THE UNIVERSITY OF CHICAGO

THE LAW SCHOOL

ANNOUNCEMENTS

1999-2000
## CONTENTS

1 **Officers and Faculty**  
   1 Officers of the University  
   1 Officers of Administration at The Law School  
   1 Officers of Instruction at The Law School  
   6 Visiting Committee of The Law School  

9 **The Law School**  
   9 History of The Law School  
   10 Educational Mission of The Law School  

13 **Programs of Instruction**  
   13 The Doctor of Law (J.D.) Program  
   13 The Joint Degree Programs  
   14 The Graduate Program  
      14 The Master of Laws (LL.M.) and  
      Master of Comparative Law Programs (M.Comp.L.)  
   15 The Doctor of Jurisprudence (J.S.D.) and  
      Doctor of Comparative Law (D.Comp.L.) Programs  
   15 Research and Special Programs  

19 **Program Requirements and Policies**  
   19 Curricular and Residency Requirements  
      19 The J.D. Program  
      The First Year  
      The Second and Third Years  
   21 The Graduate Programs  
      The LL.M. and M.Comp.L. Program  
      The J.S.D. and D.Comp.L. Program  
   22 Research and Writing Requirement  
   23 The Clinical Programs  
      The Edwin F. Mandel Legal Aid Clinic  
      The MacArthur Justice Center Project  
      The Institute for Justice Clinic on Entrepreneurship  
   25 Course Policies  
      Seminars  
      Courses Outside the Law School  
      Adding and Dropping Courses  
   27 Grading Policies  

29 **The Curriculum**  
   29 Descriptions of the Courses  
   80 Subject Categories  

87 **Facilities**  
   86 The Law School  
   86 The D’Angelo Law Library  

91 **Student Services**  
   91 Student Life  
      91 Student Organizations and Activities  
      93 Athletics  
      94 Religious Life
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Randolph N. Stone, A.B., J.D., Clinical Professor of Law and Director, Mandel Legal Aid Clinic.

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Donald Rocap, B.A., J.D.
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James Rosenbloom, B.A., J.D.
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William Scogland, B.A., J.D.
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Hank Webber, B.A., M.P.P.
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Warren D. Wolfson, S.B., LL.B.
Miles Jay Zareminski, B.S., J.D.

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Lee Fennell, B.B.A, M.F.A, J.D.
Marsha J. Ferziger, B.S., J.D.
Robert Katz, A.B., J.D.
Erik Luna, B.S., J.D.
Geoffrey Manne, A.B., J.D.

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Randolph N. Stone, A.B., J.D., Director and Clinical Professor of Law.
Herschella G. Conyers, B.A., J.D., Assistant Clinical Professor of Law.
Mark J. Heyrman, A.B., J.D., Clinical Professor in Law.
Gary Palm, A.B., J.D., Clinical Professor of Law.
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Michael Green, Ph.D., Assistant Professor of Philosophy.
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Margaret K. Rosenheim, J.D., Helen Ross Professor Emerita, School of Social Service Administration.
Martha Roth, B.A., Ph.D., Professor of Assyriology, Oriental Institute, Department of Near Eastern Languages and Civilizations, Committee on the Ancient Mediterranean World, Committee on Jewish Studies, and the College.
Saskia Sassen, Ph.D., Professor of Sociology and the Social Sciences and Visiting Research Fellow at the American Bar Foundation.
Roman Weil, A.B., S.M., Ph.D., V. Duane Rath Professor of Accounting, Graduate School of Business.
Jose Zalaquett, J.D., LL.D., LL.D., Tinker Visiting Professor of Human Rights.

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Randall Kroszner, Sc. B., Ph.D., John M. Olin Fellow in Law and Economics.

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Deborah Chase Franczek ’72, Chicago, Illinois.
The Honorable Alex Kozinski, United States Court of Appeals, Ninth Circuit, Pasadena, California.
Lillian E. Kraemer ’64, Simpson, Thacher, & Bartlett, New York, New York.
The Honorable David Minge ’67, United States House of Representatives, Washington, D.C.
The Honorable Rebecca R. Pallmeyer ’79, United States District Court, Northern District of Illinois, Chicago, Illinois.
Gail Lenore Peek ’84, Wilson Art International Inc., Temple, Texas.
Stephen M. Slavin ’64, Foley & Lardner, Chicago, Illinois.

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Katrina M. Dewey ’86, Los Angeles Daily Journal, Los Angeles, California.
Anthony C. Gilbert ’63, Cooley Godward, San Francisco, California.
The Honorable James C. Hormel ’58, United States Embassy, Luxembourg City, Luxembourg.
Douglas M. Kraus ’73, Skadden Arps Slate Meagher & Flom, New York, New York.
Cheryl White Mason ’76, O’Melveny & Myers, San Francisco, California.
Mary K. Mochary ’67, Technopulp, Mont Clair, New Jersey.
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THE LAW SCHOOL

The University of Chicago Law School occupies a unique niche among this country’s premier law schools. Located on a residential campus in one of America’s great cities, Chicago offers a rigorous 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, faculty expose students to contrasting views, confident in students’ abilities to choose their own paths.

HISTORY OF THE LAW SCHOOL

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

The Law School, part of Harper’s original plan but delayed in fulfillment until 1902, was a product of an innovative spirit and a devotion to intellectual inquiry. The objective, in the view of Harper and faculty members associated with him in the project, was to create a new kind of law school, professional in its purpose, but with a broader outlook than was then prevalent in the leading American law schools. The aspiration of the new school were 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 (sic) as social being.”

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

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

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

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

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.

Although it is currently in vogue for law schools to promote "specialties," and Chicago could credibly claim more than 15 areas with a depth of curriculum warranting a "specialty" label, Chicago remains committed to legal education as an education for generalists. 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, corporations, government, or non-profit organizations.
PROGRAMS OF INSTRUCTION

THE DOCTOR OF LAW (J.D.) DEGREE

The regular or professional 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 175 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.

THE JOINT DEGREE PROGRAMS

Students in the Law School may, with the permission of the Graduate School of Business, become candidates for the M.B.A. degree while pursuing their work toward the J.D. degree. By using certain courses in partial satisfaction of the requirements for both degrees, a student may be able to earn both the J.D. and the M.B.A. degrees in four calendar years. For detailed information about these arrangements, applicants should consult the Admissions Office in the Law School.

The Law School and the Department of History offer a joint program leading to the J.D. degree and the Ph.D. degree in history.

Law students may use several courses offered in the Law School's Law and Economics Program to satisfy course requirements in the Department of Economics for the Ph.D. degree in economics, and thereby obtain that degree in less than the normal time required.

A student may earn both the J.D. and the A.M. degree in International Relations in eleven quarters by counting three courses jointly listed by the Law School and the Committee on International Relations toward both degree programs.

The University's Harris School of Public Policy Studies offers a one-year program leading to the Master of Arts degree in public policy. The program is available to law students who desire to develop expertise in the area of public policy. A full description of the program is contained in the section on Research and Special Programs. The Law School will grant a one-year leave to any student who wishes to participate in this program.

Students in the Law School may become candidates for advanced degrees in other fields and earn credit toward such degrees by study during the regular summer quarters of the University. The Law School is flexible in granting leaves to those students who wish to pursue advanced degrees in other departments of the University in conjunction with their work toward the J.D. degree.
THE GRADUATE PROGRAM

The Law School has for many decades maintained programs of study beyond the first degree in law. In recent years the Graduate Program has been composed primarily of graduates of approved foreign law schools who wish to experience an initial exposure to American law and legal institutions. For American and Commonwealth lawyers, the Law School has tended in its graduate programs to emphasize advanced scholarship in areas of particular faculty strengths. Each year, approximately 45-50 exceptionally qualified candidates are admitted to the Master of Laws Program in which course work predominates. Students who have well-defined research interests may work as candidates for the advanced degrees of Doctor of Jurisprudence (J.S.D.) or Doctor of Comparative Law (D.Comp.L.). At any one time there are usually no more than two or three students pursuing the J.S.D. and D.Comp.L. degrees. Graduate study at the Law School is designed to provide considerable flexibility in matching the research interests of students and faculty. Degree candidacy is normally required; it is rare for visiting scholars to be at the Law School if they are not in degree programs.

Admission to the Graduate Programs, supervision of graduate students' programs, and the administration of requirements for degrees are under the supervision of the faculty Committee on Graduate Studies. The grading system and the requirements for satisfactory academic standing applicable to students in the J.D. program are also applicable to students in graduate degree programs, except where other requirements are imposed by the rules of the Committee on Graduate Studies. Students whose native language is other than English, and who submit a recent TOEFL score, will receive extra time on exams.

THE MASTER OF LAWS AND THE MASTER OF COMPARATIVE LAWS DEGREES

While there were historical differences between the two programs, those differences have been largely eliminated in recent years. Consequently, most degree candidates choose to receive the Master of Laws (LL.M.) degree. If, however, a student prefers to be awarded the Master of Comparative Law (M.Comp.L.) degree, that option is available. The Graduate Program leading to either degree is limited to students (1) who have obtained a first degree in law from an approved American or foreign school of law, (2) whose undergraduate record displays high scholarly aptitude, and (3) who display qualities of maturity and serious purpose sufficient to justify the expectation that they will satisfactorily complete the requirements for the LL.M. degree.

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 70. 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 needed to qualify for the degree.
THE DOCTOR OF JURISPRUDENCE AND
DOCTOR OF COMPARATIVE LAW DEGREES

The Graduate Program leading to the Doctor of Jurisprudence (J.S.D.) and Doctor of Comparative Law (D.Comp.L.) degrees is limited to a small number of extraordinary students (1) who have obtained a first degree in law from an approved American or foreign school of law, (2) whose undergraduate record displays outstanding scholarly aptitude, (3) who at the time of their admission demonstrate clearly defined research interests, and (4) who display qualities of maturity and serious purpose sufficient to justify the expectation that they will successfully complete the requirements of the doctorate.

Students will normally be admitted to the J.S.D. or D.Comp.L. degree program after the second quarter of the academic year in residence leading to the LL.M. degree. In order to qualify for admission to this program, students must ordinarily have maintained at least a 78 average during those two quarters, must find two faculty members who are prepared to supervise their dissertation, and must submit a dissertation proposal that in the opinion of the Committee on Graduate Studies promises to result in a creditable contribution to legal scholarship.

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, have completed their studies with at least a 78 average, and have submitted a dissertation that is accepted by the faculty as a creditable contribution to legal scholarship.

To qualify for residence for a full quarter, the student must take and complete the equivalent of nine or more course hours. Credit for at least twenty-seven course hours and the maintenance of satisfactory academic standing are needed to qualify for the degree.

The dissertation must be submitted to the Committee on Graduate Studies within five years after completion of the period in residence, must be in publishable form, and must comply with form requirements established by the Committee on Graduate Studies and the Dissertation Secretary of the University. Three typewritten, printed, or duplicated copies must be deposited with the Committee on Graduate Studies not later than five weeks before the date of the convocation at which the degree is to be awarded.

RESEARCH AND SPECIAL PROGRAMS

The Law School publishes eight professional journals, The University of Chicago Law Review, The University of Chicago Legal Forum, The University of Chicago Law School Roundtable, The Journal of International Law, The Supreme Court Review, The Journal of Law & Economics, The Journal of Legal Studies, and Crime and Justice: An Annual Review of Research. The Law Review is a quarterly and the Legal Forum, the Roundtable, and the The Journal of International Law are annuals; all four are published under the management of a board of student editors. The Supreme Court Review is an annual volume devoted to responsible professional criticism of the current decisions of the Supreme Court. The Journal of Law & Economics provides a forum for the publication of writings by economists and lawyers on problems that are both economic and
The Law School legal and seeks to stimulate scholarly investigation of such problems. *The Journal of Legal Studies* provides a forum for basic theoretical, empirical, historical, and comparative research into the operation of legal systems and institutions.

**The John M. Olin Program in Law and Economics** is one of the many interdisciplinary traditions that have thrived at the Law School. Because economics provides a tool for studying how legal rules affect the way people behave, knowing what kinds of insights economics can offer to the analysis of legal problems has become an important part of a lawyer's education. The Law School has been the center of teaching and research on the application of the theories and methods of economics to legal questions for over 50 years. Nobel laureate Ronald Coase, whose paper on the problem of social cost started law and economics as a distinct discipline, is a member of the Law School faculty. Other seminal figures in the field, including Richard Epstein, William Landes, and Richard Posner, are also active in the program. Program faculty teach and write in many areas of the law, including copyright and patent law, bankruptcy, commercial law, corporations, antitrust, international trade, and civil procedure. Recent work of the faculty has examined health care reform, deposit insurance and bank regulation, game theory and the law, product liability, and behavioral analysis of law. The Program offers a range of courses and seminars to interested students, including Nobel laureate Gary Becker's microeconomics course. No other law school provides comparable opportunities for study and research in this field. The Law School and the Department of Economics offer a joint degree program leading to the J.D. and Ph.D. degrees. Professor Randal Picker is the director of the Program.

**The Center for Studies in Criminal Justice**, established in 1965 under a grant from the Ford Foundation, is concerned with enlarging knowledge of behavior defined as criminal and with studying the operation of the agencies of criminal justice and other agencies of social control. The Center maintains close working relations with other disciplines in the behavioral sciences relevant to the prevention and treatment of crime. Research projects have included an analysis of the operation of deterrent processes in the criminal law; the relationship of weapons to homicide rates and gun-control measures; several aspects of the administration of justice in juvenile and family courts; various prison studies; a field experiment testing effects of pretrial settlement conferences; a criminal justice textbook; and two ongoing series, *Studies in Crime and Justice* and *Crime and Justice: An Annual Review of Research*. Professor Stephen J. Schulhofer is the director of the Center.

**The Law School's Program in Legal History** encourages research and study in this field. In addition to courses devoted to the subject, the Law School sponsors the Maurice and Muriel Fulton Lecture, which invites a prominent legal historian to speak each year. Periodical workshops, held jointly with the Department of History, bring together faculty and students to discuss a scholarly paper on a topic of legal history. The Law School and the Department of History offer a joint program leading to the J.D. degree and the A.M. or Ph.D. degrees in history. Both programs require nine quarters of residence in the Law School which include at least three legal history courses or seminars. The joint program leading to the A.M. degree involves two additional quarters of residence and six courses or seminars in the Department of History. The Ph.D. joint program requires three quarters and nine history courses beyond the J.D. programs. In addition, a Ph.D. candidate must pass an oral examination after the third quarter in the Department of History and complete a dissertation. Professor R. H. Helmholz is the director of the Program.
The Irving B. Harris Graduate School of Public Policy Studies, a separate academic unit within the University, serves as the primary locus of training and research on public policy issues at the University of Chicago. The Harris School offers a two-year professional M.P.P. program; a small, select Ph.D. program primarily directed at those interested in research careers; and one-year A.M. programs for those who wish to develop fundamental skills of quantitative policy analysis, while retaining a primary course of study elsewhere. For more information about the one-year Master’s Degree program in Public Policy Studies, or other Harris School training programs, contact the Office of Admissions, the Irving B. Harris Graduate School of Public Policy Studies, 1155 East 60th Street, Chicago, Illinois 60637, phone 773/702-8401.
PROGRAM REQUIREMENTS and POLICIES

CURRICULAR AND RESIDENCY REQUIREMENTS

THE J.D. PROGRAM

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

All students must take a course in professional responsibility prior to graduation. Students must satisfy the written work requirements described earlier in the section on Research and Writing.

THE FIRST YEAR

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

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

All courses are elective after the first year with the exception of a professional responsibility course, which all students must take prior to graduation in order to meet requirements set by the American Bar Association.

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

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

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

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

THE SECOND YEAR

Although no specific courses are required in the second year, there are certain courses that are considered to be foundational courses and are commonly taken by a large number of students in the second rather than the third year. These courses include Evidence, Introductory Income Tax, Corporation Law, Constitutional Law I, and Administrative Law.
The planning of a student's program will properly take account of the relationship of some courses as predicates for more advanced work in the same general field. In the field of business associations, for example, a second-year student should consider taking Corporation Law and Taxation of Business Enterprises, which would provide a basis for advanced work in the third year in such courses as Federal Regulation of Securities, Bankruptcy and Reorganizations, and Business Planning. Administrative Law has most often been taken as a second-year course, since it is a survey of general principles in the field and thus forms a background for understanding the operation of administrative agencies and procedures in a variety of special subject areas, such as labor law, securities regulation, taxation, public utility regulation, the communications industry, etc. Students who plan to take the Trial Advocacy course or to work intensively in a Clinic program may be well advised to defer some other subjects and take Evidence, and possibly a course on criminal procedure, in the second year.

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

THE THIRD YEAR

The third year provides an opportunity for the student to round out his or her knowledge of basic subject areas and to take courses in fields of special or contemporary interest. It should also have distinct intellectual objectives including (1) taking advanced courses or seminars in a field in which the student has 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. Business Planning and Trial Advocacy are examples; (3) cultural or perspective studies, that help give the student a broad and critical appreciation of legal institutions and their development. History, jurisprudence, comparative legal studies, and international law are examples.

THE GRADUATE PROGRAMS

THE LL.M. AND M.COMP.L PROGRAM

The LL.M. or M.Comp.L degree is awarded to students who have been in residence for three full consecutive academic quarters and have completed their studies with a minimum average of 70. 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 needed to qualify for the degree.
THE J.S.D. AND D.COMPL. 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, have completed their studies with at least a 78 average, and have submitted a dissertation that is accepted by the faculty as a creditable contribution to legal scholarship.

To qualify for residence for a full quarter, the student must take and complete the equivalent of nine or more course hours. Credit for at least twenty-seven course hours and the maintenance of satisfactory academic standing are needed to qualify for the degree.

The dissertation must be submitted to the Committee on Graduate Studies within five years after completion of the period in residence, must be in publishable form, and must comply with form requirements established by the Committee on Graduate Studies and the Dissertation Secretary of the University. Three typewritten, printed, or duplicated copies must be deposited with the Committee on Graduate Studies not later than five weeks before the date of the convocation at which the degree is to be awarded.

RESEARCH AND WRITING REQUIREMENT

Every student must complete at least two substantial pieces of writing beyond those required in the first-year course in Legal Research and Writing. A substantial piece of writing may consist of (a) a paper or series of papers prepared as part of a course, a seminar, or a three-credit program of independent research supervised by a faculty member; or (b) a comment prepared for The University of Chicago Law Review, The University of Chicago Legal Forum, The University of Chicago Law School Roundtable or The University of Chicago International Law Review; a brief prepared for the semifinal or final round of the Hinton Moot Court Competition; or a brief, memorandum, or series of writings in the Mandel Legal Aid Clinic, MacArthur Justice Center or The Institute for Justice’s Clinic on Entrepreneurship. Writing within category (a) will satisfy the written work requirement if it is an extended treatment of a particular topic or if the faculty member for whom the work is done certifies its equivalence in length and scholarship to such a paper. Writing within category (b) will satisfy the written work requirement if a faculty member reviews this work and certifies its equivalence in length and scholarship to a paper, which satisfies the requirements of category (a). The policy of the faculty has been to provide wide opportunities for individual writing and research projects, either through seminars or through arrangements with faculty members for independent research. Students are urged to make use of these opportunities.

Set below are the deadlines for final written work based upon the quarter in which the student registered for the seminar or the independent research project. An instructor may choose to have an earlier or later deadline if that is necessary in light of the special nature of the seminar or project. The paper is due to the professor, or an extension form signed by the professor is due to the Registrar, by the following deadlines:

- Autumn Quarter: Written work submitted by the first day of the Spring Quarter
- Winter Quarter: Written work submitted by July 1
Spring Quarter  Written work submitted by the first day of the Autumn Quarter.

Graduating students must submit all written work to instructors no later than the Monday of the eighth week of the quarter in which they expect to graduate (or at an earlier date set by the professor) and must be documented for the Registrar.

Students who do not meet these deadlines will be required to drop the seminar or independent research project. Extensions beyond these deadlines will only be granted by the professor.

THE CLINICAL PROGRAMS

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

The following rules apply to all clinical courses:

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

The Mandel Clinic is a legal aid office jointly operated by the Law School and the Legal Aid Bureau of the Metropolitan Family Services. The mission of the 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 and 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, legislative drafting and advocacy and participating in court and administrative proceedings. Emphasis is placed on learning methods of planning and preparation. 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 sixty percent of the credits needed for graduation are authorized to appear on behalf of clients in the state trial courts and administrative agencies. Students may also represent clients in the Illinois Appellate Court, the United States District Court for the Northern District of Illinois and the United States Court of Appeals for the Seventh Circuit.

Participation in the Mandel Clinic is limited to students enrolled in one of the clinical courses associated with each of the clinic projects. Currently the Clinic has the following projects: Criminal and Juvenile Justice, Employment Discrimination and Mental Health. Student experiences may vary by project.

THE MACARTHUR JUSTICE CENTER PROJECT

The MacArthur Justice Center is a public interest organization focused on constitutional impact litigation primarily in the field of criminal justice. The Center is currently litigating important death penalty issues, a challenge to the constitutionality of state public defender resources, and a variety of other significant matters related to the functioning of the criminal justice system. Counsel from the Center maintain offices at the Law School and work with ten to twelve students on these cases. Students participating in the Project have an opportunity to draft pleadings, research substantive and procedural issues, and participate in litigation strategy. Students receive academic credit for working on the Project commensurate with the credit given by the Mandel Clinic.

THE INSTITUTE FOR JUSTICE CLINIC ON ENTREPRENEURSHIP

The Institute for Justice Clinic on Entrepreneurship offers second- and third-year law students an opportunity to provide a range of legal services, especially those for start-up businesses, to local entrepreneurs in economically disadvantaged communities.
Counsel from the Institute for Justice, a public interest organization devoted principally to expanding economic liberties, supervise fifteen students on matters related to establishing and advising business enterprises. Academic credit is awarded to students who take the companion course to the Clinic, Entrepreneurship and the Law.

**COURSE POLICIES**

**SEMINARS**

Because of the special demands of a seminar, a student may not ordinarily be enrolled in more than one seminar at a time.

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

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

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

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

Students must attend the first meeting of the seminar in order to stay enrolled in the seminar. A student who is on the waitlist for a seminar must attend the first class as well. In many cases, the professor is able to accommodate the students on the waitlist who attended the first class.

**COURSES OUTSIDE THE LAW SCHOOL**

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

Students interested in taking classes outside the Law School should speak with the Dean of Students to discuss the petitioning process. It is important to note that the determinations about the appropriateness of a particular course for a particular student’s course of study should not be interpreted as a universal approval of a course for all students in a given year or in subsequent years.

When registering, please note:
1. Students cannot register for classes that have a time overlap - even if it is just once a week for a few minutes.
2. Students cannot register for classes that have significantly overlapping material. For example, students may not take both:
   - Bankruptcy and Reorganization (new) and Bankruptcy and Reorganization I or II
   - Con Law II and Con Law IV
   - Elements of World Law and Public International Law
   - International Law and Elements of World Law
   - International Law and Public International Law
   - Labor Law and Employment and Labor Law
   - Lawyer as Negotiator and Negotiation Theory
   - Legal Professions and Law of Lawyering
   - Major Civil Litigation and Litigation Methods
   - Major Civil Litigation and Trial Advocacy (these cannot be taken simultaneously)
   - Trial Advocacy and Litigation Methods
   - Taxation of Derivatives and Taxation of Financial Instruments
   - The same course taught by different professors (or the same professor!)

Many of these notations can also be found in the course descriptions.

In selecting courses outside of the Law School, students cannot take overlapping courses (for example):
   - Corporate Finance at the Law School and at the GSB
   - Accounting at the Law School and at the GSB

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

ADDING / DROPPING COURSES

Students must complete all adds or drops to their class schedule by the fifth week of the quarter. This deadline is strictly enforced. After the fifth week, there can be no changes in a student’s enrollment except in extraordinary circumstances.

Additions after the first week require the permission of the professor. Please note: Because of the ABA requirements concerning class attendance, professors generally do not allow students to add a course once the quarter is well underway.

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

In each course, seminar, or other credit work, the student receives a final grade according to the following scale: A, 80 and above; B, 74–79; C, 68–73; D, 60–67; E, below 60. (Grades are recorded as numerical grades in the Office of the Registrar of the Law School and as letter grades in the Office of the Registrar of the University.) A grade of 60 or above is required for credit for the work involved.

To maintain satisfactory academic standing, a student must receive a weighted grade average of 68 or more for the work of each academic year (three-quarter sequence) and a cumulative average of 68 after the conclusion of the second year (sixth quarter) and the third year (ninth quarter). In addition, a student who receives two failing final grades in any one academic year, or three failing final grades during his or her period of residence at the Law School, will not have maintained satisfactory academic standing. Maintenance of satisfactory academic standing is a prerequisite to continuation in the School as well as to graduation.

Regular class attendance is required as a condition of receiving credit for work done. The privilege of membership in the School may be withdrawn for unsatisfactory class work or attendance. No student shall be regularly employed outside the Law School for 20 or more hours per week while classes are in session.

Beginning with this year’s entering class, the Law School will award the degree of Doctor of Law with Honors to candidates who have a weighted grade average of 79 or better, with High Honors to those with a weighted grade average of 80.5 or better, and with Highest Honors to those with a weighted grade average of 82 or better.
THE CURRICULUM

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

FIRST-YEAR COURSES

CIVIL PROCEDURE. 302. The first part of this course concerns the mechanics of civil litigation, with special reference to pleading, discovery, and trial, including the respective roles of judge and jury. The second part studies 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. Aut (3). Ms. Buss, Mr. Currie. Spr (3). Ms. Garrett, Judge Wood.

CONTRACTS. 305. The course will deal with the enforceability and interpretation of contractual arrangements, sanctions for their breach, and justifications or excuses for nonperformance. Special attention will be paid to the role of nonlegal sanctions in commercial relationships and to the relevance of contract doctrine to the drafting and negotiation of agreements. Aut (3), Win (3). Ms. Bernstein, Mr. E. Posner.

CRIMINAL LAW. 303. This course relates the general doctrines of criminal liability to the moral and social problems of crime. The definitions of crimes against the person and against property (as they are at present and as they might be) are considered in the light of the purposes of punishment and of the role of the criminal justice system, including police and correctional agencies, in influencing behavior and protecting the community. Win (3), Spr (3). Mr. Alschuler, Mr. Schulhofer.

ELEMENTS OF THE LAW. 301. This course examines certain issues that occur in many different areas of the law and considers the relationship between these issues and comparable questions in other fields of thought, such as moral and political philosophy, economics, and political theory. The subjects for discussion include: the nature of, and justification for, reasoning from precedent; the meaning of such notions as consent, coercion, and voluntary choice; the decision whether to impose rules or allow discretion; the problems of interpreting statutes and other authoritative texts; and the objective or subjective nature of moral judgments. Aut (3). Mr. Strauss, Mr. Sunstein.

LEGAL RESEARCH AND WRITING. 307. Each first-year student is assigned to a tutor for individual and small-group work in legal analysis, research, and exposition, including an exercise in brief-writing and oral argument. Aut (2), Win (1), Spr (1). Mr. Claeys, Ms. Fennell, Ms. Ferziger, Mr. Katz, Mr. Luna, Mr. Manne.
PROPERTY. 304. An introduction to the legal relationships that arise out of or constitute ownership of property. Among the subjects to be covered are the initial acquisition of rights in real and personal property, the nature of ownership of natural resources, the various types of concurrent and successive interests in land, and restraints on alienation. The course will also deal with the law relating to easements and covenants, landlord and tenant, and conveyancing. Aut (3), Win (3). Mr. Epstein, Mr. Helmholz.

TORTS. 306. This course deals with the Anglo-American system (mainly judge-created) of liability for physical injury to person or property. Special stress is laid on the legal doctrines governing accidental injury, such as negligence and strict liability, assumption of risk, and the duty requirement. The rules for determining damages in personal-injury cases will also be discussed. Alternative theories of tort liability, e.g., moral and economic, will be compared. Win (3), Spr (3). Mr. Levmore, Mr. Sykes.

ELECTIVE. In the Spring Quarter first-year students will elect one course from among the following: Economic Analysis of Law. 732; Elements of World Law. 727; Feminist Philosophy. 477; Law of Lawyering and the Legal Profession, 409; Legislation. 706; National Security Law. 707; Oil and Gas. 453; Public International Law. 729; and American Legal Theory. 578.
SECOND- AND THIRD-YEAR COURSES

ACADEMIC LAW. 500. (Seminar) This seminar is designed for students who are thinking seriously about becoming legal academics. Its aims are to guide students through the process of writing a paper suitable for a job talk and eventual publication in a law review, and to teach students how to deliver such a talk. This seminar will focus on empirical research, an increasingly important type of legal scholarship. Students will be required to write a paper that blends theoretical analysis (from the sub-discipline of the student’s choice) and any of a number of different types of empirical inquiry including, data analysis, sociological survey research, or citation analysis. The responsibility for proposing a satisfactory topic lies with the student and is subject to the approval of the professors. This seminar is limited to 10 students. It will meet periodically throughout the year and involves a commitment to write a substantially more original paper than is required for most seminars. Students will be asked to attend selected faculty and recruiting workshops during the year so that they can learn from critical evaluation of other presentations. Ms. Bernstein. [Not offered in 1999-2000.]

