop, conducted over three sequential quarters, is devoted to the intensive examination of current scholarship in international law. The workshop will meet four times per quarter for ninety minutes. Three of the workshop sessions each quarter will be devoted to the presentation and discussion of papers by legal scholars and social scientists. The workshop will give students insight into cutting-edge research on why states form international agreements, and whether those agreements change state behavior. These sessions will occur roughly every other week.

Grading is based on the completion of a series of reaction papers. Students enrolled in the workshop receive two credits.

Autumn 2014, Winter 2015, Spring 2015 - Daniel Abebe; Adam Chilton; Thomas Ginsburg; Eric A. Posner

**Workshop: Judicial Behavior**
LAWS 63812 - 01 (1, 1, 1) +, a, r, w, m
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, six scholars from the fields of law and the social sciences will present their work.

By the end of the academic year, students will produce a major research paper on judicial behavior.

The Workshop is limited to twenty law students; interested students should contact Prof. Landes (land@uchicago.edu) by the start of Autumn quarter 2014.

It will meet seven times over the course of the academic year.


**Workshop: Law and Economics**
LAWS 56012 - 01 (1, 1, 1) a, x, m
This workshop, conducted over three sequential quarters, is devoted to the intensive examination of selected problems in the application of economic reasoning to a wide variety of legal questions. Workshop sessions will be devoted
to the presentation and discussion of papers by faculty. In addition to workshop sessions, which occur approximately every other week, there will be discussion sessions, which will serve as opportunities for students to engage in in-depth, informal discussion of topics in law and economics with the instructor. This workshop does not require a research paper, but students interested in academic writing in law and economics are encouraged to use this workshop to develop their ideas. Grading is based on the completion of a series of reaction papers. Students enrolled in the workshop receive three credits; one in Autumn, one in Winter, and one in Spring.


Workshop: Law and Philosophy: Free Speech and Its Critics
LAWS 61512 - 01 (1) +, a, r, w, c/l, m
The topic for 2014-15 will be "Free Speech and Its Critics." The Workshop will consider important philosophical defenses of free speech and critics of those rationales. Topics will include the idea of the "marketplace of ideas," autonomy interests in free speech, the harms of speech, and the problem of propaganda and other manipulative speech. Speakers during the year will include some or all of Susan Brison (Dartmouth), Frederick Schauer (Virginia), Robert Simpson (Monash), Seana Shiffrin (UCLA), Jason Stanley (Yale), and David Strauss (Chicago), among others. The instructors will meet with students for one hour a week before each speaker's arrival to discuss the paper (Monday, 4-5 pm). They will also meet with enrolled students for at least two two-hour sessions in Autumn to read and discuss at least Mill's On Liberty. Most of the visiting speakers will come in the Winter and Spring Quarters (roughly three per quarter). Attendance at all sessions of the Workshop is a requirement. JD students should contact bleiter@uchicago.edu with a resume and a brief statement of background and/or interest in the topic in order to secure permission to enroll. Philosophy PhD students may enroll without submitting these materials.

Autumn 2014 - Brian Leiter; Martha C. Nussbaum

Workshop: Law and Philosophy: Free Speech and Its Critics
LAWS 61512 - 01 (1) +, a, r, w, c/l, m
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Attendance at all sessions of the Workshop is a requirement.

JD students should contact bleiter@uchicago.edu with a resume and a brief statement of background and/or interest in the topic in order to secure permission to enroll.

Philosophy PhD students may enroll without submitting these materials.

Winter 2015, Spring 2015 - Brian Leiter; Martha C. Nussbaum; Robert M. Simpson

Workshop: Legal Scholarship

LAWS 78711 - 01 (3) c/l, s, x, m

This workshop may be taken for a full year on only in the fall quarter. It is open to all students, JSDs and LLMs are welcome. Both versions count as 1 seminar for purposes of the seminar limit. Students registered for the full year are required to either write a paper of publishable quality or revise a previously written paper for publication. The goal is to prepare students for the academic job market. Special attention is paid to topic selection, how to approach working on an original (not synthetic) project, and presentation skills. Students enrolled for the year will be expected to conduct themselves as they would if they were junior faculty members at a top law school, reading and commenting on the work of their peers. Optional lunches to discuss writing will be held throughout the year in the same format as the Faculty Round Table. The goal is to create a learning community that will provide students with the type of scholarly atmosphere the faculty here enjoys. There will be meetings on average every other week during Winter and Spring Quarters.

The fall quarter only option is designed for several audiences: (1) students who want to decide if an academic career is for them; (2) students who wish to improve their skills as a public speaker; (3) students who want to improve their skills of critique while reading papers from a wide variety of subject areas; (4) and students who simply enjoy arguing about the law. Each week a young scholar present works-in progress and students play the role of the faculty in a faculty workshop. The class and the professor then provide feedback and suggestions to the presenter on aspects of both presentation style and the substance of the paper. The FALL ONLY version is graded on the basis of short reaction papers, a short research paper, and class participation. During Winter, the workshop is expected to meet the first four weeks of the quarter; during Spring, every other week. College students by instructor permission only.

Autumn 2014 - Lisa Bernstein
**Workshop: Legal Scholarship**  
LAWS 78711 - 01 (1, 2) a, r, w, c/l, m  
This workshop may be taken for a full year or only in the fall quarter. It is open to all students, JSDs and LLMs are welcome. Both versions count as 1 seminar for purposes of the seminar limit. Students registered for the full year are required to either write a paper of publishable quality or revise a previously written paper for publication. The goal is to prepare students for the academic job market. Special attention is paid to topic selection, how to approach working on an original (not synthetic) project, and presentation skills. Students enrolled for the year will be expected to conduct themselves as they would if they were junior faculty members at a top law school, reading and commenting on the work of their peers. Optional lunches to discuss writing will be held throughout the year in the same format as the Faculty Round Table. The goal is to create a learning community that will provide students with the type of scholarly atmosphere the faculty here enjoys. There will be meetings on average every other week during Winter and Spring Quarters.  
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Winter 2015, Spring 2015 - Lisa Bernstein

**Workshop: Public Law and Legal Theory**  
LAWS 63402 - 01 (1, 0) a, x, m  
Working from a variety of methodological orientations, the workshop examines questions arising at the intersections of public law, legal theory, and interdisciplinary work in law and the social sciences, with an emphasis on politics, legal history, and legal theory. Sessions are devoted to the presentation and discussion of papers by faculty members from other institutions. Students must enroll for the entire year and will receive one pass/fail credit. Students are required to read the papers, attend the workshop, ask questions, and to submit one reaction paper per quarter on a paper of their choosing.  
Autumn 2014, Winter 2015, Spring 2015 - Richard H. Helmholtz; Alison LaCroix; Jonathan Masur; Richard H. McAdams; Jennifer H. Nou; Nicholas Stephanopoulos
**Workshop: Regulation of Family, Sex, and Gender**
LAWS 63312 - 01 (1, 1) a, r, w, c/l, x, m
This workshop 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. The grade is based on a substantial paper or series of short papers, with class participation taken into account.
Substantial paper writers require permission of the instructor.
Undergraduates admitted only with permission of the instructor.
Winter 2015, Spring 2015 - Mary Anne Case

**Writing and Research in the US Legal System**
LAWS 79903 - 01 (3) +, x, m
In this seminar, international LLM students learn research and writing skills essential to the practice of US law. Students learn how to use these skills to win arguments, persuade clients and sharpen their own thinking. We discuss and practice the major principles of legal writing in plain English – no jargon, no legalese. The class functions largely as a workshop where we apply multiple research techniques and analyze the impact of various writing styles.
Students meet individually with the instructor throughout the seminar.
Regular class attendance is mandatory.
Students must complete all assignments before the take-home examination, which determines the student’s grade.
This seminar is open only to LLM students and satisfies the legal research and writing prerequisite for the New York Bar exam.
Autumn 2014, Winter 2015 - Elizabeth Duquette; Margaret Schilt

**Young Center Immigrant Child Advocacy Clinic**
LAWS 65013 - 01 (1, 2, or 3 per quarter, 9 maximum) a, w, s
The Young Center for Immigrant Children’s Rights Clinic combines international human rights, immigration law and children’s rights law. Students in the clinic serve as Child Advocate (similar to a guardian ad litem) for unaccompanied immigrant children detained in Chicago. Unaccompanied immigrant children come to the U.S. from all corners of the world, on their own. They are apprehended—typically at the U.S./Mexico border—then detained and placed in deportation proceedings. Law students are appointed to serve as Child Advocate for the most vulnerable of these children and are responsible for advocating for the best interests of the assigned child on issues relating to care, custody, release, legal relief and safe repatriation. Since there is no substantive best interests standard under the Immigration and Nationality Act, students look to state child welfare law and international human rights law, including the Convention on the Rights of the
Child and UNHCR Guidelines. In addition, students have the opportunity to engage in legislative and policy advocacy aimed at reforming the immigration system to better protect the rights of children. Students are assigned to work one-on-one with children at Chicago-area detention facilities. Each student meets weekly with the child, and advocates on behalf of the child with federal officials, immigration judges and asylum officers. The clinic admits both 2Ls and 3Ls. Language skills are not required, but students who speak Spanish, Mandarin, Romanian, or American Sign Language are strongly encouraged to apply. Students who enroll in the clinic must:
1. Participate in a 2-day orientation on Oct. 4 & 5, 2014;
2. Participate in bi-weekly brown bag lunch meetings during the Winter and Spring Quarters.
For more information, visit: www.TheYoungCenter.org or contact Elizabeth Frankel at efrankel@law.uchicago.edu or 773-702-9587.
Autumn 2014, Winter 2015, Spring 2015 - Elizabeth Frankel; Marcy Phillips; Maria Woltjen; Xiaorong J. Wu
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 the Daniel R. Fischel and Sylvia M. Neil Pavilion containing the Weymouth Kirkland Courtroom and Glen A. Lloyd Auditorium, the Kane Center for Clinical Legal Education, a two-level classroom building, the Benjamin Z. Gould Administration Building, and the D’Angelo Law Library.

The design of the Quadrangle promotes informal and frequent exchange 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 soft 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

The D’Angelo Law Library provides comprehensive access to legal scholarship and information through one of the finest print and online collections in the country. The Library occupies five floors in the central tower of the Laird Bell Quadrangle. Its unique design—bookstacks and student study space surrounded by faculty offices—is a physical expression of the Law School’s community of scholarship, teaching and learning. The print library, numbering nearly 700,000 volumes, includes a comprehensive common law collection, extensive civil and international law collections, current and historical sources of law and commentary, and casebooks and study aids in support of the Law School curriculum. Law students, staff and faculty also have access to the 7 million print volumes of the University of Chicago Libraries.

The Library’s online collection contains 662 databases in a variety of disciplines and access to all of the major legal databases, including LexisNexis, Westlaw,
Bloomberg Law, Hein Online, Bloomberg BNA, and CCH IntelliConnect, among others. Wireless network availability throughout the building and login access from off campus provide unlimited access to all Library databases. Librarians connect faculty, students, and staff of the Law School with the Library’s resources through in-person consultations and the D’Angelo Law Library’s webpage, at http://www.lib.uchicago.edu/e/law/. D’Angelo staff work closely with patrons to locate materials throughout the University of Chicago library system, on the internet and around the world. D’Angelo librarians are also legal research instructors, through the Bigelow program, Advanced Legal Research courses, and other sessions, supporting the Law School curriculum and preparing students for their experience in legal practice.
Student Services

Student Life

Student Activities and Organizations

More than sixty student organizations serve a variety of student interests. There are organizations devoted to scholarship and legal practice (e.g., the three student-edited law journals, the Hinton Moot Court, and the student clinic board); there are organizations devoted to legal subjects of interest (e.g., Environmental Law Society, Intellectual Property Law Society), identity groups (e.g., Black Law Students Association, Christian Law Students), community outreach (e.g., Neighbors, 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 20 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 The Civil Rights Act at 50 Years, Frontiers of Consumer Protection; Combatting Corruption; Governance and Power; and Crime, Criminal Law, and the Recession. Each fall the Legal Forum hosts a symposium at which the authors of the articles present their work.

