THE UNIVERSITY OF CHICAGO
LAW SCHOOL

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The University of Chicago
5801 Ellis Avenue
Chicago, Illinois 60637
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824 East 58th Street
Chicago, Illinois 60637
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Let knowledge grow from more to more;  
And so be human life enriched.
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LUKE M. FROEB, A.B., PH.D., Victor H. Kramer Foundation Fellow.
Students thinking of law study soon discover that the programs of most law schools have a great deal in common. The choice of one school over another is not easily made on the basis of catalog descriptions of the teaching methods, course offerings, and formal requirements. The similarity is natural, since most American law schools share the aim of educating lawyers for careers that may take many paths and that will not be limited to any particular state or region. Although many lawyers eventually find themselves practicing within some special branch of the law, American legal education is still fundamentally an education for generalists. It emphasizes the acquisition of broad and basic knowledge of law, an understanding of the functioning of the legal system, and, perhaps even more important, the development of analytical abilities of a high order. This common emphasis reflects the conviction that such an education is the best kind of preparation for the diverse roles that law school graduates occupy in American life and for the changing nature of the problems any individual lawyer is likely to encounter over a long career.

Within this tradition, which it shares, the University of Chicago Law School has been influenced by a special interest, imparted at its inception, in the relationships between law and other social studies and in the interaction of law with its social and human context. Important themes in the Law School's history and outlook can be suggested by a word about the beginnings of the University and of the Law School.

The University of Chicago, one of the youngest of the major American universities, was founded in 1890. 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 instruction. The University was launched with a program of ambitious dimensions and with a faculty of remarkable distinction. It became at once one of the leading universities of the world. The character of the University from the start was stamped by a spirit of innovation, devotion to intellectual inquiry, and a strong sense of mission. As one study of American higher education has said, “No episode was more important in shaping the outlook and expectations of American higher education during those years than the founding of the University of Chicago, one of those events in American history that brought into focus the spirit of an age.”

The Law School, part of Harper's original plan but delayed in its fulfillment until 1902, was a product of the same innovative spirit and concern for the common aims of a university. 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 aspirations of the new school were set by Harper's conception of legal education in a university setting: edu-
cation in law "implies a scientific knowledge of law and of legal and juristic methods. These are the crystallization of ages of human progress. They cannot be understood in their entirety without a clear comprehension of the historic forces of which they are the product, and of the social environment with which they are in living contact. A scientific study of law involves the related sciences of history, economics, philosophy—the whole field of man as a social being."

The effects of this philosophy were seen in a number of developments in which the Law School had a leading role during its first half-century, including the growth of administrative law, legislation, and comparative law as recognized fields of law school study, the introduction of economics and accounting into the curriculum, the extension of the field of legal research from concern with the rules of law to empirically oriented investigations of the legal system, and the appointment of regular faculty members from disciplines outside the law. In addition, the Law School from the beginning established close relationships with the faculties in other departments of the University, a number of whom each year participate in the teaching of courses and seminars in the Law School.

The present program of the Law School seeks to combine a rigorous professional emphasis with the search for knowledge about law viewed as a social science. The Law School has long been noted for its pioneering work in the field of law and economics, and it is now also especially rich in resources for the study of legal history, as well as law and government. Other special emphases have brought the development of a leading Center for Studies in Criminal Justice and a highly professional program of clinical education. The strong orientation of the faculty toward research provides students with unusually good opportunities for independent research and writing and for employment during term time and summers as research assistants to members of the faculty. The School is the home of four faculty-edited journals—The Supreme Court Review, The Journal of Law and Economics, The Journal of Legal Studies, and Crime and Justice: An Annual Review of Research. These are in addition to two student-edited law journals.

The program for the professional degree (the J.D. degree) begins with a common program for all students in the first year, covering the basic common-law fields and emphasizing training in legal reasoning, legal research techniques, and exercises in writing various forms of legal documents, as well as an introduction to the arts of appellate advocacy. In all first-year courses, the class is divided into sections. Students also meet in small sections for legal-writing work under the supervision of the Bigelow Teaching Fellows, an important feature of the Law School's first-year program. The first-year program also includes an elective course in the Spring Quarter chosen from a set of courses representing special perspectives toward law such as history, economics, and legal philosophy.

The work of the upperclass years is entirely elective and permits a fair degree of flexibility to the individual student in planning a program. The expectation is that all students will take work that gives them a strong foundation in the major subject areas, and will do substantial research and writing by taking advantage of the opportunity to cultivate special interests in seminars and independent study. A number of courses and seminars, considered especially appropriate for the third year, stress the solution of complex problems or transactions in the form in which they come to the lawyer in practice, drawing on the theoretical knowledge previously acquired and calling for the application of that knowledge to real situations. Acquaintance with the techniques of litigation is stressed, through trial
practice courses. In one course students carry out the steps in the preparation and trial of a lawsuit under the supervision of trial practitioners and judges drawn from the local courts. In the other trial practice course students receive clinical training in advocacy by participating in trials on behalf of real clients in the courts of Illinois (pursuant to the student practice rule). The Law School’s Mandel Legal Aid Clinic provides supervision by experienced lawyers for sixty or more law students each year. The program of the second and third years may also include a certain amount of course work in other departments and schools of the University.

An important part of the educational experience for many students is participation in at least one intensive extracurricular activity. There is an active moot-court program and competition providing intensive training in the writing of briefs and practice in oral argument before appellate benches. Approximately thirty second- and third-year students are members of The University of Chicago Law Review, one of the country’s leading general purpose legal periodicals. Another thirty students are members of The University of Chicago Legal Forum, which each year publishes papers from a symposium on a different topic of current legal interest, as well as student commentary. Membership on both the Law Review and the Legal Forum is based in part on an open writing competition held during the summer between the students’ first and second years.

The Law School places a special value on ease of access to the faculty and informal exchange with the faculty as part of the educational process. The building is designed to encourage this atmosphere. Offices are arranged around the working floors of the D’Angelo Law Library; these offices are used by both students and faculty. The custom is for students to drop in on faculty members at any time and without going through secretaries or other staff. The Harold J. Green Law Lounge, in which students and faculty gather between classes and for coffee breaks, occupies a central place on the main floor of the Law School.

The Law School is housed in the Laird Bell Quadrangle, a set of buildings of noted architectural distinction, designed by the late Eero Saarinen and finished in 1959. A major expansion was completed in 1987. The Laird Bell Quadrangle includes a courtroom complex, the Weymouth Kirkland Courtroom. The Glen A. Lloyd Auditorium, with a seating capacity of approximately five hundred, is frequently used for lectures, motion pictures, concerts, and similar University functions. The Benjamin Z. Gould Administration building houses the Dean, the Dean of Students, and the Registrar, as well as the other administrative offices. The D’Angelo Law Library contains about 489,000 volumes and has space for 200,000 more. It also contains all the faculty offices. Student carrels are close to the faculty offices and, like them, are located adjacent to the book stacks. The D’Angelo Law Library is one of the leading law libraries in the nation, especially strong as a research library and in its collection of foreign legal materials. The library also has over a dozen Westlaw and Lexis computer terminals in addition to terminals that access the University’s own on-line catalog.

The student body of the Law School, a truly “national” institution, has always been drawn from many colleges and parts of the United States. The alumni, numbering about 6,000, are widely dispersed throughout the country, with strong concentrations in New York, Washington, Los Angeles, San Francisco, Boston, and Seattle, as well as in Chicago. An active alumni program and a well-established Placement Office help assure students a broad range of employment opportunities on graduation and during the summers between academic years.
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 inside back cover of these Announcements.

THE COMBINED 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 Dean of Students in the Law School.

The Law School and the Department of History offer joint programs leading to the J.D. degree and the A.M. or Ph.D. degrees in history. Those programs are described in the section of these Announcements dealing with the Legal History Program.

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 A.M. and Ph.D. degrees in economics, and thereby obtain such degrees in less than the normal time required.

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 University's Committee on 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.
The Law School has for many decades maintained programs of study beyond the first degree in law. In the 1960s the Foreign Law Program helped remedy the shortage of American scholars of foreign and comparative law, while the Comparative Law Program gave many students from abroad an initial exposure to American law and legal institutions. In the years since, the Law School has tended in its graduate programs to emphasize advanced scholarship in areas of particular faculty strengths. A small number of exceptionally qualified candidates continue to be admitted to Master of Laws and Master of Comparative Law programs in which course work predominates. Students who have well-defined research interests may work as candidates for the advanced degrees of Doctor of Jurisprudence or Doctor of Comparative Law, but degree candidacy is not necessarily required. Graduate study at the Law School is designed, therefore, to provide considerable flexibility in matching the research interests of students and faculty.