ACCOUNTING. 494. The course deals with the analysis and communication of economic events through the accounting process. The first several classes deal with the basics—concepts and the cycle of accounting operations that lead to the financial statements. Next follows an analysis of the accounting for specific major components of financial statements: inventories, depreciation, long-term obligations, and corporate capital. Throughout, the class uses published financial statements to illustrate concepts and methods. The professor will not work many of the assigned problems in class. Instead, students can attend the regular review/problem sessions to ask questions about the problems. The professor will schedule weekly meetings, primarily for these review sessions, but also for make-up or extra class sessions. The textbook is Financial Accounting: An Introduction to Concepts, Methods, and Uses (9th ed.) by Stickney and Weil. Students can purchase the Solutions Manual for the text and a packet of past mid-term and final examinations for this course. The casebook is Hirst and McAnally, Cases in Financial Reporting. Grades are based on a mid-term exam (at most 25%) and final exam (75% or 100%). The mid-term exam score does not count if the student scores higher on the final exam. Aut (3). Mr. Weil.

ADMINISTRATIVE LAW. 461. This course examines the constitutional and statutory framework surrounding the operation and governance of administrative agencies. The first part of the course focuses on constitutional topics, including the nondelegation doctrine, presidential control over administrative agencies, and the delegation of adjudicative authority to non-Article III officers. In particular, it examines whether and to what extent the arrangements that mark the modern administrative state are consistent with the structural objectives that underlie our constitutional system of separated powers and checks and balances. The second part of the course considers the Administrative Procedure Act (APA). In particular, it examines both the safeguards and pathologies that have emerged after more than a half-century of experience with the APA’s prescribed framework for rule-making, adjudication and judicial review. Win (3). Mr. Manning.
ADMINISTRATIVE LAW. 461. Administrative law is the law that governs the executive departments and the administrative agencies in carrying out the multiple programs of the modern regulatory state. This course undertakes an examination of administrative law in the context of a broad inquiry into the nature of contemporary government. It will focus attention on the purposes of regulatory statutes, on their malfunctions in practice, and on the potential contribution of administrative law to counteracting these malfunctions. A central inquiry is whether control of administrative discretion through procedural formalities and judicial review can be reconciled with effective and politically responsible government. The constitutional position of these agencies, applicable procedural requirements, and the availability and scope of judicial review will also be examined. Spr (3). Mr. Sunstein.

ADMIRALTY. 710. 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 and contracts, salvage, general average, and limitation of liability. Win (3). Mr. Schmidt.

ADVANCED ANTITRUST. 523. (Seminar) This seminar will focus on mergers and acquisitions. In addition, it will briefly cover several other topics not discussed fully in the antitrust course (which is a prerequisite). The seminar will examine the evolution of the antitrust treatment of mergers with particular attention to current practices before the antitrust enforcement agencies. It will also examine joint ventures and current issues involving corporate control and the Hart-Scott-Rodino Act. Time permitting, other topics to be covered include (1) antitrust and high technology industries; (2) the relationship between antitrust and direct regulation of business; (3) special features of antitrust procedure and practice (contribution, class actions, Parens Patri, proposals for detrebling); (4) evolving principles of causation and damage (antitrust injury, net benefit, losses on capital not invested); and (5) the proposed antitrust exemptions, including the labor exemption. Spr (3). Mr. Rosenfield.

ADVANCED CIVIL PROCEDURE: COMPLEX LITIGATION. 525. (Seminar) The focus will be on handling the preparation for trial, and trial, of today’s increasingly complex civil litigation. Topics covered will include class actions, joinder and intervention devices, managing discovery, refining issues and trial techniques. The perspective will be that of a practicing trial lawyer dealing with these issues under the Federal Rules supplemented by a critical look at how these procedures might be improved to the benefit of our civil justice system. Satisfies part of the writing requirement if substantial written work is completed. Win (3). Mr. Jentes.

ADVANCED CONTRACT THEORY. 532. (Seminar) An important assumption of many legal scholars is that law is needed to enforce cooperation when cooperation would otherwise fail. But there is a widespread view, among economists and other social scientists, that cooperation is more pervasive than legal academics assume, even without the threat of legal enforcement. This seminar addresses a number of theories regarding nonlegal incentives to cooperate, including theories of selective incentives, repeat games, signaling games, emotion, and status. The seminar also addresses the
implications of these models for contract and commercial law, administrative law, family law, and other areas. The final grade will be based on a paper (which may satisfy the Law School's writing requirement). Short reactions to each week's readings will also be required, though they will not be graded. (3). [Not offered in 1999-2000.]

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

ADVANCED ISSUES IN TELECOMMUNICATION LAW. 648. (Seminar) This seminar will allow students to focus on advanced issues beyond those explored in the core telecommunications course. Students will have some flexibility in the topics covered and will also have the opportunity for independent research and writing in conjunction with the seminar. Students must have taken Telecommunications Law (704) or receive instructor's permission to enroll. Further details will be available in the Spring. Spr (3). Mr. Lichtman.

ADVANCED LABOR LAW. 647. (Seminar) This seminar will give students the opportunity to explore in greater depth topics covered in Labor and Employment Law, and to study additional employment law topics. Readings will focus on the National Labor Relations Act, the collective bargaining process, and the role of unions and collective bargaining in today's economy. Students will be required to write a paper and make an oral presentation on an employment law topic. The prerequisite is a basic course in labor law or permission of the instructor. Satisfies part of the writing requirement if substantial written work is completed. Spr (3). Mr. Holzhauer.

ADVANCED SECURITIES. 487. This course picks up where the basic securities course leaves off. It covers the regulation of stock and futures exchanges (and other "self-regulatory organizations"), broker-dealers, and investment advisers, and the allocation of responsibilities between the SEC and the CFTC. It includes some issues in the regulation of tender offers and other control transactions that are omitted from the basic course. Topical subjects, such as legislative and regulatory initiatives, the regulation of derivatives, and the listing of securities of foreign issuers, also receive attention. Federal Regulation of Securities (424) is a prerequisite. Win (3). Judge Easterbrook.
ADVANCED TOPICS IN FIRST AMENDMENT LAW. 649. (Seminar) The seminar will first explore the theoretical underpinnings of the first amendment and then examine selected, more specific first amendment issues. Joint leadership of a class, short thought-papers, and one ten- to fifteen-page essay will be required of students. Prerequisite: Constitutional Law II. Spr (3). Mr. Baker.

AGENCY AND PARTNERSHIP. 614. (Seminar) This course will examine the basic principles of agency law, particularly the doctrines associated with authority, vicarious responsibility, and fiduciary duty. During the course, we will discuss how agency principles and doctrines are applied in such areas as partnership, legal ethics, corporation law, contract law, civil procedure, criminal law, torts, and constitutional law. Some time will be devoted to partnership law. Aut (3). Mr. Harris.

AGENCY, PARTNERSHIPS, AND THE LAW OF FIDUCIARY DUTIES. 434. Fiduciary duties are common in law and exist in a variety of different contexts. This course examines the different contexts in which the term fiduciary is used and the different meanings of the term in those contexts. The course will focus on the law of agency and partnerships, trusts, franchiser-franchisee relationships, as well as other areas. (3). Mr. Fischel. [Not offered in 1999-2000.]

ALTERNATIVE DISPUTE RESOLUTION. 584. (Seminar) This seminar will prepare students to successfully advise clients regarding litigation options and issues relating to alternative dispute resolution approaches. The advantages and disadvantages of alternatives to litigation including mediation, arbitration, mini-trial, early neutral evaluation and summary jury trial will be examined. Students will have their communication skills evaluated and improved in interactive role-playing dispute situations. Both historical and current case studies, focusing on the different results litigation and alternative dispute resolution may achieve, will be used. In addition, Students will discuss the ethical obligations and conflicts the possible use of alternative dispute resolution methods creates for lawyers. Students will prepare one paper, which identifies an actual dispute, proposes several methods of resolution without litigation, and justifies their decisions. Aut (3). Judge Neville.

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

AMERICAN LEGAL THEORY. 578. (Seminar) This seminar begins with Blackstone's Commentaries, which shaped American legal consciousness in the late eighteenth and most of the nineteenth centuries. It then considers the jurisprudential revolution of the early twentieth century, focusing particularly on the ethical skepticism of Oliver Wendell Holmes and the legal realists. The bulk of the seminar is devoted to an assessment of current schools of legal thought—law and economics, critical legal studies, feminism, and natural justice. The readings include works by Jerome Frank, Richard Posner, Mark
The University of Chicago

Kelman, Duncan Kennedy, Carol Gilligan, Catharine MacKinnon, Robin West, Arthur Leff, Michael Moore, Abraham Lincoln, and others. Satisfies part of the writing requirements if substantial written work is completed. A paper will be required. Spr (3). Mr. Alschuler.

ANGER AND HATRED IN THE WESTERN PHILOSOPHICAL TRADITION. 719. (=Div 425, =CL 344, =PolSci 421, =Phil 419) This course will examine the analyses of anger and hatred in a range of philosophers, including Aristotle, the Stoics, Spinoza, Adam Smith, and Nietzsche. We will then turn to some contemporary work in philosophy and psychology. Why should anyone have thought that philosophy can address the social evils caused by these emotions? What does one have to believe about their genesis and structure to believe that philosophy can make a positive contribution to their “cure”? Aut (3). Ms. Nussbaum.

ANTITRUST LAW. 428. An introduction to the law of antitrust. After a brief consideration of the common law of restraint of trade and the basic antitrust statutes, the course focuses first on the practices by which competing firms eliminate, or are alleged to eliminate, competition among themselves. The practices considered include formal cartels, price-fixing conspiracies, “conscious parallelism,” trade association activities, resale price maintenance, and mergers to monopoly and other types of horizontal merger. The course then looks at the practices by which firms, either singly or in combination, exclude actual or potential competitors from their markets, by means of practices such as boycotts, tying arrangements, vertical integration, and price discrimination under the Robinson-Patman Act. Both price and non-price vertical restrictions are considered. Finally, procedural doctrines that affect antitrust enforcement, such as the state action exemption and the petitioning immunity, are included. Aut (3). Mr. Sykes. Win (3). Mr. Picker.

ART LAW. 529. (=ARTH 495) (Seminar) This seminar examines legal issues in the visual arts, including the following: artist’s rights and copyright; government regulation of the art market; valuation problems related to authentication and artist estates; disputes over the ownership of art; illicit international trade of art; government funding of museums and artists; and First Amendment issues as they relate to museums and artists. Satisfies part of the writing requirement if substantial written work is completed. Spr (3). Mr. Dam, Mr. Grampp, Mr. Landes, Ms. Rorschach.

BANKRUPTCY AND REORGANIZATION: THE FEDERAL BANKRUPTCY CODE. 736. This course studies the Federal Bankruptcy Code, including both the law of individual bankruptcy and the law of corporate reorganization. Topics include the rights of creditors in bankruptcy, the individual’s right to discharge, the relationship between bankruptcy law and state law, the treatment of executory contracts, bankruptcy planning, the restructuring of corporations in Chapter 11, and the procedure for confirming plans of reorganization. This course combines two other courses that have been offered in the past, Bankruptcy and Reorganizations I (437), and Bankruptcy and Reorganizations II (468), and students who have taken either of these courses are not eligible to enroll in this course. Spr (3). Mr. E. Posner.
BIBLICAL LAW. 567. (Seminar) A study of law as it is presented in the Hebrew Bible. We will study the three legal collections of the Pentateuch and the narratives that present legal matters directly or indirectly. Students will analyze such topics as property law, slavery, women and the law, torts, criminal law, and judicial procedure. Students will also consider such questions as: the jurisprudential nature of the law "codes"; the philosophy of biblical law and the relation of the nomos to the narrative in which it is embedded; the relationship of biblical law to the common law of the ancient Near East; and the development of biblical law during the period of biblical Israel. The seminar will be held in two sessions. The main seminar, which will focus on these issues, requires no prior knowledge of Hebrew and the Bible. In the Hebrew module of the course students will study the texts in Hebrew. The Hebrew module is only open to those also attending the main seminar. Requirements include attendance to the seminar, one short theme paper and a final exam. Win (3). Ms. Frymer-Kensky.

BUSINESS ORGANIZATIONS. 701. The basic idea of this course is to teach one integrated two-quarter course in business organizations. The course will cover agency and partnerships, closely and publicly held corporations, and new hybrid organizational forms such as limited liability partnerships. By covering the different characteristics of each of these organizational forms in one course, it is hoped that students will emerge with a richer understanding of the choices faced by businesses when deciding how to operate. Students taking this course must register for both quarters. There will be no exam after the first quarter. Students may not take this course and the one-quarter Corporations (423) class, which focuses, as the name suggests, on the corporate form of firm organization. This course will cover corporate law in as much detail as the one-quarter Corporations course, but will do so in the broader context as outlined above. (6). Mr. Fischel. [Not offered in 1999-2000.]

BUSINESS PLANNING. 628. (Seminar) The aim of this seminar is to develop and apply the student's knowledge of taxation and corporate and securities law in the solution of a series of transactional problems involving typical steps in business formation and rearrangement. The problems include the formation of a closely held company; the transition to public ownership of the corporation; executive compensation arrangements; the purchase and sale of a business; and mergers, tender offers, and other types of combination transactions. Both small-group discussions and lectures will be employed. The student must have taken (or be taking concurrently) Corporation Law and Taxation of Business Enterprises I, or receive instructor approval. Win (3). Mr. Recap, Mr. Crow.

COMMERCIAL ARBITRATION: DOMESTIC AND INTERNATIONAL. 721. Arbitration is a widespread and fast-growing method for resolving commercial disputes. This class examines the legal regime that governs commercial arbitration in both the domestic realm and the international realm. The class begins with a brief overview of the legal regime governing purely domestic arbitrations, and then explores the different (but related) legal regime that governs international commercial arbitration. Students will look at domestic and foreign statutes, national and international cases, treaties, and several arbitral institutions. Win (3). Mr. Goldsmith.
COMMERCIAL TRANSACTIONS. 421. This course studies commercial transactions arising under the first seven articles of the Uniform Commercial Code, with a pronounced focus on payment systems and credit instruments. The classes will cover negotiable instruments, bank collections, letters of credit, credit cards, and ATM cards. The course may also include additional topics of interest such as documents of title, guaranty and surety relations, and franchising. Win (3). Mr. Harris.

COMPARATIVE CONSTITUTIONAL LAW. 592. (Seminar) The aim of this seminar is to develop an understanding of Western European constitutional traditions. Students will focus in significant part upon the German and French constitutions, using the American Constitution as a comparative background. The course will cover both rights provisions and basic structures of government. While there are no prerequisites, some exposure to Constitutional Law I would be helpful. Satisfies part of the writing requirement if substantial written work is completed. Spr (3). Mr. Currie, Mr. Osiatynski, Mr. Troper.

COMPARATIVE LAW: EUROPEAN LEGAL SYSTEMS. 724. This course will begin with an introduction to the civil law system and proceed to an overview of European human rights law, the European Union, and other European institutions. Spr (3). Ms. Case.

COMPARATIVE LAW TOPICS. 616. (Seminar) This seminar explores comparisons among legal systems with an eye on illuminating contemporary questions of interest. Students will consider such diverse topics as the remedies available for breach of contract, conflicting claims to natural resources, the ownership of art works determined to have been stolen long ago, the use of illegally obtained evidence, collective punishment, voting rules, and perhaps law-and-economics and other methodological arguments generally. One aim is to develop skills relevant to other comparative materials (modern and ancient). Another objective is to acquire information and analytic tools appropriate to these interesting areas of the law. (3). Mr. Levmore. [Not offered in 1999-2000.]

COMPLEX APPELLATE LITIGATION. 510. (Seminar) Litigation in the federal courts of appeals and the U.S. Supreme Court requires skills not usually possessed by trial lawyers. Many cases in the federal courts of appeals are direct appeals from government agency actions without an intervening district court decision. Even when the government is not a party and private parties appeal the district court's decision, the outcome may depend significantly on the interpretation given to federal statutes and government regulations. Both types of cases may involve complex factual records that need to be distilled and presented effectively in the limited pages and oral argument time allowed by modern appellate courts. In addition, the outcome in complex appellate litigation often depends on difficult constitutional and administrative law issues or the court's perspective on hotly contested public policy questions. This seminar will focus on developing the skills necessary to handle complex appellate cases of the type described above. In lieu of a paper or examination, students will be required to prepare short appellate briefs and to present oral arguments in the context of hypothetical problems closely approximating those encountered in a sophisticated appellate practice with a government agency, private law firm, or public interest group. Spr (3). Mr. Warren.
CONFLICT OF LAWS. 415. An inquiry into the adjudication of cases connected with more than one state, principally through consideration of choice of law and respect for prior judgments. Aut (3). Mr. Goldsmith.

THE CONSTITUTION IN CONGRESS. 501. (Seminar) Students will present papers on constitutional controversies that have arisen in Congress, such as the Jackson and the Bank, the annexation of Texas, the Compromise of 1850, and Reconstruction. Topics will be assigned and researched during the Autumn Quarter so that oral presentations may begin in January. Prerequisite: Constitutional Law I. Satisfies part of the writing requirement if substantial written work is completed. (3). Mr. Currie. [Not offered in 1999-2000.]

CONSTITUTIONAL DECISION MAKING. 502. (Seminar) Students enrolled in this seminar will work as “courts” consisting of five “Justices” each. During each of the first eight weeks of the quarter, the “courts” will be assigned several hypothetical cases raising issues under either the equal protection clause or the first amendment’s guarantee of freedom of speech and press. Each “court” must select in advance whether it will focus on equal protection or first amendment. All cases must be decided with opinions (concurring and dissenting opinions are of course permitted). The decisions may be premised on the “legislative history” of the amendment (materials on that history will be provided) and on any doctrines or precedents created by the “Justices” themselves. The “Justices” may not rely, however, on any actual decisions of the United States Supreme Court. The seminar is designed to give students some insight into the problems a justice confronts in collaborating with colleagues, interpreting an ambiguous constitutional provision, and then living with the doctrines and precedents he or she creates. Constitutional Law II and III are not prerequisites for participation in this seminar. Enrollment will be limited to three courts. Since the members of each court must work together closely under rigid time constraints, it is preferable for students to form their own complete courts. Satisfies part of the writing requirement if substantial written work is completed. (3). Mr. G. Stone. [Not offered in 1999-2000.]

CONSTITUTIONAL IDEAS IN THE FOUNDING ERA. 734. An examination of concepts of freedom and government at the time of the founding of the nation. Topics will include: theories of liberty, government, and regulation; types of constitutions; the drafting of constitutions; judicial review; freedom of the press; religious liberty. Most of the readings will be primary sources. Win (3). Mr. Hamburger.

CONSTITUTIONAL ISSUES UNDER LINCOLN. 642. (Seminar) The Civil War Era was the greatest constitutional crisis in our history. It makes an ideal setting for exploring basic issues in constitutional law and theory. The substantive issues include the fundamental nature of the federal system (raised by secession itself and by Reconstruction); the scope of national legislative power (exemplified in the controversy over paper money); the inherent power of the executive (e.g., Lincoln’s suspension of habeas); and the status of individual rights such as free speech during national crises. These substantive issues provide a dramatic setting for considering theories of constitutional interpretation such as originalism. Lincoln’s own thought on these issues exemplifies the potential role of nonjudicial actors in constitutional development, and raises intriguing questions about the relationships between principle, expediency, and
character in constitutional interpretation. A paper will be required and may satisfy the writing requirement if substantial written work is completed. Win (3). Mr. Farber.

CONSTITUTIONAL LAW I: GOVERNMENTAL STRUCTURE. 401. Analysis of the structure of American government, as defined through the text of the Constitution and its interpretation. The major subjects covered are: the allocation of powers 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. It is recommended that students take Constitutional Law I before studying Constitutional Law II or III, Administrative Law, or Federal Jurisdiction. Aut (3). Mr. Vermeule. Win (3). Mr. Currie.

CONSTITUTIONAL LAW II: FREEDOM OF SPEECH. 402. A study of the doctrine and theory of the constitutional law of freedom of speech. The subjects for discussion include advocacy of unlawful conduct, defamation, invasion of privacy, commercial speech, obscenity and pornography, offensive speech, symbolic expression, restrictions on the speech of government employees, restrictions on speech in schools and colleges, the relevance of free speech principles to museums and libraries, protest in public places, regulation of campaign expenditures and communications, freedom of the press as a distinct principle, and regulation of the electronic media. Students who have completed Constitutional Law IV are ineligible to enroll in this course. Win (3). Mr. G. Stone.

CONSTITUTIONAL LAW II: FREEDOM OF SPEECH. 402. A study of the doctrine and theory of the constitutional law of freedom of speech, with particular attention given to the question of whether (and to what extent) modern technology, culture, and commerce might require changes to the free speech tradition. Some of the topics to be covered include the public forum doctrine; the distinction between government subsidies to speech and government speech itself; campaign finance; and commercial speech. Students who have completed Constitutional Law IV are ineligible to enroll in this course. Spr (3). Mr. Lichtman.

CONSTITUTIONAL LAW III: EQUAL PROTECTION AND SUBSTANTIVE DUE PROCESS. 403. This course will consider 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 will be: the constitutional law governing discrimination on the basis of race, gender, and other characteristics; the recognition of individual rights not explicitly enumerated in the Constitution; and the constitutional distinction between state and private action. Throughout, students will consider certain foundational questions, including the role of courts in a democracy, and the question of how the Constitution should be interpreted. Aut (3). Mr. Obama. Win (3). Mr. Strauss.

CONSTITUTIONAL LAW IV: SPEECH AND RELIGION. 405. This course will cover various aspects of the first amendment, with particular emphasis on freedom of expression and the problems of church and state. It is recommended that students first take Constitutional Law I. Students who have completed Constitutional Law II are ineligible to enroll in this course. Spr (3). Mr. Currie.
COPYRIGHT. 458. This course will explore the major areas of copyright law, with special emphasis on how modern technology might challenge traditional copyright principles. Topics will 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. Aut (3). Mr. Lichtman.

CORPORATE FINANCE. 425. An examination of corporate financial matters, including corporate capital structure and leverage, enterprise and securities valuation, the financial protection of security holders and creditors, dividend policy and regulations, and fairness and shareholder protection in mergers and acquisitions. The concept of efficient capital markets and its implications for investment strategy will also be considered. Corporation Law is a prerequisite. Spr (3). Mr. Weisbach.

CORPORATION LAW. 423. This introduction to corporate law examines the roles and duties of those who control business as well as the power of investors to influence and litigate against those in control. The course pays special attention to both small and large firms and to issues arising out of mergers and attempts to acquire firms. It uses both new and traditional tools to analyze a wide range of phenomena and transactions associated with the modern business enterprise. Aut (3). Mr. Levmore. Win (3). Mr. Isenbergh.

CRIME CONTROL: LAW AND POLICY. 527. (Seminar) This seminar will examine the principal legal and policy issues raised by a number of current proposals designed to reduce violent crime. Among topics to be explored will be trends in the level of violent crime, crime control strategies at the police patrol level (e.g., community policing), drug enforcement policy, and sentencing policy (including intermediate sanctions, boot camps, mandatory minimums, and the "three strikes" concept). Satisfies part of the writing requirement if substantial written work is completed. (3). Mr. Schulhofer. [Not offered in 1999-2000.]

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

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

Second-year students wishing to enroll in the Project are strongly encouraged to enroll in Evidence early in their second year. Other strongly recommended courses include Criminal Procedure, Juvenile Justice, and Professional Responsibility. Third-year students are required to complete, prior to their third year, either Pretrial Advocacy or Major Civil Litigation and either the Intensive Trial Practice Workshop or Trial Advocacy. Enrollment in the Project is limited and preference will be given to students who have taken the Intensive Trial Practice Workshop and Pretrial Advocacy. Aut, Win, Spr (var). Mr. Stone, Ms. Conyers.

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

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

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

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

Prior to the beginning of the third year, students must complete either Pre-trial Advocacy or Major Civil Litigation and either the Intensive Trial Practice Workshop or Trial Advocacy. See the general rules for all clinical courses for further details concerning enrollment, including the rules governing the award of credit. Aut, Win, Spr (var). Mr. Bowman, Ms. Snyder.
CRIMINAL PROCEDURE I: THE INVESTIGATIVE PROCESS. 472. The focus of this course is on the constitutional law that governs searches, seizures, and confessions. The course considers in detail the evolution of the exclusionary rule and the development and administration of the probable cause and the warrant requirements. It also examines stop and frisk, administrative searches, searches incident to arrest, vehicle searches, consent searches, and the admissibility of confessions. Aut (3). Mr. Alschuler.

CRIMINAL PROCEDURE II: THE ADJUDICATIVE PROCESS. 473. This course examines what happens in criminal cases after police investigations have been concluded. It considers such topics as bail and preventive detention, the right to counsel, the prosecutor's decision to charge, grand jury screening, the right to a speedy trial, pretrial discovery, plea bargaining, and the right to jury trial. Students need not have taken Criminal Procedure I to enroll in this course. Win (3). Ms. Meares.

CRIMINAL PROCEDURE III: FURTHER ISSUES IN CRIMINAL ADJUDICATION. 497. This course is limited to students who have taken either Criminal Procedure I or Criminal Procedure II. The course will examine electronic surveillance, lineups, the use of unlawfully obtained evidence for impeachment purposes, joinder and severance, prejudicial pretrial publicity, the right to appeal, freedom from double jeopardy, and federal habeas corpus. (3). Mr. Alschuler. [Not offered in 1999-2000.]

CRIMINAL PROSECUTION. 650. (Seminar) This seminar will examine the various problems facing prosecutors in the criminal justice system, with particular emphasis on legal responsibilities, ethics, and accountability. Among the topics to be explored will be screening and charging decisions, selective enforcement claims, special prosecutors, grand juries and the subpoena power, plea bargaining, prosecutorial immunity, Brady violations, prejudicial publicity, voir dire and peremptory challenges, capital punishment, and prosecutorial vindictiveness. The course will illuminate these topics by exploring specific case examples, such as the DuPage prosecutorial misconduct trial and the Whitewater Independent Counsel. Spr (3). Mr. Luna.

CURRENT CONTROVERSIES IN CORPORATE AND SECURITIES LAW. 522. (Seminar) The seminar deals with the most important developments in U.S. (and to some extent foreign) corporate and securities practice during the preceding six months. The legal, political, and economic implications of these developments are analyzed from the points of view of lawyers giving advice to a variety of clients. Each student submits one paper and gives an oral presentation and analysis of another student's paper. Satisfies part of the writing requirement if substantial written work is completed. Win (3). Mr. Shepro.

CURRENT ISSUES IN HUMAN RIGHTS (HUMAN RIGHTS III). 579. (=IntRel 579, Hist 295/395, Path 465) (Seminar) This seminar is designed for both law students and medical students. The first part will focus on the dramatic changes in the creation and enforcement of international human rights law that have taken place since World War II. Notwithstanding serious challenges from a variety of sources, no government in the world publicly dissents from the acceptance of support for human rights. Students will examine the existing international human rights regime
and explore the impact of the UN charter, the Universal Declaration, and various multilateral and regional human rights treaties and regimes on the behavior of nations today. Using cases from U.S. and international courts, the course will then focus on medical and ethical issues in human rights. Topics will include political repression (including psychiatric repression and the history of the Gulag); medical research, informed consent, and human rights; the role of physicians in practicing and documenting torture; persecution and asylum; and questions of eugenics. The course will emphasize how the ethical traditions of both law and medicine can be used to promote human rights. Guest lecturers and a film series will supplement the curriculum. Students will be expected to make short presentations and to submit a short mid-term paper (5-6 pages) and a final paper (20 pages). Spr (3). Ms. Bhabha.

CURRENT ISSUES IN RACISM AND THE LAW. 543. (Seminar) This seminar will examine current problems in American race relations and the role the law has played in structuring the race debate. How have past and present legal approaches to racism fared? Has the continued emphasis on statutory solutions to racism impeded the development of potentially richer political, economic, and cultural approaches, and if so, can minorities afford to shift their emphasis given the continued prevalence of racism in society? Can, and should, the existing concepts of American jurisprudence provide racial minorities more than formal equality through the courts? Students will prepare papers that evaluate how the legal system has dealt with particular incidents of racism and that discuss the comparative merits of litigation, legislation and market solutions to problems of institutional racism in American society. Satisfies part of the writing requirement if substantial written work is completed. Aut (3). Mr. Obama.

CYBERLAW. 605. (Seminar) This seminar will address the law of cyberspace with an emphasis on criminal law (including the criminal law regarding computer crime). Topics covered will include free speech, with a focus on stalking, pornography and defamation; criminal law and procedure; jurisdiction, criminal copyright and privacy. The seminar will require either two short papers or one long paper. No examination will be offered. Spr (3). Ms. Abraham.