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

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

Students writing comments for any of the three student-edited journals or completing briefs as semi-finalists in the Hinton Moot Court competition, may receive up to three credits. See the Student Handbook for more details.

**The Law Students Association** is the student government organization and is comprised of five elected representatives from each class, one elected LL.M. representatives and one elected 2L transfer representative. The student body elects the President of LSA and the class representatives, and LSA itself then fills the remaining positions. LSA organizes extracurricular activities, funds student groups, and, through student liaisons, communicates student opinion on academic and other matters to faculty committees.

LSA supports a variety of student groups, including:
- the American Civil Liberties Union (ACLU), for students interested in exploring issues of civil liberty;
- the American Constitution Society (ACS), a local chapter of a national organization dedicated to maintaining a rigorous exchange of ideas about the law with a focus on its effects on the lives of ordinary people;
- Amicus, a group that provides networking and social opportunities for law students’ spouses, significant others, and children;
- the Asian Pacific American Law Students Association, a local chapter of a national organization concerned with the interests of Asian-Pacific students in law school;
- the Black Law Students Association, a local chapter of a national organization concerned with the interests of African-American students in law schools;
- the Christian Legal Society, a group organized to discuss the relationship between legal education, the legal profession, and Christianity;
- the Criminal Law Society, which promotes exploration and discussion about the field of criminal law, hosts speakers holds networking events, organizes field
trips, provides career services programs, and engages in volunteer community service;
the Dallin H. Oaks Society for student members of the Church of Jesus Christ of Latter Day Saints;
the Environmental Law Society, 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 Intellectual Property Law Society, to promote student understanding of intellectual property;
the International Human Rights Law Society, dedicated to learning about and practicing international human rights law;
the International Law Society, an organization for students interested in the many facets of public and private international law;
the 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;
the Law Women’s Caucus, committed to understanding and improving the role of women in law school, the legal profession, and society; Neighbors, whose members spend two hours a week volunteering in the local community and conduct quarterly service drives;
OutLaw, a group that provides support and sponsors programs regarding the legal status of bisexuals, lesbians, and gay men;
the Public Interest Law Society, for students interested in public service issues;
Spring Break of Service, an organization of students who provide pro bono legal services in areas of need during Spring Break;
the South Asian Law Students Association, concerned with the interests of South Asian students of the Law School;
the St. Thomas More Society, a group that provides spiritual support for Catholic students;
Wine Mess, which organizes the weekly cocktail party for faculty and students;
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 UChicago card. Spouses and domestic partners of students have access to facilities for a yearly fee. The athletic program provides men and women opportunities for instruction and participation in sports such as archery, badminton, gymnastics, handball, martial arts, racquetball, rowing, squash, sailing, swimming, table tennis, track and field, and weight lifting. There are also hundreds of intramural teams and dozens of Sports Clubs participating in a wide variety of activities, including volleyball, soccer, softball, basketball, and ultimate Frisbee. The Law School excels at Intramural Sports and was the University’s Phoenix Cup Champion for the 2011-2012, 2012-2013, and 2013-2014 academic years. The Phoenix Cup is awarded annually to the graduate program earning the most points in sanctioned University Intramural Activities throughout the academic year (by way of participation and place).

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. Interreligious dialogue enables participants to learn more about their own traditions by encountering others.

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

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

During weeks when classes are in session (Autumn, Winter, and Spring quarters) all are welcome to join a brief worship service held Wednesdays in Bond Chapel at 11:30 am. The service is co-sponsored by the Divinity School and Rockefeller Memorial Chapel, and planned by a student-led worship committee. Students, faculty, and staff serve as preachers. These Wednesday services offer hospitable space and a welcoming community in which to pause, reflect, wonder, and pray. For more information visit: http://divinity.uchicago.edu/bond-chapel#sthash.dG3vd5Gi.vN4W0ser.dpuf In addition, diverse religious groups in the neighborhood of the University welcome student participation in their programs and worship.

CAREER SERVICES

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

Our professional staff members provide extensive individual career counseling to both J.D. and LL.M. students and graduates on all aspects of career planning and job search techniques. The Office of Career Services administers on-campus interview programs, with more than 400 employers in the fall program, followed by a smaller winter program. The office also co-sponsors or participates in numerous off-campus recruitment programs, conducts outreach to employers, and manages information about non-traditional opportunities for students and graduates. 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. 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.
Approximately 97 percent of the Class of 2013 found employment within the tracking period: 68.9 percent entered private practice; 12.9 percent obtained judicial clerkships; 4.3 percent entered business; and 11.9 percent obtained positions in public service and government. During the summer of 2013, about 99.5 percent of the Class of 2014 were employed in legal positions. The majority of these opportunities were in the private sector, approximately 14 percent of these positions were with public service and public interest organizations, and less than 1 percent were research assistants with professors. 99.5 percent of the Class of 2015 obtained law-related employment in the summer of 2013, and the remainder were completing Ph.D. coursework. Approximately 42 percent of this class worked in the public sector, approximately 22 percent were employed at the Law School as research assistants to faculty members or working in one of the Law School clinics, 26 percent of this class worked in the private sector at a law firm or business, and almost 10 percent accepted judicial internships.

Each year, approximately 35 to 55 students and alumni accept judicial clerkships. From October Term 2004 to October Term 2014, we have had 27 graduates serve as law clerks among 9 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. Public interest-minded students also benefit from a public interest speakers series, a faculty mentoring program, the Public Interest Alumni Network, and an online index of public interest curricular offerings. The Office of Career Services is a member institution of PSJD which offers comprehensive, current information on a broad range of pro bono and public service opportunities. The Office of Career Services also maintains a public interest list-serv for students and alumni interested in public service opportunities and information, and coordinates mentoring and networking opportunities between students and alumni.
Each year the Office of Career Services participates in several programs designed to connect students with prospective public interest employers including the Equal Justice Works Career Fair and Conference, the Chicago Area Law School Consortium Public Interest Organization Reception, and the Midwest Public Interest Law Career Conference. In addition, some public interest employers participate in on-campus interviewing 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 and public interest fellowships to graduating students, which allows them to spend a year working on public interest legal issues. The Law School also offers guaranteed funding for qualifying public interest summer jobs for first-year and second-year students, and administers a generous loan repayment assistance program for graduates engaged in public service. Through the Law School’s Pro Bono Program, law students provide volunteer legal services to individuals and groups that are under-represented in the legal system. Participants not only serve those in need, but also gain valuable legal experience that contributes to their education and professional development. The Law School also fosters public service opportunities for students through the activities of the Law School’s Mandel Legal Aid Clinic, the Immigrant Child Advocacy Project, the Exoneration Project, the Institute for Justice Clinic on Entrepreneurship, a new Environmental Law Clinic, and experiential learning clinics on housing and poverty law and criminal defense and prosecution.

ACADEMIC CAREERS

To support those students interested in careers in academia, the Law School has curricular offerings designed for students to develop their publications portfolio and a Law Teaching Committee to assist students and graduates through the academic search process. In addition, the Law School hosts an annual conference for alumni preparing to go on the law teaching market.

COMPUTING SERVICES

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

The Law School maintains 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, print, access email, and access the Internet, including legal research through Lexis/Nexis and Westlaw.
In addition to the lab, the 4th, 5th, and 6th floors of the Law Library each contain a public terminal similar to those in the computer lab and printers for student jobs.

Most study areas in the Library are wired for connection to the campus network. Wireless network access is also available, except in the classrooms. Any student with a properly configured computer is able to access the Library on-line catalog, email, the Internet, campus network databases, Lexis/Nexis, and Westlaw without having to use the student computer lab.

Additionally, the University makes a number of different software packages available to students free of charge under a campus licensing agreement. Students can take advantage of free or low-cost access to Microsoft products, including operating systems and Office, and Symantec anti-virus software.

**Housing and Dining**

The University provides a variety of housing units for single and married graduate students. Most are within easy 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 or near University housing during their first year.

All inquiries concerning University housing should be addressed to the Graduate Student Housing Office, 5100 S. Dorchester Ave., Chicago, Illinois 60615, 773-753-2218 or fax 773-753-8054. Students are advised to apply early in order to obtain their desired accommodations.

**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 $2,451 per quarter for the 2014-15 year. There is no mandatory meal plan. All rooms are furnished and share common bathrooms. More information is available at house.uchicago.edu.

**NEIGHBORHOOD STUDENT APARTMENTS**

The University owns and operates more than 1,300 apartments in twenty-eight 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 $656 to $1,443 monthly; those for unfurnished are from $685 to $1,794 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 rp.uchicago.edu/index.shtml.

**MEAL SERVICE**

There are a number of places for students to dine on or near campus. See dining.uchicago.edu. Arrangements can be made by law students to purchase Maroon Dollars through the University that can be used in the Arley D. Cathey Dining Commons next to the Law School, and in all other dining facilities on campus. Further information and meal plans can be obtained through UChicago Dining, 773-702-1600, or at dining.uchicago.edu/page/meal-plan-faq.

**CHILD CARE**

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

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

For further information on nursery, elementary, and secondary schools, contact the Office of Graduate Student Affairs, Ida Noyes Hall, 1212 E. 59th St., Lower Level, Chicago, IL 60637, telephone: 773-795-5437.

**University of Chicago Student Health Care**

**Health Insurance Requirements**

The University requires all registered students to carry adequate health insurance to cover, among other costs, hospitalization and outpatient diagnostic and surgical procedures. Additionally, if the student resides in Chicago during the academic year, the insurance must cover medical care provided in the Chicago area for both emergency and non-emergency medical situations. In keeping with this requirement, each year all insurance eligible students are automatically enrolled in the University Student Health Insurance Plan (U-SHIP). Students may add dependents before the enrollment/waiver deadline. Students wishing to waive out of U-SHIP coverage must provide proof of alternate comparable coverage before the enrollment/waiver deadline. Students who do not waive the insurance by the deadline will remain enrolled in the U-SHIP plan and are responsible for the annual premium. Detailed information about the U-SHIP plan, including information on the following topics can be found at https://studenthealth.uchicago.edu/page/insurance-2014-2015.

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

**Immunization Requirements**

Under Illinois law, generally all new students are required to present proof of immunity from German measles, measles (two shots required), mumps, and tetanus/diphtheria (three shots required for foreign students). The Student Health Service notifies all new students of the requirement and provides instructions for compliance. After the third Friday of the first quarter of enrollment, those students who are not yet compliant will have their subsequent registrations restricted and will not have their restriction lifted until they have become compliant with the immunization requirement. This is a state requirement, and the Law School cannot provide an exemption and is unable to assist in obtaining an appointment to
receive needed immunizations. Student are urged to plan ahead and schedule an appointment as soon as possible to avoid having to get shots during final exams, etc. Students may contact the Student Health Service at 773-702-4156 or visit http://studenthealth.uchicago.edu/page/immunization-requirements.

UNIVERSITY POLICIES

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

- Civil Behavior in a University Setting
- Policy on Unlawful Discrimination and Sexual Misconduct
- Statement of Nondiscrimination
- Hazing Policy
- Campus Violence Prevention Policy and Threat Assessment Team
- Disability Accommodation Protocol
- Graduate Student Parent Policy
- Domestic Partnership Policy
- Student Employment
- Alcohol and Other Drugs
- Networking and Information Technology Policies
- Inventions and Discoveries
- Safety and Appropriate Use of Facilities
FINANCIAL INFORMATION

FEES

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

Tuition. Tuition in the Law School for 2014–2015 is $54,462 for students for the nine-month academic year. A student who is required to withdraw for disciplinary reasons shall not be entitled to any reduction of tuition or fees.