Admission to the Graduate Programs, supervision of 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 applicable to students in degree programs, except where higher requirements are imposed by the rules of the Graduate Programs. Students whose native tongue is other than English may receive extra time on examinations.

Inquiries concerning admission to the Graduate Programs should be addressed to the Director of Graduate Legal Studies, The Law School, The University of Chicago, 1111 East 60th Street, Chicago, Illinois 60637. Applications for admission should be completed by February 15 before the Autumn Quarter for which the student desires admission.

The Master of Laws Degree

The Graduate Program leading to the LL.M. degree is limited to students (1) who have obtained an undergraduate degree from an approved 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. A student admitted to the Comparative Law Program may, at any time during his period of study in residence, petition for admission to candidacy for the LL.M. degree. The degree of Master of Laws (LL.M.) is awarded to students who have been in residence for three full consecutive academic quarters and have completed their studies with a B average or above. 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 Degree

The Graduate Program leading to the J.S.D. degree is limited to students (1) who have obtained an undergraduate law degree from an approved school of law, (2) whose undergraduate record displays outstanding scholarly aptitude, (3) who at the time of their admission demonstrate well-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.

The degree of Doctor of Jurisprudence (J.S.D.) is awarded to students who have been in residence for three full consecutive academic quarters, have completed their studies with a B average or above, and, after admission to candidacy for the degree, 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 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 the completion of the period in residence. To be acceptable, the dissertation must constitute a creditable contribution to legal scholarship and must be in publishable form. 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 granted. Dissertations must conform to requirements of form established by the Committee on Graduate Studies and the Dissertation Secretary of the University.

Students admitted to candidacy for the J.S.D. degree will be awarded the LL.M. degree following completion of the year in residence. Students who have been admitted to the J.S.D. program but are denied admittance to candidacy for the J.S.D. degree, and who have satisfied the requirements for the LL.M. degree, may be awarded the LL.M. degree upon recommendation of the Committee on Graduate Studies and favorable action by the faculty.

The Comparative Law Program

The graduate Comparative Law Program makes available to a small number of highly qualified law graduates trained primarily in foreign legal systems the opportunity to acquire a knowledge of American law and legal institutions, to pursue comparative studies in their fields of special interest, and to engage in research in such fields. The degrees awarded in this program are the Master of Comparative Law (M.Comp.L.) and the Doctor of Comparative Law (D.Comp.L.).

Admission to the Comparative Law Program is open to students who are graduates of approved foreign law schools and whose credentials establish to the satisfaction of the Committee on Graduate Studies that they are qualified to undertake advanced study and research in law. Foreign law school graduates who have been admitted to the LL.M. program may, at any time during their period of study in residence, petition for transfer to the Comparative Law Program.

The degree of Master of Comparative Law is awarded to students in the Comparative Law Program who have been in residence for three full consecutive academic quarters, have satisfactorily completed their studies and are recommended for the M.Comp.L. degree by the Committee on Graduate Studies and by the faculty. To qualify for residence for a full quarter, the student must take and complete nine or more course hours. The program is individually arranged with the student’s faculty adviser and is expected to occupy the student’s full time. At least half of the student’s work in residence must be devoted to studies of Anglo-American law. Students will normally be expected to arrange their programs so as to include courses in civil procedure, constitutional law, torts, and contracts.
The degree of Doctor of Comparative Law is awarded to students who are graduates of approved foreign law schools, have completed with distinction the residence work required for the M.Comp.L. or LL.M. degrees, and, after admission to candidacy for the degree, have submitted a dissertation that is accepted by the faculty as a creditable contribution to the literature of comparative law. Dissertations must conform to the requirements of form established by the Committee on Graduate Studies and the Dissertation Secretary of the University.

RESEARCH AND SPECIAL PROGRAMS

The Law School publishes six professional journals, The University of Chicago Law Review, The University of Chicago Legal Forum, The Supreme Court Review, The Journal of Law and 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 is an annual volume; both 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 and Economics provides a forum for the publication of writings by economists and lawyers on problems that are both economic and 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 Law School’s long-standing concern with the relationships between law and economics is reflected in the Law and Economics Program. The School has long been the center of teaching and research on the application of the theories and methods of economics to legal questions. A number of courses are offered in this area; they are described in the section of these Announcements dealing with Curriculum. No other law school provides comparable opportunities for study and research in this field. The aim of the Law and Economics Program is to advance understanding of the effects of laws, and hence to enlighten both economic theory and proposals for law reform, by systematic investigation of aspects of the legal system in a framework of economic analysis. A continuing series of studies has focused on antitrust, the economics of business organizations, public regulation of economic enterprise, and economic analysis of the common law. Recent studies examined the mandatory disclosure system in securities regulation, the welfare effects of inflation, predatory pricing, the market for corporate control, antitrust sanctions, the role of “social” investing in the management of pension trusts, and the economics of torts law.

The Law School has available to members of law school and economics faculties a limited number of Fellowships in Law and Economics. Fellows spend between one and three quarters at the Law School pursuing individually tailored programs of study in the application of economics to law. The Fellowship program is designed to enhance the research and teaching capabilities of law teachers and economists in this rapidly expanding field. Professor Daniel R. Fischel is 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; with studying the operation and assisting in the development of the agencies of criminal justice and other agencies of social control; and with providing training in the methodology and practice of research in these areas. 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 current status of American jails and prospects for alternative measures; 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 pre-trial 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 Director of the Center.

The Law School’s Program in Legal History regularly offers courses in American, English, European and Roman legal history, and it seeks both to stimulate research in this growing field and to train prospective law teachers and historians. Professor R. H. Helmholz currently serves as its director. In addition to the work of the curriculum, seminars and lectures by outside scholars in legal history occur regularly. The annual Maurice and Muriel Fulton Lecture invites a prominent legal historian to speak. Periodical workshops, held under the auspices of the Leonard M. Rieser Memorial Fund, bring together faculty and students to discuss a scholarly paper on a topic of legal history. Significant research projects under way cover the history of criminal procedure, the rise of legal realism, the historical role of ecclesiastical jurisdiction, and the evolution of nineteenth-century private law.
In addition to the legal history offerings in their respective degree programs, the Law School and the Department of History offer joint programs 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. 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. program. In addition, a Ph.D. candidate must pass an oral examination after the third quarter in the Department of History and complete a dissertation.

The Program in Law and Government, established in 1987, focuses on the institutional arrangements of government. Its objective is to advance understanding of the purposes and performance of existing legal structures and processes and to evaluate their adequacy in our ever more complex society. The program is designed to redress a serious deficiency in legal education and scholarship, which have traditionally emphasized the judicial process and neglected the many other ways in which law shapes the exercise of governmental powers. The Program, which involves courses and seminars, lectures, a workshop for students and faculty, and student fellowships, draws on a wide range of disciplines, including law, political theory, philosophy, political science, public choice, economics, organization theory, history, and comparative law and politics. The Program examines such issues as the role of domestic laws in the conduct of foreign and defense policy; the control of budget and spending decisions; welfare policy; and the choice, design, and implementation of regulatory policies. Professor Gerhard Casper is the director of the Program.

The Committee on Public Policy Studies is a separate academic unit within the University, authorized to recommend students for graduate degrees in Public Policy Studies. The Committee offers a one-year specialized program for students who wish to retain a primary academic and professional affiliation with one of the other academic or professional schools in the University, but who wish to spend a year focusing on public policy. The Committee provides a year-long Policy Seminar which explores, in depth and in an interdisciplinary manner, a particular problem in public policy (for example, the federal budgetary process). In addition, the Committee offers a variety of experiences for students with public policy interests, including research seminars, directed client-oriented projects, and field internships. The Committee’s faculty come from almost all areas of the University, including the Law School, the Graduate School of Business, the School of Social Service Administration, the School of Medicine, the Divinity School, and the graduate departments of Chemistry, Economics, Education, History, Political Science, Sociology, and Statistics. The Committee on Public Policy Studies is currently being reorganized into the Graduate School of Public Policy. Law students interested in the one-year Master’s Degree program in Public Policy Studies should contact the Chairman in the offices of Public Policy, 1155 E. 60th St. (37).
CURRICULUM AND REQUIREMENTS

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 so-called case method, centered on class discussion of judicial decisions.