DEVELOPMENT OF LEGAL INSTITUTIONS. 476. An introductory course in the historical background of Anglo-American law, with particular emphasis on the development of English criminal and civil procedure from the era of Magna Carta to the centuries before the American Revolution. Topics include: (1) Fact finding: trial by battle, by ordeal and by jury; the development of jury trial, the self-informing jury, passivization, and jury control. (2) Law making: customary law; Chancery-writs and the forms of action, equity and the trust; Parliament and legislation; legal fictions; precedent and law reporting. (3) Civil justice: the growth of the common law and the jurisdiction of feudal, manorial and ecclesiastical courts; legal education, attorneys, bar and bench; pleading; appellate jurisdiction; equitable procedure and remedies, the fusion of law and equity. (4) Criminal procedure: private and public prosecution; Star Chamber; defense counsel, the privilege against self-incrimination and other defendant rights; criminal sanctions. (3). [Not offered in 1999-2000.]
DIVERSITY AND COMMUNITY STANDARDS. 610. (Seminar) This seminar will pursue, over a wide variety of subject areas, what might be called the molecular question of the relationship of microcosm to macrocosm—the question of whether and when the law requires that each discrete unit proportionally resembles the whole. Just as every molecule of water contains the same 2/1 proportion of hydrogen and oxygen as the sea, so courts have sometimes pushed each job site, school, community, etc., to contain its proportionate share of blacks, women, the poor, even opportunities for nude dancing. At other times the law has permitted or encouraged concentration rather than dispersion. The seminar will explore the implications for diversity and for various minorities of legal intervention either to prohibit or permit such concentration. It will also inquire into when, if ever, it makes sense for the scope of federal constitutional rights to vary depending on the community standards of the place in which they are exercised. The basic courses in constitutional law are useful preparation for this seminar. (3). Ms. Case. [Not offered in 1999-2000.]

ECONOMIC ANALYSIS OF LAW. 732. 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 provides an introduction to the concepts of law and economics. The 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 the 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. Spr (3). Mr. Landes.

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

ELECTRONIC COMMERCE LAW. 618. (Seminar) Electronic commerce is growing at an exponential rate. More and more businesses are selling more and more kinds of products and services through the Internet every day. 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 focus on both the technology involved in electronic commerce and the law surrounding the emerging field. 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 may include electronic contracts,
digital signatures, cybernotaries, the application of traditional UCC doctrines such as
the mailbox rule and the statute of frauds to e-commerce, the potential adoption of the
new UCC 2B by ALI, the domain name system and its relation to trademark law, trade­
mark dilution by use of trademarks on web sites, product disparagement on web sites,
copyright infringement via electronic means, digital cash/smart cards, digital checks,
consumer protection on the Internet, securities law in the electronic context, regulation
of gambling on the Internet, and gray and black markets in goods through e-com­
merce. Time permitting, the relationship of international law to e-commerce, the effect
of e-commerce concepts on commercial litigation, and export control laws involving
cryptography may be explored. Topics not covered in the seminar will be suitable for
papers. Seminar enrollment will be limited. Students may either take the seminar for
writing credit, requiring a substantial paper, or may write several shorter papers and
make presentations over the course of the quarter. Spr (3). Ms. Ferziger.

ELEMENTS OF WORLD LAW. 727. This course will outline what law is and how
it works among nations and explore the workings of leading international organi­
zations. This course has the ambition to do for international legal studies some of
what the Elements of Law course does for domestic legal studies. It examines prac­
tical and normative issues in international security, human rights, diplomacy, inter­
national finance, and international commerce. Students will be invited to explore a
juridical landscape that is peculiarly different from the one they have grown accus­
tomed to. It is a landscape they will have to become familiar with as they come to
practice in the global market place beyond the shores of the USA. The course will
contrast the methods, the sources, and the institutions of the international legal sys­
tem with the methods, the sources, and the institutions of the legal system of the
United States. In the international legal arena what judges decide and say is of sec­
ondary importance only—and students will be exposed to many fewer judicial
opinions than they have come to expect in Law School. Students will be introduced
to rule-making without legislative agencies, and to decision-making without an
international executive organ. The course will end with a take-home examination.
Students who have completed or are enrolled in Public International Law (729) are
ineligible to enroll in this course. Spr (3). Mr. Gottleib.

EMPLOYEE BENEFITS. 555. (Seminar) This seminar will emphasize the role of,
and issues relating to, employee benefits and executive compensation, in various
types of transactions, particularly plan investments and corporate acquisitions. This
seminar will provide an overview of the main types of pension plans as well as
other types of employee benefit plans and executive compensation structures; the
principles of taxation governing deferred compensation arrangements; the Internal
Revenue Code requirements applicable to qualified pension plans and the fiducia­
ry; and conflict of interest requirements of the Employee Retirement Income Secu­
rity Act of 1974 (ERISA). The federal insurance scheme for the defined benefit plan
administered by the Pension Benefit Guaranty Corporation will also be examined.
The materials will include finance and accounting literature as well as statutory and
case material. There will be some treatment of international benefit issues.
Spr (3). Mr. Scogland.
EMPLOYMENT AND LABOR LAW. 435. This course examines the legal framework governing the relationship between employers and workers. It explores common law principles; questions of occupational safety and health; employment discrimination of various sorts; and private sector unionization and collective bargaining. There will be discussion of the National Labor Relations Act, including employees' rights to organize, employees' selection of unions as collective bargaining representatives, collective bargaining and regulation of the bargaining process, use of economic weapons such as strikes and boycotts, and the enforcement of collective bargaining agreements. A recurrent question is the choice various “models” of employment relationships: freedom of contract; information and incentives; unionization; and direct regulation. Students who completed the 1998-99 course Labor Law are ineligible to enroll in this course. Win (3). Mr. Sunstein.

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

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

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

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

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

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

ENTREPRENEURSHIP. 630. (Seminar) The Entrepreneurship Seminar will consider the legal and organizational aspects of the creation of new businesses—both start-ups and the creation of new business units or divisions within established enterprises. Students will discuss the strategy and planning process, the financing issues, and other diverse topics such as risk-taking, creativity, recruitment and leadership. In addition to a varied package of reading material ranging from biographies and autobiographies of leading entrepreneurs to Harvard Business School cases and the like, the seminar also will feature in-class presentations by a number of successful entrepreneurs. Seminar participants will get to visit with some of the leaders of the financial revolution of the 1980s, including several people who participated in the LBO movement, the creation of new forms of financial instruments, and the tender offer “wars” that effected a “market” in corporate control. Students also will meet with some of the visionary entrepreneurs who created the technological revolution that has transformed the way people work and live. For example, Larry Ellison, Founder, Chairman and CEO of Oracle Corp., has agreed to come to the Law School and scheduling is pending on other entrepreneurs including Michael Milken, Eric Gleacher, and Thomas Pritzker among others. A paper will be required and one way to satisfy this requirement is to create a business plan. The Seminar has no formal prerequisites but enrollment will be strictly limited to a small and manageable group and to do so, space will be allocated first to third-year students and to those with business/law backgrounds. Aut (3). Mr. Rosenfield.

ENTREPRENEURSHIP AND THE LAW. 619. (Seminar) This companion course to the Institute for Justice Clinic on Entrepreneurship will examine the theory and practice of entrepreneurial transactions, with an emphasis on small business start-ups. Possible topics include constitutional issues related to entry-level enterprise; the regulatory and transactional aspects of business start-ups; converting legitimate underground enterprises to legally compliant businesses; and the day-to-day matters faced by small business owners, such as licensing and zoning requirements, premises liability, labor relations, and insurance. Students who participate in the Clinic will be expected to enroll in this companion course. Aut (1), Win (2). Ms. Lee, Mr. Joseph.
ENVIRONMENTAL LAW. 460. An introduction to the law of environmental protection, this course is designed to provide a broad overview of the major federal legislation dealing with the environment, including NEPA, the Endangered Species Act, the Clean Air Act, the Clean Water Act, and CERCLA. Besides providing a working knowledge of these complicated statutory schemes, the course focuses on three cross-cutting themes: the appropriate role of environmental economics, including controversies over its ethical status; issues of institutional competence and legitimacy, such as the allocation of authority between international, federal, and state governments; and the complex relationship between legal mandates and real-world implementation, illustrated by current efforts to "reinvent" environmental regulation. Win (3). Mr. Farber.

ESTATE PLANNING AND GIFT TAX. 631. The principal objective of this course is an examination of the federal estate and gift tax law and federal income taxation of trusts and estates. The course includes a study of various arrangements for the aggregation and devolution of wealth, applying principles of wills, trusts, future interests, and tax. The course seeks to develop an understanding of the process of estate planning and choosing among alternative means of accomplishing a client's personal and tax objectives. Aut (3). Mr. Kanter.

ETHICS OF MANAGED CARE. 632. (Seminar) This seminar will investigate how the increasing domination of managed care organizations is changing and constraining traditional common law, statutory, and constitutional resolutions of conflicts within the doctor-patient relationship, as well as creating new conflicts of interests among the physician, the patient, and the community. Expertise in manipulating the economics of managed care will reside solely within the students in this seminar, but a recognition of financial constraints is essential. Using legal precedents as "floorboard clinical ethics," students will discuss some or all of the following issues, depending on the specific interests of the participants: informed consent and the refusing patient, truth-telling, confidentiality and the duty to warn, the treatment of anomalous newborns, clinical research, abortion, termination of life-sustaining treatment, physician-assisted suicide, and euthanasia. Readings will include cases, medical monographs, and bioethical commentaries. Attendance, participation, and a 20- (or more) page paper will be required. Enrollment is limited to twenty students. Aut (3). Ms. Goldblatt, Mr. Koetting.

EVIDENCE. 416. The content and reform of the law governing proof of disputed propositions of fact in criminal and civil trials, including relevance; character evidence; the hearsay "rule" and other rules of exclusion; and the confrontation, examination, and privileges of witnesses. Aut (3). Mr. Bunge. Win (3). Ms. Buss. Win (3), Mr. R. Posner.

EVOLUTION OF LEGAL DOCTRINES. 653. (Seminar) Legal doctrines have life cycles. They are born and mature. Many doctrines fade and die. There is a form of natural selection among doctrines, with several candidates offering to serve the same function in different ways. This seminar looks at the maturation and replacement of doctrines, posing the question why some die and others survive. Scope is eclectic: the doctrines range from "separate but equal" under the equal protection clause to the "original package doctrine" under the commerce clause, from the
appointment of counsel under the Sixth Amendment to the understanding of the Rules of Decision Act (that is, why Swift gave way to Erie). The premise of the seminar is that those who fail to learn from the past are condemned to repeat it. Satisfies part of the writing requirement if substantial written work is completed. Aut (3). Judge Easterbrook.

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

FEDERAL BUDGET POLICY. 528. (Seminar) This seminar will examine one crucial aspect of the federal legislative process, the formulation and implementation of federal budget policy. Since the adoption of the Congressional Budget and Impoundment Control Act of 1974 (later amended by the Gramm-Rudman-Hollings deficit reduction act and the Budget Enforcement Act of 1990), federal budget policy has played a major role in the drafting and consideration of appropriations bills, tax legislation, entitlement reform, and other legislative initiatives. Students will focus on the FY 1999 and 2000 congressional budget cycles, from the presentation of the President’s budget through congressional consideration and enactment of budget legislation, appropriations bills, and tax proposals. Discussions will include issues relevant to the budget process, including the selection of budget baselines, the effect of committee organization and interest groups on the budget process, the pay-as-you-go provision, revenue estimating and the length of the budget window, and the proposed balanced budget amendment to the Constitution. Students will discuss the constitutional and policy issues concerning recent budget legislation, such as the Line Item Veto Act and the Unfunded Mandates Act. Students will explore some of the issues relating to the growth in entitlement spending, including proposals to privatize Social Security, generational accounting, and the effect of mandatory spending on the rest of the federal budget. Students will also explore the implications of cash-flow budget surpluses and pending reform proposals. Participants will be expected to complete short written pieces before each class, which will also serve as the basis for some of the discussions. Enrollment is limited to 25 students. (3). Ms. Garrett. [Not offered in 1999-2000.]

FEDERAL CRIMINAL LAW. 465. This course deals with selected issues in the federal substantive criminal law. Particular topics to be studied include federal criminal jurisdiction, mail and wire fraud, RICO, drug enforcement offenses, money laundering, and sentencing of federal offenders. Aut (3). Mr. Schulhofer.
**FEDERAL JURISDICTION. 411.** A study of the role of the federal courts in the federal system. Topics will include: federal question, diversity, and removal jurisdiction; litigation against federal and state governments and their officials; abstention and related doctrines; direct and collateral review of state-court decisions; and congressional control of the jurisdiction of the federal courts. Win (3). Mr. Strauss.

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

**FEMINIST JURISPRUDENCE. 705.** This course will consider ways in which law and legal theory may affect the realization of the equality of the sexes and the rights of women. The readings will include a broad range of scholarly writings. (3). Ms. Case. [Not offered in 1999-2000.]

**FEMINIST PHILOSOPHY. 477.** (=Phil. 417) This course will study philosophical contributions to feminist theory in a variety of areas of moral and political thought. (1) Historical antecedents: Plato, Aristotle, Roman Stoicism, Rousseau, Kant, Mill; (2) Justice, gender, and the family: criticisms of the private/public distinction, bargaining positions in the family; (3) Feminist internationalism: cultural values and women’s human rights; (4) Radical feminism on objectification, pornography, and sexual harassment; and (5) Care feminism on the value of maternal love and sacrifice. Throughout the course, the emphasis will be on the close analysis of arguments. Spr (3). Ms. Nussbaum.

**FINANCIAL INSTITUTIONS. 633.** (Seminar) This seminar is concerned with the federal regulation of financial institutions, including national and state-chartered commercial banks, thrift institutions, and holding companies. Topics to be addressed include: entry restrictions, growth and expansion of bank activities, regulation of the business of banking and expansion through the bank holding company structure, branch banking and interstate banking. The regulatory schemes for the insurance industry and the investment company industry will also be reviewed for purposes of comparison. Aut (3). Mr. Rossiter.

**FUNDAMENTALS OF COMMERCIAL REAL ESTATE TRANSACTIONS. 440.** This course will examine the process of structuring, negotiating, and documenting commercial real estate transactions, focusing primarily upon the acquisition and sale of income properties. Students will specifically address the contract of purchase and sale, due diligence, negotiating problems, choice of entity and tax considerations, condition of title and title insurance, survey, warranties, closing considerations, and basic financing structures. Win (3). Mr. Gilmartin, Mr. Rosenbloom.
GAME THEORY AND THE LAW. 506. (Seminar) This seminar examines the principles of game theory and their use to analyze legal problems. Applications will be drawn from torts, contracts, bankruptcy, antitrust, and civil procedure. (3). Mr. Picker, Mr. E. Posner. [Not offered in 1999-2000.]

GLOBALIZATION AND SOVEREIGNTY IN INTERNATIONAL INTELLECTUAL PROPERTY LAW. 637. (Seminar) The international system’s increasing globalization has affected broad areas of both domestic and international jurisprudence. Nowhere has this effect been more pronounced than in the field of international intellectual property law. Globalization has altered individual nations’ perspectives on issues of trade and protection, leading to a series of multinational treaties and organizations aimed at unifying what has, historically, been a multifaceted and sovereign-based system of protecting intellectual property. The creation, negotiation, and implementation of multinational treaties and organization aimed at correcting the perceived economic inefficiencies of the former system would seem to signal an emerging consensus on the nature and extent of intellectual property protection. This course asks students to challenge this perceived wisdom. Through a rigorous reading of basic legal texts, scholarly comment, and various international working papers, students in this seminar will examine the possible barriers to harmonization efforts. Each week students will be expected to submit and distribute a small position paper based on that week’s reading. Attendance and vigorous participation in all class discussions are required for this course. There is no final and no major paper assignment. Although a familiarity with patents, trademark, and copyright law is helpful, the first few classes will offer an overview of basic concepts. Win (3). Mr. Sylvester.

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

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

HIGHER EDUCATION AND THE LAW. 521. (Seminar) The university has long maintained that its history and role as a creator of knowledge and refuge for society’s critics require that the government and the courts extend a special respect to the academy’s need to govern itself. This seminar will discuss 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 will focus on the competing interests of society and the university and the role of the courts in balancing these interests. Win (3). Mr. Sussman.

HISTORICAL AND INTELLECTUAL ORIGINS OF PROPERTY. 548. (Seminar) This seminar will trace the intellectual developments in the theory of property rights through the classical writers on the subject. It will cover such authors as Aquinas, Hobbes, Harrington, Locke, Hume, the Federalist Papers and the anti-Federalists, as well as the early Supreme Court constitutional decisions on taking property rights. Several short papers will be required of students during the course. Enrollment is limited to 20 students. Satisfies part of the writing requirement if substantial written work is completed. (3). Mr. Epstein. [Not Offered in 1999-2000.]

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

HOLMES: JURIST AND ICON. 478. (=LL/Soc 235, Hist 458.) This course examines the life and writings of Oliver Wendell Holmes, Jr., with emphasis on his ambitions as well as his theories, and with special attention to his role, largely posthumous, as symbol, or even icon, for a disparate variety of philosophical trends in Anglo-American law. (3). Mr. Hutchinson. [Not offered in 1999-2000.]

HUMAN RIGHTS I. 412. (=Hist 293/393, MAPH 400, Phil 316, PolSci 339, IntRel 316, LL/Soc 251) This course examines the philosophical and historical basis of human rights, the concept of human rights, the main types of human rights, the controversies surrounding these, and the methods of justifying them. Special focus is placed on the moral and legal importance of human rights and their relation to other moral and legal values. Aut (3). Mr. Gewirth.
HUMAN RIGHTS II. 413. (=Hist 394, MAPH 401) This course is primarily concerned with the evolution of the modern human rights regime. It discusses human rights origins as a product of the formulation and expansion of imperial Western nations-states. It juxtaposes the Western origins with competing, non-Western systems of thought and practices of rights. It assesses in this context the universality of modern human rights norms. The course proceeds to discuss human rights in its two prevalent modalities. First, it discusses rights as individual protection of personhood and the modern, Western notion of individualism entailed therein. Second, it discusses rights as they affect groups or states and limit their actions via international law, e.g., formal limitations on war. The course follows a chronological narrative. In the first section, students will discuss the elaboration of human rights as natural law in the seventeenth and eighteenth centuries, especially the case of the American and French Revolutions. Students will discuss the place of human rights in the context of imperial expansion and the dissemination of Western constitutional ideas and norms on a global scale. Section two discusses the human rights situation as it pertains to inter-war Europe (within this specific context, refugees, and displacement). In the third part of the course, students will follow the revival of human rights rhetoric, practices, and institutions from Nuremberg to the United Nations to contemporary forms of human rights activism. The course concludes with a general reflection on the two key themes: personhood and its protection and the conduct of states and human rights in a globalizing environment. The course will consist of a lecture and a discussion each week. The lecture will be delivered by faculty according to the syllabus formulated by the two course organizers. Guest lecturers may be invited in for particular topics. The course organizers will be responsible for all lectures and for conducting the discussion seminars. Except agreed otherwise, undergraduates will write three short review papers, using assigned books, plus a take-home final. Graduate students will write a 20-30 page paper. Students are encouraged (individually or in groups) to co-present the results of their papers in the workshops. Win (3). Mr. Geyer, Mr. Novak.

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

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

Spr (3). Mr. Zalaquett.

**HUMAN RIGHTS, STATE SOVEREIGNTY, AND PERSECUTION: ISSUES IN INTERNATIONAL REFUGEE LAW. 577. (Seminar) (=IntRel 577) This seminar will introduce students to the relationship between state sovereignty and human rights implementation through selected topics in international refugee law. The philosophical and historical background to the current definition of a refugee will be considered, as will the key constitutive elements including the notion of "well-founded fear of persecution." North American and European statutes and caselaw will be discussed covering a range of issues including asylum for victims of non-state persecutors (husbands, rapists, guerrilla forces, tribal initiators), "safe havens," and other forms of temporary protection. The future of asylum and alternative systems for addressing the problems of forced migration will also be discussed. Aut (3). Ms. Bhabha.**

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

**INDIVIDUAL AND HUMAN RIGHTS. 725. This course will examine the universality and applicability of the concept of human rights in today’s world, in which liberal democracies co-exist with dictators and face abuse of rights, ethnic cleansing, and genocide. After taking this course a student should understand which rights and mechanisms for their protection are uniquely Western and which are truly universal and should be protected by international community. To meet these objectives students will look into the origins of individual rights before the Enlightenment and their re-emergence as human rights after World War II. The “Revolution of Rights” in the 1960s and the role of human rights during and after the Cold War—including the trial of General Augusto Pinochet and the NATO intervention in Kosovo—will be examined. Rights will also be discussed in context of other political and legal concepts, such as democracy, constitutionalism, market, and welfare. The role of rights in various ideologies and cultures will be compared. Finally, the limitations of the concept of rights in social relations and in individual life will be discussed. Spr (3). Mr. Osiatynski.**
INSTITUTE FOR JUSTICE CLINIC ON ENTREPRENEURSHIP. 676. The Institute for Justice Clinic on Entrepreneurship, or IJ Clinic, provides entrepreneurs, especially start-up micro-businesses operated by low- to moderate-income individuals, with free legal services that include business formation; license and permit application; contract and lease creation; landlord, supplier, and lender negotiation; basic tax and regulatory compliance; and other legal activities involving business transactions. The IJ Clinic is the Law School's practical training ground for law students who are interested in transactional work generally and entrepreneurship specifically. Students are involved in all phases of client representation and have the opportunity to interview and counsel clients; draft business documents and contracts; negotiate with contractors, investors, or lenders; prepare documents for filing; and occasionally represent clients before administrative bodies. Academic credit varies and will be awarded according to the Law School's general criteria for clinical courses as described in these Announcements and by the approval of the clinical staff. Before participating in the IJ Clinic, students are required to take Entrepreneurship & The Law (619). Aut, Win, Spr (var). Ms. Lee, Mr. Joseph.

INSURANCE LAW AND POLICY. 438. This course will examine legal issues relating to first-party and third-party insurance, as well as limited aspects of domestic insurance regulation. Topics will include the special principles of construction applicable to insurance policies, particular problems arising under life and health policies, bad faith issues, the duty to defend and to settle under liability policies, the recent insurance "crisis" in some lines of coverage, and problems relating to insurance for environmental harms. (3). Mr. Sykes. [Not offered in 1999-2000.]

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

INTERNATIONAL FINANCE. 489. Today the volume of international financial flows far exceeds the volume of international trade. This course deals with the international aspects of domestic banking and security markets and with offshore markets. The focus will be on U.S., European, and Japanese regulatory systems and the role of international financial institutions. Among the topics covered will be the eurodollar and eurobond markets; the international banking and securities clearing systems; foreign exchange, as well as futures and options markets; and derivatives, swaps, and an introduction to emerging markets finance, especially with regard to privatization. This course is intended to complement, rather than substitute for, courses in U.S. securities and banking regulation. (3). Mr. Dam. [Not offered in 1999-2000.]
INTERNATIONAL LAW, HUMAN RIGHTS, AND WAR CRIMES. 624. The course will focus on the development of international law pertaining to war crimes and the protection of human rights from Nuremberg and the other World War II war crimes trials through the Vietnam era and up to the new International Tribunals for Bosnia and Rwanda. A central focus of the course will be on the development of doctrines defining individual responsibility for war crimes and human rights violations, but students will also study problems relating to the concepts of aggression, intervention, self-defense, and military necessity. The overarching concern of the course will be to assess the legal legacy which the Bosnian and Rwandan tribunals have inherited. Enrollment is limited to 18 students and four short thought papers will be required, which will satisfy part of the writing requirement. (3). Mr. Goldsmith. [Not offered in 1999-2000.]

INTERNATIONAL PATENT LAW. 655. (Seminar) The seminar will consider the law of patents as a major factor in business law in most of the world. After a brief review of patent law in the United States, with emphasis on those aspects of U.S. law that are different from the rest of the world, the seminar will look at patent law in the rest of the world from the point of view of an American lawyer who is not a specialist in patent law. A consideration of the impact, present and projected, of some of the major international treaties affecting patent law will lead to consideration of how the law should develop in the future and what to do to assist in that development. Students must either have taken Patents and Trade Secrets (459) or be enrolled in that course concurrently with this seminar. Spr (3). Mr. Reynolds.

INTERNATIONAL TAXATION. 446. 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. The principal focus is on the U.S. tax system, but some attention is paid to adjustments between tax regimes of different countries through tax credits and tax treaties. Spr (3). Ms. Roin.

INTERNATIONAL TRADE REGULATION. 626. (Seminar) This seminar will examine the regulation of international trade under national and international law. The emphasis will be on the principal obligations of the WTO/GATT system, including the most favored nation obligation, the national treatment obligation, and various other constraints on domestic regulatory policies. Students will also examine laws of the United States enacted to implement WTO rights and obligations, including the "escape clause" and the antidumping and countervailing duty laws. Considerable attention will be devoted to the structure of international dispute resolution and to the use of unilateral trade sanctions. Students will at times consider how similar problems have been handled in different legal systems, comparing the law of the WTO/GATT, the NAFTA, the European Union, and the U.S. federal system. Issues relating to trade and the environment will also receive some attention. (3). Mr. Sykes. [Not offered in 1999-2000.]

INTRODUCTION TO JURISPRUDENCE. 720. This course is an introduction to jurisprudence, aiming to present an outline of the main schools of thought which form the general legal philosophies of the 20th century. The course will discuss the early Legal Positivist school, American Legal Realism, Marxist legal theory, Critical
theories of law, Feminist jurisprudence and, to some greater extent, contemporary Analytical jurisprudence. Reading material will include writings of the authors who have shaped these schools of thought, with occasional reference to secondary literature. The issues discussed will include such questions as what is the relation between law and morality; what judges do when they decide difficult questions; is law determinate enough to yield specific legal outcomes; is law a medium of political power, and who's power it is; the role of gender in legal discourse; the nature of legal interpretation and the legitimacy of judicial law making. Aut (3). Mr. Marmor.

INTRODUCTION TO TAX POLICY. 537. (Seminar) A survey of the causes and consequences of the methods chosen by governments to raise revenues through taxation. The seminar involves a smattering of public finance, politics, and tax analysis. Students will consider possibilities for improving the U.S. tax system. Prior courses in individual and corporate income taxation (or the equivalent) are recommended but not required. There is an examination with the option to write a paper instead, which will satisfy part of the writing requirement if substantial written work is completed. Aut (3). Mr. Isenbergh.

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

ISSUES IN POVERTY AND LAW. 574. (Seminar) This seminar is designed to explore how the law (and the absence of law) affects those who are poor. Students will begin by analyzing the rhetoric of poverty in Supreme Court decisions. Students will then examine interdisciplinary materials focused on political and social theories that drive poverty policy programs. The seminar will conclude with an in-depth look at specific policies and programs pertinent to the relationship between poverty and social control. Some issues likely to be discussed are: access to public housing and spatial concentration of poverty, gentrification, access to law enforcement by poor people, the normative conception of compliance with the law and its relationship to inner city crime, and an analysis of church and state collaboration to reduce crime in poor communities. A continuing theme of this course will be the relationship between race and poverty in urban areas. Several short papers and class participation will be required. (3). Ms. Meares. [Not offered in 1999-2000.]

THE JUVENILE JUSTICE SYSTEM. 601. (Seminar) This seminar will consider how our legal system should respond to crimes committed by minors. In particular, students will 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 will help inform discussions. Students will be expected to write three or four short papers. Win (3). Ms. Buss, Ms. Meares.
LAND USE PLANNING. 613. (Seminar) This seminar will explore the development of zoning in the courts. Students will examine such topics as: zoning theory as a planning tool or a device for class segregation; the legality of exclusion; application of restrictions to existing laws; zoning administration and factors to be considered upon zoning applications; substantive due process; administrative discretion and review of local decisions; aesthetic standards and the limits of aesthetic restrictions; freedom of association; exactions and rough proportionality; transfers of development rights; public benefits imposed on private owners (preserving landmarks, wetlands, endangered species, open space and vistas, and growth controls); self imposed hardships; Fifth Amendment Takings Clause; how to measure takings damage. Aut (3). Mr. Friedman.

LAW AND ECONOMICS OF HEALTH CARE SYSTEMS. 718. (=Pub Pol 378) An examination of policy issues arising out of the intersection of law and economics in the health care industry. Illustrative topics covered are antitrust policy toward hospital mergers; public regulation of AIDS and other infectious diseases; behavioral issues (smoking, alcohol, obesity); the role of philanthropy; the regulation of medical research; the HMO movement. A paper is required. Spr (3). Mr. Philipson (School of Public Policy), Mr. R. Posner.