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

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

EXPENSES

Expenses for books, supplies, room, board, laundry and cleaning, clothing, recreation, travel and incidentals will vary depending on individual taste and circumstances. A single student may expect to pay about $24,675 in expenses for the academic year.

FINANCIAL AID FOR J.D. CANDIDATES

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

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

**SCHOLARSHIPS**

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

**LOANS**

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

**LL.M. STUDENTS**

Unmarried students should expect a minimum total budget of tuition and living expenses in excess of $77,830 with concomitant increases to those with dependents. Scholarship funds (partial tuition waivers) to support students in the LL.M. program are exceedingly limited. Grants are available only in a small portion of the total cost, therefore applicants requiring financial aid should make every effort to obtain assistance from their governments, employers, families, or other outside sources.

**J.S.D. STUDENTS**

All students in the J.S.D. Program receive Law School scholarship funds to cover their full tuition charges and a fellowship of $15,000 for living expenses.
INFORMATION FOR APPLICANTS

PREPARATION FOR THE STUDY OF LAW

Each entering class includes a diverse range of undergraduate majors and 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 (“the Official Guide”), prepared by the Law School Admission Council (LSAC) and the American Bar Association. The Official Guide 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.

APPLICATION PROCEDURE AND ADMISSIONS POLICY

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

Completing the Application. Applicants must submit their applications electronically through the LSAC Electronic Application, available at www.lsac.org. The application fee is $75 and may be paid electronically by credit card when you submit your application through LSAC. Applications can be submitted starting August 15.

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

- Chicago Law Scholars. The Chicago Law Scholars Program is an early admission program for current undergraduate students and alumni of the University of Chicago undergraduate college. Applicants who wish to apply for the Chicago Law Scholars Program must submit their applications and all supporting materials by September 15. Applicants being considered for the Chicago Law Scholars Program will be notified of the Admissions Committee’s decision by November 1. Admission under the Chicago Law Scholars Program is binding and applicants must commit to matriculating at the Law School if admitted and withdrawing all applications at other law schools.
• Early Decision. Applicants who wish to be considered for Early Decision must submit their applications and all supporting materials by December 1, and will be notified of the Admissions Committee’s decision by the end of December. If admitted, Early Decision applicants must commit to enrolling at the Law School and must withdraw all applications at other law schools. Some Early Decision applicants who are not admitted during the Early Decision cycle may be reevaluated during the Regular Decision cycle.

• Regular Decision. Applicants who wish to be considered for Regular Decision must submit their applications by February 1. Applications received for Regular Decision will be considered on a rolling basis once all required materials have been received. Any applications received after February 1 will be considered on a space-available basis. We consider applications in the order that 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 and applicants to the Chicago Law Scholars program must take the LSAT no later than the June administration. For information about the LSAT, contact LSAC at (215) 968-1001 or 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. We require applicants to submit their letters through the LSAC Credential Assembly Service Letter of Recommendation Service.

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

The Credential Assembly Service. All applicants are required to register with LSAC’s Credential Assembly Service (“CAS”) for processing undergraduate and graduate transcripts, as well as letters of recommendation. For information about the CAS, please contact the LSAC at (215) 968-1001 or www.lsac.org. For more information and guidance on the required application materials, please visit www.law.uchicago.edu/prospective.

Financial Aid. The Law School provides generous financial aid in the form of loans and scholarships to our students. Applicants admitted to the Law School who wish to have financial need factored into their evaluation for scholarship aid must
complete the Need Access Application online at www.needaccess.org. For questions about Need Access, contact the Access Group at (800) 282-1550. Please visit http://www.law.uchicago.edu/prospective/financialaid for applicable deadlines.

**Interviews.** The Admissions Committee may invite applicants to interview, but does not grant requests for interviews.

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

**Applicants with Disabilities.** Disabled applicants in need of a reasonable accommodation to complete the application process should contact the Admissions Office at (773) 702-9484 or by emailing admissions@law.uchicago.edu with their request. Applicants with disabilities should contact the Dean of Students as soon as possible after their admission in order to coordinate accommodations at the University.

**TRANSFER APPLICATIONS**

Students in good standing at other law schools may apply for transfer to the Law School for their second and third years of law school. Transfers must spend two academic years in residence at the Law School to qualify for the J.D. degree. In making transfer decisions, the Admissions Committee relies heavily on first-year grades and the quality of the student cohort at 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 honors at graduation based on their two years of academic work at the Law School. Transfer applicants must apply electronically using the LSAC electronic application. Please visit our website at www.law.uchicago.edu/prospectives/transfer for more information on transferring to the Law School and for an outline of the application process and relevant deadlines.
DEGREES CONFERRED BETWEEN SEPTEMBER 1, 2013, AND AUGUST 31, 2014
FOR THE DEGREE OF MASTER OF LAWS

Syed Jafar Alam
Catalina Estefania Aldunate
       Heinecke
Stefania Alessi
Waad Nasser S. Alkurini
Meherun Nisa Anand
Shino Asayama
Dirk Anthony George Auer
Stephanie Jean Banham
Natalia Christina Barker
Ioannis Bazinas
Gautam Shrikant Bhat
Yotam Blaushild
Louis-Alexandre Bouchard
Javier Manuel Calmell Del Solar
       Monasi
Carolina Canales Cama
Camila Carvalho Gomes
Liang Chen
Kristoff Julia Freddy Cox
Juan Pablo Crespo Correa
Alvaro Ricardo Del Valle Roeder
Beatriz De Vita Amaral Mazzi
Ines Fernandez Ulate
Patricia Fontes Lessa
Ana Batia Glenk Ferreira
Kristoffer Agner Gredsted
Caroline Charlotte Barbara
       Angélique Halembert
Osamu Hamada
Giorgio Ignazzi

Jun Ishii
Daiki Ishikawa
Mishita Jethi
Lena Elise Kunz
Georg Christian Langheld
Fabien Raphael Liegeois
Kanglin Liu
Kathryn Mary Lloyd
Chihiro Maeda
Anita Ewa Magraner Oliver
Carlos Santiago Maqueda Fourcade
Monica A. Norzagaray Pedraza
Antoinette-Rita Opeyemioluwa
       Okoiye
Georgia Papalexiou
Eyal Peled
Sofia Peres Barbosa
Áine Treasa Quirke
Zeyu Ren
José Humberto Rocha Saade
Analuz Sánchez Mejorada Raab
Christine Astrid Scherrer
Lei Shi
Olivier Pierre Christian Souleres
Hanock Spitzer
Yongyun Su
Tingting Sun
Xueyan Sun
Melvin Ricardo Tjon Akon
Thales Tormin Saito
Stefano Torregiani
For the Degree of Doctor of Jurisprudence

Gilberto Hernandez Oseguera

For the Degree of Doctor of Law

Brian Ahn
Alexander R. Akhter
Saif Zamel Alaqili
MaryAnn Tatiana Almeida *
Eric Christopher Alston
Fernando J. Alvarez-Perez
Brooke Elizabeth Anderson *
Charles Logan Anderson
Laura Marjatta Bailis
Randy Barcelo
Zara Bari *
Lauren Claire Barnett **†‡
Frederick Calvin Benson **†‡
Laura Bernescu *
Rachel Elizabeth Betts
Michael Shaughnessy Biehl *
Jaron Birkan
Christine Ann Bonomo *
Tyler J. Born *
Brett James Bromann
Aimee Woodward Brown **†‡
Benjamin Bellamy Brown
Benjamin Moses Brown

Luke Jeremiah Burton
Charlotte Adelaida Castillo
Yukiu Monica Chan *
Grady Chang
Joshua Chow
Justin Adam Cohen
Saul Daniel Cohen *
Sean Joseph Cooksey **†‡
Benjamin Aaron Cousineau
Kristin Lisa Coveney
Courtney Marie Cox ***†‡
Alexander Nathan Cross *‡
Kristin Sommers Czubkowski *
Samantha Ann Daniels
Matthew S. Davis
Lee Joseph Fitzgerald Deppermann
Nicholas Albert Deuschle
Arif Hakim Dhilla *
Julian Dibbell
Benjamin P. Dobbins
David Kwabla Dormon
James Robert DuBray
Michael Daniel Educate
Spencer Isaac Eldred
David E. Emer
William N. Evans *
Patrick G. Faller
Michael Eli Fielkow
Alexandria Ruth Knoester Filush
Jill Marie Fortney
David Clinton Frankenfield
Elizabeth Ann Fulmer
Jeffrey Michael Funston
Angela Manmohan Gandhi
Hannah R. Garden-Monheit **†‡
Pedro Gerson Ugalde
Sean McKenzie Gholz *
Jeff Alrik Gilson *
Adina Tova Goldstein
Ashley Emma Graffeo
Megan Renée Grant *
Stephanie Carroll Gratton
Alice Yuk Ning Ha
Elizabeth Mary Hady
Kourtney Ira Hahn
Jared Blake Haines *
Jeremiah Joseph Hansen
Kara Ann Harrington
Odeshoo Hasdoo *
Emily Marie Heasley *
Patricia Mercedes Herold
Virginia Ruth Hildreth
Lana Hompluem
Mengyuan Hou
Nascine Howell
Julie Huh
Neal Dwight Hutchinson
Sarah Iftekhar
Aarti Iyer
Nathan H. Jack **†‡
Lauren Elizabeth Jaffe *
Raphael Janove **†‡
Isabella Maria Janusz
Sean Hoyoung Jeong *
Stephanie M. Johnson
Abigail Boswell Johnston
Kevin Michael Jones
Adam Michael Josephs *
Eleanor Margaret Kahn
John Isaac Karin **†‡
Benjamin Tyler Kelly **‡
Keith Alexander Kiles
David Allen King, Jr. **‡
Kathryn M. Knue
Nikhil Rama Krishnan *
Vivek Vijay Krishnan
Alison Elizabeth Krueger *
Jay Kumar
James Johannes Kylstra **†‡
Michael Brendan Lanahan *
Laura Anne Sullivan LaPlante
Boris Lavent *
Muhyung Lee *
Esther Lifshitz
Lindsey Kohler Livingston
Katherine Amanda Long
Sarah Elizabeth Losh *
Johnathan Douglas Lott *
Eric L. Mackie
Selina Jessie MacLaren
Eva Yihua Mak
Patricia Anne Therese Mathy
Trevor Jacob Mayer *
Zach Adam Mayo
Michelle Donas Mbekani
Ryan Patrick McCarl *
Christina Marie McClernon
Jason Evan Meade *
Christian Mejia
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<tr>
<td>Anthony Joseph Moreno</td>
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<td>Michael Niekrash Morrill *</td>
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<td>Ezekiel Hillel Zvi Nadler **†‡</td>
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<td>Jaswant Terrance Singh</td>
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<td>Rohit Nath **†‡</td>
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<td>Leah Michelle Nudelman</td>
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<td>Shoshana Rachel O’Brien</td>
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<td>Megan Michelle O’Neill **†‡</td>
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<td>Karen Emily Orzechowski</td>
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<td>Camila Maria Rey Panama</td>
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<td>William Harris Panfel *</td>
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<td>Monica Perdomo</td>
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<td>Nicholas Andrew Plassaras</td>
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<td>Israel Steven Pollack</td>
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<td>Dayne Alexys Poshusta</td>
<td>William Dean Thomson **†‡</td>
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<td>Caitlin Antoinette Rose Powell</td>
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<td>John Flannery Pyne</td>
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<td>Jeyshree Ramachandran</td>
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<td>Andres Felipe Saenz</td>
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<td>James Ronald Schulte **†‡</td>
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<td>Julia Kathryn Schwartz *</td>
<td>Frederick William Watson **†‡</td>
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<td>Maxwell Louis Schwartz **†‡</td>
<td>Jennifer Martin Wheeler *</td>
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Bridget Mercedes Widdowson
Benjamin David Witte
Nora Wong
Robert Durham Woods *
Stephanie Irina Yesnik
Vincent Jonathan Ying
Barrett Roland Hotchkiss Young
Randall D. Zack *