All first-year students also participate in the legal writing program, under the supervision of one of the six Bigelow Teaching Fellows. The work requires the student to become familiar with the standard tools and techniques of legal research and to write a series of memoranda and other documents representative of the lawyer's regular tasks. In the Spring Quarter each legal-writing section is divided into teams of students to prepare briefs in an appellate case and to argue the case before a panel of judges composed of members of the faculty and practicing lawyers. A prize, the Joseph Henry Beale Prize, is awarded for the outstanding written work in each legal-writing section. The Bigelow Fellows also serve as tutor-advisers on an informal basis, and offer practice in the taking of examinations. Under the arrangement of the first-year program, students are examined on two courses at the end of the Autumn Quarter and two at the end of the Winter Quarter, thus providing the student with the opportunity to develop the skill of writing examinations at several stages during the year.

THE SECOND AND THIRD YEARS

All courses are elective after the first year with the exception of the course on the legal profession, which all students must take prior to graduation in order to meet requirements set by the bar. This policy does not reflect a view that all courses have the same general importance. Rather, it is intended to permit students maximum freedom to tailor their programs to a considerable extent to their own interests and, to the extent that they can be foreseen, future needs. The section on course offerings is organized according to general subject matter areas. A careful examination should provide the reader with some insight into interconnections.

The expectation is that all students will take programs that give them a strong foundation in the standard subject areas of the law. It is hoped, in addition, that most students will find some area or areas to pursue in special depth and breadth, either because of particular career inclinations or for the intellectual values that go with striving for the competence of the expert. However, students are warned against excessive specialization. It will be impossible to foresee with any precision future career changes and challenges, and lawyers are not expected to be specialists when they graduate from law school. 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 obvious from the organization of the course offerings, 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. A few somewhat more self-contained courses that are viewed as generally helpful are listed in the section on complementary subjects.

The Second Year

Although no specific courses are required to be taken in the second year, there are certain courses that are commonly taken by a large proportion of students and have usually been taken in the second rather than the third year. These courses include Commercial Paper, Taxation of Individual Income, Corporation Law, Constitutional Law I, and Administrative Law. Students lacking a background in Accounting should consider this course in the second year. When it is necessary for the Law School to schedule upperclass courses in conflict with one another, the basic courses are often chosen for scheduling against courses most frequently elected in the third year.

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 Corporate Income Taxation, which would provide a basis for advanced work in the third year in such courses as Federal Regulation of Securities, Corporate Readjustments and Reorganization, and Business Planning. The course on Decedents' Estates and Trusts should be given special consideration for election in the second year by students who will be interested in taking Estate Planning (estate and gift taxation) in the third year. 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 the Legal Aid 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.

The student should seriously consider taking two or more of the several courses that provide cross-disciplinary perspectives on traditional legal work. These offerings include Development of Legal Institutions, Accounting, Jurisprudence, Statistics and the Law, and Modern Welfare State.

The program of the School emphasizes the interrelations between law and economics and seeks to equip students to use economic theories and methods in the solution of practical problems of law and public policy encountered in private practice, government service, or teaching. A prerequisite to some of the courses and seminars in the law-economics area is a background in economic analysis.

While more will be said later about seminars and independent research and writing opportunities, students who are considering applying for a judicial clerkship are especially encouraged to make use of these opportunities in the second year. They generally provide faculty members with a more solid basis for supporting and evaluating a student's development with respect to research and writing than is ordinarily possible in a large course.
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. Three such objectives can be identified: (1) The taking of advanced courses or seminars in a field in which the student has acquired some foundation in the second year. An example would be the business or corporate area mentioned above. (2) The taking of 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, Litigation Methods, and Trial Advocacy are examples. (3) Studies, which may be thought of as 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. In particular, the School’s increasingly rich offerings in the fields of law and economics and legal history afford an opportunity for cultivating a special dimension to legal studies.

Research and Writing

Every student who enters the Law School as a first-year student after September 1, 1988, 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 or the University of Chicago Legal Forum; a brief prepared for the semi-final or final round of the Hinton Moot Court Competition; or a brief, memorandum, or series of writings in the Mandel Legal Aid Clinic. Writing within category (b) will satisfy the written work requirement only if a faculty member reviews this work and certifies its equivalence in length and scholarship to a satisfactory seminar paper. 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 supervision. Students are urged to make use of these opportunities.

Because of the special demands on the time of a student made by such a project, a student may not ordinarily be enrolled in more than one seminar at a time. 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. Students will be given an opportunity to sign tentative registration lists for seminars. When necessary, selection of enrollment will be by lot or by a method to be determined by the instructor. Students are not permitted to register for more than one seminar in a quarter except with the permission of the Dean of Students.

The Clinical Program

In the second and third years, students have the opportunity to obtain practical training through the School’s clinical education program. Students learn through classroom instruction and individually through representation of clients under the close supervision of the staff. Students represent clients through the Mandel Legal Aid Clinic, a legal aid office jointly operated by the Law School and the Legal Aid Bureau of United Charities of Chicago. The Clinic is located in the Law School.
The Mandel Clinic renders legal assistance to indigent clients in civil cases. Over sixty students participate in its work, conducting client interviews and assuming responsibility, under the guidance of a director and full-time staff, for all aspects of the representation of clients, including litigation. The program is intended to complement the academic study of law with experience in interviewing clients, investigating facts, dealing with adverse parties, and participating in court and administrative proceedings. Under Illinois Supreme Court Rules, third-year students in the Clinic are authorized to appear on behalf of clients in the state trial courts. Students also represent clients under the supervision of the Clinic's attorneys in the United States District Court for the Northern District of Illinois and the Seventh Circuit Court of Appeals. Emphasis is placed on teaching methods of planning and preparation in the various aspects of litigation and particularly complex federal litigation. In addition, the program seeks to acquaint students with problems of professional responsibility and with the special problems of low-income groups. Part of the program is directed toward identifying legal remedies, such as test cases and other types of law reform, for recurrent problems.

The clinical program is planned as a two-year experience in the second and third years of law school. If more students want to participate in the Clinic than can be accommodated, a lottery will be used as the basis for selection. The second year is devoted to out-of-court aspects of practice. In the Spring Quarter, students enroll in the course on Litigation Methods and receive five hours of credit. In the third year, students are assigned cases in litigation to give them experience in court and in preparing litigation. Also, students frequently choose topics suggested by issues arising in the clinical program for papers in such offerings as Section 1983 Civil Rights Litigation, Legal Problems of the Mentally Ill, and Juvenile Justice and for independent research.

REQUIREMENTS AND GRADING

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, or 35 course units, is required. (Credit in the Law School is ordinarily measured in course hours but for certain purposes is expressed in course units. A single course unit is the equivalent of 3 course hours.) To qualify for residence for a full quarter, a student must take and complete 9 or more course hours.

To achieve credit for 105 course hours in nine quarters, a student must take an average of just under 11 course hours per quarter in the second and third years, for a total of 65 hours in those two years. Since most courses and seminars carry 3 hours of credit, the requirement for graduation will usually be met if a student takes in each of the second and third years 10 courses and one seminar. 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 credits he or she requires for graduation. 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.

All students must take a course in professional responsibility prior to graduation. Students entering the Law School as first-year students after September 1,
1988, must satisfy the written work requirements described earlier in the section on Research and Writing.

Students may, in their second and third years, take work in other departments and schools of the University for credit in the Law School. Such work may be counted for no more than 6 course hours toward the J.D. degree. Each student must receive advance permission to register in such courses from the Committee on Academic Rules and Petitions, which will base its judgment on its view of the relevance of the proposed course or seminar to the study of law or to a career in law and of the appropriateness of the proposed course or seminar in the light of the student's course of study in the Law School. Students should consult the Dean of Students for information concerning the procedure to be followed for obtaining permission.

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; F, 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.

After the first four weeks of any quarter a student is not permitted to withdraw from a course, seminar, or special work for which he or she has registered that quarter except with the permission of the Dean of Students.

The degree of Doctor of Law with Honors is awarded to candidates who have satisfied the requirements for the degree with distinction. The achievement of a weighted grade average of 78 or better is considered to be completion of the requirements with distinction.

Beginning with the Class of 1991, the Law School will award the degree of Doctor of Law with Honors to candidates who have a weighted grade average of 78 or better, with High Honors to those with a weighted grade average of 80 or better, and with Highest Honors to those with a weighted grade average of 82 or better.