LAW AND THE MENTAL HEALTH SYSTEM. 470. The course is designed to help lawyers function effectively when issues of mental disability relate to legal issues. The course will examine 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 will be given to admission to and discharge from mental health facilities; competency to consent to or to refuse treatment; to surrogate decisionmaking 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. Satisfies part of the writing requirement if substantial written work is completed. Students have a choice of taking a final exam at the end of the quarter or writing a paper on a topic approved by the instructor. Win (3). Mr. Heyrman.

LAW AND POLITICS: U.S. COURTS AS POLITICAL INSTITUTIONS. 513. (=Pol Sci 370) (Seminar) The purpose of this seminar is twofold. First, it aims to introduce students to the political nature of the American legal system. In reviewing a substantial amount of the social science literature on courts, students will focus on the relationship between the courts and other political institutions. The sorts of questions asked will include: Are there interests that courts are particularly prone to support? What effect does congressional or executive action have on court decisions? What impact do court decisions have? Second, by critically assessing approaches to the study of courts, the course seeks to highlight intelligent and sound approaches. Particular concern 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. Satisfies part of the writing requirement if substantial written work is completed. Win (3). Mr. Rosenberg.
LAW, BEHAVIOR, AND REGULATION 654. (Seminar) This seminar deals with new and emerging understandings of human behavior—and the lessons of those understandings for legal regulation. Topics include environmental regulation, broadcasting, occupational safety and health, damage remedies, and the law of equality. Theoretical materials will involve people's bounded rationality, as they rely on "heuristics" that lead to errors, and are also susceptible to various biases. There will be discussion as well of people's capacity for fairness, and their understanding of what fairness specifically involves. A recurrent question will be whether "behavioral law and economics" has advantages over traditional law and economics in thinking about regulation of private conduct. Spr (3). Mr. Sunstein.

THE LAW OF LAWYERING AND THE LEGAL PROFESSION. 409. Lawyers often suppose that the entire law of professional responsibility is contained in the profession's codes. However, "other" law (criminal law, tort law, procedural law, securities law, etc.) plays an equally and sometimes more important role in regulating a lawyer's conduct. This three-credit course will focus on an examination of the ways in which ethics codes and "other" law work together to shape a lawyer's course of action in different contexts (business transactions, civil litigation, government representation, criminal defense.) In addition, students will explore the contours of the profession—its demographics and structure—in order to better prepare them for lives as lawyers in the 21st century. This course satisfies the professional responsibility requirement for upper-year students. Spr (3). Ms. Meares.

LAW, SCIENCE, AND MEDICINE. 591. (Seminar) This course examines the relationship between law, science, and medicine. It will begin with a discussion of the role of science in the courts and the legislatures before addressing specific legal developments. Students will focus on a variety of topics including such areas as: human and animal experimentation, genetics, and reproductive technologies. Students may either write a series of three essays over the course of the semester, or one longer paper. Writing credit with permission of instructor. Aut (3). Ms. Ossorio.

THE LAWYER AS NEGOTIATOR. 419. The aim of this course is to investigate the uses of law in negotiations and to develop students' skills as negotiators. Students will be given a theoretical framework with which to analyze problems of negotiation. They will experiment actively with a variety of negotiating techniques. Special emphasis will be given to ethical issues. Students will be engaged in exercises with simulation materials. Aut (3). Mr. Gottlieb.

LEGAL CLASSICS. 638. (=PS 391) (Seminar) This seminar grapples with some of the lasting contributions made by students of courts throughout the twentieth century. Material covered ranges from the Realists to early empirical studies to the New Deal and 1950s controversy over the role of the Court. Because the Seminar aims to provide participants with a critical perspective on classic work, solid grounding in the literature, as obtained in Law 513 (Law and Politics: U.S. Courts as Political Institutions), is a prerequisite; permission of instructor is also a prerequisite. (3). Mr. Rosenberg. [Not offered in 1999-2000.]
LEGAL INTERPRETATION. 516. (Seminar) Many challenges in law come from the difficulty of interpreting words—always incomplete, often old. This seminar explores different methods of resolving interpretive problems: “plain meaning,” its cousin textualism; a search for intent (“original,” presumed, or imputed), functional analysis, and so on. The seminar will ask 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 will receive approximately equal emphasis. Enrollment is limited to 20 students. Completion of the two short papers that the seminar entails satisfies part of the writing requirement. (3). Judge Easterbrook. [Not offered in 1999-2000.]

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

LEGISLATION. 706. An introduction to the federal legislative process and to theories of statutory interpretation, with emphasis on the latter. Major subjects covered include the intellectual history of statutory interpretation in the United States; the respective roles of statutory text, canons of construction, legislative history, administrative regulations, and other interpretive sources; and quasi-statutory topics such as implied causes of action, retroactivity, and severability. Spr (3). Mr. Vermeule.

LEGISLATIVE PROCESS. 733. An understanding of legislative process and statutory interpretation is increasingly necessary as the influence of statutory law broadens to affect a wide range of legal issues. Solutions to many problems facing today’s lawyer involve either a knowledge of how legislation develops in Congress or an understanding of how laws will be interpreted by the judicial and executive branches. Focusing on the federal level, students will examine the contemporary legislative process, including the role of interest groups and the effect of lobbying; the use of legislative history in statutory interpretation; and the legal issues implicated by recent legislative reform proposals. Students will also explore topics such as the constitutional law and political theory of representation, campaign finance reform, ballot initiatives and referenda and term limit proposals. These issues will be discussed from legal, economic, and political perspectives, and theoretical conclusions will be applied to practical examples of actual legislation. Aut (3). Ms. Garrett.
LITIGATION METHODS. 418. A four-quarter course beginning in the spring quarter of the second year and concluding in the Spring Quarter of the third year; includes an Intensive Trial Practice Workshop required for third year Clinic students and offered two weeks prior to the autumn quarter. Students may choose to take the course for only the first two quarters including the Workshop. The Litigation Methods course develops legal skills with special emphasis on litigation strategy, pretrial and trial preparation, and trial and appellate advocacy. Throughout the course a combination of teaching techniques will be employed, including lectures, large and small group discussions, videotaping, simulations, and actual clinical experiences. Special emphasis will be placed on teaching strategic planning and preparation. Actual cases in progress will be used in small groups and large classes to teach the various elements of advocacy. Topics may include negotiation, pleading, discovery, motion practice, voir dire, direct and cross examination, expert witnesses, opening statements, closing arguments, pretrial preparation, post-trial procedure, and appeals. Students will prepare and present actual cases in court under the supervision of the instructors. Students may be provided the following opportunities in actual cases: client and witness interviews, substantial participation in an evidentiary hearing, contested legal arguments, court appearances, strategic planning memos on several cases, preparation of a legal brief or memorandum for submission to court, and participation in discovery. Students are expected to devote between five and ten hours per week to their work on behalf of clients during each of the four quarters. Preference in enrollment will be given to second-year participants in the Mandel Clinic. All students will be certified to appear in court under Illinois Supreme Court Rule 711 during their third year. Evidence is a prerequisite. Students taking Litigation Methods are not eligible to enroll in Trial Advocacy or Major Civil Litigation. Litigation Methods satisfies part of the writing requirement if substantial written work is completed. Spr (2), Aut (2), Win (1), Spr (1). Mr. Bowman, Ms. Conyers, Mr. Heyrman, Mr. Schmidt, Ms. Snyder, Mr. R. Stone.

LOCAL GOVERNMENT LAW. 717. This course examines the law regarding provision of public goods and services at the local level. It explores the way in which local government law addresses the issues of what services a local government should provide, which residents should receive those services, who should pay for the services provided, and who should provide the answers to the previous questions. It explores the relationship among federal, state, and local governments, with particular emphasis on judicial analysis of the constitutional and statutory basis of those relationships. Aut (3). Ms. Roin.

MAJOR CIVIL LITIGATION. 511. (Seminar) In this practical seminar students are taught proper and effective methods for preparing and presenting major civil litigation in trial and pretrial settings. Emphasis is on the federal courts. Unlike the Trial Advocacy seminar, this seminar covers not only trial presentations but also pretrial proceedings and discovery. It also requires preparation of written materials. Using a complex fact setting, students participate, both as plaintiff and defense counsel, in each of the principal litigation steps: contact by the client; development of the facts; drafting of pleadings; discovery including depositions; motion practice; hearings; and trials. Emphasis is also placed on teaching students how to perfect the
The seminar in the second quarter focuses on particular issues which arise in major civil litigation. For example, the second quarter concentrates on the effective presentation of expert witnesses, including economic experts, accounting experts, and market survey experts. The seminar is taught by a federal trial judge assisted by experienced trial lawyers. Enrollment is limited to sixteen students. Students should have taken Evidence. Students taking Major Civil Litigation are not eligible to enroll in Litigation Methods, or be concurrently enrolled in Trial Advocacy. Preference will be given to students who have not previously taken Trial Advocacy. The seminar extends over two quarters. Satisfies part of the writing requirement if substantial written work is completed. Win (2), Spr (2). Judge Holderman.

MEDIA LAW. 726. This course will survey legal issues involving the traditional mass media primarily newspapers, broadcasting, and cable. Both First Amendment and regulatory issues will be explored, with some emphasis on structural regulation. Spr (3). Mr. Baker.

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

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

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

In addition to discrete advocacy skills, such as cross-examination, discovery planning, and legislative drafting, the course aims to provide students with an understanding of the relationships between individual advocacy tasks and the ultimate goals of clients, between litigation and legislative advocacy, and between advocacy on behalf of individual clients, and advocacy for systemic change.

Prior to the beginning of the third year, students who intend to engage in litigation are required to complete either Pretrial Advocacy or Major Civil Litigation and either the Intensive Trial Practice Workshop or Trial Advocacy. Prior or contemporaneous enrollment in either Legislation or Legislative Process is encouraged for students intending to engage in legislative advocacy. Prior or contemporaneous enrollment in Law and the Mental Health System is encouraged for all students.

Second-year students will ordinarily not be permitted to enroll during the Autumn Quarter. See the general rules for all clinical courses for further details con-
cerning enrollment, including the rules governing the award of credit. Mental Health Advocacy satisfies part of the writing requirement if substantial written work is completed. Aut, Win, Spr (var). Mr. Heyrman.

MESOPOTAMIAN LAW. 596. (Seminar) This seminar will examine the ancient near eastern Sumerian, Babylonian, and Assyrian law collections (all in English translations) from the third, second, and first millennia B.C., and explore questions relating to the legislative and judicial significance of these collections. The materials will be placed within their political, social, and economic settings, and will be explored from the perspectives of comparative material from other ancient and modern legal systems. No knowledge of ancient languages is required for the courses. (3). Ms. Roth. [Not offered in 1999-2000.]

NATIONAL SECURITY LAW. 707. This course examines the concentration of foreign policy-making powers in the executive branch, and the domestic consequences of that concentration for the relationship of the executive branch with Congress and the federal courts, the federal government’s relationship with the states, and the people’s relationship with the government as a whole. The class is organized historically by crisis. Topics to be covered include: the Founding and immediate post-Founding understandings of national security powers under the Constitution; emergency powers and the fate of individual liberty during the Civil War, WWII, and WWII; disputes over the President’s power to wage war without explicit congressional authorization during the Korean, Vietnam, and Gulf Wars; security/loyalty procedures during the Cold War; covert operations and intelligence gathering; the disclosure of classified and unclassified information; attempts to seek executive accountability through the court system; international terrorism and crime abroad; and sexual orientation as a disqualification for government service. Spr (3). Ms. Hasday.

NEGOTIATION THEORY AND PRACTICE. 467. The course provides an overview of the theory and practice of negotiation. Along with a review of the classic literature in the field, the course will emphasize the development of skills in analyzing negotiation situations, inventing mutual gains, and reaching agreements. Students will be required to negotiate agreements in a variety of substantive areas. Particular attention will be directed to domestic and international multi-issue, multi-party negotiations and the role of culture in negotiation. Win (3). Mr. Webber.

NEO-ARISTOTELIAN POLITICAL THOUGHT. 703. (Seminar) An examination of different modern approaches to political thought that take their point of departure from Aristotle. This will include: the early Marx and contemporary humanist Marxisms (e.g., the Praxis group); modern Thomisms of various sorts, both liberal (John Courtney Murray, Jacques Maritain) and less liberal (John Finnis, Robert George); British perfectionist socialist Aristotelianism (T. H. Green, Ernest Barker); and the “capabilities approach” (Amartya Sen, and some of the professor’s own work). How do concepts of human flourishing and truly human functioning shape a distinctive political ideal? What does it mean to give priority to “the good” in this way? Is there a way of reconciling such an approach with liberal or political/liberal ideals? Open to Ph.D. students in Philosophy, Divinity, and Political Science; Law students
with an undergraduate major in philosophy or equivalent preparation; and others by permission of instructor. (3). Ms. Nussbaum. [Not offered in 1999-2000.]

NETWORK INDUSTRIES. 735. This course addresses state and federal regulation of price, quantity, and entry, with an emphasis on the regulation of natural monopolies, cost-of-service rate-making, rate design, and the problem of partial competition within a regulated environment. While the scope of the course precludes a detailed investigation of any particular industry or system of regulation, particular attention is paid to electrical generation and transmission, natural gas, and telecommunications, with exposure to problems of other network industries, such as transportation, broadcasting, and electronic payments. This course will emphasize the substantive law of regulated industries, and will pay scant attention to the procedural questions addressed in Administrative Law, which should be taken at some point, but which is not a prerequisite for this course. Spr (3). Mr. Picker.

NEW VENTURE CHALLENGE. 640. (Seminar) This course is designed to allow students who have advanced to the second round of the New Venture Challenge to develop their ideas into full business plans. Student teams will work largely on their own to develop their business plans. The class meetings consist primarily of plan presentations. Venture capitalists, private investors, and entrepreneurs will also help critique and improve the plans during the presentations. The class meetings also will include presentations by (1) a lawyer on the legal considerations of a new venture; and (2) an investor on investment considerations in a new venture. One Law School student will be matched with each team based on mutual interest (unless the Law School student(s) is already on a team that has advanced). Pre-assignment: Students should come to the first class ready to present the executive summary of their plans. Grades: Based 70% on the quality of the work that goes into the business plan and 30% on class participation. Prerequisites: Advancement to the second round of the New Venture Challenge or consent of the instructor. Students should contact the instructor before the course begins. The number of Law School students will be limited to the number of teams that advance. Spr (3). Mr. Kaplan.

NONPROFIT ENTITIES. 432. This course will provide a broad introduction to the special legal and conceptual problems of nonprofit organizations. The course will include a description of the nonprofit universe and the theoretical rationales for the nonprofit sector. The course will also include coverage of such topics as organization and governance, fiduciary obligations of officers and directors, investment powers, regulation of charitable solicitation, and the enforcement powers of donors, the attorney general, and others. (3). Mr. Fischel. [Not offered in 1999-2000.]

OBJECTIVITY IN LAW AND ETHICS. 635. (Seminar) Are ethical judgments capable of being true? Are legal propositions capable of being true? Does the possibility of objectivity in law depend on the objectivity of morality? These are some of the main questions which will be addressed in the seminar. Students will concentrate on the concept of objectivity, focusing on the possibility of objectivity in evaluative domains, such as law, morals, and aesthetics. The question of objectivity deals with
the meaning of moral and legal judgments, whether there are any such things as moral and legal facts, and what would truth in law or ethics consist in. Does truth in ethics depend on there being such things as ethical properties in the world? Does it depend on the prospects for resolving deep disagreements about ethics amongst peoples and cultures? And how does the evaluative realm fit into our overall conception of reality? The precise definition of the question of objectivity is itself controversial among philosophers. Some philosophers take the issue of objectivity to be mainly about the possibility of knowledge; others think of it as a question about truth and meaning. The question of objectivity is as old as philosophy itself. Recently, however, there has been a considerable revival of philosophical literature on objectivity in general, and the objectivity of values in particular, and thus most of the reading material for the seminar will consist of articles published in the last two decades or so. Students will read, among others, articles by Bernard Williams, Crispin Wright, Joseph Raz, Ronald Dworkin, Simon Blackburn, Peter Railton, and Thomas Nagel. Objectivity in law has also been discussed recently by Jules Coleman, Brian Leiter, and by this professor. Each session of the seminar will be devoted to a discussion of one article. No particular prerequisites are required for the seminar. Students without prior background in philosophy may enroll, though some familiarity with philosophical literature might be helpful. Aut (3). Mr. Marmor.

OIL AND GAS. 453. The basic law relating to the exploration, production, and development of oil and gas. The principal topics covered are (1) ownership interests in natural resources, (2) leasing and field development, (3) the classification and transfer of production interests, and (4) regulation of field operation—pooling, unitization, and environmental controls. Taxation and post-production marketing controls will not be covered. Spr (3). Mr. Helmholz.

PARENT, CHILD, AND THE STATE. 471. This course will examine the legal rights of parents and children, and the state’s authority to define and regulate the parent-child relationship. The course will devote considerable attention to the reliance of courts on the due process clause to identify which familial relationships are protected and under what circumstances state intervention in those relationships is justified. Among the topics discussed will be children’s and parent’s rights of expression and religious exercise, termination of parental rights and adoption, paternity rights, the state’s response to child abuse and neglect, the role of race in defining the family, and the legal issues raised by the development of new reproductive technologies. (3). Ms. Buss. [Not offered in 1999-2000.]

PATENTS AND TRADE SECRETS. 459. This course focuses on patent law and, to a lesser extent, on trade secret law. Though the course is primarily concerned with legal doctrine, it will deal with how intellectual property rules promote and sometimes deter innovation. Most of the time will be devoted to U.S. law but international patent cooperation efforts, as well as key differences between the U.S. and foreign patent systems, will also be discussed. Spr (3). Mr. Epstein.
PHILADELPHIA 1787 REVISITED. 728. This course will look at numerous aspects of Constitutional Law in the late 18th century in the United States. Topics include: causes of the American Revolution, the Declaration of Independence, The Articles of Confederation, State Constitutions before 1787, The Constitutional Convention of 1787, and Articles and Amendments of the Constitution. Active participation in class discussion is expected. Spr (3). Mr. Kadison.

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

PRICE THEORY. 436. (=Econ 301) Theory of consumer choice, including household production, indirect utility, and hedonic indices; supply under competitive and monopolistic conditions; static and dynamic cost curves, including learning by doing and temporary changes; uncertainty applied to consumer and producer choices; and market equilibrium and its stability. Aut (3). Mr. G. Becker.

PRINCIPLES AND APPLICATIONS IN HEALTH CARE LAW. 656. (Seminar) This seminar, intended for upperclass students, will not only explore a variety of topics within health care law but pragmatic approaches to solving issues raised in those areas, such as, by way of example, medical ethics, liability, the business of practicing medicine in today's health care delivery system, and technology. Seminar requirements will include various readings, short papers, and attendance. The seminar will conclude with class members participation in a "Miller's Court." Spr (3). Mr. Zaremski, Ms. Rothschild.

PROBLEMS IN SUPREME COURT HISTORY. 572. (Seminar) Law school studies of the work of the Supreme Court of the United States focus too much on doctrinal analysis and constitutional theory. This seminar focuses instead on the Court from a behavioral perspective and utilizes archival collections available at the Manuscript Division of the Library of Congress and various university repositories. Students are expected to formulate a feasible research project with the aid of the instructor, arrange to examine the relevant archives, and to produce a substantial research document. Satisfies part of the writing requirement if substantial work is completed. (3). Mr. Hutchinson. [Not offered in 1999-2000.]

PROBLEMS OF INTERNATIONAL LAW: ETHNIC AND REGIONAL CONFLICTS. 576. (Seminar) The seminar will address juridical aspects of the management of ethnic and regional conflicts. It will grapple with the circumstances that warrant intervention by the United States to provide humanitarian assistance and to protect peoples subjected to genocidal attacks. It will consider issues involving
the use of force as well as credible collective enforcement strategies. (By permission of the instructor, limited to 15 students.) Satisfies part of the writing requirements if substantial written work is completed. Spr (3). Mr. Gottlieb.

PUBLIC CHOICE. 690. (Seminar) This seminar is about the relationship between modern perspectives on voting and interest groups, on the one hand, and legislation and judicial interventions on the other. The problems associated with collective decision-making illuminate interactions between legislatures and judges; democracy's attempt to solve certain problems; and the roles played by a variety of legal doctrines and constitutional institutions (from takings law and standing and unconstitutional conditions, to line-item vetoes and term limits and balanced budget amendments). In short, students will arm themselves with the literature on interest groups and democratic decision-making in order to explore a wide variety of social problems and legal rules. Students will prepare a series of short "reaction" papers. Win (3). Mr. Levrmore.

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

PUBLIC LAND AND RESOURCES LAW. 445. An introduction to the law governing public lands in the United States, including the preservation and the exploitation of the natural resources on those lands. The course will deal with the administrative structures and the legal doctrines that have been developed to control use of the public lands, and it will take up selected subjects to illustrate how the system works. Among possible subjects for inclusion are: the national parks, timber policy, grazing rights, mining law, the protection of wildlife, and wilderness preservation. (3). Mr. Helmholz. [Not offered in 1999-2000.]

RABBINIC LAW: ACQUISITIONS OF PERSONS. 638. (Seminar) Talmudic theories of acquisition and ownership extend to relations between persons. Those who may become what Patricia Williams has called "the object of property" include wives, Jewish and non-Jewish slaves, debt slaves, concubines, and maidservants. In this seminar students will trace the evolution of rabbinic theories of the legal subject through a study of the evolving reasoning about the nature of this ownership bond. Aut (3). Mr. Johnson.

RACE AND CRIMINAL JUSTICE. 691. (Seminar) This seminar will examine the intersection of race, class, and criminal justice in the United States exploring many of the following topics: racial profiling in law enforcement, community policing, police accountability, prosecutorial discretion and misconduct, availability and
quality of defense counsel, jury selection, juvenile justice, drug law policies, mandatory minimum sentencing, voting disenfranchisement, and the death penalty. Win (3). Mr. Schulhofer, Mr. R. Stone.

READINGS IN LEGAL THOUGHT. 570. (Seminar) Students in this seminar will read a selection of important works in the development of Anglo-American legal thought from the eighteenth century to the present. In the past, authors have included Blackstone, Bentham, Mill, Holmes, Llewellyn, Frank, Bickel, Calabresi, Posner, MacKinnon, and members of the Critical Legal Studies movement. Students will submit three comments or questions on each reading prior to its being discussed in class. Grades will be based on those submissions and on class participation. Limited to 14 students. Satisfies part of the writing requirement if substantial written work is completed. Spr (3). Judge Ginsburg.

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

REGULATION: WHAT WORKS AND WHAT DOESN'T. 542. (Seminar) One of the most sharply disputed subjects in the area of law and government has to do with the likelihood that government regulation will actually serve its intended purposes. This seminar will explore a variety of efforts by government to regulate private conduct in order to solve social problems. The principal focus will be on social regulation, including such areas as occupational safety and health, communications, safety and health generally, the environment, and discrimination on the basis of race and sex. Principal attention will be given to three topics (1) what sorts of arguments justify government intervention in these areas? What sort of presumption should be given to "private" ordering?; (2) under what circumstances have regulatory programs actually served their intended purposes?; and (3) is it possible to draw some general conclusions about the relationship between institutional design and successful regulation? The seminar will be highly interdisciplinary, drawing on political theory, law, economics, and empirical work. The ultimate goal is to provide a set of guidelines by which to assess those problems of social regulation that are most likely to arise in the next generation. Satisfies part of the writing requirement if substantial written work is completed. (3). Mr. Sunstein. [Not offered in 1999-2000.]

REMEDIES. 414. This course examines the scope of legal and equitable remedies to determine how effective they are in practice. The goal of this course is to emphasize matter not systematically covered elsewhere. The main topics are (1) the object of an award of damages (including punitive damages), what it does and should achieve; (2) restitutionary remedies to prevent unjust enrichment; (3) injunctive remedies and their enforcement through ancillary remedies; and (4) the role of legislated remedies. Students will pay particular attention to equitable remedies that cut across and interact with substantive fields of law ranging from intellectual property to civil rights. Win (3). Mr. Vermeule.
RESEARCH IN ENGLISH LEGAL HISTORY. 549. (Seminar) The seminar provides an opportunity for intensive research and writing in the legal history of England. Enrollment is small, research is supervised, and students are encouraged to produce several drafts. The object is to produce work of publishable quality. The first meetings will deal with bibliographic questions and discussion of selected topics designed to give students a general familiarity with the sources. The questions suitable for investigation include changes in the jury system, relations between the common law and its rivals, comparison of English and Continental law, development and scope of various rules of evidence, the development of the right to defense counsel and other safeguards in the criminal process, and how a legal system confronts demands for legal change. Prerequisite: Law 476, Development of Legal Institutions, or the permission of the instructor. Writing is likely to extend over the Winter and Spring Quarters. Satisfies part of the writing requirement if substantial written work is completed. Aut (3). Mr. Helmholz.

RIGHTS IN EUROPE. 625. (Seminar) (=IntRel 625) This seminar will consist of two parts. Part one will cover the structure and selected jurisprudence of the European Human Rights system, including the provisions of the European Convention on Human Rights and Fundamental Freedoms and the case law of the European Commission and Court of Human Rights. Part two will cover the emerging relationship between human rights and the European Union, and consider the EU’s treatment of citizenship, migration, and discrimination issues. Win (3). Ms. Bhabha.

THE ROLE OF LAWYERS. 723. (Seminar) This seminar will examine selected topics involving the legal profession, such as does America have too many lawyers?; the role of lawyers; the structure of law firms; lawyers as a self-interested lobbying group; and lawyers’ obligation to society. A paper will be required. Win (3). Mr. Fischel.

ROMAN LAW. 593. (Seminar) 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 will be given to property and to obligations (contracts and torts). The course is intended to develop skills 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. No knowledge of Latin is required for the course. Enrollment is limited to twenty students. Satisfies part of the writing requirement if substantial written work is completed. (3). Mr. Epstein. [Not offered in 1999-2000.]

SECURED TRANSACTIONS. 422. This course deals with the many legal issues that come into play when there collateralized loans for which the collateral is personal property. Students will 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. Aut (3). Mr. Picker.
SELECTED TOPICS IN CHILD DEVELOPMENT AND THE LAW. 625. (=PSY 349, SSA 537) (Seminar) To a large extent, the law governing children’s rights has developed without regard to children’s cognitive, emotional, and social development. This seminar will consider what role the work of developmental psychologists should play in shaping the rights afforded to children, including their right to legal representation. Enrollment is limited to twenty students and a paper will be required. (3) Ms. Buss. [Not offered in 1999-2000.]

SELECTED TOPICS IN FEDERAL INCOME TAXATION. 558. (Seminar) This seminar will examine a number of current and perennial issues in taxation from theoretical, practical, and policy perspectives, with particular emphasis on the survival of common law concepts in a codified field. Potential topics (which are subject to change as new issues arise) include tax protesters, the proliferation of hybrid financial instruments, asset securitization transactions, the rise of information reporting, and the audit process. Students will be expected to complete a substantial paper on one of the topics discussed (or another topic chosen with the instructor’s consent). Taxation of Individual Income is a prerequisite. Satisfies part of the writing requirement if substantial written work is completed. Win (3). Ms. Flom.

SENECA. 621. (Seminar) A study of the Roman politician and Stoic philosopher, one of the most complex and influential thinkers of the Roman world. Placing him in the context of both the Claudian and Neronian courts and the history of Stoic philosophy, students will read in Latin On Anger (selections), selected Moral Epistles, and one tragedy, probably Hercules Furens. (3). Ms. Nussbaum. [Not offered in 1999-2000.]

SEPARATION OF CHURCH AND STATE. 645. (Seminar) An historical study of the concept of separation of church and state, especially in America from the mid-seventeenth to mid-twentieth centuries. On the basis of largely neglected primary sources, this seminar will explore fresh approaches to the history of separation of church and state. Topics will include Roger Williams, anti-clericalism, establishment and anti-establishment arguments, Jefferson and his allies, anti-Catholicism and nativism (including riots and church burnings), theological liberalism, and Southern Baptists and the Ku Klux Klan. Research paper required. Satisfies part of writing requirement if substantial written work is completed. Win (3). Mr. Hamburger.

SEX DISCRIMINATION. 731. This course will cover the spectrum of distinctions made in law on the basis of sex and of legal prohibitions on the making of sex distinctions. (3). Ms. Case. [Not offered in 1999-2000.]

SEX EQUALITY. 488. This course in practical jurisprudence inquires into the relationship between sex inequality in society and sex equality under law. The dominant paradigm of legal equality in terms of sameness and difference is examined and an alternative of dominance and subordination is considered. Concrete issues including comparable worth, sexual harassment, rape, abortion, prostitution, family, pornography, and gay and lesbian rights are examined in sex equality terms. Questions such as the legitimacy of the “intent” requirement in Constitutional cases and the fairness of the burden of proof under Title VII are also considered. Race and
class are considered throughout. The course canvasses, examines, criticizes, and aims to expand the law of sex discrimination toward meaningful civil equality for women. (3). Ms. MacKinnon. [Not offered in 1999-2000.]