William Lawrence Ziegelbauer

* Honors
** High Honors
*** Highest Honors
† Order of the Coif
‡ Kirkland & Ellis Scholar

SCHOOLS, COLLEGES, AND UNIVERSITIES REPRESENTED IN THE STUDENT BODY DURING 2013-2014

Agnes Scott College 1
American University 2
Amherst College 3
Andrews University 1
Arizona State University 4
Barnard College-Columbia University 1
Baruch College 1
Baylor University 2
Bethel College-Kansas 1
Birmingham Southern College 1
Bluffton College 1
Boston College 2
Boston University 1
Bowdoin College 3
Bowling Green State University 1
Brandeis University 3
Brigham Young University 14
Brown University 8
Bryn Mawr College 1
Buchmann Faculty of Law 1
Butler University 2

California State University - Los Angeles 1
California State University-Sacramento 1
Campus Law Centre, University of Delhi 1
Carleton College 1
Case Western Reserve University 1
Catholic University Of America 1
China University of Political Science 2
Claremont McKenna College 4
Clemson University 2
Colgate University 1
College of the Holy Cross 1
College of William and Mary 1
Columbia University School of Engineering and Applied Sciences 1
Columbia University-Columbia College 5
Cornell University 11
Creighton University 4
Dartmouth College 5
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**States and Countries Represented in the Student Body during 2013-2014**

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Texas | 24 | Wyoming | 2
Utah | 14 |
Virginia | 15 |

II. COUNTRIES

Argentina | 3 | Israel | 7
Australia | 2 | Italy | 6
Belgium | 4 | Jamaica | 1
Brazil | 6 | Japan | 9
Canada | 9 | Luxembourg | 1
Chile | 2 | Mexico | 5
China | 23 | Netherlands | 1
Costa Rica | 1 | New Zealand | 1
Denmark | 1 | Pakistan | 4
Ecuador | 1 | Romania | 1
England | 4 | Saudi Arabia | 1
France | 3 | Singapore | 1
Germany | 3 | South Africa | 1
Greece | 2 | South Korea | 5
India | 5 | Switzerland | 2
Indonesia | 1 | Taiwan | 1
Ireland | 1 |
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WILLIAM BAUDE


OMRI BEN-SHAHAR


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MARY ANNE CASE


ANTHONY CASEY


DIPESH CHAKRABARTY


ADAM S. CHILTON


ZACHARY CLOPTON


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William H. J. Hubbard


AZIZ HUQ


**DENNIS J. HUTCHINSON**


**ELIZABETH KREGOR**


**ALISON LACROIX**


**WILLIAM M. LANDES**


**BRIAN LEITER**


STEVEN LEVITT


SAUL LEVMORE


JOHN LIST


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JENNIFER NOU


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MARK N. TEMPELTON


DAVID A. WEISBACH


E. GLEN WEYL


DIANE P. WOOD


ABRAMS ENVIRONMENTAL LAW CLINIC

Representing the Sierra Club, Prairie Rivers Network, and Openlands, the Abrams Environmental Law clinic is suing the Illinois Department of Natural Resources (IDNR) and Mississippi Sand LLC to prevent Mississippi Sand from moving forward with a sand mine that would be immediately adjacent to Starved Rock State Park, arguably Illinois’ best state park and one which more than two million persons visit each year to see the canyons, waterfalls and fall colors. The fine sand will be used for hydraulic fracturing, known as “fracking”; there is evidence that silica dust generated can lead to silicosis, a condition like asbestosis. The plaintiff organizations state that the IDNR and the company failed to follow requirements in the mining statutes before issuing the permit, that the IDNR failed to provide sufficient due process to plaintiffs’ members whose property interests will be affected, and that the IDNR failed to follow procedures designed to protect natural areas. As a result, plaintiff organizations state that their members will suffer property, economic, health and aesthetic use injuries. On April 16, Brian Tobin, ‘14, argued for Plaintiffs in the circuit court in Sangamon County in response to Defendants’ Motions to Dismiss. The clinic is currently appealing to the Illinois Appellate Court, Fourth District, the judge’s ruling in favor of IDNR and Mississippi Sand.

The clinic represents Prairie Rivers Network (PRN), an Illinois-oriented water quality organization based in Champaign-Urbana, and their affected members in an administrative challenge to a mining permit issued by IDNR to Macoupin Energy’s Shay 1 coal mine in Carlinville, IL. This mine has a long history of polluting water, and in 2011 the Illinois EPA (IEPA) noted 40 violations at the mine site. The clinic had settled an earlier case against the mine, but IDNR subsequently renewed a permit that allows the company to continue to discharge pollutants into a more than 100-acre large, above ground “refuse disposal area,” even though the impoundment contaminates groundwater.

The clinic has also worked on projects related to renewable energy, energy efficiency, and greenhouse gases. Recently proposed U.S. EPA regulations will require states to reduce greenhouse gas emissions within their borders. States are considering several ways of doing this, including through energy efficiency. The clinic has begun to investigate implementation issues associated with such efforts for a client. In addition, the clinic is working with Natural Resources Defense
The Law School Council (NRDC) to bring about the maximum cost-effective investment in energy efficiency in Illinois, as required by state law.

The clinic has undertaken new investigations and has continued to push on other existing projects. The clinic has looked into legacy contamination in the Chicago area, as well as current possible water quality standards violations. The clinic continues to work with NRDC, other environmental organizations, and local citizens to fight off an effort from certain beachfront residents in Long Beach, IN to prevent public access to beaches there, despite long-standing custom and clear rights to public access.

**Civil Rights Clinic: Police Accountability**

The Civil Rights and Police Accountability Clinic won a landmark decision in the Illinois Appellate Court that established that records related to police misconduct belong to the public. This historic decision under the Freedom of Information Act will dramatically improve transparency and police accountability throughout Illinois and serve as a model for other states around the nation.

Graduating students Italia Patti and Saul Cohen argued the case in the Court of Appeals. Experienced appellate counsel observed that their arguments and knowledge of the law exceeded those of top-flight appellate litigators.

This case, brought on behalf of journalist Jamie Kalven in late 2009, evolved from the Clinic’s work uncovering a pattern of police abuse in Chicago public housing. After years of documenting a pattern of police abuse in Chicago public housing, the Clinic obtained and analyzed the Police Department’s internal police misconduct investigations and data concerning the officers who accumulated the most abuse complaints in the City. The Clinic found that a tiny percentage of the police force was responsible for nearly half of all complaints of police abuse in the City. However, those officers had been allowed to abuse some of the most vulnerable residents in Chicago with impunity. While the Clinic was able to win access to those critical data, it was unable to share the records with the broader public.

In its March 2014 decision, the Court of Appeals recognized the public’s right to this information to enable the citizenry to fulfill its role of ensuring that law enforcement is acting in the public interest. More than 10 Clinic students contributed to this victory.


Based on the Clinic’s appellate victory, the Clinic won a consent decree in July 2014 that opened the Chicago Police Department to the public. Going forward, members of the public will have access to police misconduct complaints, completed investigations, and data about officers charged with repeated abuse. This information had never before been available to members of the public. The policy
sea change embodied in the decree creates the context to take on issues of police misconduct that have gone unaddressed for decades, identify patterns of abuse, and build the public trust needed to make the Department more effective in fighting crime, particularly in Chicago’s most disadvantaged neighborhoods.

The Clinic intends to develop an informational clearinghouse for researchers, lawyers, journalists, law enforcement, and members of the public to improve police accountability, service, and public safety.

Five Clinic students, Pedro Gerson, Matt Streit, Catherine Sullivan, Joshua Burday, and Ian Todd won a nearly $2 million dollar jury verdict in federal court in *Padilla v. City of Chicago*, 06 C 5462. A group of five Chicago police officers from the Department’s elite Special Operations Section engaged in a years-long conspiracy to target vulnerable people for false arrest so that they could break into peoples’ homes and rob them. Pursuant to their conspiracy, they falsely arrested our client, Noel Padilla, who had just become a father for the first time. They then dragged him around the city in handcuffs over the course of the next four hours, as they invaded the homes of his family members, looking for money to steal. When they came up empty handed, they planted drugs on Mr. Padilla; they robbed him of his money that he had saved for a security deposit for an apartment for his young family; and they wrote false reports accusing him of a crime that they knew that he did not commit—a crime that could have landed him in prison for the next 40 years.

The false charges were ultimately dismissed 278 days later, when the officers’ criminal conspiracy came to light. However, Mr. Padilla endured those 278 days in the Cook County Jail, believing that he may never hold his son again.

The Clinic students proved that the five officers committed each of these terrible acts because they believed that they could do so with impunity. Students presented evidence through one of the nation’s leading mathematicians that the probability was far less than one in a thousand that the five officers or their Special Operations colleagues would face any discipline when charged with falsely arresting, illegally searching, or stealing from people. They demonstrated that the officers stole more than the freedom of our client. They also stole the honor of the thousands of good officers who serve and protect the public.

As a result of the officers’ malicious conduct, the jury awarded punitive damages to be paid directly from the officers’ pockets to punish them and deter others from engaging in similar abuse.

This case involved six years of outstanding work by more than 20 clinic students, anchored by the five mentioned above. Our clients cried tears of joy and offered their heartfelt gratitude to each and every one who fought for justice with them—even at a time when few could imagine that these officers would prey on innocent people like the Padilla family.
Each of the students and former students who contributed to this effort deserves recognition for exposing such an injustice, serving a family in real need, and becoming a part of something greater than themselves.


Finally, Clinic students Michelle Mbekeani, Mike Morrill, and Jackie Scotch-Marmo capped a successful school year with a group of high school students from Hyde Park High School by producing and showing a short documentary film on youth/police interactions from the perspectives of inner city high school students. Led by clinic alum, Chaclyn Hunt, Clinic and high school students screened the documentary and facilitated a conversation with the Illinois Racial Profiling and Data Oversight Board, which includes legislators, representatives from the Governor’s Office, the Illinois State Police, the State Attorney General, and various community groups. The conversation revolved around students’ experiences with stop and frisk practices, the lack of police accountability, and its effects on how students view the police. Members of the Board were so moved by our students’ presentation that they have proposed statewide legislation concerning data collection on stop and frisk, training for law enforcement involving the high school students and our film, and public hearings on the issues raised by the students.

**CORPORATE LAB TRANSACTIONAL CLINIC**

The Corporate Lab Transactional Clinic successfully completed in excess of 60 projects during the 2013–2014 academic year in collaboration with companies including Amazon, Accenture, Allstate, Baxter Healthcare, CDW, GE Capital, General Mills, Honeywell, Integrys Energy Group, the Italian Trade Commission, JPMorgan Chase, Lincoln Center, Microsoft, Nike, Northern Trust, Schneider National, Schreiber Foods, Sony Electronics, Stericycle, Verizon Communications, and various start-up companies in connection with the Booth School of Business New Venture Challenge (including one of the winners of the competition, Simple Mills). Honeywell, the Italian Trade Commission, and Schneider National were recently added to the client roster, continuing the Corporate Lab’s focus on major corporations in diverse industries, and the Corporate Lab has also added Motorola Mobility and Blue Haven Initiative (a Pritzker family NGO) as clients for the 2014–2015 academic year.