**FIRST-YEAR COURSES**

301. ELEMENTS OF THE LAW. This course examines certain issues that occur in many different areas of the law and considers the relationship between these issues and comparable questions in other fields of thought, such as moral and political philosophy, economics, and political theory. The subjects for discussion include: the nature of, and justification for, reasoning from precedent; the meaning of such notions as consent, coercion, and voluntary choice; the decision whether to impose rules or to allow discretion; the problems of interpreting statutes and other authoritative texts; and the objective and subjective nature of moral judgments. Aut (3). Mr. Strauss, Mr. Sunstein.
302. CIVIL PROCEDURE. The first part of this course concerns the formulation and defense of legal
claims in civil litigation, with special reference to the adversary system and the role of the lawyer.
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,
with an emphasis on the problems imposed by a federal system on complete determination of disputes
that cross state lines; principles of finality of judgments and their implementation through the Full
Faith and Credit Clause; and the enforcement of judgments. Aut (3). Ms. Resnik, Mr. Stone. Spr (3).
Mr. Bator, Ms. Wood.

303. CRIMINAL LAW. 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. Aut (3). Mr. Morris, Mr. Schulhofer. Win (3). Mr. Alschuler,
Mr. Schulhofer.

304. PROPERTY. 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. Currie, Mr.
Helmholz.

305. CONTRACTS. The course will deal with the historical development of the enforceability of con-
tractual arrangements, sanctions for their breach, and justification or excuses for nonperformance.
The nineteenth-century elaborations of such basic contract doctrines as that of consideration will be
examined in the light of their decline and fall in our own century. The relationship between contract
liability and tort liability, taken as twin halves of a general theory of civil obligation, will be stressed.

306. TORTS. 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. Epstein, Mr. Sykes.

307. LEGAL RESEARCH AND WRITING. 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, Win, Spr (4). Mr. Frederick, Mr. Griffin, Mr. Grosz, Mr. Osborne, Ms. Welke,
Ms. Werth.

ELECTIVE. In the Spring Quarter first-year students will elect one course from among the following:
464. The Legislative Process; 476, Development of Legal Institutions; 479, Jurisprudence; 483, Amer-
ica Law and the Rhetoric of Race; 484, Feminist Legal Theory; 485, International Law; 492, Economic
Analysis of Law; 542, Regulation: What Works and What Doesn't; 545, Selected Problems in Health
Law; 566, Contemporary Legal Theory.

SECOND- AND THIRD-YEAR COURSES
This section is subdivided sequentially into the following categories:

CONSTITUTIONAL LAW
COURTS, JURISDICTION AND PROCEDURE
COMMERCIAL, BUSINESS AND LABOR LAW
TAXATION
ADVANCED COURSES IN FAMILY LAW, PROPERTY RIGHTS,
TORTS, AND INSURANCE
ADMINISTRATIVE LAW AND GOVERNMENT REGULATION
CRIMINAL LAW AND CRIMINAL PROCEDURE
LEGAL HISTORY AND JURISPRUDENCE
COMPARATIVE AND INTERNATIONAL LAW
COMPLEMENTARY COURSES

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18 CURRICULUM
Constitutional Law

Courses

401. CONSTITUTIONAL LAW I. 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. Casper, Mr. McConnell.

402. CONSTITUTIONAL LAW II: FIRST AMENDMENT. A study of the doctrine and theory of the constitutional law of freedom of speech. The subjects for discussion include advocacy of unlawful conduct, disclosure of confidential information, defamation, invasion of privacy, commercial speech, offensive speech, obscenity and pornography, symbolic expression, the relationship between speech and the expenditure of money, restrictions on the speech of government employees, government subsidization of speech, compelled speech, and protest in public places. Win (3). Mr. Strauss.

403. CONSTITUTIONAL LAW III: EQUAL PROTECTION AND SUBSTANTIVE DUE PROCESS. The course will focus on the development of the equal protection clause and on such concepts as substantive equal protection and substantive due process. Particular attention will be paid to the legacy of the Reconstruction Amendments. Spr (3). Mr. Sunstein.

404. RELIGION AND THE FIRST AMENDMENT. A study of the relationship between government and religion, as ordered by the Free Exercise and Establishment Clauses of the First Amendment. The course will include both historical materials and modern Supreme Court doctrine, and will cover such topics of current interest as aid to parochial schools, religious activities in public schools, religious influences in politics, regulation of activities of religious organizations, and religious accommodation. Win (3). Mr. McConnell.

405. AMERICAN CONSTITUTIONAL HISTORY. Following an introductory examination of the separation of powers in state constitutions after 1776, the course will focus on the separation of powers concept in the Constitutional Convention. The main part of the course, however, will be devoted to the actual operations of the three branches of the national government from the adoption of the Constitution through the presidency of Thomas Jefferson. The emphasis will be on interactions of the legislative and executive branches. The class materials will mostly consist of legislation, congressional debates, materials concerning the workings of administrative departments and other noncase sources. Two areas of concentration concern the budgetary process and Congress's role in the making of foreign policy. Reading assignments will be very substantial. Constitutional Law I is a prerequisite. Win (3). Mr. Casper.

406. STATE AND LOCAL GOVERNMENT. An examination of selected provisions of state constitutions, general laws providing for the formation and regulation of public corporations, and legislative and freehold charters, with an emphasis on the role of defining the voting public in the design and operation of democratic institutions. (3). Mr. Lucas. [Not offered in 1988-89.]

502. CONSTITUTIONAL DECISION MAKING. Students enrolled in this seminar are divided into "courts," each of which consists of five "justices." During each of the first five weeks of the quarter, the courts are assigned several hypothetical cases raising issues under the Equal Protection Clause of the Fourteenth Amendment. The case must be decided with opinion (concurring and dissenting opinions are permitted). The decisions may be premised on the legislative history of the Clause, and on any doctrines or precedents created by the "justices" themselves. The "justices" may not rely, however, upon 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 or precedents he or she creates. (3). Mr. Stone. [Not offered in 1988-89.]

503. THE SUPREME COURT. A study of 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.
Court by the parties to the cases, will present oral arguments, discuss the cases, and draft opinions, generally before the Court's actual decision in the case. Each student will be responsible for several opinions. Enrollment will be limited. Aut (3). Mr. Strauss.

505. Economic Liberties. A study of constitutional doctrines protecting rights of property and contract. The first part of the seminar will explore traditional and modern interpretations of the major constitutional provisions bearing on economic liberty: the "negative" commerce clause, the privileges and immunities clauses, the contracts clause, the takings clause, and the due process clauses. The latter part will address specific current issues, including: use of the free speech clause to invalidate government regulation of communications; challenges to rent control; the problem of regulatory "takings," and the limits to confiscatory utility ratemaking. (3). Mr. McConnell. [Not offered in 1988-89.]

506. Supreme Court History. Students will prepare and present papers on various topics relating to Supreme Court decisions during the modern era. Topics will be assigned at the beginning of Autumn Quarter to permit oral presentations during Winter. Preference will be given to students who have taken Constitutional Law I. (3). Mr. Currie. [Not offered in 1988-1989.]

507. American Constitutional History: Freedom of Speech and Press. The focus of the seminar will be on the origins of the American law of free speech and press through a study of the statute and case law in the States from 1776 through 1835. Each member of the seminar will prepare a case study of one jurisdiction for the relevant period. The case study will be presented orally in the seminar and then in a written paper. (3). Mr. Kurland. [Not offered in 1988-89.]

508. Constitutional Law: Recent Supreme Court Decisions. The seminar will be devoted to a study of recent Supreme Court decisions in the area of constitutional law. Each student will be expected to prepare a paper to prove why the opinion assigned is "right" or "wrong." Students expecting to register for this seminar should consult the instructor at least three weeks prior to the end of the Autumn Quarter. (3). Mr. Kurland. [Not offered in 1988-89.]

509. Constitutionalism and Democracy. This seminar, offered jointly in the Law School and the Department of Political Science, will deal broadly with the relationship between constitutionalism and democracy. Constitutionalism is often thought to be antidemocratic. Examining political and legal theory and decided cases, the seminar will explore to what extent this is so. The seminar will pay special attention to the character of constitutional democracy in America—how democratic is it? What is its essential nature? How might it be improved? Time will also be spent on the role of the Supreme Court in American government and on the possible sources of constitutional decisions (e.g., intent of the framers, political theory, tradition). The readings will involve for the most part legal and political theory, but there will be some attention to judicial decisions as well. Among the subjects likely to be covered are campaign finance regulation; affirmative action; checks and balances; welfare rights; citizen participation in constitutional decisions; the pornography controversy and sex discrimination in general; rights of "access" under the first amendment; and possible constitutional amendments. (3). Mr. Sunstein and Mr. Holmes. [Not offered in 1988-89.]