SEXUAL HARASSMENT. 585. (Seminar) An in-depth examination of critical issues in this quickly developing area of sex discrimination law in employment and education. Topics include what makes harassment gender-based, unwelcomeness, standards for hostile environment, institutional accountability (employer and educational), racial harassment comparisons, and same-sex harassment. Emphasis on theoretical analysis, doctrinal development, practical applications, and social change. Prerequisite: Sex Equality (previously or contemporaneous). (3). Ms. MacKinnon. [Not offered in 1999-2000.]

SOCIAL SCIENCE RESEARCH AND LAW. 595. (Seminar) This seminar examines social science research on law-related issues and the influence of this research on legal decision-makers. Among the topics that the seminar may consider are pornography, violence in the media, the reliability of eyewitness identification, jury selection, jury size, the comprehensibility of jury instructions, the administration of the death penalty, the death penalty’s possible deterrent effect, the success or failure of programs for rehabilitating criminals, the effects of segregated schools and of efforts to remedy segregation, the harms and benefits of single-sex schools, and the prediction of dangerousness. During the quarter before the seminar, every student will be expected to attend an organizational meeting, select a paper topic, and begin work on a paper. Every student will then be expected to conduct a one-hour discussion of his or her topic during the seminar. No prior training in statistical methodology or in the social sciences is expected. Satisfies part of the writing requirement if substantial written work is completed. (3). Mr. Alschuler. [Not offered in 1999-2000.]

SPORTS LAW. 639. (Seminar) This seminar will focus on current topics in sports law, including ownership (e.g., single entity vs. franchise), labor issues, publicity rights, governance of the game, and the role of criminal and tort law for on-field actions. This seminar will also examine some of the statutes that govern sports in the U.S. such as the Ted Stevens Olympic and Amateur Sports Act. Aut (3). Mr. Collins.

STATE AND LOCAL FINANCE. 622. (Seminar) State and Local Finance will examine the implications of choosing between the various revenue sources available to states and localities. Students will be asked to consider questions of “interjurisdictional equity,” “intergenerational equity,” and “vertical equity” in the context of topics such as public school finance, the use of municipal bonds, tax competition, and tax cooperation. Win (3). Ms. Roin.

STATUTORY INTERPRETATION IN THE POST-NEW DEAL STATE. 646. (Seminar) This seminar is designed to survey and analyze critically the contemporary debate concerning the way courts and agencies should (and do) interpret statutes. Part I of the seminar consists of introductory readings from the first half of the century, designed to supply the intellectual backdrop for the modern debate. Part II focuses on modern controversies, including the legislative history debate,
dynamic versus static theories of interpretation, the utility of the canons of construc-
tion, and the question whether the concept of legislative supremacy or common law judging provides a better model for understanding statutory interpretation. The objective of this course is to consider the nature of interpretation and to measure competing theories of statutory interpretation against the goals of our constitutional structure. Win (3). Mr. Manning.

STRUCTURING VENTURE CAPITAL AND ENTREPRENEURIAL TRANSACTIONS. 714. This course covers the tax and legal principles applicable to a series of interesting, complex, current entrepreneurial transactions, utilizing venture capital or private equity financing, including (1) a new business start up, (2) a growth equity investment in an existing business enterprise, (3) a leveraged buyout of a private or a public company (including a going-private transaction), (4) use of a flow-through tax entity such as an S corporation, a partnership, or an LLC, for a variety of venture capital or private equity financed transactions, (5) a restructuring of an existing enterprise to provide better incentives to key executives, (6) devising an equity-based executive compensation program, (7) a restructuring or workout (in or out of bankruptcy) for the troubled over-leveraged enterprise, (8) devising an exit scenario for the successful venture capital financed enterprise (such as an IPO, SEC rule 144 sales, or a sale of the company), (9) utilizing an NOL in a venture capital or LBO deal, and (10) forming a new venture capital, LBO, or private equity fund. Substantive subjects covered include federal income tax, securities regulation, corporate law, partnership law, LLC law, bankruptcy law, fraudulent conveyance law, and other legal doctrines and accounting rules relevant to entrepreneurial transactions (including use of common and preferred stocks, convertible debentures and convertible preferred, warrants, and options). The course reviews these tax, legal, and accounting principals in a transactional context and also considers their policy underpinnings and likely future evolution. There will be an examination (no paper). There are no specific prerequisites because the appendix to the course book plus assigned supplementary readings contain adequate precedents for an understanding of the material covered by the course. However, Taxation of Individual Income is strongly recommended and Taxation of Business Enterprise I is desirable. In addition, knowledge of corporate law, securities regulation, bankruptcy, and accounting are helpful. Spr (3). Mr. Levin, Mr. Rocap.

SYMPOSIUM: FINANCIAL REGULATION. 455. (=GSB 538) This course will address a number of advanced topics in the regulation of financial markets and institutions, including banking firms and securities, and commodities and futures markets. The first four meetings will consist of lectures on the overall subject matter of the seminar. The remainder of the course will consist of the presentation of student papers on selected topics approved by the instructors and prepared under their supervision. Representative topics include treasury auctions, jurisdictional conflicts between the SEC and the CFTC, regulation of dual trading on exchanges, the pros and cons of open-outcry markets, restrictions on trading practices on the floors of exchanges, regulation of off-exchange trading and hybrid instruments, clinical studies about the relationship among laws and developing financial markets and exchanges, regulatory approaches to ensuring solvency, regulatory efforts
to expand access to public markets, risk-based deposit insurance premiums, risk-based capital adequacy rules, bank closure and failure regimes, international banking supervision, the dual banking system, and the analysis of systemic risk in financial markets. Satisfies part of the writing requirement if substantial written work is completed. Win (3). Mr. Miller.

TAXATION OF BUSINESS ENTERPRISES I. 448. This course examines income tax aspects of the formation, operation, liquidation, and transfer of business enterprises. The focus of the course will be on the corporate tax, with occasional attention to partnership tax issues. (Tax-free corporate reorganizations are covered in Taxation of Business Enterprises II, rather than in this course.) Win (3). Mr. Weisbach.

TAXATION OF BUSINESS ENTERPRISES II. 449. This course surveys the taxation of reorganizations and other adjustments involving continuing businesses: mergers, asset and stock acquisitions and other similar shifts of ownership and control, recapitalizations, and divisions. Points of focus are the recognition of gain and loss and the survival and allocation of tax attributes (basis, earnings, and loss carryovers) in these transactions. Spr (3). Mr. Isenbergh.

TAXATION OF DERIVATIVES. 643. (Seminar) Derivatives present a serious challenge to the tax system, creating uncertainty, avoidance opportunities and, often, over-taxation. This seminar will examine the taxation of derivatives and other financial instruments from both a technical and policy perspective, focusing on the challenges and responses of the tax system to new instruments. Introductory Taxation is a prerequisite. Students who have taken Taxation of Financial Instruments (709) are ineligible to enroll in this seminar. Win (3). Mr. Weisbach.

TAXATION OF FINANCIAL INSTRUMENTS. 709. This course will incorporate both technical and policy perspectives when exploring the rules for the taxation of transactions involving financial instruments. It is not just the world of finances that has been transformed by the explosion of financial product offerings; the tax system has been shaken to its core. This course will look at a selection of traditional and non-traditional products to see the challenges they present, how the IRS/Treasury has tried to meet them, and where the solutions fall short. Students will learn how to use a spreadsheet program as part of the course. (3). Ms. Roin. [Not offered in 1999-2000.]

TELECOMMUNICATION LAW. 704. This course will examine the basic legal framework for the regulation of radio, broadcast television, cable, telephone, and, where appropriate, the Internet. After learning the basics, students will focus on some specific problem areas, including the regulation of indecent speech; compelled access in its various forms; and the FCC’s recent auctions of spectrum space. Win (3). Mr. Lichtman.

THEORETICAL FOUNDATIONS OF THE REGULATORY STATE. 571. (Seminar) Why does American government do what it does? What should it do instead? This seminar will focus on these questions in the context of an inquiry into the notions of democracy, freedom, and welfare that underlie the modern state. It will place particular emphasis on the law governing the environment, occupational safety and
health, and consumer product safety. Though much of the discussion will be theo­retical, there will also be attention to practical questions of reform. (3) Mr. Sunstein. [Not offered in 1999-2000.]

THEORIES OF INTERNATIONAL JURISDICTION. 589. (Seminar) Although it has become commonplace to recognize that the reach of national regulation often cannot stop at the physical borders of the modern State, it is far more difficult to define the acceptable scope of jurisdiction over activities outside the State that affect activities or persons within it. Theories relying on effects within the regulating State, while becoming more accepted in the international community at large, continue to give rise to significant diplomatic frictions, and the same is true of nationality-based theories. In this seminar, students will examine both the existing U.S. jurisprudence on the subject, with particular emphasis on economic regulation, as well as perspectives from other countries. A substantial paper will be required, the completion of which will satisfy part of the writing requirement. (3). Judge Wood. [Not offered in 1999-2000.]

TOPICS IN ADVANCED LAW AND ECONOMICS. 554. (Seminar) This seminar will address a miscellany of issues drawn from recent literature in law and economics, including topics involving insurance law, contracts, the economics of litigation, and international trade. It is intended primarily for students who have taken Price Theory (Economics 301 /Law 436) or the equivalent. Students should feel comfortable reading the technical literature (employing basic tools of econometrics, multivariate calculus, and game theory). (3). Mr. Sykes. [Not offered in 1999-2000.]

TOPICS IN CORPORATE GOVERNANCE. 587. (Seminar) This seminar will explore selected topics in corporate governance that have been the subject of recent institutional investor activism. The seminar begins with an overview of the rise of institutional investor activism and a review of basic agency theory. It then explores various proposals to change the duties, composition, and operation of the board of directors, looking at both academic proposals and the corporate governance plans adopted by large public companies. Following this discussion students will have the opportunity to participate in a board meeting run by a leading Delaware attorney, and will subsequently draft complaints suing the board they sat on for breach of fiduciary duty. Subsequent units will focus on institutional investor reform campaigns at particular companies, the activities of associations of institutional investors, executive compensation, the role (if any) that should be played by employees and other stakeholders in corporate governance, and the question of whether corporations have a social responsibility to local communities. The seminar will conclude by considering two proposals for new directions in corporate governance that have lead to intense debate in both academia and the practicing bar. Students will be required to prepare two short (2-3 page) comments, as well as a more substantial paper of 10-15 pages which they will present to the seminar. Grades will be based half on written work and half on class participation. Enrollment is limited to 15 students (any additional students who wish to meet the upperclass writing requirement through this seminar may register separately for the seminar). This is not a long paper writing course unless permission is given by Ms. Bernstein. Corporation Law (423) is a prerequisite. Win (3). Ms. Bernstein.
TRADEMARKS AND UNFAIR COMPETITION. 457. This course deals with federal and state laws designed to protect trademarks and to protect against unfair competition, including misappropriation, and false and deceptive advertising. The course also examines FTC regulation of advertising and state laws protecting rights to publicity. Win (3). Mr. Hilliard.

TRIAL ADVOCACY. 512. (Seminar) A study of advocacy in civil and criminal trials, this intensive course teaches trial preparation and strategy in a courtroom setting. The primary teaching method is student participation followed by instructor critique and demonstration. All aspects of a trial are covered, as procedural and substantive principles of law are presented through litigation techniques. Students in the seminar should have taken Evidence or be taking Evidence concurrently. Completion of this seminar partially satisfies requirement for admission to trial bar of the U.S. District Court, Northern District of Illinois. Students taking Trial Advocacy are not eligible to enroll in Litigation Methods or be concurrently enrolled in Major Civil Litigation. Preference will be given to students who have not previously enrolled in Major Civil Litigation. The seminar will extend over two quarters. Win (2), Spr (2). Mr. Howlett, Judge Wolfson, Ms. Wolfson.

TRUSTS AND ESTATES. 452. This course examines various means of family wealth transmission: inter vivos transfers, trusts, wills, and the operation of intestacy statutes. This course will consider both the Illinois Probate Code and the Uniform Probate Code as a means of focusing on both pragmatic and policy issues. Win (3). Mr. HeIsinger.

THE UNITED STATES AND THE WORLD ECONOMY. 702. The course will address policies that the U.S. government has pursued and should pursue with regard to the international economy. Using a methodology stressing the normative and positive considerations that govern public decisions, the seminar will confront contemporary issues concerning international trade, investment, exchange rates, finance, technology, immigration, and development. The emphasis will be on the policies adopted, both what they are and what they should be, and especially why there is a difference. The course is designed to supplement, rather than substitute for, substantive law courses in the various subject matter areas covered. Spr (3). Mr. Dam.

THE U.S. SUPREME COURT. 503. (Seminar) This seminar will involve the study of eight selected cases currently on the docket of the Supreme Court of the United States. The members of the seminar, after considering the briefs filed with the Supreme Court by the actual parties to the cases, will present oral arguments and discuss the cases, and will draft judicial opinions. Each student will be responsible for writing at least two opinions concerning the cases that they did not argue. Enrollment will be limited, and attendance will be required. Satisfies part of the writing requirement if substantial written work is completed. Aut (3). Mr. Rubinstein.

VOTING RIGHTS AND THE DEMOCRATIC PROCESS. 420. This course will examine the history of voting rights law in the United States, as well as the broader issues surrounding various systems of representative democracy: How should the courts balance the demands of majority rule with the desire to protect minority voices? Does the
Voting Rights Act, as amended, promote minority voices, or simply segregate them from the larger political discourse? Are there alternative models, such as cumulative voting, that would better serve majority and minority alike? Do systems of more “direct democracy”—such as ballot initiatives and referenda—empower voters or undermine a more thoughtful deliberative process? And does voting even matter in a complex, modern society where campaigns are dominated by money and issues are framed by lobbyists? In lieu of an exam, students will write a paper that may satisfy part of the writing requirement. (3). Mr. Obama. [Not offered in 1999-2000.]

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

WORKSHOP: CONSTITUTIONAL LAW. 636. (Seminar) This workshop will expose students to recent academic work in constitutional law and the theory of constitutional interpretation. Workshop sessions will be devoted to the presentation and discussion of papers by outside speakers, at six to eight sessions to be conducted regularly throughout the academic year. Students enrolled in the workshop will receive three credits for completion of a substantial writing requirement. Enrollment may be limited. Aut (1), Win (1), Spr (1). Mr. Strauss, Mr. Vermeule.

WORKSHOP: INTERNATIONAL LAW. 634. (Seminar) This workshop examines selected problems in international law, including public and private international law, international trade, and international relations. There will be nine workshop sessions throughout the year in which members of the faculty of other institutions will present academic works-in-progress. Students will be required to write short essays with critical comments and questions about each workshop paper. They will also be expected to participate fully in the workshop sessions. There is no prerequisite for this workshop. Aut (1), Win (1), Spr (1). Mr. Goldsmith, Mr. Sykes.

WORKSHOP: LAW AND ECONOMICS. 560. (Seminar) This workshop is devoted to the intensive examination of selected problems in the application of economic reasoning to a wide variety of legal questions. Workshop sessions will be devoted to the presentation and discussion of papers by students and by members of the faculty of the University of Chicago and of other institutions. The workshop will meet every other week throughout the academic year. Students enrolled in the workshop will receive five credits for satisfactory completion of a substantial paper. Satisfies part of the writing requirement if substantial written work is completed. Aut (2), Win (2), Spr (1). Mr. Landes, Mr. Picker.
WORKSHOP: LAW AND PHILOSOPHY. 615. (=Phil 512) (Seminar) This workshop, which represents a fusion of the faculty law-philosophy group and the existing legal theory workshop, will meet throughout the year, on alternate Mondays, with a total of about twelve meetings, mostly in the autumn and winter. There will be a theme running throughout the year, which will be pursued through both philosophical and legal readings, with a range of visiting speakers and some sessions directed by local faculty. The theme in 1999-00 will be privacy. Students will pursue legal and philosophical readings on the topic, both historical and recent, and examine the significance of philosophical work on the topic for issues in constitutional law, criminal law, and other areas. Sessions will be led by the following people: Autumn: Randall Kennedy (Harvard), John Deigh (Northwestern), Richard Mohr (Illinois-Urbana), Charles Fried (Harvard), Catharine MacKinnon (Chicago and Michigan), Joshua Cohen (MIT). Winter: Richard Posner (Chicago), Candace Vogler (Chicago), Jonathan Lear (Chicago), Tom Grey (Stanford), Martha Nussbaum (Chicago). Spring: Andy Koppelman (Northwestern), Reva Siegel (Yale), Michael Warner (Rutgers), Ed Baker (Penn, visiting at Chicago), Anita Allen (Penn). This workshop will meet throughout the year, on alternate Mondays from 4:00 to 6:00 pm, with a total of about 14 meetings. The schedule is currently available from Martha Nussbaum’s secretary, Shirley Evans. Students will write short responses to each presentation, and a longer seminar paper. Enrollment is limited to law students and philosophy Ph.D. students, and numbers are limited. Law students who wish to enroll should contact David Strauss, and philosophy students should contact Martha Nussbaum, by October 1. Aut (1), Win (1), Spr (1). Ms. Nussbaum and Mr. Strauss.

COURSES IN OTHER DEPARTMENTS

Students are also reminded of the opportunity to take up to six course hours of work for Law School credit in other departments and schools of the University. The conditions of the exercise of this option are explained in the section on Requirements and Grading. Courses that may be considered under this option include:

of Development; U.S. Cold War Defense Policy; Health Economics and Public Policy; Environmental Policy I; Policy Analysis I: Advanced Policy Planning; Economics of Child and Family Policy; Psychological Perspectives on Child and Family Child Policy; Managing Globalization; U.S. Foreign Economic Policy; Analyzing International Policy; Non-Profit Sector: Theory and Practice; Political Economics of Institutions; Political Economy of Bureaucracy.

**INDEPENDENT STUDY**

**INDIVIDUAL RESEARCH. 499.** In addition to the opportunities for writing research papers afforded in many of the seminars listed, second- and third-year students may earn course credit by independent research under the supervision of a member of the faculty. Such projects (commonly known as "499 papers") are arranged by consultation between the student and the particular member of the faculty in whose field the proposed topic falls.

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

Students are encouraged to submit outstanding papers for publication in the Law Review or in other legal periodicals.

Before being granted permission to register for 499 work the student must submit a précis of his or her proposed study to the supervising faculty member. In considering possible fields or topics for such projects, students may wish to consider seminars described above but listed as not offered in the current year and to consult the instructors concerned as to the possibility of independent work in those fields.

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

Albert W. Alschuler: criminal law; criminal procedure (especially sentencing, search and seizure, and juries); American legal theory.
Lisa E. Bernstein: contracts; alternative dispute resolution.
Locke E. Bowman: death penalty; civil rights law; habeas corpus.
Emily Buss: civil procedure; juvenile law; family law; evidence.
Mary Ann Case: regulation of family sex and gender; feminist jurisprudence; constitutional law; comparative civil law; European rights law.
David P. Currie: constitutional law; federal jurisdiction.
Kenneth W. Dam: international trade; comparative public law; intellectual property.
Frank H. Easterbrook: antitrust; securities; interpretation.
Richard A. Epstein: any common law subject; property-related constitutional issues; law and economics.
Elizabeth Garrett: legislative process; federal budget process; direct democracy; administrative law; statutory interpretation.
Jack Goldsmith: conflict of laws; international law; foreign affairs law; federal courts; cyberspace.
Gidon A. G. Gottlieb: public international law; legal theory; international human rights issues; issues involving foreign conflicts; lawyer's role as negotiator.
Jill E. Hasday: anti-discrimination; employment discrimination; family law; national security law; women's legal history; 19th-century legal history.
R. H. Helmholz: English legal history; continental legal history; real property; personal property.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Stephen J. Schulhofer: criminal law; criminal procedure.

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

Randolph N. Stone: criminal justice; ethics; legal profession; poverty; racism; legal services to the poor.

David A. Strauss: constitutional law; federal jurisdiction; legal theory or jurisprudence; criminal procedure; civil procedure; administrative law; employment discrimination.

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

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

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

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

David A. Weisbach: taxation.

Diane P. Wood: international antitrust; antitrust; international trade and business; international conflicts of law—private international law; civil procedure.
SUBJECT CATEGORIES FOR SECOND- AND THIRD-YEAR COURSES

* = Not offered in 1999-00.

ADMINISTRATIVE LAW, LEGISLATIVE PROCESS, AND GOVERNMENT REGULATION

Clinics

Employment Discrimination Project. 671.  
  Aut (var)  
  Win (var)  
  Spr (var)

Courses

Administrative Law. 461.  
  Win (3)  
  Spr (3)

Antitrust Law. 428.  
  Aut (3)  
  Win (3)

Employment Discrimination. 433.  
  Aut (3)  
  Win (3)

Environmental Law. 460.  
  Win (3)

Federal Regulation of Securities. 424.  
  Spr (3)

Immigration Policy and Law. 447.  
  Spr (3)

Legislation. 706.  
  Spr (3)

Legislative Process. 773.  
  Aut (3)

Local Government Law. 717.  
  Aut (3)

Media Law. 726.  
  Spr (3)

National Security Law. 707.  
  Spr (3)

Network Industries. 735.  
  Spr (3)

Telecommunication Law. 704.  
  Win (3)

  * (3)

Seminars

  Spr (3)

Federal Budget Policy. 528.  
  * (3)

Land Use Planning. 613.  
  Aut (3)

Law, Behavior and Regulation. 654.  
  Spr (3)

Public Choice. 630.  
  Win (3)

  * (3)

State and Local Finance. 622.  
  Win (3)

Statutory Interpretation in the Post New Deal State. 646.  
  Win (3)

Theoretical Foundations of the Regulatory State. 571.  
  * (3)

COMMERCIAL, BUSINESS, AND LABOR LAW

Clinics

Employment Discrimination Project. 671.  
  Aut (var)  
  Win (var)  
  Spr (var)

Institute for Justice Clinic on Entrepreneurship. 676.  
  Aut (var)  
  Win (var)  
  Spr (var)

Courses

Accounting. 494.  
  Aut (3)

Advanced Securities. 487.  
  Win (3)

Agency, Partnerships & The Law of Fiduciary Duties. 434.  
  * (3)

Antitrust Law. 428.  
  Aut (3)  
  Win (3)

Bankruptcy and Reorganizations: The Federal Bankruptcy Code. 736.  
  Spr (3)

Business Organizations. 701.  
  * (6)

Commercial Arbitration: Domestic & International. 721.  
  Win (3)

Commercial Transactions. 421.  
  Win (3)

Copyright. 458.  
  Aut (3)

Corporate Finance. 425.  
  Spr (3)

Corporation Law. 423.  
  Aut (3)  
  Win (3)

Employment and Labor Law. 435.  
  Win (3)

Employment Discrimination. 433.  
  Aut (3)

Federal Regulation of Securities. 424.  
  Spr (3)
CONSTITUTIONAL LAW

Courses
American Law and the Rhetoric of Race. 498. Spr (3)
Constitutional Ideas in the Founding Era. 734. Win (3)
Constitutional Law I: Governmental Structure. 401. Aut (3) Win (3)
Constitutional Law II: Freedom of Speech. 402. Win (3)
Constitutional Law III: Equal Protection and Substantive Due Process. 403. Aut (3) Win(3)
Constitutional Law IV: Speech and Religion. 405. Spr (3)
Criminal Procedure I: The Investigative Process. 472. Aut (3)
Criminal Procedure II: The Adjudicative Process. 473. Win (3)
Philadelphia 1787 Revisited. 728. Spr (3)
Sex Discrimination. 731.* (3)
Voting Rights & The Democratic Process. 420. * (3)

Seminars
Advanced Topics in First Amendment Law. 649. Spr (3)
Comparative Constitutional Law. 592. Spr (3)
The Constitution in Congress. 501. * (3)
Constitutional Decision Making. 502. * (3)
Constitutional Issues Under Lincoln. 642. Win (3)
Current Issues in Racism & the Law. 543. Aut (3)
Diversity and Community Standards. 610. * (3)
Law and Politics: U.S. Courts as Political Institutions. 513. Win (3)
Problems in Supreme Court History. 572. * (3)
Separation of Church & State. 645. Win (3)
The U.S. Supreme Court. 503. Aut (3)
Workshop: Constitutional Law. 636 Win (1)
Workshop: Constitutional Law. 636 Spr (1)
COURTS, JURISDICTION, AND PROCEDURE

Courses

Admiralty. 710. Win (3)
Conflict of Laws. 415. Aut (3)
Criminal Procedure I: The Investigative Process. 472. Aut (3)
Criminal Procedure II: The Adjudicative Process. 473. Win (3)
Evidence. 416. Aut (3) Win (3)
Federal Jurisdiction. 411. Win (3)
Intensive Trial Practice Workshop. 675. Aut (2)
The Law of Lawyering and the Legal Profession. 409. Spr (3)
The Lawyer as Negotiator. 419. Aut (3)
The Legal Profession. 410. Aut (2) Win (2)
Legislation. 706. Spr (3)
Litigation Methods. 418. Spr (2) Aut (2)
Remedies. 414. Win (1) Spr (1)
Local Government Law. 717. Aut (3)
Negotiation Theory and Practice. 467. Win (3)
Pre-Trial Advocacy. 674. Spr. (2)

Seminars

Advanced Civil Procedure: Complex Litigation. 525. Win (3)
Alternative Dispute Resolution. 584. Aut (3)
Complex Appellate Litigation. 510. Spr (3)
Criminal Prosecution. 650. Spr (3)
Current Issues in Racism & the Law. 543. Aut (3)
Evolution of Legal Doctrines. 653. Aut (3)
The Juvenile Justice System. 601. Win (3)
Law and Politics: U.S. Courts as Political Institutions. 513. Win (3)
Legal Interpretation. 516. * (3)
Major Civil Litigation. 511. Win (2)
Role of Lawyers. 723. Win (3)
Trial Advocacy. 512. Win (2)
The U.S. Supreme Court. 503. Aut (3)

CRIMINAL LAW AND CRIMINAL PROCEDURE

Clinics

Criminal and Juvenile Justice Project. 672. Aut (var)
Criminal Justice Reform. 673. Aut (var)

Courses

Criminal Procedure I: The Investigative Process. 472. Aut (3)
Criminal Procedure II: The Adjudicative Process. 473. Win (3)
Evidence. 416. Aut (3) Win (3)

Seminars

Advanced Issues in Criminal Procedure. 608. Spr (3)
Crime Control: Law and Policy. 527. * (3)
Criminal Prosecution. 650. Spr (3)
Cyberlaw. 605. Spr (3)
Race & Criminal Justice. 632. Win (3)

FAMILY LAW, PROPERTY RIGHTS, TORTS, AND INSURANCE

Clinics

Mental Health Advocacy. 670. Aut (var)
Courses

Copyright. 458. Aut (3)
Environmental Law. 460. Win (3)
Family Law. 450. Win (3)
Fundamentals of Commercial Real Estate Transactions. 440. Win (3)
Health Care for the Poor. 738. Spr. (3)
Insurance Law and Policy. 438. * (3)
Law and Economics of Health Care Systems. 718. Spr (3)
Law and the Mental Health System. 470. Win (3)
Oil & Gas. 453 Spr (3)
Parent, Child, and the State. 471. * (3)
Patents and Trade Secrets. 459. Spr (3)
Public Land and Resources Law. 445. * (3)
Regulation of Sexuality. 722. Win (3)
Remedies. 414. Win (3)
Sex Discrimination. 731. * (3)
Sex Equality. 488. * (3)
Trademarks and Unfair Competition. 457. Win (3)
Trusts & Estates. 452 Win (3)

Seminars

Art Law. 529. Spr (3)
Employee Benefits. 555. Spr (3)
Ethics of Managed Care. 632. Aut (3)
Fundamentals of Commercial Real Estate Transactions. 440. Win (3)
Historical & Intellectual Origins of Property. 548. * (3)
International Patent Law. 655. Spr (3)
Issues in Poverty and Law. 574. * (3)
The Juvenile Justice System. 601. Win (3)
Land Use Planning. 613. Aut (3)
Law, Behavior, and Regulation. 654. Spr (3)
Law, Science, and Medicine. 591. Aut (3)
Principles and Applications in Health Care Law. 656. Spr (3)
Rabbinic Law: Acquisitions of Persons. 638. Aut (3)
Selected Topics in Child Development and the Law. 625. * (3)
Sexual Harassment. 585. * (3)

INTERNATIONAL AND COMPARATIVE LAW

Courses

Commercial Arbitration: Domestic and International. 721. Win (3)
Comparative Law: European Legal Systems. 724. Spr (3)
Elements of World Law. 727. Spr (3)
Globalization: Empirical/Theoretical Elements. 739. Aut (3)
Human Rights I. 412. Aut (3)
Human Rights II. 413. Win (3)
Human Rights and Global Justice. 740. Win (3)
Immigration Policy and Law. 447. Spr (3)
Individual and Human Rights. 725. Spr (3)
International Finance. 489. * (3)
International Law, Human Rights, and War Crimes. 624. * (3)
International Taxation. 446. Spr (3)
Public International Law. 729. Spr (3)
Theories of International Jurisdiction. 589. * (3)
The United States and the World Economy. 702. Spr (3)