Last June, Corporate Lab student director Phil Caruso spoke about doing business in the U.S. at a conference hosted by the Italian Trade Commission in Castellanza, Italy, entitled “The U.S. Invests in Manufacturing: Opportunities for Italian Mechanical Companies.” Attended by over 75 Italian manufacturing companies and trade representatives from several states, the conference provided advice on entering the U.S. market through distribution channels, joint ventures,
and mergers and acquisitions. The Italian Trade Commission connects Italian companies with a team of Corporate Lab students, which assists such companies on contract drafting and corporate governance projects. Following the conference, the Corporate Lab has seen enhanced opportunities to work with the Italian Trade Commission in facilitating cross-border transactions in the years ahead.

This September, the Corporate Lab and the ABA Global Anti-Corruption Committee are hosting a conference, entitled “Supply Chain Integrity and Corporate Responsibility: A New Legal Enforcement Landscape.” Representatives from the U.S. Attorney’s Office, federal judiciary, non-profit sector, academia, and Fortune 500 companies are expected to attend the conference, with the goal of (a) offering the first symposium to rigorously explore the myriad legal issues related to corporate social responsibility, and (b) composing a publication on the topic thereafter. This follows the path set by the Corporate Lab’s recent and highly successful conference, “FCPA Corporate Compliance Programs and Third-Party Vetting: Toward a Determination of Compliant Practices.”

The Corporate Lab continues to be successful due in large part to the interesting projects and high-quality work that draw ambitious students and leading organizations to come together to collaborate on cutting-edge legal projects. For example, the following is a representative sampling of the many projects undertaken by the Corporate Lab over the past academic year:

- Drafted and negotiated a settlement agreement relating to a dispute between a client and its distributors;
- Researched shareholder activism and assembled materials for a presentation to a client’s board;
- Rewrote a client’s terms of use for software products to maximize user-friendliness;
- Conducted a public survey to assess the relative importance to consumers of different provisions of a client’s terms of service;
- Analyzed a client’s social media policy for employees in relation to applicable National Labor Relations Board’s guidelines;
- Revised a client’s form account agreement and terms of sale to comply with new Federal Trade Commission regulations;
- Reviewed and cataloged a banking client’s account control agreements to facilitate risk management;
- Created a “playbook” of software license agreement provisions, ranked from most favorable to least acceptable, to assist a client’s employees in negotiating such agreements; and
- Assisted a startup client form a limited liability company and negotiate operating agreements.
Beyond these substantive projects, the Corporate Lab has continued to host its very successful Speaker Series. The Speaker Series has given Lab students an opportunity to hear from leading practitioners (from both law firms and in-house legal departments) on core areas of law (e.g., the fundamentals of a specific type of transaction), topical business-and-law issues, and those real-world concerns critical to young attorneys’ success (e.g., client development and networking). In addition to many other esteemed practitioners, the following legal and business leaders participated in the Speaker Series over this past academic year: Phil Bach (Director at Valerience); Dennis Chookaszian (former chairman and CEO of CAN Insurance Companies); John Flavin (director of Chicago Innovation Exchange); Jim Foorman (Senior Managing Director and General Counsel of Guggenheim Capital); John Frank (Deputy General Counsel and Chief of Staff, Legal and Corporate Affairs at Microsoft); Barbara Kolsun (Executive Vice President and General Counsel of Stuart Weitzman); Kingsley Martin (President and CEO at KMStandards LLC); and Vincent Warther (Executive Vice President at Compass Lexecon).

Furthermore, through the Corporate Law Fellowship program, recent Law School graduates work as paid fellows in the legal departments of major corporations. This year, two of the Corporate Lab’s clients, Microsoft and Baxter, have each accepted a graduating student as a fellow, and several other companies have expressed interest in participating in the future.

Finally, the Corporate Lab hosted the third annual Transactional Challenge for rising second-year law students to provide exposure to transactional practice during the students’ first law school summer. Approximately 55 students registered for the Challenge, which allows students to compete against each other in a series of “real world” transactional corporate exercises. The Challenge also gives participating students an opportunity to network with senior in-house counsel and law firm partners as part of a post-competition reception in the fall.

Criminal and Juvenile Justice Project Clinic

CJP students have been actively engaged in litigation and reform related to the human rights issue of sentencing juveniles to life without parole. In addition to representing two clients presently serving the sentence, law and social work students have worked with the Illinois Coalition for the Fair Sentencing of Children and other organizations and community groups around public education, legislative reform and training. For example, law students prepared for and participated in a moot court exercise, preparing the lawyer who argued before the Illinois Supreme Court on the question of the retroactive application of Miller v Alabama, the U.S. Supreme Court’s decision declaring mandatory life sentences for juveniles unconstitutional. In March 2014, the Court ruled that Miller was retroactive and we are now waiting for the State’s decision on whether to file for a petition for a writ of certiorari to the U.S. Supreme Court. Students have visited our clients in the Illinois Department of Corrections to apprise them of legal
developments and to begin the process of assembling and evaluating mitigation evidence for potential resentencing hearings

In May 2014, CJP co-sponsored with the Illinois Judicial Council its second “Living Like We’re Bullet-proof” symposium. The symposium held at the Law School was a day long discussion on youth violence and solutions for our communities. Students participated in the planning and coordination of the program bringing together youth, government, community, judicial and other stakeholders. Over one hundred participants attended and the symposium has been aired on public access television.

Last week, a former CJP student Manish Shah,’98, was sworn in as a federal district court judge for the Northern District of Illinois. Professor Conyers was invited to speak at the ceremony and moved his admission to the court.

EXONERATION PROJECT

The Exoneration Project was hard at work, and busier than ever, in 2013-2014. The year also featured a number of important successes and advancements for our clients. To start, after a hearing where a former clinic student and now big-firm lawyer, Karl Leonard, was able to participate, James Kluppelberg finally received his Certificate of Innocence, a measure that officially exonerates him and entitles him to statutory compensation and other services from the state as he continues to work to rebuild his life. Carl Chatman, another client convicted on the basis of a false confession, was also released from prison and granted a Certificate of Innocence this year. In another case, the Project won the appeal of client Willie Glover, who has been fighting to prove his innocence for over a decade and was recently released from prison. Mr. Glover will soon have an evidentiary hearing on his constitutional claims.

The Project was exclusively 3L students this year, and all of the students were able to appear in court, and advance our clients’ cases. For example, two students successfully argued a contentious discovery motion on behalf of John Galvin, allowing them to now conduct unique investigation into whether racial bias in the jury selection affected his case. Project students were able to participate in an evidentiary hearing for Shawn Whirl, which was the Project’s first hearing for a client who obtained relief from the Illinois Torture Inquiry Relief Commission. Two other students had the extremely unique opportunity of conducting an evidentiary hearing in federal court for client Leonard Logan; a habeas corpus matter regarding his constitutional rights and absence of evidence of his innocence presented at trial. The Project is still awaiting a decision on that case. Another Project student was able to successfully argue to obtain old files on behalf of client Andre Brown, in the hopes that those files will reveal the identity of additional witnesses that can testify to Brown’s innocence.
As always, the Project was hard at work on cases that are not in court and in the early stages of pursuing exoneration. In one case, DNA testing from a 2000 case surprisingly linked to another individual who was involved in a murder in 1992 that is now an open case following the exoneration of the first man being wrongfully convicted for the 1992 crime. The DNA “hit” has been significant in the press and the Lake County State’s Attorney’s office has publicly admitted that the DNA evidence—once more testing is completed—could ultimately lead to our client’s exoneration.

**Federal Criminal Justice Clinic**

**Impact Litigation**

The FCJC is currently serving as pro bono appellate co-counsel in a case before the Seventh Circuit Court of Appeals. FCJC students researched and wrote appellate briefs arguing that a federal judge was correct to find that there is some evidence the government discriminates against people of color in a highly unusual kind of case known as a fake stash house robbery. A fake stash house robbery is a made-up crime where a government informant pretends to an acquaintance – the target – that the informant knows of a drug warehouse they can rob that contains hundreds of thousands of dollars’ worth of drugs. The target is encouraged to bring guns and recruit additional manpower. In fact, however, the stash house and the drugs are purely fictional. When the target puts the plan into action, the United States Attorney’s Office charges the target and his friends with federal crimes, many of which carry minimum penalties of 10, 15, or even 25 years in prison. Of the nearly 100 people charged with these crimes in the Chicago area in the last eight years, the overwhelming majority have been African American or Latino. This disparity raises serious concerns about whether the government selects its targets on the basis of race, in violation of the Constitution’s equal protection principles. When the district judge ordered the United States Attorney to turn over discovery on this issue to the defense, the government refused to comply. It asked the court to dismiss the case and is now appealing that dismissal as well as the underlying discovery order. Professor Siegler’s public radio interview about this case can be found at [http://www.law.uchicago.edu/news/Siegler-Discusses-Fake-Stash-Houses-on-WBEZs-Morning-Shift](http://www.law.uchicago.edu/news/Siegler-Discusses-Fake-Stash-Houses-on-WBEZs-Morning-Shift). (The FCJC is collaborating on this case with the Federal Defender Program for the Northern District of Illinois.)

**Individual Representation**

A team of FCJC students supervised by Clinical Instructor Erica Zunkel achieved a remarkable victory in a gun possession case, one of the most serious cases the clinic has ever handled. The students conducted plea negotiations, the guilty plea, the pre-sentencing investigation, and the sentencing hearing, ultimately winning a sentence many years lower than the 18 years in prison the government recommended and the 20 years recommended by the Probation Officer. The
student team spent countless hours tracking down records of all kinds, gathering letters of support from friends and family, and working with our client to write a letter to the judge about his background growing up in a dangerous neighborhood on the South Side of Chicago, his mental illness, and his remorse. With a compelling mitigation story to tell, the team drafted a stellar sentencing memo. The team also drafted a lengthy letter to the Probation Officer, which clearly and persuasively laid out our Guidelines argument that our client did not obstruct justice and deserved a reduction for acceptance of responsibility. The federal district court judge ultimately disagreed with the government and declined to apply an obstruction of justice enhancement; she also agreed that our client deserved a reduction for acceptance of responsibility. This was a huge triumph because it brought down the starting Guidelines range from 168 to 210 months to 110 to 137 months. In the end, the judge imposed a sentence of 137 months (about 11 years).

The tremendous advocacy of FCJC students led a federal district court judge to sentence another clinic client to 23 months for illegal reentry, a result deeply below the 46 to 57 month Guidelines range in the case and substantially below the government’s requested sentence of 28 months. The students spent countless hours gathering letters from family members and from our client’s employer—all of whom live in a remote part of Mexico. They also wrote an extremely persuasive letter to the probation officer that convinced her to recommend a lower sentence than the government, a real victory. They built on that letter to write a fantastic sentencing memorandum containing a compelling factual narrative and creative legal arguments, and then presented excellent oral arguments. After the judge imposed sentence, she made it clear that the work the students had put into this case had made a real difference in the result, and told our client that he had received excellent representation. Thanks to the FCJC’s hard work, our client has already been released from prison and will soon return to his family in Mexico.

FCJC students litigated a sentencing hearing in a complex, multi-defendant mortgage fraud case and convinced the federal district court judge to reject the prosecutor’s request that our client spend the next 22 months behind bars. The judge instead sentenced our client to probation. After reading our 30-page sentencing memorandum and listening to the forceful and persuasive oral arguments the students presented at sentencing, the judge concluded, “this case so well fits the imposition of home confinement that such a result seems obvious.” Thanks to the FCJC’s work, our client received a sentence that enabled him to continue working, supporting his family, and caring for his disabled child.

In a serious drug trafficking case, FCJC students persuaded a federal district judge to sentence our client to 78 months in prison, which was below the advisory Guidelines range and the government’s recommendation and well below the mandatory minimum of 120 months. The judge was clearly swayed by all of the mitigating arguments and evidence that the team had developed over the last two
years and that FCJC students so compellingly presented in court. As a result, our client will be reunited with his children and family in Mexico in approximately four years.