510. Advanced Constitutional Law: Defunct Doctrines. The death of legal doctrines often tells more about the process of legal reasoning than do the mid-life transformations that are the usual focus of study. This seminar examines the demise of doctrines, many famous in their day but now forgotten. One subject is the difference between direct and indirect state taxes, which once occupied a substantial chunk of the Supreme Court's docket, although today it is hard to figure out why anyone cared. Another is the "irrebuttable presumption doctrine," which led two lives. So did economic substantive due process. The "original package doctrine" had a lingering death. The object of the seminar is to determine why prospering doctrines fade away and why some are temporarily revived. (3). Judge Easterbrook. [Not offered in 1988-89.]

515. Voting Rights and the Law of Elections. A study of the constitutional, statutory, and other legal principles governing elections and voting rights. The class will read and discuss the preconstitutional background, the one-person, one-vote cases, the applicability of the Equal Protection Clause to voting rights, voter qualifications, racial gerrymandering, political gerrymandering, campaign finance restrictions, the legal status of political parties, ballot access restrictions, prohibitions on vote selling, and alternative electoral systems, including proportional representation. The first part of the seminar will be devoted to discussion of materials provided by the instructor; the second part will be devoted to student papers. Aut (3). Mr. McConnell.

519. AMERICAN CONSTITUTIONAL HISTORY: DIVISION OF POWERS: FEDERALISM AND CHECKS AND BALANCES. The seminar will be concerned with the division of powers between the national and State governments and among the branches and departments of the national government as fashioned by the Convention of 1787. Research papers will be assigned for presentation in class. Readings in Kurland & Lerner, The Founders’ Constitution: Major Themes (Univ. of Chicago Press, paperback). Win (3). Mr. Kurland.

520. AMERICAN CONSTITUTIONAL HISTORY: INDIVIDUAL RIGHTS. The seminar will be concerned with the mechanisms for recognizing and enforcing individual rights contemplated by the 1787 Constitution and the first ten Amendments. Research papers will be assigned for presentation in class. Readings in Kurland & Lerner, The Founders’ Constitution (Univ. of Chicago Press, vols. 1 & 5). Spr (3). Mr. Kurland.

521. THE MAKING OF THE CONSTITUTION. A close reading of the records of the Federal Convention in the context of Enlightenment political theory. Special emphasis will be placed on the shaping influence of Hume and Montesquieu on the approach to constitution-making shared by the framers. Other topics to be discussed include the history of the ideas of separation of powers, executive prerogative, the rule of law, federalism, the privatization of religion, rights of access to state institutions, and freedom of speech and of the press—all seen from an eighteenth-century point of view. Spr (3). Mr. Holmes.

536. THE LAW CONCERNING AMERICAN INDIANS. For seminar description refer to section on Administrative Law and Government Regulation.

557. THE CONSTITUTION OF WEST GERMANY. For seminar description refer to section on Comparative and International Law.

Courts, Jurisdiction and Procedure

Courses

410. THE LEGAL PROFESSION. Mr. Miller’s section: This course examines the legal profession in the United States as a regulated industry and as an organized interest group. Lectures address the structure of the profession and the consequences that flow from having a highly organized, self-governing bar; the rules that govern the practice of law, including those addressed to unauthorized practice, lawyer advertising, minimum fee schedules, mandatory bar membership, attorney fees, and conflicts of interest; the changing economic structure of law practice; and the role of lawyers in an adversary system.

Mr. Curtis’s section: This course examines the roles of criminal, civil, public interest and government lawyers in negotiating and in litigating. The focus will be on two dominant themes—the adversary system and its requirements, and the relationships between lawyers and other constituencies in the justice system—clients, opponents, third parties, courts, governmental agencies, and the public. Aut (2). Mr. Curtis, Mr. Miller.

411. FEDERAL JURISDICTION I. An introductory course concentrating on the original jurisdiction of the federal district courts. Topics will include: congressional control over the jurisdiction of the federal district courts; the elements of federal question jurisdiction; choice of law in the federal courts; and litigation against federal and state governments and their officials. Restricted to students who have taken or are taking Constitutional Law I. (Students who go on to take Federal Jurisdiction II may take a comprehensive examination at the end of both courses rather than an examination in Federal Jurisdiction I.) Aut (3). Mr. Bator.

412. FEDERAL JURISDICTION II. An advanced course focusing on the appellate jurisdiction of the United States Supreme Court; federal habeas corpus; complex problems of relationships between federal and state courts (e.g., federal/state res judicata); and some advanced problems in constitutional litigation (e.g., defendants’ standing). Enrollment in this course is limited to students who have taken Federal Jurisdiction I. Win (3). Mr. Bator.

413. ADMIRALTY. Historical development of “cases of admiralty and maritime jurisdiction” as an element of the jurisdiction of the federal district courts; the role of the Supreme Court in the “common law” development of the substantive law of the admiralty; a brief introduction to the main elements of the substantive maritime law: the maritime torts and contracts, salvage, general average, and limitation of liability. Win (3). Mr. Lucas.

414. REMEDIES. The course is primarily designed to examine the scope of equitable remedies, such as injunction and specific performance; to determine what principles govern their exercise, and to assess how effective they are in practice. The relationship between legal and equitable remedies will
also be considered; and considerable emphasis will be placed on restitutionary remedies, designed to prevent unjust enrichment. Emphasis will also be placed on those ancillary remedies which seek to enforce the judgment, such as enforcing coercive orders through the exercise of the contempt power. Punitive remedies will also be discussed. Spr (3). Mr. Jones.

415. CONFLICT OF LAWS. An inquiry into the division of lawmaking and judging authority among the several states, principally through consideration of choice of law and respect for prior judgments in cases connected with more than one state. Spr (3). Mr. Kramer.

416. EVIDENCE. The content and reform of the law governing proof of disputed propositions of fact in criminal and civil trials, with incidental treatment of other adjudicative processes, including burdens of proof, presumptions, and judicial notice; the function of judge and jury and the preservation of errors for review; the hearsay "rule" and other rules of exclusion; the competency, examination, and privileges of witnesses. Win (4). Mr. Kramer. Spr (4). Mr. Shaviro.

418. LITIGATION METHODS. A four-quarter course beginning in the spring quarter of the second year and concluding in the spring quarter of the third year. The course develops legal skills with special emphasis on litigation strategy, pre-trial and trial preparation, and trial and appellate advocacy. Topics will include interviewing, initial planning, investigation, counseling, case planning, negotiation, pleading, discovery, motion practice, voir dire, direct and cross examination, expert witnesses, opening statements, closing argument, pre-trial preparation, post-trial procedure, and appeals. 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. Major impact cases actually in progress at the Clinic will be used to help students identify any differences in pre-trial or trial methods for major cases. Students will prepare and present actual cases in court under the supervision of the instructors. Each student will be expected to complete the following requirements in actual cases: substantial participation in an evidentiary hearing, a contested legal argument, three other court appearances, strategic planning memos on several cases, preparation of a legal brief or memorandum for submission to court, participation in discovery for at least one case, and participation in at least one major case. 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. Students may choose to take the course for only the first two quarters. Spr (2), Aut (1), Win (1), Spr (1). Mr. Baum, Mr. Cohen, Mr. Heyman, Mr. Levin, Mr. Palm, Mr. Schmidt.

419. LAWYER AS NEGOTIATOR. 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. Win (3). Mr. Gottlieb (enrollment limited).

420. ADVANCED CIVIL PROCEDURE: COMPLEX LITIGATION. This course will focus on complex civil litigation, which can be defined as suits involving multiple parties, multiple claims, multiple courts, or multiple jurisdictions. It will investigate when the procedural mechanisms developed for the simple, bipolar case do and do not function in the complex setting. Since it is frequently the case that general procedural rules collapse under the weight of complex litigation, we shall look at the reasons for the collapse and at superior ways of resolving the complex dispute. Topics covered will include joinder of parties, duplicative or related litigation, class actions, discovery, the roles of the lawyer and the judge, and alternatives to litigation. (3). Ms. Wood. [Not offered in 1988–89.]

429. ADVANCED CIVIL PROCEDURE: APPELLATE PROCEDURE. This course will explore the subject of appealability of orders, the final judgment rule and its exceptions, standing to appeal, preserving issues for review, the necessity for separate and cross appeals, and procedure on appeal under the FRAP and illustrative state provisions. Spr (3). Mr. Lucas.

472. CRIMINAL PROCEDURE I. For course description refer to section on Criminal Law and Criminal Procedure.

473. CRIMINAL PROCEDURE II. For course description refer to section on Criminal Law and Criminal Procedure.

Seminars

503. SUPREME COURT. For seminar description refer to section on Constitutional Law.
511. MAJOR CIVIL LITIGATION. A practical study of tactical and strategic considerations in the preparation and trial of major civil litigation. Employing a significant action in the Federal Court as an example, students will participate, both as plaintiff and defense counsel, in each of the principal litigation steps from contact by the client through initial investigation and development of the facts, drafting of pleadings, interviewing and preparing witnesses, discovery, motion practice, and trial. Experienced trial lawyers will assist by instruction and demonstration. Enrollment will be limited to twenty third-year students, and students must have taken Evidence. Win (3). Judge Holdeman.