Seminars

Comparative Constitutional Law. 592. Spr (3)
Comparative Law Topics. 616. * (3)
Current Issues in Human Rights (Human Rights III). 579. Spr (3)
Globalization and Sovereignty in International Intellectual Property Law. 637. Win (3)
International Patent Law. 655. Spr (3)
International Trade Regulation. 626. * (3)
Problems of International Law: Ethnic and Regional Conflicts. 576. Spr (3)
Research in English Legal History. 549. Aut (3)
Rights in Europe. 625. Win (3)
Workshop: International Law. 634.  
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JURISPRUDENCE AND LEGAL THEORY

Courses

Anger and Hatred in the Western Philosophical Tradition. 719.  
  Aut (3)
Feminist Jurisprudence. 705.  
  * (3)
Feminist Philosophy. 477.  
  Spr (3)
Holmes: Jurist and Icon. 478.  
  * (3)
Introduction to Jurisprudence. 720.  
  Aut (3)
Law and the Mental Health System. 470.  
  Win (3)
The Legal Profession. 410.  
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Legislation. 706.  
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Seminars

American Legal Theory. 578.  
  Spr (3)
Law, Behavior and Regulation. 654.  
  Spr (3)
  Aut (3)
Legal Interpretation. 516.  
  * (3)
Objectivity in Law & Ethics. 635.  
  Aut (3)
Readings in Legal Thought. 570.  
  Spr (3)
Role of Lawyers. 723.  
  Win (3)
Statutory Interpretation in the Post New Deal State. 646.  
  Win (3)
Workshop: Law and Economics. 560.  
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LEGAL HISTORY

Courses

American Law and the Rhetoric of Race. 498.  
  Spr (3)
Constitutional Ideas in the Founding Era. 734.  
  Win (3)
Development of Legal Institutions. 476.  
  * (3)
Holmes: Jurist and Icon. 478.  
  * (3)

Seminars

The Constitution in Congress. 501.  
  * (3)
Constitutional Issues Under Lincoln. 642.  
  Win (3)
Evolution of Legal Doctrines. 653.  
  Aut (3)
Historical & Intellectual Origins of Property. 548  
  * (3)
  Aut (3)
Legal Classics. 638.  
  * (3)
Mesopotamian Law. 596.  
  * (3)
Problems in Supreme Court History. 572.  
  * (3)
Research in English Legal History. 549.  
  Aut (3)
Roman Law. 593.  
  * (3)
Women’s Legal History. 640.  
  Aut (3)

TAXATION

Courses

Estate Planning and Gift Tax. 631.  
  Aut (3)
International Taxation. 446.  
  Spr (3)
Introductory Income Tax. 441.  
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Structuring Venture Capital and Entrepreneurial Transactions. 714.  
  Spr (3)
Taxation of Business Enterprises I. 448.  
  Win (3)
Taxation of Business Enterprises II. 449.  
  Spr (3)

Seminars

Business Planning. 628.  
  Win (3)
Employee Benefits. 555.  
  Spr (3)
Introduction to Tax Policy. 537.  
  Aut (3)
Selected Topics in Federal Income Taxation. 558.  
  Win (3)
State & Local Finance. 622.  
  Win (3)
Taxation of Derivatives. 643.  
  Win (3)
Taxation of Financial Instruments. 709.  
  * (3)

COMPLEMENTARY COURSES

Courses

Economic Analysis of Law. 732.  
  Spr (3)
  Aut (3)
Price Theory. 436.  
  Aut (3)
**Seminars**

- Academic Law. 500.  * (3)  Win (3)
- Biblical Law. 567.  * (3)  Win (3)
- Cyberlaw. 605.  Spr (3)
- Diversity and Community Standards. 610.  * (3)  Spr (3)
- Game Theory and the Law. 506.  * (3)  Spr (3)
- Higher Education and Law. 521.  Win (3)
- Issues in Poverty & Law. 574.  * (3)  Win (3)
- Law and Politics: U.S. Courts as Political Institutions. 513.  Win (3)
- Neo-Aristotelian Political Thought. 703.  * (3)  Win (3)
- Rabbinic Law: Acquisition of Persons. 638.  Aut (3)
- Roman Law. 593.  * (3)  Win (3)
- Seneca. 621.  * (3)  Win (3)
- Social Science Research and the Law. 595.  * (3)  Win (3)
- Sports Law. 639.  Aut (3)
- Topics in Advanced Law and Economics. 554.  * (3)  Win (3)
- Workshop in Law and Philosophy. 615.  Aut (1)

**CLINICAL COURSES**

**Courses**

- Criminal and Juvenile Justice Project 672.  **Aut (var)**  Win (var)
- Criminal Justice Reform. 673.  **Aut (var)**  Win (var)
- Employment Discrimination Project. 671.  **Aut (var)**  Win (var)
- Mental Health Advocacy. 670.  **Aut (var)**  Win (var)
- The Institute for Justice Clinic on Entrepreneurship. 676.  **Aut (var)**  Win (var)
- Workshop in Law and Philosophy. 615.  **Aut (1)**  Win (1)
- **Spr (1)**
FACILITIES

THE LAW SCHOOL

The Law School places a special value on the design of its facilities. Housed in the Laird Bell Quadrangle facing the historic Midway, the Law School is a set of buildings of notable architectural distinction, designed by the late Eero Saarinen. It is a modern companion to the neo-Gothic structures of the University.

The Quadrangle is massed about an open court and reflecting pool and includes a courtroom complex, the Kane Center for Clinical Legal Education, a 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 Quadrange. Faculty offices are arranged around the working floors of the tower, so that students studying in the library have easy access to the faculty. The custom at the Law School is for the faculty to work with their doors open and for students to drop in on faculty at any time without going through secretaries or other staff. On the ground floor of the library tower is the Harold J. Green Law Lounge, the "town hall" of the law school. Containing the law school café, tables, chairs and informal sofa seating areas, the Green Lounge is a central crossroads where faculty, staff and students gather, meet and talk between classes, for coffee breaks and meals.

THE D'ANGELO LAW LIBRARY

Occupying five floors in the central building of the Laird Bell Quadrangle, the D'Angelo Law Library combines one of the finest print collections in the country with the latest technology in electronic text and information access. The Library's unique design—bookstacks surrounded by student carrels and faculty offices—is a physical expression of the Law School's community of scholarship and teaching. Ample seating on all floors of the Library provides students with workstations among the print collections and connections for laptop access to electronic resources. The print library, numbering more than 600,000 volumes, includes a comprehensive common law collection and extensive civil law collection. The electronic collection includes access to campus networked information sources, Internet information sources through the Law School Web Page, the Library's online catalog, and Lexis and Westlaw. Lexis and Westlaw are full text databases that contain the equivalent of over 100,000 volumes of cases, statutes, law reviews, and treatises, as well as a wide range of business, economics, and social science literature, along with national and world news. Faculty and students have unlimited access to all sources from library and home terminals, along with downloading and printing capabilities.

The Library's Web Page—at www.uchicago.edu/law/library/—guides law students and professors to the variety of services provided by the D'Angelo Law Library.
and is a simple and consistent gateway to an array of legal and economic information sources on the Internet. Statutes, cases, foreign laws, treatises, international law, articles, working papers, catalogs, bibliographies, statistics, directories, news stories, electronic discussions, and past examinations are all available through this service. Using the Web Page, the research centers at the Law School publish their research electronically to the world. Librarians also serve as instructors for legal research, both through the formal research and writing program, and in less formal sessions held during the spring quarter to prepare students for their experience in legal practice.

The D'Angelo Law Library is part of the University of Chicago Library System. The staff of the D'Angelo Law Library is available to help students locate needed materials throughout the University library system, around the world, and in the virtual library of the Internet.
STUDENT ACTIVITIES AND ORGANIZATIONS

The Law School has approximately forty student organizations that serve a variety of student interests. There are organizations devoted to scholarship and legal practice (e.g. the four law journals, the moot court program, and the student clinic board); there are organizations devoted to legal subjects of interest (e.g. Environmental Law Society, Intellectual Property and Entertainment Law Society), identity groups (e.g. Black Law Students Association, Christian Law Students), community outreach (e.g. Neighbors, Street Law), and social activities (e.g. Law School Musical, Wine Mess). Here is a summary of the student organizations at the Law School:

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

*The University of Chicago Law School Roundtable*, founded in 1992, is an annual student-edited interdisciplinary law journal. The *Roundtable* publishes articles and student-written comments that combine law with at least one other discipline, such as anthropology, economics, game theory, history, international relations, literature, medicine, philosophy, political theory, public policy or theology. In the past, the *Roundtable* has sponsored symposia in which leading scholars from several fields gather to discuss a single topic. The journal then edits and publishes their papers, along with the several open articles and student-written comments. Symposia topics include "Constitutionalism in Eastern Europe," "Intermediate Punishments: Viable Alternatives to Prison?," and "The Legal and Ethical Implications of the Human Genome Project." Students wishing to join the *Roundtable* either write a proposal for an interdisciplinary comment during the summer, or participate in the Topic Access program, in which students complete a substantial interdisciplinary comment to be submitted for publication during the year. The Topic Access program is also open to graduate students in other departments of the University.

*The University of Chicago Legal Forum* is a student-edited journal, published annually. Each volume of the *Legal Forum* is devoted to a topic of current legal interest and contains articles by leading academics and practitioners, as well as student-written comments. The professional contributions to each volume are presented at an annual symposium held at the Law School. Students may join the *Legal Forum*
either through the annual writing competition, which is held during the summer, or
by developing a comment topic of their own. Members of the journal work on their
own contributions, organize the symposium, and edit the articles submitted by
symposium participants.

_The Chicago Journal of International Law_ is beginning this year and will be devoted
to publishing articles by academics and students. The Board of the journal plans
to sponsor an annual symposium on an international topic. Students may join the
journal through the writing competition or through the Topic Access program.

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. The competition gives all students the opportunity to further develop skills
in writing and appellate advocacy. The focus of the preliminary autumn round is on
oral argument. After studying the briefs and record of an actual case and participating
in several practice arguments with student judges, each competitor must argue both
sides of the case to panels of Chicago attorneys. Twelve students advance to the semi­
final round, where they work to brief and argue another case. A panel of faculty mem­
ers and judges hears the semifinal arguments and selects the four best advocates. In
the spring, the four finalists work in teams on a new case. A panel of distinguished
judges presides at the final argument, which is one of the highlights of the academic
year. This panel selects the Hinton Moot Court champions and the Llewellyn Cup
champions. The competition is conducted by semifinalists from the previous year, who
constitute the Hinton Moot Court Committee.

The Mandel Legal Aid Association is the student organization associated with
the work of the Mandel Legal Aid Clinic. The Association provides advice on the
content, structure and staffing of the clinical education program. The Mandel Clin­
ic has a staff of four full-time attorneys who are clinical professors or clinical lect­urers of law in the Law School, and a social worker who is also a field instructor at
the University’s School of Social Service Administration. The clinical program is
described more fully elsewhere in these Announcements.

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

LSA supports a variety of student groups, including:
the American Civil Liberties Union, a local chapter dedicated to promoting
discussion of civil rights and related issues;
Amicus, a group which provides networking opportunities for law students’
spouses and significant others;
the Asian-American Law Students Association, a local chapter of a national organi­
zation concerned with the interests of Asian-American students in law school;
the Black Law Students Association, a local chapter of a national organization
concerned with the interests of African-American students in law schools;
the Edmund Burke Society, a conservative debating society;
the Chicago Law Foundation, a nonprofit organization providing funds for Law
School students to work on public interest legal projects;
the Chicago Law Society, a group committed to discussing legal and social issues from a variety of perspectives;
the Christian Law Students, organized to discuss the relationship between legal education, the legal profession, and Christianity;
the Comparative Legal Studies Abroad Program, which organizes group trips to various countries to meet with law makers, practitioners, and scholars;
the Environmental Law Society, organized 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 Health Care Law Society, organized to discuss the legal aspects of medical and public health issues;
the Law Society provides hands-on legal experience to students by providing the opportunity to represent aliens awaiting deportation hearings;
the Intellectual Property and Entertainment Law Society sponsors speakers to address a variety of issues including trademark, patent, and media law;
the International Law Society, organized to examine the legal systems of other countries and their relationship to the Anglo-American legal system;
the J.D./M.B.A. Student Association, providing information to students interested and involved in the J.D./M.B.A. program;
the Jewish Law Students Association, a group concerned with Jewish issues of legal interest and legal issues of Jewish interest;
the Latino/a Law Students Association, a local chapter of a national organization concerned with the interests of Latino/a students in Law School;
the Law School Democrats and the Law School Republicans, promoting political awareness of issues and topics on the national, state and local level;
Law School Trivia, an annual trivia tournament;
the Law Women’s Caucus, committed to understanding and improving the role of women in law school, the legal profession, and society;
Neighbors, a volunteer community service organization;
Outlaw, a group that provides support and sponsors programs regarding the legal status of bisexuals, lesbians, and gay men;
the Phoenix, the Law School student newspaper;
Scales of Justice, an a cappella singing group;
Street Law, an organization that sends law students to local high schools to teach legal issues;
the Law School Musical;
the Volunteer Income Tax Assistance, a volunteer student program that prepares annual income tax returns for indigent Chicago residents;
the Women’s Mentoring Program, a program that pairs local alumnae with current women students;
and Wine Mess, which organizes the weekly cocktail party for faculty and students.

ATHLETICS

Graduate students at the University have a wide range of opportunities to participate in fifty-four intramural activities each year, club sports, and instructional classes. All indoor and outdoor athletic facilities are open throughout the year to all
students displaying a campus card. Spouses and domestic partners of students have access to facilities for a yearly fee. The athletic program provides men and women opportunities for instruction and participation in sports such as archery, badminton, gymnastics, handball, martial arts, racquetball, rowing, squash, sailing, swimming, table tennis, track and field, and weight lifting. There are also over 725 intramural teams and forty-two Sports Clubs participating in a wide variety of activities, including volleyball, soccer, softball, basketball and ultimate Frisbee.

The Henry Crown Field House is the University's primary indoor athletic and recreational facility. A complete remodeling in 1980 and an extensive renovation of the Fitness Center in 1992 have made the Field House into a comprehensive modern facility.

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 that is open to all who are interested. Through the arts, worship, social action and scriptural 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 the 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 faith convictions. Inter-religious dialogue enables each participant to learn more about his or her own tradition by encountering another.

The independent religious organizations on campus are responsible for innumerable opportunities to be invigorated by worship and nurtured through fellowship with those of one's own spiritual community. Cooperation flourishes among these organizations. Mutual projects for social uplift, conversations on the most substantive issues to confront people of faith in our time—these activities and many more challenge each spiritual seeker to define for him or herself the path of greatest religious integrity.

Rockefeller Memorial Chapel serves as the liaison to the University for each religious organization. Some groups maintain houses on the periphery of campus, others are attached to local places of worship, and still others meet independently in Ida Noyes Hall or elsewhere. A helpful description of many of them can also be found in "Religion on the Quadrangles," available at www.uchicago.edu/docs/religion. Alison Boden serves as Dean of Rockefeller Memorial Chapel. The Chapel offices are open daily to help students make their own meaningful connections with religious life on campus. The telephone number is 773/702-9202.

The University Ecumenical Service is held in Rockefeller Memorial Chapel at 11:00 am every Sunday, except for the weeks between summer Convocation and the arrival of new students in September. The Chapel Choir sings at the weekly services. Organ, choir and carillon recitals are frequent and open to all. Special services are held throughout the year in observance of significant religious and national holidays and anniversaries. During the Autumn, Winter and Spring Quarters, the Divinity School and Rockefeller Memorial Chapel sponsor an ecumenical service that
The University of Chicago takes place from 11:30 am to noon each Wednesday at the Joseph Bond Chapel on the main Quadrangle. There is also a diversity of religious groups in the neighborhood of the University that welcome student participation in their programs and worship.

CAREER SERVICES

The Office of Career Services offers comprehensive career and placement 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.

The Office of Career Services provides a variety of services. Our professional staff members provide extensive individual career counseling to students and graduates on all aspects of career planning and job search techniques. The Office of Career Services administers the on-campus interview programs with more than 350 employers in the fall program and a small winter program and either co-sponsors or participates in numerous off-campus recruitment programs. Our Associate Director for Career Counseling and Non-Traditional Career Development conducts outreach to non-traditional employers and manages information about non-traditional opportunities for students and graduates. The Office of Career Services coordinates the judicial clerkship application process and maintains the "Clerkship Helper", a computer application that functions as a dynamic overlay to our database of more than 1,000 judges and assists students during the application process. Throughout the year, the Office conducts numerous informational and skill development programs which are often led by practicing lawyers, many of whom are our alumni.

Our Career Resource Center contains a combination of hard copy materials to facilitate student self-assessment and to design individual job searches including books, newspapers, periodicals, clippings, proprietary survey information, recruiting materials from more than 1,000 employers and electronic, online materials including a proprietary database of more than 3,000 employers. More than 1,500 term-time, summer and permanent jobs are posted annually through our Web-based job postings service. We also work with our administrative colleagues to reach out to Law School graduates, both to provide Career Services support to those in need, and to encourage graduates to work with current students as mentors and advisors. We try, in short, to prepare our students to meet the various challenges and opportunities that await them in their professional careers.

At the time of graduation, 97% of the Class of 1998 had found employment; 67% entered private practice; 25% obtained judicial clerkships with judges in the federal appellate or district court; 2% obtained finance (investment banks), business (management consulting firms) and corporate (in-house) positions; 2% obtained positions in public service; 1% continued their graduate education; and 3% obtained jobs outside the law. During the summer of 1998, virtually 100% of the Class of 1999 was employed in legal positions. The majority of these opportunities were with law firms; 4% of these positions were with public service and public interest organizations; and approximately 2% were with finance, business and corporate positions. About 92% of the Class of 2000 obtained law-related employment in the summer of 1998. Fifty-two percent of the positions were in law firms. Public service and public interest jobs accounted for 25% of the jobs taken.
Ten percent took intern positions with federal judges. Opportunities in corporate, finance, business and faculty research comprise the remaining 13% of the positions pursued last summer. In recent years, approximately 25% of the students in each graduating class have accepted a judicial clerkship. During the 1998-1999 United States Supreme Court Term, five Law School graduates served as law clerks for United States Supreme Court justices.

**PUBLIC INTEREST CAREERS**

The Law School is committed to training lawyers and scholars who are dedicated to the public good as well as professional excellence. While the institutional support which 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, Careers in Public Service, the Environmental Law Society and the International Law Society. In addition, the resource center in the Office of Career Services houses a combination of hard copy materials and electronic, online materials to assist students and graduates who are pursuing public interest opportunities. The Office of Career Services maintains several career search-related databases and is a member institution of Pro Bono Students America which offers comprehensive, current information on a broad range of pro bono and public service opportunities. The Office of Career Services also produces numerous career-related publications that are distributed to students at no cost.

Each year the Office of Career Services participates in several placement programs designed to match students with prospective public interest employers including the NAPIL Career Fair and Conference, the Chicago Area Law School’s Public Interest Reception, and the Midwest Public Interest Law Career Conference. In addition, public interest employers participate in both the fall and winter on-campus interview programs at the Law School. Additional public interest employers who cannot visit our campus request 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 as well as summer stipends for students interested in working in public service during the summer, and administers a generous loan deferment and forgiveness program for graduates engaged in public service. The Law School also fosters public service opportunities for students through the activities of the Law School’s Mandel Legal Aid Clinic, the Institute for Justice Clinic on Entrepreneurship and the MacArthur Justice Center Project.
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 faculty Law Teaching Placement Advisors who coach students and graduates through the search process.

COMPUTER SERVICES

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

The D'Angelo Law Library contains personal computers and access to computer network services from multiple locations. There are two student computer labs, one devoted to Windows users and the other containing a mix of Windows (NT) and Macintosh computers. The labs are located on the second and third floors of the Library. Each caters to students needing to do word processing, or wanting to use word processing and Lexis and Westlaw concurrently. All of the computers are loaded with a variety of additional software to facilitate electronic research and communication. Both are used for training students to use the campus networked and Internet information sources, e-mail programs, the Library's Online catalog, and Lexis and Westlaw. All Macintosh and Windows workstations provide faculty and students with downloading and printing capabilities. Storage on Law School-maintained servers allows students to have fast and easy access to their files from any workstation. The servers are backed up on a regular basis. Additional terminals allowing students to access Lexis and Westlaw, e-mail, and the Internet are located on the east side of the John P. Wilson Reading Room.

Most study areas in the Library are wired for connection to the Campus Network. From these areas, any student with a properly configured laptop computer will be able to access the library online catalog, e-mail, the Internet, Campus Network databases, Lexis, and Westlaw without having to use the Student Computer Labs.

HOUSING

The University provides a variety of housing units for single and married graduate students. All are within walking distance of the campus or near the route of the Campus Bus, an inexpensive shuttle service run by the University. In addition, Hyde Park has a number of rental apartments ranging from one to eight rooms in size, both in walkup and elevator buildings. Some students choose to live in nearby South Shore, where rents are lower. Most law students prefer to live in University housing during their first year; information about available accommodations is set out below.

All inquiries concerning University housing should be addressed to the Graduate Student Housing Office, 5316 South Dorchester Avenue, Chicago, Illinois 60615, 773/753-2218 or fax 773/753-8054. Students are advised to apply early in order to obtain the desired accommodations. Housing applications are mailed in March to all admitted applicants to the Law School.
NEW GRADUATE RESIDENCE HALL

A majority of the single first-year Law School students live in the New Graduate Residence Hall (New Grad). Formerly the Center for Continuing Education, designed by Edward Durrell Stone in 1963, New Grad is a three-story classical style building located two blocks east of the Law School. It has a capacity of about 120 graduate men and women. Approximately 90 of them are first-year law students. Seventy-five percent of the accommodations are single rooms with private baths; the remaining rooms, also with private baths, are for double occupancy. The average single room measures eleven by sixteen feet while the average double room measures twenty-one by fourteen feet. Common facilities in this residence are many and spacious. They include 24-hour reception, study and meeting rooms, computer terminal/typing rooms, music practice rooms, laundry and exercise facilities, as well as a cable-TV room, a game room, a House lounge, and a community kitchen where residents may prepare their own meals. (There is a $15 cleaning fee associated with the use of the kitchen.) The room rate is $6,070 or $7,365 per person in a single or a super-single respectively. A semi-single private room—two singles that share a bath—is available at $5,765. There may also be available a double room at a rate of $4,675 per person.

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 over 500 graduate residents—about half 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 friend-
ship 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 $3,645 per student. There is no mandatory meal plan. All rooms are furnished, including blankets and bed linen.

**NEIGHBORHOOD STUDENT APARTMENTS**

The University owns and operates more than 1,100 apartments in twenty-nine buildings for the housing of graduate students. There are furnished apartments ranging in size from one and one-half to three and one-half rooms; the unfurnished units range from two to six and one-half rooms. The rates (per student or family) for furnished apartments are from $377 to $902 monthly; those for unfurnished are from $476 to $1013 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. Utilities other than telephone are included in the rental rate for most of the furnished units but not for the unfurnished units. Heat and water are included in all rents. 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.
MEAL SERVICE

Arrangements may be made by law students to purchase meal plans served in the Burton-Judson dining halls next to the Law School. Contracts consist of a number of meals served per quarter plus a "purse" of Flex Dollars. Flex Dollars can be used to purchase meals in the dining halls or in Hutch Commons and the C-Shop, both in the Reynolds Club. The maximum contract provides up to 187 meals per quarter and $100 in Flex Dollars at a cost of $3,386 for the year. Other packages are available and can be used in any of the four residential dining halls including International House. Further information and meal plans can be obtained at the Office of Student Housing, 773/702-7366.

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. There are many fine nursery schools in Hyde Park, including one run by the University. Assistance in locating child care for children of all ages is available through the University Child Care Referral Service, Benefits Counseling Office, Bookstore Building, 3rd floor, 773/702-1017. Graduate students also may use the services of the Day Care Action Council of Illinois, 773/564-8890. The University has contracted with this private agency to provide free child care referrals.

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

For further information on nursery, elementary and secondary schools, write to Office of Graduate Affairs, Admin. 229, 5801 Ellis Avenue, Chicago, Illinois 60637, telephone 773/702-7813.

STUDENT HEALTH SERVICES

Health coverage is provided for all University of Chicago students in two ways:

THE STUDENT CARE CENTER

All students at the University are required to pay a quarterly health service fee and in return are eligible to receive primary health care in the Student Care Center (SCC) and counseling services in the Student Counseling and Resource Service (SCRS). This includes unlimited visits to a personal physician, access to medical advice twenty-four hours a day, a health education program, student mental health services and a variety of other services. Charges for procedures that are not provided by SCC and are therefore performed by the University of Chicago Hospitals or other health care providers are charged to the student's health insurance policy, the second element of health coverage at the University.
MANDATORY HEALTH INSURANCE

All students must be covered either by a health insurance policy comparable to that offered through the University or by the University’s Student Accident & Sickness Insurance. The Student Accident & Sickness Insurance covers major medical and hospitalization expenses, including maternity, but has a 90-day waiting period for pre-existing conditions. Students who have comparable group insurance coverage may request that their participation in the Student Accident & Sickness Insurance be waived by filling out the waiver form available at registration. The University policy is available to students’ spouses, domestic partners (see page 11) and dependents (at an additional cost) with identical benefits and coverage, provided the student is enrolled in the program.

For further information about enrollment, contact the Student Insurance Assistant, Registrar’s Office, Room 103, 5801 Ellis Avenue, Chicago, Illinois 60637, telephone 773/702-7877. For information about benefits under the plan, contact Chickering Claims Administrators, Inc., at 800/294-9410.

IMMUNIZATIONS REQUIREMENTS

The State of Illinois requires all students entering a college or university to show proof of immunization against certain vaccine-preventable diseases before registration. All registered students must show proof of immunity to the following diseases: measles (rubeola), two shots required; German measles (rubella); mumps; diphtheria; and tetanus. The diphtheria and tetanus shots must be within the past 10 years, and for all international students, three shots are required with at least one in the past ten years. The information presented on the immunization record card must be in English, or accompanied by a certified translation. The SCC will administer vaccines for a fee.

EMERGENCY SERVICES

The Billings Emergency Room provides twenty-four-hour emergency service. Complete medical services, including psychiatric assistance, are available.

ASSISTANCE FOR DISABLED STUDENTS

The University of Chicago is a community of scholars, researchers, educators, students, and staff members devoted to the pursuit of knowledge. Although we strive to be supportive of the academic, personal, and work-related needs of each individual, this University does not have a comprehensive program oriented wholly towards educating students with disabilities.

Students with disabilities should, in as timely a fashion as possible, contact their Dean of Students and the Associate Dean of Students of the University (773/702-7773) to request assistance and coordination of accommodations at the University. The University may request appropriate documentation of the disability. In the case of a learning disability, a very specific assessment protocol administered within the last three years may be required. It should be remembered that the cost of such tests entirely fall in most cases to the students themselves. Students who already have the necessary documentation may send it to the Associate Dean of Students in the University; referrals to diagnosticians may be obtained from that office.
Once the appropriate documentation is received, professionals will review it to clarify the nature and extent of the problem. Afterward, the student, the Dean of Students, the Associate Dean of Students in the University, and others as appropriate will normally meet to discuss the situation and what accommodation might be reasonable. If academic work is at issue, the faculty may also become involved in these discussions. The student and the Dean of Students will maintain contact as appropriate for ongoing efforts to accommodate the student.

**Campus Security**

The University Police Department operates twenty-four hours a day, seven days a week, on the campus and throughout the Hyde Park-South Kenwood neighborhood (the area bounded by 47th Street, 61st Street, Cottage Grove Avenue, and Lake Shore Drive). Officers are armed and fully empowered to make arrests in accordance with the requirements of the Illinois Law Enforcement Officers Training Board and consistent with Illinois state statutes. University Police and the City of Chicago Police Department work together by monitoring each other’s calls within the University Police’s coverage area. University Police headquarters is located at 5555 South Ellis Avenue.

There are more than 150 white emergency phones in the area located on thoroughfares heavily trafficked by pedestrians. Simply press the red button inside the phonebox and your location will be immediately transmitted to the University Police. You need not say anything. Response time is rapid; usually within two to three minutes (sometimes less) an officer or patrol car will come to your aid. If you must keep moving to protect yourself, continue to use emergency phones along the way so that Police can follow your course.