All of these cases spanned several years or more, and these sentencing successes could not have been achieved without the extraordinarily diligent work put in by the students who worked on these cases in the preceding years.

**Legislative Advocacy**

The clinic also participated in legislative advocacy this year, providing students additional opportunities to expand their legal skills while working on important and high-profile issues. The FCJC submitted written testimony to Congress for the Senate Committee on the Judiciary’s hearing on “Reevaluating the Effectiveness of Federal Mandatory Minimum Sentences,” which was held September 18, 2013. The testimony supported two pending bipartisan bills—the Smarter Sentencing Act and the Justice Safety Valve Act—which would limit mandatory minimums in a host of low-level drug cases and retroactively apply the Fair Sentencing Act. The testimony is available at the Law School website.

**Housing Initiative Clinic**

The Housing Initiative Clinic closed on the next major phase of the Cabrini Green public housing redevelopment under the Chicago Housing Authority’s Plan for Transformation. Under the Plan, the CHA is replacing former public housing high-rises with new, mixed-income, low- and mid-rise developments. The Cabrini Green redevelopment is known as Parkside of Old Town. The clinic’s client, Cabrini Green LAC Community Development Corporation, is a 501(c)(3) led by public housing residents. The CDC was organized by the clinic years ago to provide a development vehicle for resident participation in the rebuilding of Cabrini Green, pursuant to a consent decree negotiated by co-counsel at the Legal Assistance Foundation. The current phase, called Parkside Phase II.B., is a $27 million construction project that will create 106 units of mixed income housing, 36 of which will be leased to public housing residents. Clinic students reviewed and negotiated thousands of pages of deal documents involving seven tiers of financing, including two layers of tax-exempt bond financing. One tier of financing was a pass-through loan where the clinic’s client was the lender, and clinic students drafted the loan documents as lender’s counsel for that part of the transaction. The clinic also provided crucial counsel to our client about the land transfer, the financing structure, and the closing process. Inevitably, last-minute issues – here, related to property management and satisfaction of local hiring obligations – sprang to the fore at closing. The clinic’s counseling was crucial in reaching a satisfactory resolution that allowed the closing to move forward. The next step for Cabrini Green as this phase is being constructed will be to plan Phase III, a challenging infill development that must create low-rise units in sufficient numbers to satisfy the
remaining public housing families with rights to housing under the Plan for Transformation and Relocation Rights Contract. The Cabrini Green redevelopment continues to offer students the opportunity to engage in one of the most important, politically charged, and technically sophisticated affordable housing real estate transactions in the country.

**Institute for Justice Clinic on Entrepreneurship**

The IJ Clinic on Entrepreneurship helps low-income entrepreneurs in Chicago strengthen their businesses, so that they can in turn strengthen their families, their communities, and the economy. In 2013-14, students working in the IJ Clinic helped a worker-owned bicycle messenger company think through its LLC operating agreement, guided a painter through employment law so that he could create jobs, drafted contracts for a caterer to use with venues, created a handbook for a toy company to use when managing its intellectual property, advised a gallery owner on negotiations with an investor, and structured stock options for a booming food delivery business. Students navigated clients through complex regulatory schemes and advocated with state agencies for fair treatment. Students translated in-depth legal research into clear, concise advice for small businesses. Students drafted and reviewed dozens of contracts. Most importantly, students worked closely with their clients to become trusted advisors and crucial allies in a daunting legal landscape.

In February, 2014, the IJ Clinic celebrated a notable occasion. IJ Clinic client Ken Coats was honored with a Power of One award from the Clinic. Ken Coats came to the IJ Clinic with a creative business idea to offer online assistance with record expungement. He wanted to create TurboTax for expungement and, by doing so, help people in his community clear their records affordably and simply, so that they could get jobs and thrive. Yet, the state shut the business down for the unlicensed practice of law. Ken demonstrated entrepreneurial resilience and creativity to recreate his business. KENTECH was born to use technology to provide fast, thorough background checks to clients like employers or hospitals. KENTECH was listed on the 2013 Inc. 500 list and called out as one of the top 5 fastest growing security companies in the United States. As Ken received his award at a gathering of clients, students, alumni, and lawyers, he articulated the feelings of many IJ Clinic clients. He described how the IJ Clinic supported him from the days when he was a one-man business in the basement and told the crowd that he could not have succeeded if the IJ Clinic lawyers and students had not answered his questions, protected his future, and cleared his path.

In addition to its direct legal assistance for clients, the IJ Clinic achieved significant growth in its outreach and advocacy programs. After providing information and encouragement to hundreds of entrepreneurs at outreach events throughout the year, the IJ Clinic’s capstone in 2013-14 was its Recipe for Success.
conference. Over a hundred entrepreneurs with dreams of starting food businesses in Chicago gathered at the Law School to learn from IJ law students, clients, and experts. Students presented the nitty-gritty rules for mobile food, as well as the guiding principles for partnership agreements, and much more.

The IJ Clinic has also reached a milestone in its My Streets My Eats campaign for mobile food businesses. In Chicago, most food carts are outlawed. Vendors selling traditional Mexican foods from pushcarts in Little Village have been ticketed, harassed, and even arrested. Throughout 2013-14, an IJ Clinic team led a coalition of vendors and community organizations to urge reform. The IJ students and staff worked closely with the Chicago Health Department to develop a complete policy proposal in addition to the law they had drafted. In May, the law (chiefly drafted by student Michael Lanahan) was introduced in City Council. The IJ Clinic looks forward to the day when entrepreneurs with big flavors and small budgets are free to start a business.

**INTERNATIONAL HUMAN RIGHTS CLINIC**

The International Human Rights Clinic started in January 2013. The Clinic works for the promotion of social and economic justice globally, including in the United States. The Clinic uses international human rights laws and norms as well as other substantive law and strategies to draw attention to human rights violations, develop practical solutions to those problems using interdisciplinary methodologies, and promote accountability on the part of state and non-state actors. The Clinic works closely with non-governmental organizations to design, collaborate, and implement projects, which include litigation in domestic, foreign, and international tribunals as well as non-litigation projects, such as documenting violations, legislative reform, drafting reports, and training manuals.

Clinic students researched and drafted a report titled “Replacing Myths with Facts: Sex-Selective Abortion Laws in the United States,” in partnership with the National Asian Pacific American Women’s Forum (NAPAWF) and Advancing New Standards in Reproductive Health (ANSRH). As part of the research, clinic student Jeff Gilson travelled to India with Clinic Fellow Brian Citro to better understand the issues surrounding declining sex ratios and the practice of sex selection in the country. The report examines the recent proliferation of laws banning sex-selection abortion in the United States. It is the work of a multidisciplinary team, including two economists and a reproductive health specialist. As the report explains, laws banning sex-selective abortion have been introduced and enacted based upon a combination of implicit bias, factual inaccuracies and harmful stereotypes about Asian Americans. Rather than to combat gender discrimination, the report shows that sex-selective abortion bans are intended to limit access to abortion generally. The report will be submitted in legislative debates at the federal and state level and will be shared directly with legislators around the country. Clinic student Bill Watson presented findings from
the report at stakeholder briefing sessions in Washington, D.C. and New York City and participated by video in a session held in San Francisco. Bill Watson also wrote a series of blog posts examining important issues in the report to be published online. Clinic student Kelsey Stricker participated in a lunch-time panel discussion at the Law School, presenting the findings of the report along with representatives from NAPAWF and ANSRH.

Clinic students, in partnership with Nazdeek, a legal capacity building organization based in India, conducted comparative research on housing rights and policy in New Delhi, India, with a view toward identifying and addressing the major problems and challenges faced by slum-dwellers and homeless people in the city. Students interviewed prominent scholars and activists, reviewed legal and socio-economic literature, and wrote four memos comparing housing policies in the UK, South Africa, Brazil and Chicago. Students also spent two weeks in Delhi meeting with government officials, including judges and heads of land-owning agencies, policy researchers, local activists, urban planners, and human rights lawyers. They also visited several slums and night shelters for homeless people and conducted in-depth interviews with local community leaders and stakeholders. The team successfully presented its research to the Law Commission of India and Justice A.P. Shah, former Chief Justice of the Delhi High Court and current Chairman of the Law Commission.

Clinic students travelled to Colombia to conduct interviews with indigenous communities to investigate issues related to their access to education. They met with students, parents and community leaders. The information gathered has been used to draft a petition to the Inter-American Commission on Human Rights claiming violations of the right to education. Students worked in partnership with the Robert F. Kennedy Center for Justice and Human Rights.

Clinic students drafted and submitted an appeal for asylum to the U.S. Board of Immigration Appeals (BIA) on behalf of a woman who was the victim of domestic violence in Guatemala. If sent back to Guatemala, the appellant faces continued violence and the threat of death at the hands of her common law husband. Students travelled to Texas to meet in person with the appellant, who is in federal detention awaiting the outcome of her appeal. If the BIA rules in favor of the appellant, it will be the first time an individual has received asylum based solely on the threat of domestic violence in her country of origin.

Clinic students drafted and submitted a Letter of Allegation to the UN Special Rapporteurs on the Right to Health and Torture on behalf of a drug-dependent, HIV-positive citizen of the Russian Federation. The man was arrested and arbitrarily detained by the police for possession of drugs and suffered cruel, inhuman, and degrading treatment and violations of his right of health during his detention. Students researched the case and used the facts to construct arguments based on the right to be free from torture in the Convention Against Torture and
the right to health in the International Covenant on Economic, Social and Cultural Rights. The letter was submitted to the Russian government through the UN Office of the High Commissioner for Human Rights (OHCHR) and will be published in OHCHR’s quarterly communications report along with the government’s response.

Student volunteers in the clinic conducted research and drafted legal summaries for publication on the Global Health and Human Rights Database under the supervision of attorneys at the Lawyers Collective in New Delhi, India. The Database is a free online collection of law from around the world relating to health and human rights. Developed by Lawyers Collective and the O’Neill Institute for National and Global Health Law at Georgetown University, in collaboration with a worldwide network of civil society partners, the database offers an interactive, searchable, and fully indexed website of case law, national constitutions and international instruments.

Students working on independent research projects worked with clinic faculty to examine the current state of the law with respect to hate crimes and discrimination against religious institutions in Illinois. The objective was to determine if current levels of legal protection are adequate and, if not, to identify possible legal and policy changes to improve those levels of protection. Students presented their research findings to the Illinois Advisory Committee to the United States Commission on Civil Rights during a meeting held at the Law School. The Committee decided to fund further research on the issues presented by the students and a Subcommittee on Hate Crimes and Discrimination Against Religious Institutions was created for this purpose. The project is ongoing.

THE YOUNG CENTER FOR IMMIGRANT CHILDREN’S RIGHTS

Case Victories

Over the course of the past year, the Young Center’s clinic students were appointed to serve as Child Advocate for 39 children from countries all over the world, including Albania, Cameroon, China, Ghana, Guatemala, El Salvador, Haiti, Honduras, Nepal, Nigeria, Romania, and Somalia.

Students Successfully Advocate for Child’s Release from Custody. This past year, Young Center students Brittany Gorin and Esther Lifshitz served as Child Advocate for two boys from Somalia. Both children were assessed as having strong claims for asylum and Special Immigrant Juvenile Status, two forms of protection from deportation. Furthermore, neither child had any family in the United States and, therefore, could not be released to a family sponsor. Both children were close to turning 18 and would be transferred to adult detention if not released. Brittany and Esther interviewed the children to learn their stories, conducted legal and country conditions research and drafted best interests briefs arguing why, pursuant
to both U.S. and international law, the children should be granted protection in the United States and placed in federal foster care. Based on their advocacy, both children were accepted into a long-term foster program in Michigan and one of the children recently received a state court order finding that he was abused, abandoned or neglected by his parents and that it is not in his best interests to return to Somalia.