512. TRIAL ADVOCACY. 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. The seminar will extend over two quarters. Win (2), Spr (1). Judge Wolfson and Mr. Howlett.

513. FEDERAL RULES. This seminar examines how well the Federal Rules of Civil Procedure and their state counterparts are serving the civil justice system: Is the “notice” in notice pleading adequate? Has pretrial discovery led to litigation by attrition? How effective is motion practice under the Rules in disposing of litigation short of trial? Can judges remain neutral arbiters in today's litigation environment? Should the Rules give explicit recognition to alternative methods of dispute resolution? Have the Rules simplified civil trials? Would a reform of the Rules help contain the litigation explosion? The perspective is that of a practicing trial lawyer dealing with these questions under the Federal Rules, supplemented by a comparative look at how similar procedural issues are handled by English and civil law courts. Enrollment is limited to third-year students. (3). Mr. Jentes. [Not offered in 1988–89.]

514. SECTION 1983 CIVIL RIGHTS LITIGATION. The seminar will examine the use of the Civil Rights Act of 1871, the Ku Klux Klan Act, and other Reconstruction era enactments by private litigants to seek redress for violations of their civil rights. Initially the elements of the cause of action, defenses, immunities, and remedies will be analyzed. The seminar will then consider litigation strategies used by civil rights lawyers to increase the availability and effectiveness of civil rights remedies. Throughout the seminar selected briefs and documents from cases pending before the United States Supreme Court and the Seventh Circuit Court of Appeals will be examined to see how some of these strategies are currently being applied. Students should have taken or be enrolled in courses in federal jurisdiction and constitutional law. The prerequisites can be waived by the instructor. Win (3). Mr. Palm.

516. CONSTITUTIONAL ISSUES OF THE CIVIL WAR PERIOD. We will examine some of the constitutional issues that faced the country during this important and fascinating period. Topics may include the lawfulness of succession; issues surrounding slavery, including the “higher law” debate, the Compromise of 1850, and the Dred Scott decision; the power of the President to suspend habeas corpus; the lawfulness of the Emancipation Proclamation; the enactment of the Fourteenth Amendment, and the impeachment of Andrew Johnson. The goal is (1) to gain some insight into the history and constitutional thinking of an earlier era, and (2) to examine legal issues in a context that includes their political and social dimensions. Assigned readings will include original materials, secondary literature, and cases. A paper will be required. Spr (3). Mr. Kramer.

518. INTERPLEADER. History of the Federal Interpleader Statute (28 USC §§ 1335, 1397, 2361); comparison of interpleader under the statute and interpleader under Rule 22 of the FRCP; the diversity requirement of § 1335; service of process and venue in interpleader cases under the statute and under the Rule; the significance of the anti-injunction act in statute and Rule interpleader; efforts to employ interpleader as a solution to the problem of mass tort litigation (rejected in Tasheire) and the problem of multiple taxation attributable to inability to join different states in a single proceeding (rejected in Cory v. White); attorney's fees in interpleader actions; reexamination of federal interpleader in light of the changes in the constitutional law governing the reach of the process of state courts. (3). Mr. Lucas. [Not offered in 1988–89.]

522. CURRENT CONTROVERSIES IN CORPORATE AND SECURITIES LAW. For seminar description refer to section on Commercial, Business and Labor Law.

524. THE PROBLEM OF JUDGMENT: ASPIRATIONS FOR JUDGES AND JURORS. This seminar will focus on the problems encountered by judges and juries in reaching fair judgments, the sources of legitimacy for those decisions, and the constraints upon and aspirations for judges and jurors. Materials include both traditional legal materials (opinions in cases) as well as trial transcripts (the closing argument in the Karen Silkwood litigation), social science literature on cognitive decisionmaking, and short stories. We will consider the degree of certainty required for judgment at different states of the litigation process, including upon pretrial motion, at trial, and at sentencing. We will also discuss qualifications and disqualifications of those who serve as judges and jurors, and we will consider the
role of an audience, such as members of the press or of the public, in adjudicatory procedures. Students will be able to choose between writing papers or taking a final exam. Students may work in groups of two or three to write papers and those who write papers must submit first drafts of those papers by the seventh week of the quarter. Aut (3) Ms. Resnik.

525. ADVANCED CIVIL PROCEDURE: COMPLEX LITIGATION. The focus will be on today's increasingly complex civil litigation, involving multiple parties, claims, and jurisdictions. Topics covered will include class actions, joinder and intervention devices, managing discovery, refining issues and trial techniques for complex cases. The perspective will be that of a practicing trial lawyer dealing with these issues under the Federal Rules, supplemented by a critical and comparative look at how these procedures might be improved to the benefit of our civil justice system. Students who took course 420, Advanced Civil Procedure in 1987–88 are not eligible to enroll in this seminar. Win (3) Mr. Jentes.

527. THE THEORY OF PROCEDURE. This seminar will explore selected topics relating to the theory of a system of civil procedure, including the competing goals that the system might serve (i.e., dispute resolution, correct application of law, accurate ascertainment of facts); the different forms that a procedural system might take, using both history and comparative law to assist the inquiry; the interrelationship between substance and procedure; and the ways in which the system does or could resolve the tension between complete justice for the individual seeking relief and other goals, such as efficiency, final resolution of disputes, and uniform standards of conduct for defendants. No prerequisites; paper required. Aut (3). Ms. Wood.

528. THE JUDICIAL PROCESS. This seminar explores how judges decide cases. After introducing the principal perspectives, from the traditional (such as Cardozo's Nature of the Judicial Process) to the realist, economic, and critical, the seminar takes up a series of problems, such as the role of stare decisis, the extent to which rationales and broad holdings govern later cases, and the power of a court to decide issues other than those identified by the parties. The seminar will use appellate briefs and arguments in pending cases to put the procedural issues in perspective. Aut (3). Judge Easterbrook.

Commercial, Business, and Labor Law

Courses

413. ADMIRALTY. For course description refer to section on Courts, Jurisdictions and Procedure.

421. COMMERCIAL LAW: COMMERCIAL PAPER AND THE SALE OF GOODS. This course deals with commercial transactions arising under the first seven articles of the Uniform Commercial Code, emphasizing those topics not covered in the first-year contracts course. In addition to selected topics in the law of sales under Article 2 of the UCC, the course will study bank collections, negotiable instruments, documents of title, and other more exotic methods of payment. Aut (3). Mr. Baird.

422. COMMERCIAL LAW: SECURED TRANSACTIONS. This course deals with security interests in personal property under Article 9 of the Uniform Commercial Code, and the effect of those laws on debtor-creditor relations. Some attention will be given to the interaction between Article 9 and other laws governing debt collection, such as the Bankruptcy Code. Law 421 (Commercial Paper and the Sale of Goods) is not a prerequisite for this course, but it is strongly recommended. Win (3). Mr. Baird.

423. CORPORATION LAW. This course considers the nature of the modern business corporation. It begins with an inquiry into the nature of the firm, including problems of the scope of limitations on liability, the selection of a particular form of doing business, and the extent of integration of operations. It then considers the role of managers, devices by which their authority is defined and restricted, and their duties to shareholders (including duties with respect to insider trading); the market for corporate control, including tender offers, mergers, squeeze-outs, going private, proxy fights, and other devices by which some owners can replace either fellow owners or management; the market for corporate chartering, including the choice between state and federal laws and the competition among states; the social responsibility of corporations, including corporate altruism, corporate speech, the use of bribes to obtain business, the amenability of corporations to the criminal law, and the responsibility of corporations for the acts of preceding owners of their assets; derivative litigation and other attempts by owners to act directly for the corporation. Aut (3). Mr. Isenbergh. Win (3). Mr. Miller.

424. FEDERAL REGULATION OF SECURITIES. 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 Finance for attention to this subject). The second part of the course looks at trading, including tender offers, the duties of brokers and underwriters, private actions, and damages. The economics of finance and capital markets is employed to assist the analysis. Corporation Law is a prerequisite. Win (3). Judge Easterbrook. Spr (3). Mr. Rosenfield.
425. CORPORATE FINANCE. 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. (3). [Not offered in 1988–89.]