The University has a multifaceted Safety Awareness Program, which is fully described in the publication, Common Sense. Common Sense describes how to get around safely, whom to call if you need advice or help in emergencies, and how to prevent or avoid threatening situations. Information is also included about crime statistics on campus and about security policies and awareness campaigns. Common Sense is distributed to members of the University community and is available on request by writing to the Office of the Dean of Students in the University, 5801 South Ellis Avenue, Chicago, Illinois 60637. The University also annually distributes its Drug and Alcohol policy to all students and employees.
FINANCIAL INFORMATION

FEES

**Application Fee.** An application fee of $60 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 1999-00 is $26,408 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 requires that each student be covered by adequate health and hospitalization insurance. Students must pay an annual premium for this supplemental insurance or supply evidence of comparable protection from an individual or family health policy.

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

EXPENSES

Expenses for books, supplies, room, board, laundry and cleaning, clothing, recreation, travel and incidentals will vary depending on individual taste and circumstances. A single student may expect to pay about $15,000 in expenses for the academic year.

FINANCIAL AID FOR J.D. CANDIDATES

Approximately 80% of the students at the Law School receive some financial aid. Since scholarship funds are insufficient to cover all needs, nearly all assistance involves a combination of scholarship grants and loans. Decisions as to the amount of financial aid awarded to entering students are based primarily on considerations of need. Academic achievement is also taken into account, particularly in determining the proportion of scholarship and loan assistance. 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 before applying. Since the decisions of many students to attend Chicago may depend, in part, on their initial scholarship award, a principal goal of the financial aid program is to maintain scholarship amounts in the second and third years at approximately the amount of the first-year award unless there has been a substantial change in a student's financial situation.

Applicants requesting loan assistance during their first year should submit the Free Application for Federal Student Aid (FAFSA). Applicants who would also like to be considered for need-based scholarship funds from the Law School should also submit the Need Access Application form.
SCHOLARSHIPS

A substantial program of scholarship assistance is made possible by certain endowed funds, generous annual giving by alumni and other friends of the Law School, and the general funds of the University. A list of the funds and gifts from which scholarships are assigned is set forth elsewhere in these Announcements. Entering students who submit Need Access Reports will be considered for all of 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 their expenses. The government loans include Perkins Loans, Subsidized Stafford Loans and Unsubsidized Stafford Loans. A complete description of the current terms of these loan programs and the application process will be sent to all admitted applicants.
INFORMATION for APPLICANTS

PREPARATION FOR LAW STUDY

The Law School does not require that applicants for admission present college credits in any specified subjects. An excellent general education is thought more important for the study of law than specialized study in fields closely related to the law. Ideally such an education should include some study of history and of the social sciences, while not neglecting literature, philosophy or other humanistic fields. It should serve to develop the capacity for logical precision; demonstrated competence in mathematics or the physical sciences is to be valued for this among other reasons. Increasingly, a mastery of some foreign language is useful in study of law as the ability to learn about other legal systems becomes more important to our society. But just as there are many different roads to the acquisition of an inquiring, disciplined, cultivated mind, so there are different ways in which a student may acquire a valuable foundation for the study of law. Perhaps of greatest importance is that the student should have acquired habits of precision, fluency and economy in speaking and writing.

Prospective applicants may obtain additional information on law school preparation and related matters by consulting the current edition of the Official Guide to U.S. Law Schools, prepared by the Law School Admission Council and the Association of American Law Schools. This book includes material on the law and lawyers, prelaw preparation, applying to law schools and the study of law, together with particular information on most American law schools. It may be obtained at college bookstores or ordered from Law School Admission Services, Box 2000, Newtown, Pennsylvania 18940-0998.

APPLICATION PROCEDURE

A request for application forms should be addressed to the Admissions Office, The Law School, The University of Chicago, 1111 East 60th Street, Chicago, Illinois 60637. The completed application form must be returned to the same office along with an application fee of $60, in the form of a check or money order payable to the University of Chicago. The application fee is not refundable. Applicants may choose to be considered for early, regular or late decision. The deadlines given are firm, but if the application is not complete by the deadline specified, it will be considered with the next decision cycle. No response will be required from any admitted applicant until spring.

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Please note that late decision applications will be considered on a space-available basis and will be awarded scholarship assistance only if funds remain.

Applicants must arrange to take the Law School Admission Test (LSAT) and have an official report of their scores on the test sent to the Law School. Application
forms for the test and information about it may be obtained by requesting the Law Services Registration and Information Book from Law School Admission Services, Box 2000, Newtown, Pennsylvania 18940-0998. It is recommended that applicants take the test no later than December to insure timely reporting of scores to the Law School.

Applicants must also register with the Law School Data Assembly Service (LSDAS) by completing and mailing the registration form supplied with each Law Services Registration and Information Book. A transcript from each college or university attended should then be sent directly to LSDAS, not to the Law School. LSDAS will analyze the transcripts and send copies to this Law School and to others designated by the applicant. If accepted, the applicant will be asked to submit a final transcript, showing the award of a Bachelor's degree, directly to the Law School.

Applicants requesting loan assistance during their first year should submit the Free Application for Federal Student Aid (FAFSA). Applicants who would also like to be considered for need-based scholarship funds from the Law School should submit a Need Access Application Diskette processed by the Access Group. The Need Access application materials may be obtained from the financial aid officers at most undergraduate institutions or from Need Access, 1411 Foulk Road, Box 7480, Wilmington, Delaware 19803-0480 (800) 282-1550. Applicants should complete their own questionnaires and arrange to have parents and spouses or spouses-to-be complete the appropriate questionnaires. The questionnaires on diskette should then be sent to Need Access, where they will be analyzed, duplicated and sent to each designated law school.

At the time of application to the Law School, applicants are asked to give the names of at least two persons who will furnish letters of recommendation about them. Each applicant is responsible for seeing that these letters are either submitted with the application, mailed directly to the Law School or submitted through LSDAS. The letters of recommendation must normally be received before an application is considered complete.

The large number of Law School applications makes it necessary to forgo personal interviews as a required part of the admission process for all applicants. Prospective students are encouraged, however, to visit the Law School, if convenient, to see the facilities, talk with students and familiarize themselves with the school. Applicants having questions about the application procedure and the admissions process or applicants wishing to present documentation in support of their applications should feel free to correspond directly with the Admissions Office. After the committee begins acting on applications, a number of candidates will be invited to have interviews, generally in January, February, March and April with representatives of the Committee at the Law School.

**ADMISSION**

Admission to the Law School is based on a careful review of each application by one or more members of the Admissions Committee. The committee considers all evidence that may indicate academic and professional promise. No automatic quantitative criteria are applied, although academic achievement as reflected in the col-
lege record and the evidence of intellectual ability provided by the Law School Admission Test are necessarily major determinants. In recent years most of the applicants admitted to the Law School have been in the top 10% of their undergraduate programs and have scored in the top 5% on the LSAT.

Discerning letters of recommendation and personal statements, submitted written material, special distinction in undergraduate work and outstanding achievements are often crucial factors in the admission decision. Letters of recommendation of particular value are those from former instructors who have special knowledge of the candidate’s abilities.

Once an application is complete it is given to the Admissions Committee for the first consideration. This process begins in December. The Committee is reluctant to make final decisions on a number of well-qualified candidates without the benefit of an overview of all applications. As a result, some applicants will not be admitted or denied during their first review. These applicants will be notified that final decisions have been deferred until later in the year. In late spring the Committee will complete its review of all deferred applications, and, after some candidates have been admitted, a standby group will be created to fill any openings that may result during the summer.

As soon as possible after having been admitted, students with disabilities should contact the Dean of Students for the coordination of accommodations at the University.

**ADMISSION WITH ADVANCED STANDING**

A student in good standing at an approved American law school who has completed at least one year of law study may apply for admission to the Law School with advanced standing. The amount of transfer credit which may be recognized will be determined on the facts of each case. Ordinarily students admitted with advanced standing will be required to complete at least six quarters (two academic years) of residence at the Law School to qualify for the J.D. degree. In reviewing these applications the Admissions Committee looks primarily at the first year law school record and the law school attended. In recent years, between fifteen and twenty new students have enrolled with advanced standing annually. Students who enroll with advanced standing are invited to participate in all the activities of the Law School, including the law journals and clinics. Transfer students are also eligible for selection to the Order of the Coif and may graduate with honors based on their two years of work at the Law School.

A graduate of a foreign law school whose studies have been primarily in the common law may become a candidate for the J.D. degree. The amount of transfer credit which may be recognized will be determined on the facts of each case. Ordinarily a candidate must complete a minimum of six quarters of residence in the Law School and a minimum of 65 course hours in a program approved by the Admissions Committee to qualify for the degree. The Law School Admission Test will be required of all candidates who apply for this program.

Inquiries and requests for application forms concerning admission with advanced standing should be addressed to the Admissions Office.
Albert Alschuler

Douglas G. Baird

Lisa Bernstein

Emily Buss

Mary Anne Case

David P. Currie
Kenneth W. Dam

Frank Easterbrook

Richard A. Epstein

Daniel R. Fischel
Elizabeth Garrett

Jack Goldsmith
"Yugoslavia and the Paradox of International Human Rights Law," appearing in forty international newspapers (May 1999).

Jill Elaine Hasday

R. H. Helmholz
Dennis J. Hutchinson

Joseph Isenbergh
"Censure is the Best Solution," Chicago Tribune 17 (December 11, 1998).

Saul Levmore

Douglas Lichtman

Lyonette Louis-Jacques
"Legal Research Using the Internet," 4 Careers and the Minority Lawyer 36 (Spring 1999).

Tracey L. Meares

Martha C. Nussbaum

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Randal C. Picker

Eric Posner
Richard A. Posner


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Julie Roin

Gerald Rosenberg  
"Civil Rights After Brown", *Journal of Supreme Court History* (forthcoming, Autumn 1999)

Andrew M. Rosenfield  

Stephen J. Schulhofer  

Geoffrey R. Stone  
"What if America had Only One Mixed Race?" *Chicago Tribune* 17 (March 31, 1999).  
"Moral Zealotry is a Worse Crime," *Chicago Tribune* 20 (February 20, 1999).

David A. Strauss  
Supported by the Lee and Brena Freeman Faculty Research Fund and the Sonnenschein Fund.  
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Cass R. Sunstein
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"Why We Should Celebrate Paying Taxes," The Chicago Tribune N19 (April 14, 1999).

Alan O. Sykes

Adrian Vermeule

David A. Weisbach

Diane Wood
INFORMATION about the STUDENT BODY

DEGREES CONFERRED IN 1999

Master of Laws

Naomi Aoyama
Pablo Felipe Bauer
Andrew Mark Behrman
François F. Berbinau
Max P. Birke
Gerhard Bock
Stefano Cappiello
Manuel Castilla
Tobia Croff
Claudio Di Falco
Mauro André Mendes Finatti
Marcus Christoph Funke
Francisco Gonzalez De Cossio
Philipp Christian Grzimek
Rodrigo Camilo Henriquez Fauré
Fu-Ping Huang
Paola Iamiceli
Srinivas Subramanyan Kaushik
Michael Philippus Kramer
Sang-Yoon Lee
Anna Victoria Martinez
Joaquim Tavares De Paiva Muniz
Claus Berner Nielsen
Patrícia Godoy Oliveira
Carla Raynal De Passos
Raquel Periel
Alessandro Portolano
Mariana Salas
Andreas Sandberger
Hideyasu Sasaki
Petra Schmidt
Eduardo J. Sotelo
Martin Stoovesandt
Martin Günther Ströhmann
Robin Alex Tuerks
Ingrid Eliane Vandenborre
Celine P. Van Zeebroeck
Gang Yu
Pasquale Zappia

Doctor of Laws

Hector Augusto Acevedo-Polancop
* Jonathan Z. Ackerman
Emily Rose Alderden
Ariana Maria Patricia Almairan
* John Jordan Amberg
**† Kathryn Kalb Anderson
Michael Christian Andolina
Elizabeth S. Anker
David Franklin Azad
Mark Ray Bagley
Eileen Deborah Barish
Renée Christina Barker
Brooksany Barrowes
Michael David Bennett
Benjamin Matthew Birnie
Dennis Kent Blackhurst
* Kimberly Ann Bliss
* Donald R. Bly
Jacquelyn Lanre Bridgeman
John Bernard Buckun
* Joseph S. Cannon
Daniel Alfonso Cantu
Christopher V. Carani
**† Nathaniel Carden
Edward Charles Cerny IV
Markham Sterling Chenoweth
Jinna Katelyn Cho
Michael Sung Cho
Michelle Yvette Clark
* Laura Kristine Clinton
* Robert Samuel Cohen
* Alexis Lea Collins
Stephanie Gayle Cooper
William E. Copley III
Vincent Christopher Cordero
Matthew Dodds Covington
Patrick Justin Cross
Matthew R. D’Ascenzo
* Melissa Jayne Dawson
Mayra V. De Aguiar
Allison Irene Dent Ortlieb
Jon Sterling Drumwright
Steven James Duffield
* Alexandra Felder Dufresne
* Barack Shem Echols
* Heidi Christine Yernberg Echols
  Meridith Epstein
  Juan Pablo Esguerra
**† Sophie Marie Cecile Evans
* Sarah Sevier Farnbach
* Bruce Ellis Fein
  Victor R. Fernandez
  Amy S. Finn
  Susan Fleischmann
  Jason Brett Fliegel
* Sandra Agnes Frantzen
  Eric Benjamin Gallon
* Julianna Faye Gerbasi
**† Teresa Kathryn Goebel
* David A. Goldberg
  Rachel Beth Goldstein
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  Heather Joy Green
* Robert Fargo Greenlee III
* James Edward Griffith
**† Britton B. Guerrina
  Shirish Gupta
  Carolyn Lee Hann
  Joseph Edward Hartman
* Bolling W. Haxall III
  Gene Paul Healy
  James Breckinridge Heaton III
  James Joseph Hegarty
  Michael Hershaft
**† Rachael Anne Hill
* Daniel Tan Ho
**† James C. Ho
  Rebekah Holman
* Tamara Reinglass Horton
  Sandra Fowler Howz
* Gregory Frederick Jacob
  Noushin Jahanian
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† Patrick Glenn Jasperse
* Geoffrey M. Johnson
* Anthony Cameron Johnstone
* Gregory Owen Kaden
† Michael Seokhyun Kang
* Demetrios George Karcazes
* Lisa M. Katzman
* Kevin David Kelly
  Karnig Kerkonian
* Julie Yun-Kyung Kim
  Robert S. Kim
* Todd Alexander Kipnes
* Karin Lynn Kizer
  Laura Beth Kotanchik
  Sara Rose Krauert
  Mary Lamb May Kuan
**† Amy Marie Kuemmell
  Christine Anne Laciak
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* Max Stephen Leitman
  Matthew Scott Levine
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  Javier Ricardo Lizarazu
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* Adam David Long
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  Mariano Eli Martinez
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  Derek S. McCandless
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  Rachel E. Meyer
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* Andrea Beth Miller
***† Eric David Miller
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* Mark Kurt Moller
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  Sidaya Ama Moore
  Wendy Lynn Moore
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* Michael Patrick Mullins  
* Kathryn Mackay Mumford  
  Bipasa Bose Nadon  
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  Renee Susanne Newman  
*† Edward O'Connell Nicholas  
  Christopher Larry Ottele  
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* Christopher Perrin  
  Robert Joseph Peterson  
  Tobias Pinckney  
* Anne Marie Pisano  
* Alexandra Elizabeth Price  
* Cheryl Lee Rainville  
**† Neomi Rao  
  Julia M. Reichgott  
**† David Christopher Reymann  
* Lara Ann Reymann  
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* Ari J. Rotenberg  
  Gary Adam Rubin  
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  Alexander Brian Samsky  
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* Willis Nichols Sautter  
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  Alexandra Su-Jin Shin  
**† Robert Henry Sitkoff  
  Nicole Yvonne Smith  
* Luke A. Sobota  
  Elysia Millicent Solomon  
  Tiffany Ray Stephan  
  Margreta Maria Sundelin  
* Joseph M. Terry  
  Cristian Stauffer Torres  
  Victoria Claire True  
  Ralph Mansyn Tsong  
**† Aaron Daniel Van Oort  
* Robert L. Verigan  
* Joseph Edward Viviano  
* Gregory Carl Vogelsperger  
  Gavin Hachiya Wasserman  
  Allen Pierce Webb  
* Peter Lawrence Welsh  
  David Edwin Winebrenner  
  Garrett Webster Wotkyns  
  Colin Emmet Wrabley  
  Andrew Lawson Wright  
  Tremaine Sena Wright  
  Paris Ankeem Wynn  
* Michael A. Zwibelman  
  * With Honors  
  ** With High Honors  
  *** With Highest Honors  
† Order of the Coif
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<td>2</td>
</tr>
<tr>
<td>University of Oregon</td>
<td>2</td>
</tr>
<tr>
<td>University of Pennsylvania</td>
<td>9</td>
</tr>
<tr>
<td>University of South Carolina</td>
<td>1</td>
</tr>
<tr>
<td>University of South Florida</td>
<td>1</td>
</tr>
</tbody>
</table>
### No. of Students

| University of Southern California | 3 |
| University of Texas - Austin | 2 |
| University of Texas - Dallas | 2 |
| University of Tokyo | 2 |
| University of Toronto | 1 |
| University of Uppsala | 1 |
| University of Utah | 3 |
| University of Vermont | 1 |
| University of Virginia | 9 |
| University of Washington | 4 |
| University of Wisconsin - Madison | 5 |
| University of Wisconsin - Milwaukee | 1 |
| Vanderbilt University | 3 |
| Vassar College | 1 |
| Villanova University | 2 |
| Wabash College | 1 |
| Wake Forest University | 2 |
| Washington And Lee University | 2 |
| Washington University | 3 |
| Wayne State University | 1 |
| Wellesley College | 5 |
| Wesleyan University | 7 |
| Wheaton College | 4 |
| Williams College | 3 |
| Xavier University | 1 |
| Yale University | 23 |

Total number of schools represented: 192

### RESIDENCE OF STUDENTS 1998-1999

#### I. Northeast

<table>
<thead>
<tr>
<th>State</th>
<th>No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connecticut</td>
<td>13</td>
</tr>
<tr>
<td>Delaware</td>
<td>2</td>
</tr>
<tr>
<td>District of Columbia</td>
<td>8</td>
</tr>
<tr>
<td>Maryland</td>
<td>13</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>21</td>
</tr>
<tr>
<td>New Hampshire</td>
<td>3</td>
</tr>
<tr>
<td>New Jersey</td>
<td>22</td>
</tr>
<tr>
<td>New York</td>
<td>41</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>23</td>
</tr>
<tr>
<td>Rhode Island</td>
<td>1</td>
</tr>
<tr>
<td>Vermont</td>
<td>1</td>
</tr>
<tr>
<td>West Virginia</td>
<td>2</td>
</tr>
</tbody>
</table>

Northeast Total: 150

#### II. Southeast

<table>
<thead>
<tr>
<th>State</th>
<th>No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>2</td>
</tr>
<tr>
<td>Florida</td>
<td>12</td>
</tr>
<tr>
<td>Georgia</td>
<td>13</td>
</tr>
<tr>
<td>Kentucky</td>
<td>2</td>
</tr>
<tr>
<td>Louisiana</td>
<td>4</td>
</tr>
<tr>
<td>Mississippi</td>
<td>1</td>
</tr>
<tr>
<td>North Carolina</td>
<td>4</td>
</tr>
<tr>
<td>Puerto Rico</td>
<td>3</td>
</tr>
<tr>
<td>South Carolina</td>
<td>2</td>
</tr>
<tr>
<td>Tennessee</td>
<td>2</td>
</tr>
<tr>
<td>Virginia</td>
<td>15</td>
</tr>
</tbody>
</table>

Southeast Total: 60

#### III. Middle West

<table>
<thead>
<tr>
<th>State</th>
<th>No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illinois</td>
<td>94</td>
</tr>
<tr>
<td>Indiana</td>
<td>13</td>
</tr>
<tr>
<td>Michigan</td>
<td>20</td>
</tr>
<tr>
<td>Ohio</td>
<td>22</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>17</td>
</tr>
</tbody>
</table>

Middle West Total: 166

#### IV. Southwest

<table>
<thead>
<tr>
<th>State</th>
<th>No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arizona</td>
<td>9</td>
</tr>
<tr>
<td>New Mexico</td>
<td>2</td>
</tr>
<tr>
<td>Oklahoma</td>
<td>2</td>
</tr>
<tr>
<td>Texas</td>
<td>19</td>
</tr>
</tbody>
</table>

Southwest Total: 32

#### V. Plains Area

<table>
<thead>
<tr>
<th>State</th>
<th>No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Iowa</td>
<td>6</td>
</tr>
</tbody>
</table>

V. Plains Area

Total number of states represented: 192
<table>
<thead>
<tr>
<th>No. of Students</th>
<th>No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kansas</td>
<td>5</td>
</tr>
<tr>
<td>Minnesota</td>
<td>11</td>
</tr>
<tr>
<td>Missouri</td>
<td>11</td>
</tr>
<tr>
<td>Nebraska</td>
<td>5</td>
</tr>
<tr>
<td>South Dakota</td>
<td>1</td>
</tr>
<tr>
<td><strong>Plains Area Total</strong></td>
<td><strong>39</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>VI. Far West</strong></td>
<td></td>
</tr>
<tr>
<td>Alaska</td>
<td>1</td>
</tr>
<tr>
<td>California</td>
<td>54</td>
</tr>
<tr>
<td>Colorado</td>
<td>13</td>
</tr>
<tr>
<td>Idaho</td>
<td>4</td>
</tr>
<tr>
<td>Hawaii</td>
<td>3</td>
</tr>
<tr>
<td>Montana</td>
<td>2</td>
</tr>
<tr>
<td>Nevada</td>
<td>2</td>
</tr>
<tr>
<td>Oregon</td>
<td>10</td>
</tr>
<tr>
<td>Utah</td>
<td>7</td>
</tr>
<tr>
<td>Washington</td>
<td>8</td>
</tr>
<tr>
<td>Wyoming</td>
<td>2</td>
</tr>
<tr>
<td><strong>Far West Total</strong></td>
<td><strong>106</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>VII. Foreign Countries</strong></td>
<td></td>
</tr>
<tr>
<td>Australia</td>
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</tr>
<tr>
<td>Austria</td>
<td>1</td>
</tr>
<tr>
<td>Belgium</td>
<td>2</td>
</tr>
<tr>
<td>Brazil</td>
<td>4</td>
</tr>
<tr>
<td>Canada</td>
<td>2</td>
</tr>
<tr>
<td>Chile</td>
<td>2</td>
</tr>
<tr>
<td>China</td>
<td>1</td>
</tr>
<tr>
<td>Colombia</td>
<td>1</td>
</tr>
<tr>
<td>Denmark</td>
<td>1</td>
</tr>
<tr>
<td>Ecuador</td>
<td>1</td>
</tr>
<tr>
<td>France</td>
<td>2</td>
</tr>
<tr>
<td>Germany</td>
<td>8</td>
</tr>
<tr>
<td>India</td>
<td>1</td>
</tr>
<tr>
<td>Italy</td>
<td>5</td>
</tr>
<tr>
<td>Japan</td>
<td>2</td>
</tr>
<tr>
<td>Korea</td>
<td>1</td>
</tr>
<tr>
<td>Mexico</td>
<td>1</td>
</tr>
<tr>
<td>Peru</td>
<td>1</td>
</tr>
<tr>
<td>Spain</td>
<td>2</td>
</tr>
<tr>
<td>Sweden</td>
<td>1</td>
</tr>
<tr>
<td>Switzerland</td>
<td>1</td>
</tr>
<tr>
<td>Taiwan</td>
<td>1</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>1</td>
</tr>
<tr>
<td>Venezuela</td>
<td>1</td>
</tr>
<tr>
<td><strong>Foreign Countries Total</strong></td>
<td><strong>44</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total number of students</strong></td>
<td><strong>597</strong></td>
</tr>
<tr>
<td><strong>Number of states represented</strong></td>
<td><strong>47</strong></td>
</tr>
<tr>
<td><strong>Foreign countries represented</strong></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>
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. Past holders of the Harry A. Bigelow Professorship have been Grant Gilmore, Harry Kalven, Jr., and Phil C. Neal.

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

The Lee and Brena Freeman Professorship in Law was established in 1977 by Lee Freeman, Sr., through combination with 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. Past holders of the Lee and Brena Freeman Professorship have been Richard A. Posner and Frank H. Easterbrook.

The William B. Graham Professorship 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 past holder of the William B. Graham Professorship has been Gerhard Casper.

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

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 School from 1904 until his death in 1928. The Hall family endowed the Fund fully through a gift made in 1984. Past holders of the James Parker Hall Professorship have been Edward Wilcox Hinton, George Gleason Bogert, Wilber Griffith Katz, Sheldon Tefft, and Bernard D. Meltzer.

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

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

*The Edward H. Levi Distinguished Service Professorship* 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, a member of the Law School Faculty since 1936 and Dean of the Law School from 1950 to 1962. The past holder of the Edward H. Levi Distinguished Service Professorship has been Walter J. Blum.

*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. Past holders of the Karl N. Llewellyn Professorship have been Edward H. Levi and Franklin E. Zimring.

*The Seymour Logan Professorship in Law* was established by Mrs. Seymour Logan and their children as a memorial to Seymour Logan, a member of the College Class of 1943. The past holder of the Seymour Logan Professorship has been Spencer L. Kimball.

*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 past holder of the Clifton R. Musser Professorship has been Ronald H. Coase.

*The Max Pam Professorship in American and Foreign 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. Past holders of the Max Pam Professorship have been Max Rheinstein, Gerhard Casper, and John H. Langbein.

*The Max Rheinstein Visiting Professorship in Law* was created in 1986 by the government of the Federal Republic of Germany in honor of Max Rheinstein, a refugee from Nazi Germany who was a member of the Law School faculty from 1935 until his death in 1977. The professorship brings a faculty member from Germany to the Law School for one quarter each year to teach and conduct research in the area of German legal studies.

*The Ruth Wyatt Rosenson Professorship* was created in 1984 through a gift commitment by Mrs. Ruth Wyatt Rosenson in memory of her husband, Harry N. Wyatt, a member of the Class of 1921.

*The Arnold I. Shure Professorship* 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. (Please also see "Research and Other Funds" for the Arnold and Frieda Shure Research Fund.) Past holders of the Arnold I. Shure Professorship have been Allison Dunham and Jo Desha Lucas.

The Leo Spitz Professorship in International Law was established in 1975 with a bequest provided 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. Past holders of the John P. Wilson Professorship have been Ernst Freund, Harry Augustus Bigelow, Wilber Griffith Katz, Roscoe T. Steffen, Kenneth Culp Davis, and Paul M. Bator.

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 past holder of the Wilson-Dickinson Professorship has been Walter J. Blum.

The Harry N. Wyatt Professorship in Law was created by Mr. and Mrs. Harry N. Wyatt (Ruth Fox Wyatt) in 1977. Mr. Wyatt was a member of the Law School Class of 1921 and Mrs. Ruth Wyatt Rosenson was a member of the College Class of 1927. The past holder of the Harry N. Wyatt Professorship in Law has been David P. Currie.

SCHOLARSHIP FUNDS

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

The Baker & McKenzie Zurich Scholarship Fund was established in 1984 by the partners of the Zurich office of Baker & McKenzie, for the support of graduate students from Switzerland studying at the Law School.

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 Law School Class of 1925 and founder of Baker & McKenzie, for the support of foreign and upperclass 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 William G. Burns Scholarship Fund was created in 1988 as a moral obligation scholarship fund in memory of Mr. Burns (Ph.B. 1929, J.D. 1931) by his colleagues at the firm of Bell, Boyd & Lloyd and other friends.

The John William and Eva R. Chapman Scholarship was established in 1978 by the bequest of Mr. and Mrs. Chapman. Mr. Chapman, a member of the Class of 1917.

The Chicago Bar Foundation Scholarship is made possible by annual contributions to the Law School for this purpose by the Chicago Bar Foundation.
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 Decalogue Society of Lawyers Scholarship Fund was established in 1975 by the Decalogue Society of Lawyers in memory of Paul G. Annes (J.D. 1923).

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

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

The Donald E. Egan Scholarship Fund was created in 1997 in memory of Don 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 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 was established in 1975 by the family and friends of Mr. Fiffer, was a member of the Class of 1947.

The George W. Friede 1931 Scholarship 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 was established in 1981 by the partners of Friedman & Koven to provide scholarships in the Law School.

The Edward D. Friedman Scholarship Fund was created in 1994 by Eleanor Meldahl of Truro, Massachusetts. It honors the life and career of her friend Edward D. Friedman (A.B. 1935, J.D. 1937), one of the nation’s most distinguished labor lawyers. The Fund provides financial aid to deserving law students on the basis of financial need.

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 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 member of the Class of 1932, to provide financial support to deserving students.

The George and Mary Gregory Memorial Scholarship Fund was established in 1969 by Chris D. Gregory, a member of the Class of 1929, in honor of his parents, to provide scholarships in the Law School.