**Student Successfully Assists Client in Obtaining State Court Order for Protection.** During the 2010-11 academic year, Young Center clinic student Bethany Fisher was appointed as the Child Advocate for a young girl from Ghana. The child who had no one to care for her in Ghana—her father had passed away before she was born and her mother was severely disabled and sick—came to the United States to live with a cousin. After being released to her cousin in Florida, the cousin found an attorney to represent her; however, the attorney did not know that the child would be eligible for Special Immigrant Juvenile Status. Bethany, who has remained in touch with the child for the last three years, researched and wrote a detailed best interests brief explaining the child’s eligibility for this form of protection. Bethany’s brief was eventually submitted to the Florida state court, which made the necessary findings for the child to obtain Special Immigrant Juvenile Status.

**Legislative and Policy Advocacy**

**Appropriations for Expansion of Child Advocate Program.** On June 10, 2014, the Omnibus appropriations bill for 2014-15 passed out of the Senate Subcommittee on Appropriations and is now pending with the full Senate appropriations committee. The draft legislation includes language directing the government to allocate $1,000,000 for the expansion of the Child Advocate program to new sites where many unaccompanied children are detained and released, as authorized by the Violence Against Women Reauthorization Act of 2013. Young Center clinic students Christine Ricardo and Gary DeTurck did critical work in helping get this language into the appropriations bill and through the Subcommittee. Gary and Christine travelled to Washington D.C. to meet with Senate and House officials, including Senators Durbin, Kirk, Feinstein and Harkin, as well as Congresswoman Roybal-Allard, in order to explain the importance of this language in the appropriations bill and the role of Child Advocates for vulnerable unaccompanied immigrant children. Young Center students worked with the University of Chicago legislative advisors, Trudy Vincent and Matt Greenwald, based in D.C.

**Supreme Court Amicus Brief.** In May 2014, the Young Center filed an amicus brief addressing the importance of protecting the child-parent relationship regardless of family members’ immigration status. Clinic students Nick Dufau, Karen Leung, Alexandra Morgan, and Christine Ricardo drafted arguments demonstrating how immigrant parents today risk unconstitutional proceedings to terminate their parental rights as a result of the same types of bias and prejudice previously experienced by parents from other marginalized communities—
including multi-racial couples, Native American parents and disabled parents. This is the third amicus brief the Young Center has filed in this case; more than 10 clinic students have worked on the case over the last four years. The brief was co-authored by Professor Anita Maddali at NIU Law and Baker & McKenzie LLP, and was joined by more than 25 influential law professors with expertise in immigration and child welfare law.

**Sixth Circuit Court of Appeals Amicus Brief.** In November 2013, clinic students Brittany Gorin and Christine Ricardo filed an amicus brief before the Sixth Circuit arguing that the failure to consider the best interests of a child when deporting a parent is inconsistent with established child welfare laws and a child’s right to family integrity and safety. Not long after our brief was filed, the federal agencies pursuing the mother’s deportation agreed to end their effort to deport the mother, and to allow her to pursue lawful status under existing immigration laws. The mother’s counsel, Professor David Thronson at Michigan State University College of Law, credited Gorin’s and Ricardo’s brief as a primary factor in persuading the government to abandon its litigation in the Sixth Circuit and to negotiate with the mother for a permanent and just resolution of the case.

**California State Court of Appeals Amicus Brief.** In October 2013, clinic students Courtney Cox and Kate Long filed an amicus brief before a California court of appeals arguing that every child is entitled to an individualized determination of her best interests that does not rely on bias or stereotypes, and regardless of the child’s immigration status or delinquency history. Long and Cox argued that the failure to consider a child’s safety or the availability of a responsible adult caregiver as part of an analysis of the child’s best interests contradicted both domestic child welfare law and international law. In February 2014, the appellate court granted the child’s writ, holding in the child’s favor on all counts and adopting much of the Young Center’s argument on best interests determinations. The Young Center’s brief was joined by the Esperanza Immigrant Right’s Project and the Center for Gender & Refugee Studies at University of California-Hastings.
Funds and Endowments

Professorships

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

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

The Thomas A. Cole – Sidley Austin Distinguished Visiting Professorship in Business Law Fund was established in 2014 by Thomas Cole (J.D. 1975) and the firm of Sidley, Austin LLP to support a distinguished scholar of business to participate in the Law School’s business law efforts, including the Doctoroff Business Leadership Program.

The Daniel R. Fischel and Sylvia M. Neil Distinguished Visiting Professorship was established in 2003 by Professor Emeritus Daniel R. Fischel (J.D. 1977) and Sylvia M. Neil to employ, support, and attract established and distinguished faculty to the Law School.

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

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

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

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

The David Greenbaum and Laureine Knight Distinguished Visiting Professorship in Law was established by David R. Greenbaum (J.D. 1976) and Laureine Knight in 2012 to support a visiting legal scholar from Israel.

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

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

The Leo and Eileen Herzel Professorship was established in 2012 by a bequest from Leo Herzel (J.D. 1952) and his wife, Eileen, to support a member of the faculty in the fields of corporation law, securities law, law and economics, or the law and economics of agency.

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

The 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 Michael J. Marks Professorship was established in 2008 by a bequest from the estate of Michael Marks (J.D. 1963) to support a distinguished individual whose research and teaching is in the area of business law.

The Bernard D. Meltzer Professorship in Law was established in 2000 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 Robert Newton Reid Professorship in Law and Government was established in 2008 by a bequest from the estate of Colonel Robert Newton Reid (Ph.B. 1929, J.D. 1930) to support a member of the faculty who has attained distinction in teaching, research, and scholarship in any discipline related to the objectives of the Law School’s program in law and government.

The Ruth Wyatt Rosenson Professorship in Law was created in 1984 by Ruth Wyatt Rosenson in memory of her husband, Harry N. Wyatt, 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 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 Debra A. Cafaro Scholarship Fund was established in 2013 by Debra A. Cafaro (J.D. 1982) to provide full tuition for 3 students per year at the University of Chicago Law School.

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

The Clinton Family Fund and Douglas G. Baird Fund was established in 2004 by The Clinton Family Fund in honor of Douglas G. Baird for the support of student scholarships.
The Irwin N. Cohen Scholarship was 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 Professor William L. and Mary Louise Eagleton Scholarship was established in 2012 by Richard and Joyce Eagleton to provide scholarship support to a second or third year Law School student who intends to pursue a career devoted to public service and the law.

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

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

**The Owen Fairweather Scholarship Fund** was established as an endowed 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 Grant R. Folland Memorial Scholarship** was created in memory of Grant R. Folland (J.D. 2008) by his family, colleagues, and friends, as well as the law firm Jenner & Block, where he practiced. The fund provides scholarship support to a student who has demonstrated an ongoing commitment to lesbian and gay rights, a record of participation in political, educational, and charitable lesbian and gay causes, and who will most likely use his/her legal education to further lesbian and gay rights.

**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 Gruss-Lipper Israeli LLM Program was created by the EGL Charitable Foundation and Greg (A.B. 1992, J.D. 1995) and Daniella Lipper Coules to support an Israeli LL.M. student at 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 Jane T. Harris in memory of her husband Berthold Harris (J.D. 1929). The fund provides scholarship support to students of the Law School.

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

The E. Houston and Mary L. Harsha Scholarship Fund was established in 2009 to provide scholarships for academically promising students in the Law School.

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

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

The James C. Hormel Public Interest Law Scholarship Program Fund was established in 2014 by the Honorable James C. Hormel (J.D. 1957) to provide scholarship support to law students who exhibit a strong commitment to the public interest and public service.
The Stuart Cardell Hyer Scholarship Fund was established in 1972 as a memorial to Stuart C. Hyer (J.D. 1955), by his parents, Ebba Cardell Hyer and Stanton E. Hyer (J.D. 1925).

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

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

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

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

The David and Susan Kreisman Scholarship Fund was established in 2011 by David (A.B. 1960, J.D. 1963) and Susan Kreisman to provide scholarships to students in the Law School.

The Ellen Liebman Scholarship Fund was established in 2014 by Steven Koch (J.D. 1982) in memory of Ellen Liebman to provide scholarship support to meritorious students in the Law School.

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

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

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

The Belle and Solaman Lippman Scholarship Fund was established with a bequest from the estate of Solaman G. Lippman (J.D. 1936).

The John S. Lord and Cushman B. Bissell Scholarship Fund was established in 1979 by the firm of Lord, Bissell & Brook to honor its founding partners, John S. Lord and Cushman B. Bissell.
The Hilda Loth Memorial Scholarship Fund was established in 1968 by Alan Loth, a member of the Class of 1914, in memory of his wife, Hilda Loth, to provide an annual law scholarship.

The Edith Lowenstein Scholarship Fund was established in 1983 by bequest under the will of Edith Lowenstein, a member of the Class of 1939.

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

The Hugh M. Matchett Scholarship Fund was established in 2014 through the Trust Estate of Hugh M. Matchett (J.D. 1937) to provide scholarships for students attending the Law School.

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

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

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

The Victor McQuistion Scholarship Fund was created in 1986 by his widow, Ethel McQuistion, and the estate of Victor McQuistion, 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 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. Preference will be given to a 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 George B. Pletsch Scholarship Fund was established in 1985 by the Grover Hermann Foundation as a memorial to George B. Pletsch (A.B. 1942, J.D. 1944) who was a prominent member of the legal profession and who served for many years as a director and officer of the foundation. The fund supports moral obligation scholarships which are awarded annually as determined by the dean of the Law School.

The Ellen S. and George A. Poole III Scholars and Fellows Program was established by Ellen and George (LAB 1925) to provide scholarships at the University for students selected as Poole Scholars or Fellows.

The James Nelson Raymond 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.

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

The David M. Rubenstein Scholars Program was established in 2010 with a gift to the Law School from David M. Rubenstein (J.D. 1973). The gift provides entering students with full-tuition scholarships covering all three years of their studies. These scholarships are predominantly merit-based and will be awarded to the six Classes of 2014 through 2019.

The Senatore Family Scholarship Fund was established in 2012 by Charles Senatore (J.D. 1980) to provide scholarship support to students in the Law School.

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

The 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 James and Ann Spiotto Scholarship Fund was established in 2012 by James and Ann Spiotto, both members of the Class of 1972, to provide scholarship support to students in the Law School.

The Stepan Company Scholarship Fund, established in 1972 by the Stepan Company, is awarded on the basis of academic achievement and financial need to a third-year student, 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 to a Law School student who is likely to use his or her legal education to further gay and lesbian rights.

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

The Kenneth Talle Scholarship Fund was established in 2014 to provide scholarship support at the Law School to a worthy and deserving law student. Preference is given to students who have received an undergraduate degree from the University of Minnesota.

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

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

The Unterman Family Scholarship Fund was established in 2004 by Thomas E. (J.D. 1969) and Janet M. Unterman. The fund provides scholarship for public-interest minded students and/or award fellowships to students pursuing public interest work during the summer.
The Bill Von Hoene Scholarship Fund was established in 2013 by Chaka and Tracey Patterson in honor of William A. Von Hoene, Jr. (J.D. 1980) to support scholarships at the Law School.

The Maurice and Marguerite Walk 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 Fred B. Weil and Joan Kochman Weil Scholarship Fund was established in 2014 to provide scholarship support for law students.

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

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

The S. K. Yee Scholars Fund was established in 1983 by the S. K. Yee Scholarship Foundation in honor of General Yee, Chairman of the Board of the United Chinese Bank of Hong Kong. These 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 Bluhm-Helfand Clinical Fellowship Fund was established in 2014 by Leslie Bluhm (J.D. 1989) and David Helfand (M.B.A. 1990) to support a clinical fellow who will provide legal input and advice to entrepreneurship activities across campus.