426. CORPORATE READJUSTMENTS AND REORGANIZATIONS. This course deals with readjusting or reorganizing a corporation under the Bankruptcy Code. It focuses on the negotiating advantages or disadvantages that legal rules provide to various participants in the reorganization process. In analyzing a wide range of situations, attention is directed to (1) the role played by nonbankruptcy law; (2) the extent to which bankruptcy law overrides that law; (3) the measure of protection afforded creditors holding secured claims; (4) the treatment of lessors and lessees and of parties to executory contracts; (5) the contents of reorganization plans; (6) the degree to which a majority of those in a particular class of participants can bind dissenting minorities; and (7) the ability of the courts to force a plan on a dissenting class of participants. Although there is some overlap between the course of Bankruptcy (not taught this year) and this course, Bankruptcy is not a prerequisite. Spr (3). Mr. Blum.

427. BUSINESS PLANNING. The aim of this course is to apply the student's knowledge of taxation and corporation law to the solution of a series of transactional problems involving typical steps in corporate formation and rearrangement. The problems include the formation of a closely held corporation, the formation of a publicly owned corporation, stock redemption, the sale of a business, merger and other types of combination transactions, and recapitalization, division, and dissolution of corporations. Both small-group discussions and lectures will be employed. Students will be assigned to represent the interests of particular parties, negotiate transactions, and prepare the necessary documents. The student must have taken Corporation Law and Corporate Income Taxation. Spr (3). Mr. Hess and Mr. Sheffield.

428. ANTITRUST LAW. 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 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, cross-licensing of patents, and mergers to monopoly and other types of horizontal merger. The course also focuses on the practices by which firms exclude or are alleged to exclude actual or potential competitors from their markets. Among the practices considered are boycotts, tying arrangements and reciprocal buying, vertical integration, and price discrimination under the Robinson-Patman Act. Vertical and conglomerate mergers, and the modern cases dealing with the offense of monopolization are also discussed. Aut (4). Ms. Wood.

431. LABOR LAW. This course examines the legal framework for collective bargaining. After brief consideration of labor law history, the course focuses on the National Labor Relations Act, and considers labor organizing, selection of unions by employees as their collective bargaining representatives, regulation of the bargaining process, enforcement of collective bargaining agreements, and the duty of fair representation. This is a course on the federal law governing the relationships among unions, employees, and employers and is not a course on all of the state and federal law dealing with employment relations. Aut (4). Mr. Horowitz.

432. ADVANCED CORPORATIONS. The course examines the nature and function of the large-scale corporation and its legal and institutional environment. Topics include: (1) the legal and economic views of the modern corporation (agency theory, separation of ownership and control, the role of market efficiency, transaction-cost based theories of the corporation); (2) the market for corporate control (transactions, such as tender offers, proxy contests, and leveraged buyouts; anti-takeover devices, such as shark repellents and poison pills; control-related regulations, such as state anti-takeover laws); (3) divisive restructurings (divestitures, spin-offs, equity carveouts); (4) the role of regulation in the securities markets (federal, state and the courts). Win (3). Mr. Fischel and Ms. Schipper.

433. EMPLOYMENT DISCRIMINATION. This course studies the prohibition of discrimination in the labor market, with particular emphasis on Title VII of the Civil Rights Act of 1964. In addition to discrimination based on race, sex, and religion the course will consider discrimination based on sexual orientation and sexual harassment. Attention is given to substantive, procedural, and remedial issues, including unequal treatment, facially neutral rules that have disproportionate impacts on particular groups, dress codes and other facially discriminatory rules that many nevertheless find acceptable, and affirmative action. Title VII is a statute, and this course pays particular attention to the legislative history of that law and to the proper use of legislative history in the interpretation of statutes. Spr (3). Mr. Holzhauer.
434. SEX DISCRIMINATION. This course in practical jurisprudence inquires into the relation between sex inequality in society and sex equality under law. Emphasizing race and class as well as gender, concrete issues of pay equity, rape, abortion, sexual harassment, prostitution, family, reproduction, pornography, gay rights, and athletics are examined. The purpose is to understand, criticize as necessary, and extend as appropriate the law of sex discrimination toward meaningful civil equality for women. (3). [Not offered in 1988–89.]

435. PENSION AND EMPLOYEE BENEFIT LAW. The private pension system now has assets approaching two trillion dollars, and pension accounts have become a fundamental means both of individual saving and of aggregate capital formation. This course examines the relation of the private pension system to the public systems (mostly Social Security), and it provides an overview of the tax treatment of pension funds. After characterizing the main types of plans, the course looks at the rules governing coverage, vesting, "integration" with Social Security, funding, fiduciary standards, investment, and payout. Attention is given both to the common law (especially trust law) and to various bodies of regulatory law (especially the Employee Retirement Income Security Act of 1974 [ERISA] as amended). The problems involved with terminating a pension plan and the pension issues that arise in a corporate acquisition are particularly emphasized. The federal insurance scheme for defined benefit plans administered by the Pension Benefit Guaranty Corporation will be examined. The course materials will include finance literature as well as statutory and case materials. Win (3). Mr. Langbein.

437. BANKRUPTCY. This course focuses on the policies underlying federal bankruptcy law. Subjects covered will include the jurisdiction of the bankruptcy courts, an individual's rights to discharge, the nature of claims that are cognizable in bankruptcy, the rejection and assumption of executory contracts, the automatic stay, and the avoidance powers of the trustee. Because this course does not cover reorganizations under Chapter 11, students are urged to take this course in conjunction with Corporate Readjustments and Reorganizations. (3). [Not offered in 1988–89.]

456. LAND DEVELOPMENT. For course description refer to section on Advanced Courses in Family Law, Property Rights, Torts, and Insurance.

457. COPYRIGHT, TRADEMARKS, AND UNFAIR COMPETITION. For course description refer to section on Advanced Courses in Family Law, Property Rights, Torts, and Insurance.

458. INSURANCE LAW. For course description refer to section on Advanced Courses in Family Law, Property Rights, Torts, and Insurance.

462. REGULATED INDUSTRIES. For course description refer to section on Administrative Law and Government Regulation.

487. INTERNATIONAL TRADE REGULATION. For course description refer to section on International Law.

488. MODERN WELFARE STATE IN A COMPARATIVE PERSPECTIVE. For course description refer to section on Comparative and International Law.

494. ACCOUNTING. For course description refer to section on Complementary Courses.
526. LABOR NEGOTIATION AND ARBITRATION. The seminar will provide students with intense practical experience in labor negotiation and arbitration. Students will conduct mock arbitrations, prepare arbitration briefs and decisions, and will negotiate and draft a complete collective bargaining agreement. The grade for the seminar will be based on the written work and on the outcome of the final labor negotiation exercise. Win (3). Mr. Holzhauser.

530. STRUCTURING VENTURE CAPITAL AND ENTREPRENEURIAL TRANSACTIONS. This seminar covers the tax and legal principles applicable to a series of interesting, complex, current entrepreneurial transactions, including new business start ups, growth-equity investments in existing business enterprises, leveraged buyouts of private and public companies (including going-private transactions), restructuring existing enterprises to provide better incentives to key executives, devising equity-based executive compensation programs, utilizing NOLs in venture capital and LBO deals, and forming new venture capital and LBO funds. Substantive subjects include federal income tax, corporate law, partnership law, SEC law, and other legal doctrines relevant to entrepreneurial "deals." The seminar approaches these tax and legal principles in a transactional context and also considers their policy underpinnings and likely future evolution. There will be an examination (no paper). Spr (3). Mr. Levin.

531. REAL ESTATE TRANSACTIONS. This seminar will analyze the dynamics of sophisticated contemporary real estate transactions. Methods of structuring and financing real estate acquisitions and dispositions will be reviewed, with emphasis on the form of investment (debt, equity or a hybrid); the choice of ownership entity (e.g., partnerships, joint ventures, REITs, REMICs, investment trusts, group trusts, and investment companies); and the type of investor (e.g., individuals, corporations, tax-exempt organizations and financial institutions). Relevant aspects of federal income tax, partnership, securities, and real estate laws will be presented, along with general business concerns. As preparation for the course students should have completed one or more of the following courses: Taxation of Individual Income; Partnership Taxation; and Land Development. Spr (3). Mr. Banoff.

532. HISTORY OF BANKRUPTCY. This seminar will look at the development of English and American bankruptcy law from its origins in the 16th century until the enactment of the 1898 Bankruptcy Act and the Chandler Act in 1938. Topics covered will include the changing conceptions of the voidable preference, the idea of the "fresh start," the evolution of equity receiverships, and the three unsuccessful experiments with federal bankruptcy law in the United States in the 19th century. There are no prerequisites. Enrollment will be limited to 15 students. Aut (3). Mr. Baird.