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

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

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

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

The Joseph and Marion Heffernan Scholarship Fund was created in 1995 by William C. Heffernan (J.D. 1978) in memory of his parents. The Fund provides scholarship support to students on the basis of financial need.
The Stuart Cardell Hyer Scholarship 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 Illinois Bar Foundation Scholarship was established in 1989 to support a second- or third-year student with financial need.

The Kirkland & Ellis Minority Scholarship Fund was created by the law firm of Kirkland & Ellis in 1996 to provide support for minority law students at the Law School.

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

The Law School Alumni Scholarships are provided out of funds contributed by alumni.

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

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

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

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

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

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

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

The Victor McQuistion Scholarship Fund was created in 1986 by his widow, Mrs. Ethel McQuistion, and the estate of Victor McQuistion, a member of the Class of 1921. The Fund is to provide 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). The Fund provides financial support to law students who work during the academic year while in law school.

The Robert H. and Ina M. Mohlman Fund was established in 1986 by Mr. Mohlman, a member of the Class of 1941, for the benefit of students at the Law School.

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

The George B. Pletsch Scholarship Fund was established in 1985 by the Grover Hermann Foundation as a memorial to George B. Pletsch, a member of the Class of 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 James Nelson Raymond Scholarship was established in 1930 from a fund given by Anna Louise Raymond in memory of her husband, James Nelson Raymond.

The Reuben & Proctor Scholarship 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 as an endowed scholarship by a bequest from Mrs. Rosenson. Selections are made annually based on scholarship, financial need, moral integrity, and indications of a promising future. Recipients are known as Ruth Wyatt Rosenson Scholars.

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

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

The Arnold I. Shure Memorial Scholarship Fund was created in 1992 by the Jewish Students’ Scholarship Fund, Inc., and Thanks to Scandinavia, Inc., in memory of Mr. Shure, a member of the Class of 1929, to provide financial aid to deserving students.

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 Edmund A. Spencer Scholarship Fund was established in 1994 with a bequest from the estate of Mr. Spencer, a Chicago CPA/attorney, who was one of the first specialists in federal income taxation. Proceeds from the Fund are used to provide scholarships to academically promising students in the Law School who are dependent in whole or in part upon their own efforts to provide the means of obtaining a legal education.
The Stepan Chemical Company Scholarship, established in 1972 by the Stepan Chemical 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 was created in 1989 and is awarded by the Dean of Students to a Law School student who is likely to use his or her legal education to further gay and lesbian rights.

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

The 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. 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 twenty law students as determined by the Dean of the Law School.

**Public Service Funds**

The Braeside Foundation Public Service Fund was created in 1995 to provide supplemental grants to students of the Law School who accept summer internships with pro bono or public service organizations.

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 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 Karsten Fund helps to ease the financial burden faced by students and graduates considering careers in public service.

The John M. Kimpel Fund was created in 1995 by Mr. Kimpel, a member of the Class of 1974, to provide support for summer internships for law students in the Mandel Legal Aid Clinic.
The Kathryn Smith Matkov Fund was established in 1999. The Fund honors the memory of Kathryn Smith Matkov, a member of the Class of 1979. It was created by George Matkov and members of the Class of 1979. The Fund supports clinical legal education and public interest law.

The 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 Lynn and Allen Turner Fellowship was created in 1991 by Allen Turner (J.D. 1961) on the occasion of his 30th Reunion. The Fellowship provides support for a Law School student undertaking a summer clerkship at the David V. Kahn Religious Liberty Resource Center of the American Jewish Congress.

The Maurice S. and Helen R. Weigle Fund for Public Service was created in 1989 by Helen R. Weigle (A.B. 1935), Alice Weigle Kraus, Douglas M. Kraus (J.D. 1973), and Babs Weigle Maltenfort in memory of Maurice S. Weigle (Ph.B. 1933, J.D. 1935). The Fund currently supports the loan forgiveness portion of the Law School’s Public Service Program, with a particular focus on alumni who utilize their skills in the protection of the rights and welfare of children.

The Hubert L. Will Fund for Clinical Legal Education was established in 1995 by the family and friends of Judge Will (A.B. 1935, J.D. 1937), whose distinguished legal career included thirty-four 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.

**FELLOWSHIP FUNDS**

The Altheimer & Gray Fellowship in Graduate Legal Studies was created in 1993 by the Chicago firm of Altheimer & Gray. The Fellowship annually supports a qualified lawyer either from Poland or from the Czech Republic pursuing the Master of Laws degree at the Law School.

The Victor H. Kramer Foundation Fellowship 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. The Kramer Fellowship Program is offered in alternate years with the Institution for Social and Policy Studies at Yale University.

The Tony Patiño Fellowship was established in 1983 at the University of Chicago Law School in memory of Antenor Patiño, Jr., in keeping with his philosophy and his intention to help his fellow law students. The Fellowship is "trying to identify leaders, people of character and capability." The title of "Fellow-Elect" and a grant of not less than $7,500 are awarded annually to law students selected by the Fellowship’s Selection Committee. The fellowship award and all renewals are determined by committees independent of the Law School.
The James Nelson Raymond Fellowship was created in 1933 and 1934 by Anna Louise Raymond.

The Daniel C. Smith Fellowship 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.

The Thyssen Fellowships were created in 1979 under a grant from the Fritz Thyssen Stiftung of Cologne, Germany, to assist scholarly and student exchanges between the Law School and German universities.

The Edgar Wayburn Fellowship in Environmental Law was established in 1990 by Daniel Greenberg (J.D. 1965) in honor of Dr. Wayburn. The Fellowship underwrites a summer clerkship at the Sierra Club Legal Defense Fund for a Law School student. Dr. Wayburn is an ardent environmentalist and former President of the Sierra Club.

**LOAN FUNDS**

The Harry A. Bigelow Loan Fund was established in 1929 by the Law School 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 Law School Student Loan Fund.

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

RESEARCH AND OTHER 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, an a member of the Class of 1925, was the founder of Baker & McKenzie. In 1997-98, the Fund supported research leading to the following publications: Albert Alschuler, "Constraint and Confession," 74 Denver Uni-

The Paul M. Bator Research Fund was created in 1989 in memory of Professor Bator by his family and friends to support faculty research in the field of federal jurisdiction.

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 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 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 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 Clinical Legal Education Fund, formerly the Mandel Legal Aid Clinic Fund, was established by alumni in 1973 to support the activities of the clinical program at the Law School as represented by the Mandel Legal Aid Clinic.

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

The Aaron Director Fund for the Study of Law and Economics was established in 1986 by an anonymous donor in honor of Aaron Director, Professor of Economics Emeritus at the Law School. The Fund promotes the study of law and economics through fellowships, assistance to the Journal of Law and Economics when desirable, and in other similar ways.

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 University of Chicago Law School Roundtable, the student-edited scholarly journal.

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, clients, and other friends. The Fund supports the Law School's program in Law and Government.

The Joseph N. DuCanto Dean's Discretionary 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 Daniel and Phyllis Fischel Fund was created in 1990 by Professor Fischel (J.D. 1977), a member of the Law School faculty since 1984. Mr. Fischel is the Lee and Brena Freeman Professor of Law and Business and is the former Director of the Law and Economics Program. The purpose of the Fund will be determined at a later date.

The Lee and Brena Freeman Faculty Research Fund was created in 1986 by Mr. Lee A. Freeman, Sr. to provide faculty support for research and study. In 1997-98, the Fund supported research leading to the following publication: David A. Strauss, "The Illusory Distinction Between Equality of Opportunity and Equality of Result," in Redefining Equality 51, Neal Devins and Davison M. Douglas, eds., Oxford University Press.

The Barbara J. and B. Mark Fried Dean’s Discretionary Fund was created in 1989 by Mr. Fried (J.D. 1956) and Mrs. Fried (A.B. 1954, J.D. 1957) in honor of Jo Desha Lucas, Professor of Law Emeritus and former Dean of Students. The Fund is used to further the educational and scholarly missions of the Law School.

The Herbert and Marjorie Fried Faculty Research Fund was established in 1980 by Mr. and Mrs. Fried to assist in providing support for faculty. Mr. Fried was a member of the Class of 1932. In 1997-98, the Fund supported research leading to the following publications: Albert Alschuler, "Two Guns, Four Guns, Six Guns, More Guns: Does Arming the Public Reduce Crime?," 31 Valparaiso University Law Review 365, and "Dunwody Distinguished Lecture in Law: The Descending Trail: Holmes' Path of the Law One Hundred Years Later," 49 Florida Law Review 353.

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

The Haythe & 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 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 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 Irving H. Goldberg Family Fund was created in 1988 by Mrs. Jane Wolsohn 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 Dwight P. Green, Sr. Fund for Studies in Criminal Justice was established in 1973 by Dwight P. Green for support of the Law School’s continuing research and teaching program in crime control and criminal justice. Mr. Green was a member of the Class of 1912.

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

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

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

The 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 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 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 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 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 the 50th Graduation Anniversary of Bernard G. Sang (J.D. 1935).

The Lillian E. Kraemer Fund was created by Ms. Kraemer, a member of the Class of 1964, in 1993, in anticipation of the 30th anniversary of her graduation. Pending future designation, Ms. Kraemer has authorized the Dean of the Law School to use this gift to meet the immediate 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 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 Frank D. Mayer Fund was established in 1985 through a gift from the Nathan and Emily Blum Foundation in honor of Mr. Mayer, a member of the Class of 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 Mayer, Brown & Platt Endowed Faculty Research Fund was established in 1986 by members of the law firm for the support of faculty research.

The Margaret & Richard Merrell Fund in Taxation was created in 1990 to support faculty conducting scholarly research and one or more fellowships for students undertaking a special research project in the area of taxation. The Fund was established by the Margaret and Richard Merrell Foundation under the aegis of its president, Herbert Portes (A.B. 1934, J.D. 1936).
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. Mr. Merriam was a member of the Class of 1925.

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

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

The 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 Workshop in Legal History in the Law School.
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 Andrew M. and Betsy B. Rosenfield Fund was created in 1990 in anticipation of the University's Centennial celebration. Mr. Rosenfield, a member of the Class of 1978, has served as a Lecturer in Law at the Law School for several years. The Fund will be designated at a later date.

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. In 1997-98, the Fund supported research leading to the following publications: Richard Ross, "The Commoning of The Common Law: The Renaissance Debate over Printing English Law, 1520-1640," 146 University of Pennsylvania Law Review 323; and "The Memorial Culture of Early Modern English Lawyers: Memory as Keyword, Shelter, and Identity, 1560-1640," 10 Yale Journal of Law and the Humanities 229.

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 Sawyier Fund for Studies in Jurisprudence was established in 1975 by Fay Horton Sawyier to support research in jurisprudential studies. Mrs. Sawyier received her A.B. degree in 1944 and her Ph.D. degree in 1964.

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.

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

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

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

The 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 pro-
ected 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 Law Library. More than 250 friends of Mr. Shure and of the Law School also have established the Arnold I. Shure Professorship (see "Professorships"). In 1997-98, the Fund supported research leading to the following publications: Mary E. Becker, "Lesbians, Desire for 'Women,' and Sexual Orientation," in Seductions of Justice: Lesbians & Law // Theories and Practices, Ruthann Robson, ed., Routledge; "Questions Women (and Men) Should Ask When Selecting a Law School," 11 Wisconsin Women's Law Journal 417; "Don't Just Hear It Through the Grapevine: Studying Gender Questions at Your Law School," ABA Commission on Women in the Profession; "Women, Morality, and Sexual Orientation," 8 U.C.L.A. Women's Law Journal 165; and Richard Ross, "The Commoning of The Common Law: The Renaissance Debate over Printing English Law, 1520-1640," 146 University of Pennsylvania Law Review 323; and "The Memorial Culture of Early Modern English Lawyers: Memory as Keyword, Shelter, and Identity, 1560-1640," 10 Yale Journal of Law and the Humanities 229.

The Sonnenschein Fund was established as an endowed fund in 1984 by the partners of Sonnenschein Nath & Rosenthal in honor of Leo J. Carlin (J.D. 1919), Bernard Nath (J.D. 1921), and Samuel R. Rosenthal. Until a permanent designation is made, income from the Fund is to be used at the discretion of the Dean of the Law School. In 1997-98, the Fund supported research leading to the following publications: David P. Currie, "The Constitution in Congress: Jefferson and the West, 1801-1809," 39 William & Mary Law Review 1441; and "The Constitution in Congress: The Most Endangered Branch, 1801-1805," 33 Wake Forest Law Review 219.

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 the 50th Graduation Anniversary of Bernard G. Sang (J.D. 1935). In 1997-98, the Fund supported research leading to the following publications: Albert W. Alschuler, "Two Guns, Four Guns, Six Guns, More Guns: Does Arming the Public Reduce Crime?", 31 Valpariso University Law Review 365; and "Dunwody Distinguished Lecture in Law: The Descending Trail: Holmes' Path of the Law One Hundred Years Later," 49 Florida Law Review 353.

The John N. Stern Fund was created at the Law School to support the recruitment and retention of outstanding faculty members. Mr. Stern is a graduate of the University's Laboratory School, Oberlin College, and Harvard Law School, and a longtime friend and supporter of the Law School and the University.

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

The 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.

CLASS FUNDS

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

The Class of 1930 Fund was established in 1980 and endowed in 1982 by the members of the Class of 1930 to provide unrestricted funds for the Law School.

The Class of 1932 Scholarship Fund was established in 1968 and endowed in 1982 by members of the Class of 1932 to provide scholarships in the Law School.

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

The Class of 1940 Fund was established by members of the Class of 1940 on the occasion of their 50th Reunion. The proceeds of the Fund are designated for the support of student financial aid and the central educational and scholarly mission of the Law School as determined by the Dean.

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 1942 Fund was established by members of the Class in 1992, on the occasion of their 50th Reunion. The Fund currently provides unrestricted support for academic programs and other needs as identified by the Dean.

The Class of 1947 Fund was established by members of the Class of 1947 on the occasion of their 45th Reunion. The Fund supports the programmatic needs of the Law School's faculty and students.

The Class of 1948 Fund was established by members of the Class in 1993, in honor of the 45th anniversary of their graduation. The Fund provides unrestricted support for the Law School's faculty and students, as directed by the Dean.
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 1950 Fund was established by members of the Class of 1950 on the occasion of their 40th Reunion. The Fund is designated to provide support for the central educational and scholarly 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 1952/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 Law School Professor Malcolm P. Sharp (1933–1965).

The Class of 1953 Fund was established by members of the Class of 1953 on the occasion of their 40th Reunion. The Fund will be used to support the central academic mission of the Law School through support of its faculty and students.

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 Fund was established in 1990 in celebration of the 35th Reunion of the class of 1955. The Fund is dedicated to the maintenance and enhancement of the education and scholarly programs of the Law School, as designated by the Dean.

The Class of 1956 Fund was established by members of the Class of 1956 on the occasion of their 35th Reunion. Proceeds from the Fund are used to support the faculty and student programs of the Law School.

The Class of 1957 Fund was established by members of the Class of 1957 on the occasion of their 35th Reunion. The Fund provides unrestricted support of the central scholarly and intellectual mission of the Law School.

The Class of 1958 Fund is designated to support faculty and student programs as designated by the Dean of the Law School. The Fund was established in celebration of the 35th Reunion of the Class of 1958.

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 1960 Fund was established by members of the Class of 1960, in honor of the 30th anniversary of their graduation. The proceeds of the Fund are used at the Dean’s discretion to further the Law School’s central mission and improve the quality of education.

The Class of 1961 Fund was established by members of the Class of 1961, in honor of the 30th anniversary of their graduation. At the discretion of the Dean, the Fund will be utilized to provide support for outstanding educational and scholarly opportunities as they arise.
The Class of 1962 Fund was established by members of the Class of 1962, on the occasion of their 30th Reunion. Proceeds from the Fund are utilized by the Dean to support the central intellectual mission of the Law School.

The Class of 1963 Fund was established by members of the Class of 1963, as a part of their 30th Reunion celebration. Proceeds from the Fund are used at the discretion of the Dean to underwrite special projects and initiatives being undertaken by the faculty and students of the Law School.

The Class of 1964 Faculty Research Fund in honor of Soia Mentschikoff and Karl Llewellyn was established in 1988 by members of the Class of 1964, on the occasion of their 25th Reunion. The Fund celebrates the contributions to legal scholarship, to the Law School community, and to the Class of 1964 in particular, of these two renowned professors. The Fund supports scholarly research by members of the Law School faculty, and supports faculty scholarship.

The Class of 1965 Faculty Fund was established was established by members of the Class of 1965, on the occasion of their 25th Reunion. The proceeds of the Fund are utilized at the discretion of the Dean to support the faculty of the Law School.

The Class of 1966 Fund supports the needs of the Law School as identified by the Dean. It was established by members of the Class of 1966, in honor of the 25th anniversary of their graduation.

The Class of 1967 Fund was established by members of the Class of 1967, on the occasion of their 25th Reunion. The Fund supports the central intellectual and scholarly mission of the institution.

The Class of 1968 Fund was established by members of the Class of 1968, on the occasion of their 25th Reunion. The Fund provides support for special student and faculty initiatives as identified and approved by the Dean, and thereby continuing the Class’s involvement with 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 1970 Fund was established by members of the Class of 1970, on the occasion of their 20th Reunion. The Fund exists to further the academic pursuits and paracurricular interests of the students and faculty of the Law School.

The Class of 1971 Fund was established by members of the Class of 1971, on the occasion of their 20th Reunion, in memory of Richard Hudlin (J.D. 1971), a distinguished lawyer and jurist. Proceeds from the Fund are used to support minority and female student and faculty recruitment and advancement and to otherwise support the central mission of the Law School.

The Class of 1972 Fund was established by members of the Class of 1972, in honor of the 20th anniversary of their graduation. The Fund underwrites the needs of the faculty and students of the Law School, as identified by the Dean.
The Class of 1973 Fund was established by members of the Class of 1973, on the occasion of their 20th Reunion. The Fund supports the central intellectual and scholarly mission of the Law School.

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 1975 Fund was established by members of the Class of 1975, on the occasion of their 15th Reunion. The Fund is utilized at the discretion of the Dean of the Law School to address educational opportunities as they arise.

The Class of 1976 Fund was established by members of the Class of 1976, on the occasion of their 15th Reunion. The Fund is used to support the educational and para-curricular mission of the Law School, as determined by the Dean.

The Class of 1977 Fund was established by members of the Class of 1977, on the occasion of their 15th Reunion. The Fund is used by the Dean to address special needs or outstanding opportunities as they arise.

The Class of 1978 Fund was established by members of the Class of 1978, on the occasion of their 15th Reunion. The Fund supports the work of faculty members and students engaged in projects and initiatives central to the Law School’s scholarly mission.

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 1980 Fund was established by members of the Class of 1980 on the occasion of their 10th Reunion. The Fund is used by the Dean to support the Law School’s central educational and scholarly mission.

The Class of 1981 Fund was established in 1991 in recognition of the Class’s 10th Reunion. Pending future designation by the members of the Class, the Fund currently supports the unrestricted needs of the Law School as identified by the Dean.

The Class of 1982 Fund was established by members of the Class of 1982, on the occasion of their 10th Reunion. Pending further designation by the Class, the Fund is currently used by the Dean of the Law School to underwrite the needs and activities of the faculty and student body, in support of the Law School’s central academic mission.

The Class of 1983 Fund was established by members of the Class of 1983, on the occasion of their 10th Reunion. The Fund supports the needs of faculty and students. Proceeds from the Fund are utilized by the Dean to underwrite special projects and initiatives.

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 1985 Fund was established by members of the Class of 1985, on the occasion of their 10th Reunion. Pending further designation by members of the Class, the Fund supports the needs and activities of the faculty and students of the Law School as determined by the Dean.

The Class of 1986 Fund was established by members of the Class of 1986, on the occasion of their 10th Reunion. The Fund provides unrestricted support for the Law School.

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

**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 J. F. 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 William Beveridge Cassels Book Fund was established in 1977 by Donald R. Kerr (Ph.B. 1934, J.D. 1936) and Margaretha M. Kerr (Ph.B. 1934) in memory of Mr. Cassels (A.B. 1932, J.D. 1934). The Fund has also been supported by relatives and classmates of Mr. Cassels. Proceeds from the Fund are used to purchase materials for the collection of the D’Angelo Law Library.

The Louis G. Cowan Law Library Fund was established in 1961 by Mr. Cowan.

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 June Brendecke Davis Law Library Fund was established in 1991 by a bequest from the estate of Mrs. Davis. The Fund is designated for the support of the D’Angelo Law Library and is used to support the acquisition of materials for and preservation of the Library’s collection.

The Allan T. Dunham Memorial Fund was established in 1964 by Professor and Mrs. Allison Dunham in memory of their son, for a general reading collection.
The Essington and McKibbin Memorial Fund was established in memory of two distinguished lawyers and public servants, Thurlow G. Essington (J.D. 1908), and George B. McKibbin (J.D. 1913), by Mrs. Essington and Mrs. McKibbin.

The Barbara Brown Fink Memorial Law Library Book Fund was established in 1982 by bequest under the will of Eli E. Fink, a member of the Class of 1930.

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

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 Book Fund in Law and Economics was established in 1978 by Mr. and Mrs. Fulton. Mr. Fulton is a member of the Class of 1942.

The Muriel and Maurice Fulton Law Library Fund was established in 1978 by Mr. and Mrs. Fulton. The Fund is used to acquire non-legal periodicals which are placed in the Fulton Reading Room. Mr. Fulton is a member of the Class of 1942.

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 for research and study in the field of monopoly.

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 Archibald H. and Estelle P. Kurland Memorial Book Fund was established in 1971 in memory of Archibald H. Kurland and Estelle P. Kurland by their family and friends for the collection of research and study materials in the area of constitutional law.
The Mary Jane Kurland and Paul Michael Bator Book Fund was established in their memory by Philip B. Kurland and Alice H. Bator.

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

The Burton Bancroft McRoy Memorial Book Fund was established in 1991 by Donald R. Kerr (Ph.B. 1934, J.D. 1936) and Margaretha M. Kerr (Ph.B. 1934). The Fund honors the memory of Mr. McRoy (Ph.B. 1928, J.D. 1930), a distinguished alumnus of the Law School. Proceeds from the Fund are used to purchase materials for the collection of the D'Angelo Law Library.

The Abner J. Mikva 10th Anniversary Book Fund in Law and Government was established in 1989 by Judge Mikva’s clerks in honor of his 10th anniversary of service as a circuit judge of the United States Court of Appeals for the District of Columbia Circuit. The Fund is used to purchase books and other written materials for the D'Angelo Law Library in the area of law and government.

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

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 was a member of the Law School Class of 1940 and served as law librarian for Northwestern University, the New Jersey State Library, and the United States Circuit Court of Appeals for the Second Circuit. The Fund supports the D’Angelo Law Library, with a special emphasis on European materials.

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

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

The Max Rheinstein Comparative Law 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 is used for adding to the Foreign Law Collection in the D'Angelo Law Library.
The Maurice A. and Rose Rosenthal Library Fund was established in 1978 through the gift of Maurice A. and Rose Rosenthal. Mr. Rosenthal was a member of the Class of 1927.

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 Malcolm P. Sharp Law Library Fund was established in 1980 by Mr. Lloyd E. Shefsky for additions to the Malcolm Sharp Collection. Mr. Shefsky is a member of the Class of 1965.

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, Class of 1951, by his family and friends. In 1985, it became a permanent source of support for the D'Angelo Law Library.

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

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

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

**HONORS AND PRIZES**

The Ann Watson Barber Outstanding Service Award was established in 1978 by family and friends in memory of Mrs. Barber, who was the registrar at the Law School from 1962 until 1976. The award is given to a third-year student who has 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. These prizes are sponsored by Mead Data Central, producer of the Lexis service.
The Bell, Boyd & Lloyd Best Advocate Awards were established by the law firm in 1999. The awards recognize outstanding performances in the first-year legal research and writing program moot court exercise.

The D. Francis Bustin Educational Fund for the Law School was established in 1971 by provision of the will of D. Francis Bustin, a 1917 alumnus of the University, 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 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 Hinton Moot Court Competition Awards are made to the winners of the Moot Court Competition.

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 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.
### Autumn Quarter

<table>
<thead>
<tr>
<th>Dates</th>
<th>Day(s)</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 21-26</td>
<td>Tuesday-Sunday</td>
<td>Orientation &amp; Registration.</td>
</tr>
<tr>
<td>September 27</td>
<td>Monday</td>
<td>First day of classes.</td>
</tr>
<tr>
<td>October 25-27</td>
<td>Monday-Wednesday</td>
<td>No 2L/3L classes.</td>
</tr>
<tr>
<td>November 25-26</td>
<td>Thursday &amp; Friday</td>
<td>Thanksgiving—no classes.</td>
</tr>
<tr>
<td>December 3</td>
<td>Friday</td>
<td>Last day of classes.</td>
</tr>
<tr>
<td>December 4</td>
<td>Saturday</td>
<td>Reading period begins.</td>
</tr>
<tr>
<td>December 8</td>
<td>Wednesday</td>
<td>Exam period begins.</td>
</tr>
<tr>
<td>December 12</td>
<td>Sunday</td>
<td>Exam period ends.</td>
</tr>
</tbody>
</table>

### Winter Quarter

<table>
<thead>
<tr>
<th>Dates</th>
<th>Day(s)</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 5</td>
<td>Wednesday</td>
<td>First day of classes.</td>
</tr>
<tr>
<td>March 10</td>
<td>Friday</td>
<td>Last day of classes.</td>
</tr>
<tr>
<td>March 11</td>
<td>Saturday</td>
<td>Reading period begins.</td>
</tr>
<tr>
<td>March 15</td>
<td>Wednesday</td>
<td>Exam period begins.</td>
</tr>
<tr>
<td>March 19</td>
<td>Sunday</td>
<td>Exam period ends.</td>
</tr>
</tbody>
</table>

### Spring Quarter

<table>
<thead>
<tr>
<th>Dates</th>
<th>Day(s)</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 27</td>
<td>Monday</td>
<td>First day of classes.</td>
</tr>
<tr>
<td>May 23</td>
<td>Tuesday</td>
<td>Last day of 2L/3L classes.</td>
</tr>
<tr>
<td>May 24</td>
<td>Wednesday</td>
<td>Reading period begins for 2L/3Ls.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Early examination period begins.</td>
</tr>
<tr>
<td>May 26</td>
<td>Friday</td>
<td>Last day of classes for 1Ls.</td>
</tr>
<tr>
<td>May 29</td>
<td>Monday</td>
<td>Memorial Day—no classes/no exams.</td>
</tr>
<tr>
<td>May 30</td>
<td>Tuesday</td>
<td>Regular exam period begins for 2L/3Ls.</td>
</tr>
<tr>
<td>June 3</td>
<td>Saturday</td>
<td>Exam period ends for 2L/3Ls.</td>
</tr>
<tr>
<td>June 8</td>
<td>Saturday</td>
<td>1L exams begin.</td>
</tr>
<tr>
<td>June 9</td>
<td>Friday</td>
<td>1L exams end.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Convocation and Hooding.</td>
</tr>
</tbody>
</table>
UNIVERSITY POLICIES

STUDENT REGULATIONS AND DISCIPLINE

Students matriculating at the University of Chicago will find an environment that encourages intellectual growth through free inquiry. By the same token, however, University of Chicago students are expected to assume the obligations and responsibilities of membership in a free community. The University expects of all students responsible social conduct reflecting credit upon themselves and upon the University.

The Law School's disciplinary committees address violations of University regulations or of the standards of behavior expected of University students (for example, theft, plagiarism, cheating on examinations, violations of library regulations, computer abuse and the physical or verbal abuse of others). Information about these committees and their procedures is available from the Dean of Students and is printed in the Student Manual of University Policies & Regulations. Every student should become familiar with the Student Manual of University Policies & Regulations. It is updated annually.

STATEMENT OF NON-DISCRIMINATION

In keeping with its long-standing traditions and policies, the University of Chicago, in admissions, employment and access to programs, considers students on the basis of individual merit and without regard to race, color, religion, sex, sexual orientation, national or ethnic origin, age, disabilities, or other factors irrelevant to participation in the programs of the University. The Affirmative Action Officer (773/702-5671) is the University's official responsible for coordinating its adherence to this policy and the related federal and state laws and regulations (including Section 504 of the Rehabilitation Act of 1973, as amended).

DOMESTIC PARTNERSHIP

A domestic partnership is defined as two individuals of the same gender who live together in a long-term relationship of indefinite duration, with an exclusive mutual commitment in which the partners agree to be jointly responsible for each other's common welfare and share financial responsibilities. The partners may not be related by blood to a degree of closeness which would prohibit legal marriage in the state in which they legally reside. Benefits will be extended to the student's domestic partner and dependents for the Student Medical Plan, Housing, Athletic Facilities and the Library. A Statement of Domestic Partnership is available at, and needs to be approved by, the Benefits Office at 956 East 58th Street, Room 103, 773/702-9634.