The Herbert Caplan Fund for Clinical Support was created in 2014 by Herbert L. Caplan (A.B. 1952, J.D. 1957) to provide travel grants to law students working at the International Human Rights Clinic.

The Jim and Patrice Comey Public Interest Fellowship Fund was created in 2012 by James (J.D. 1985) and Patrice Comey to provide post-graduate public interest fellowship support at the Law School.
The Feldman Pro Bono Directors Fund was established in 2013 by Raymond (J.D. 1945) and Nancy Feldman (J.D. 1946) to provide annual support for the Manager of the Pro Bono Services Initiative at the Law School.

The Raymond and Nancy Goodman Feldman Fund was established in 1975 to support faculty research in the Law School and currently supports students and graduates pursuing public interest work. Nancy Goodman Feldman received her A.B. in 1944 and her J.D. in 1946. Raymond Feldman received his J.D. in 1945.

The Mark and Barbara Fried Fund for Public Interest was established in 2014 by Barbara Fried (A.B. 1954, J.D. 1957), in her name and in memory of Mark (J.D. 1956), to provide post-graduate fellowship support to Law School students engaged in public interest legal work.

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

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

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

The Bernard Heerey Family Foundation Student Fellowship Program provides support to Heerey Fellows who work in the public interest during the summer following their first year of Law School.

The James C. Hormel Fund was created in 2004 by James Hormel, a member of the Class of 1958, to support scholarships awarded to students who appear most likely to pursue summer employment or post-graduate careers in public interest or in public service.

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

The Charles M. Jacobs Fund for Human Rights and Social Engagement in the Law School was created in 2011 by Charles Jacobs (A.B. 1953, J.D. 1956) and Cerise Jacobs to support law student summer internships through its JD-International Human Rights (IHR) Summer Program.
The 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 Lillian Kraemer Post-Graduate Public Interest Fund was established in 2014 by Lillian Kraemer (J.D. 1964) to provide post-graduate public interest fellowship support at the Law School.

The Steve Marenberg and Alison Whalen Public Interest Fellowship Fund was created in 2012 by Steven Marenberg (J.D. 1980) and Alison Whalen (J.D. 1982) to provide post-graduate public interest fellowship support at the Law School.

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

The Mikva Fellowship Program Fund was established in 2014 by the Kanter Family Foundation in honor of Abner Mikva (J.D. 1951) to establish and support a one-year postgraduate public interest law fellowship.

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

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

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

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

The Charlotte Von Hoene Fund was created in 2012 by William A. Von Hoene, Jr. (J.D. 1980) and Nikki Zollar in honor of Bill’s mother, Charlotte, to provide post-graduate public interest fellowship support at the Law School.

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

The Steven Feirson Distinguished Lectureship Fund was established in 2013 by Steven Feirson (J.D. 1975) to provide ongoing support for a Distinguished Visiting Lectureship at the Law School.

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

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

The Burton and Adrienne Glazov Faculty Fund was created in 1990 by Burton (J.D. 1963) and Adrienne Glazov in honor of the graduation from the Law School of their daughter, Alison (J.D. 1990). The proceeds of the fund are used to support the recruitment and retention of outstanding teachers and scholars for the faculty.
The Dwight P. Green, Sr. Fund for Studies in Criminal Justice was established in 1973 by Dwight P. Green (J.D. 1912) for support of the Law School's continuing research and teaching program in crime control and criminal justice.

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

The Robert Helman Law and Public Policy Fund was established in 2007 by Robert Helman to support the work or recruitment of a faculty member, or distinguished visitor or jurist, engaged in work at the University of Chicago Law School on a matter of public policy.

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

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

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

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

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

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

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

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

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

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

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

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

**The Ulysses S. and Marguerite S. Schwartz Memorial Fund** was established in 1974 by the friends and family of Ulysses and Marguerite Schwartz. The fund is used to support visits to the Law School 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 SNR Denton Fund**, formerly the Sonnenschein Fund, was established as an endowed fund in 1984 by the partners of Sonnenschein Nath & Rosenthal LLP in honor of Leo J. Carlin (J.D. 1919), Bernard Nath (J.D. 1921), and Samuel R. Rosenthal. Income from the fund is used at the discretion of the dean of the Law School.

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

**The Paul J. Tierney Clinical Program Fund** was established in 2009 by Michael Tierney (J.D. 1979), in honor of his father Paul J. Tierney, to provide support for a faculty member whose work gives students practical training and also serves clients who are otherwise underserved or underprivileged.
The Jerome S. Weiss Faculty Research Fund was established in 1980 through the generosity of Gertrude Weiss Goodwin in memory of her late husband, Jerome S. Weiss, a member of the Class of 1930. Mr. Weiss’s partners in the Chicago law firm of Sonnenschein Nath & Rosenthal LLP, as well as friends of Mr. Weiss, have made substantial contributions to the fund.

The Ludwig and Hilde Wolf Teaching and Research Scholar Fund was established in 2009 by Charles Wolf (J.D. 1975) to provide support for a faculty member of the Law School.

The Hans 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 David P. Currie Fund was established in 2010 in memory of Professor David P. Currie. The fund is used at the discretion of the dean for the benefit of the Law School.

The Doctoroff Business Leadership Program Fund was established in 2013 by Daniel (J.D. 1984) and Alisa Doctoroff (M.B.A. 1983) to provide ongoing support for the Business Leadership Program at the Law School.

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

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

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

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

**The Mr. and Mrs. Elliott A. Johnson Fund** was established in 1993. The fund is utilized by the dean of the Law School to support the central mission of the institution, allowing the dean to address pressing needs and unique opportunities as they arise.
The 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 Kapnick Leadership Development Initiative for Law Students was established in 2013 by Scott (J.D./M.B.A. 1985) and Kathleen (J.D. 1984) Kapnick to support law students as part of the Harry L. Davis Leadership Laboratory at Chicago Booth.

The KF Fund for Business Leadership was established in 2013 by David C. Karp (J.D. 1993) to support the Law School’s business law efforts, including the new Business Leadership Program. This may include uses such as student financial aid and faculty support.

The 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 Edward H. Levi Distinguished Jurists Program Fund was established in 2013 by Jerome Katzin (J.D. 1941) to provide support for interaction between students, faculty, and judges, including but not limited to the appointment of Edward H. Levi Distinguished Visiting Jurists.

The Saul Levmore Fund was established in 2010 in honor of the tenure of Saul Levmore as dean of the Law School. The fund is used to support faculty research, student scholarship, and other Law School initiatives.

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

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

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

The 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 Richard and Ellen Sandor Endowed Fund for Law and Economics was established in 2013 by Richard and Ellen Sandor to provide ongoing support for the Coase-Sandor Institute for Law and Economics at the Law School.

The Schiff Hardin LLP Keystone Fund for Leadership and Professionalism was established in 2014 to support programs and initiatives related to professionalism and leadership at the Law School.

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

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

The Adam Silver Dean's Discretionary Fund was established in 2013 by Adam Silver (J.D. 1988) to benefit the Law School at the discretion of its Dean.

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

The 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.

Class Funds

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

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

The Class of 1941 Scholarship Fund was established in 1981 by members of the Class of 1941 to provide scholarships in the Law School.
The Class of 1949 Scholarship Fund was established by members of the Class of 1949 on the occasion of their 60th Reunion to provide scholarships to students 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 1955 Scholarship Fund was established by members of the Class of 1955 in honor of their 55th reunion to provide scholarships in the Law School.

The Class of 1957 Fund was established by members of the Class of 1957 in honor of their 50th Reunion to provide scholarships in the Law School.

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

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

The Class of 1967 Scholarship 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. The fund is used by the dean to support the central educational and scholarly mission of the Law School.

The Class of 1991 Scholarship Fund was established by members of the Class of 1991 on the occasion of their 20th Reunion to provide scholarships to students in the Law School.

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

The Class of 2000 Scholarship Fund was established by members of the Class of 2000 on the occasion of their 10th Reunion to provide scholarships to students in the Law School.

Library Funds

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

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

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

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

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

The George Gleason Bogert Memorial Law Library Fund was established in 1979 in memory of Professor Bogert, the James Parker Hall Professor from 1936 to 1950, and a member of the faculty from 1925 until his death in 1977.
The Louis G. Cowan Law Library Fund was established in 1961 by Mr. Cowan, a 1927 graduate of the Law School and 1931 graduate of the College.

The Benjamin B. Davis Library Fund was established by his wife, Janice, and his son, Muller, in 1984. The fund to honor Mr. Davis (J.D. 1923) is for library materials 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 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 Essington and McKibbin Memorial Fund was established in memory of two distinguished lawyers and public servants, Thurlow G. Essington (J.D. 1908) and George B. McKibbin (J.D. 1913), by Mrs. Essington and Mrs. McKibbin.

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

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

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

The Ilse and Robert Friend Memorial Fund was established in 2013 through the gift of Ilse and Robert (J.D. 1937) Friend to provide support for the Law Library.

The Ernst Freund Memorial Book Fund 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. The fund was established as a bequest by Leon M. Liddell (BLS 1946).

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

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

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

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

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

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

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

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

The Ernst Wilfred Puttkammer Law Library Fund in Criminal Law was established in memory of Mr. Puttkammer by Mrs. Puttkammer in 1979. Mr. Puttkammer was a member of the Class of 1917 and a professor at the Law School from 1920 until 1956.
The James Nelson Raymond Memorial Fund was established in 1934.

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

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

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

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

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

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

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

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

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

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

The Frederic Woodward Law Library Fund was established in 1961 by friends of Frederic Woodward, formerly a member of the faculty of the Law School, and a Vice-President of the University.
The Judith M. Wright Fellowship Fund was established in 2013 in honor of Judith M. Wright's many years of service to the University of Chicago Law School. The gifts will support an intern program at the D'Angelo Law Library.

HONORS AND PRIZES

The Douglas Baird Prize in Commercial Law was established in 2013 by Steven Kaplan and Carol Rubin in honor of Douglas Baird, Professor of Law at the University of Chicago. The award is given to the student who has written the most impressive paper on commercial law as determined by a panel of law faculty.

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). In 2014, the award purpose changed to fund an annual prize for the best 1L or 2L original student paper, suitable for publication, discussing an issue of contemporary interest and concern and advancing creative legal solutions. The prize will be known as the Herbert L. Caplan Prize for Creative Legal Thinking.

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 2014-15

AUTUMN QUARTER

September 15-27: Intensive Trial Practice Workshop
September 15-24: JD Orientation/Initial Kapnick Initiative Events for Class of 2015
September 16-17 2014: Kapnick Initiative Leadership Orientation Retreat
September 18-24 (Tentative): LLM Orientation
September 29: Autumn Quarter Classes Begin
October 27-28: Autumn Break (Law School Open)
November 26-28: Thanksgiving Break (Law School Closed)
December 5: Last Day of Autumn Quarter Classes
December 8-9: Reading Period
December 10-16: Autumn Quarter Exams
December 17-January 2: Winter Break

WINTER QUARTER

January 5: Winter Quarter Classes Begin
January 19: Martin Luther King, Jr. Day (Law School Closed)
March 6: Last Day of Winter Quarter Classes
March 9: Reading Period
March 10-14: Winter Quarter Exams
March 16: Spring Break Begins

SPRING QUARTER

March 26: Spring Quarter Classes Begin
May 20: Last Day of Spring Quarter Classes for Non-1L Students
May 21: Reading Period for Non-1Ls
May 22-26: Exam Period for Non-1Ls
May 25: Memorial Day (Law School Closed)
May 25: 1L Elective Exam
May 28: Last Day of 1L Spring Quarter Classes
May 29: Reading Period for 1Ls
June 1-5: 1L Exams - Required Classes
June 13: Convocation and Diploma & Hooding Ceremony

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