534. PATENTS AND TRADE SECRETS. For seminar description refer to section on Advanced Courses in Family Law, Property Rights, Torts and Insurance.

545. SELECTED PROBLEMS IN HEALTH LAW. For seminar description refer to section on Advanced Courses in Family Law, Property Rights, Torts and Insurance.

555. INTERNATIONAL SALES AND INVESTMENT. For seminar description refer to section on Comparative and International Law.

556. CURRENT ISSUES IN INTERNATIONAL TRADE LAW. For seminar description refer to section on Comparative and International Law.

558. PROTECTIONISM IN U.S. TRADE POLICY. For seminar description refer to section on Comparative and International Law.

561. WORKSHOP IN ECONOMIC AND LEGAL ORGANIZATION. For seminar description refer to section on Complementary Courses.

Taxation
Courses

427. BUSINESS PLANNING. For course description refer to section on Commercial, Business and Labor Law.

441. TAXATION OF INDIVIDUAL INCOME. A tax on the income of persons, with rates graduated upward, is the most significant element in the tax system adopted by the federal government. This first course in federal taxation examines the structure of the current version of the income tax. It emphasizes the problems of determining what is to be treated as gross income for purposes of the tax, what offsets are to be allowed in arriving at the amount of net income on which the tax is imposed, who will be required to include various items in income or be allowed to claim various deductions, and when these factors are to be reflected in computing income. Particular attention is devoted to the treatment of gains and losses from changes in the value of property. Five central questions are continuously under examination: (1) To what extent do tax rules mean something other than what they appear to
(2) What policies underlie the mass of technical detail that characterizes the law? (3) How much change in conduct is needed to alter the tax consequences involved in pursuing various goals? (4) What criteria can be found for choosing among alternative tax policies under a progressive income tax? (5) Can one discover any directions in which tax policies and tax law are developing? Aut (4). Mr. Blum, Mr. Shaviro.

442. CORPORATE INCOME TAXATION. An introduction to the taxation of corporations and their shareholders. The course covers the rate structure applicable to corporations, the movement of assets into corporations, the capital structure of corporations, dividend distributions, stock redemptions, sales of stock, liquidations of corporations, and collapsible corporations. Win (4). Mr. Isenbergh.

445. ESTATE PLANNING. 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 client personal and tax objectives. Spr (3). Mr. Kanter.

446. INTERNATIONAL TAXATION. A survey of the income tax aspects (1) of investments and business operations of foreigners in the United States, and (2) of overseas investments and business operations of Americans. The principal focus will be on the U.S. tax system, but some attention will be devoted to the adjustments that are made between tax regimes of different countries through tax credits and tax treaties. Spr (3). Mr. Isenbergh.

447. STATE AND LOCAL TAXATION. A study of government finance in a federal state with an emphasis on apportionment of tax resources among government units and including an examination of federal and state constitutional provisions, efforts at interstate cooperation, and proposed federal legislative solutions, together with a brief canvass of problems in the administration of typical state-local tax systems. Aut (3). Mr. Lucas.

529. SELECTIVE LIMITATIONS ON TAX BENEFITS. The federal income tax system mismeasures economic income for a number of reasons, some intentional on the part of Congress and others not. Mismeasurement was a major reason for, and focus of, the Tax Reform Act of 1986. One of the principal responses Congress chose in 1986 was that of limiting tax benefits selectively, i.e., in a manner that would affect some taxpayers and not others. Examples of selective limitations, from the 1986 Act and prior law, include the minimum tax, passive loss rules, investment interest limitation, at-risk rules, and the general nonrefundability and nontransferability of losses and excess credits. This seminar will examine how particular selective limitations work, and explore their broader implications for tax policy and tax planning. (3). Mr. Shaviro. [Not offered in 1988-89.]

530. STRUCTURING VENTURE CAPITAL AND ENTREPRENEURIAL TRANSACTIONS. For seminar description refer to section on Commercial, Business and Labor Law.

531. REAL ESTATE TRANSACTIONS. For seminar description refer to section on Commercial, Business and Labor Law.

535. PARTNERSHIP TAXATION. An examination of the system for taxing the income generated by ventures operated as partnerships. The issue of defining a partnership for tax purposes is explored. Attention is directed to the extent partners are permitted to allocate tax burdens among themselves. The tax treatment of limited partners is analyzed. Emphasis is placed on the tax advantages and disadvantages of operating as a partnership. Spr (3). Mr. Shaviro.

537. INTRODUCTION TO TAX POLICY. A survey of the causes and consequences of the methods chosen by governments to raise revenues through taxation. The seminar will involve a smattering of public finance, politics, and tax analysis. We will consider possibilities for improving the U.S. tax system, and will also attempt to grasp the main lines of the tax systems used in other countries. Courses in individual and corporate income taxation (or the equivalent) are prerequisite. There will likely be an examination, with option to write a paper instead. Spr (3). Mr. Isenbergh.

540. FEDERAL INCOME TAXATION OF MERGERS AND ACQUISITIONS. This seminar will examine the various aspects of the taxation of mergers and acquisitions including: (1) taxable stock acquisitions, (2) taxable asset acquisitions, (3) leveraged buyouts, (4) tax-free acquisitive reorganizations, and (5) the limitation on carryover of losses. Also, the seminar will briefly examine some of the current proposed revisions of the mergers and acquisitions provisions of the Code. Prerequisites: Taxation...
Advanced Courses in Family Law, Property Rights, Torts, and Insurance

Courses

414. REMEDIES. For course description refer to section on Courts, Jurisdiction and Procedure.

435. PENSION AND EMPLOYEE BENEFITS TRUSTS. For course description refer to section on Commercial, Business and Labor Law.

445. ESTATE PLANNING. For course description refer to section on Taxation.

450. FAMILY LAW. This course examines the legal regulation of the family, with special emphasis on issues arising at and after divorce, including child custody, property distribution, support obligations, and separation agreements. There will be no consideration of family tax planning. Aut (3). Ms. Becker.

452. TRUSTS AND ESTATES: FAMILY WEALTH TRANSMISSION. The various means of gratuitous transfer of wealth—by will, by inter vivos transfer, and by operation of statute on intestacy. Part I: The policy bases of inheritance and of the Wills Act formalities. Part II: The common will substitutes—gift, joint account, joint tenancy, life insurance, pension accounts, revocable trust. Part III: Intestate succession and family protection. Part IV: Testamentary capacity and the formalities of drafting and revoking wills. Part V: Distinctive constructional doctrines of the law of wills. Part VI: The creation and termination of trusts and the duties of trustees, executors, and other fiduciaries. Part VII: Charitable trusts and foundations. Throughout the course the relevant portions of the Uniform Probate Code will be studied. Spr (3). Mr. Langbein.

453. OIL AND GAS. The 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. Post-production marketing controls—the subject of regulated industries—will not be covered. (3). Mr. Helmholz. [Not offered in 1988–89.]

454. MINING LAW. A survey of the American law of mineral development, excluding oil and gas. The principal focus will be on the public lands. An introductory section of the course will be devoted to the statutory framework governing mining development. Spr (3). Mr. Helmholz.

456. LAND DEVELOPMENT. Primary attention will be given to the legal tools for raising capital for real estate ventures. Emphasis will be given to the methods for liquidating a venture which has gone sour, and to the business and tax problems of real estate syndication. Prerequisite: Taxation of Individual Income or permission of instructor. Win (3). Mr. Shavira.

457. COPYRIGHT, TRADEMARKS, AND UNFAIR COMPETITION. This course deals with federal and state laws designed to protect against unfair competition and with the federal law of copyright, patents, and trademarks. It revolves around property interests in trade names, literary, musical, and other artistic works. Aut (3). Mr. Landes.

458. INSURANCE LAW. The law of the insurance enterprise: its institutional and regulatory framework, the relationship of insurance to the evolution of legal doctrine in torts and other areas, the uses of insurance, its relationship to other financial transactions and institutions, the law of the insurance contract. Spr (3). Mr. Kimball.

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

463. WELFARE LAW. For course description refer to section on Administrative Law and Government Regulation.

Seminars

533. LEGAL PROBLEMS OF HEALTH CARE. With health care consuming over 10 percent of the GNP, there is no shortage of problems to discuss. Those chosen will emphasize the insurance or insurance-like aspects of the subject. Some possible choices are: financing of health care, through individual or group commercial insurance, Blue Cross and Blue Shield, Medicare and Medicaid, health maintenance organizations and preferred provider organizations; coverage problems, such as mandated coverage, first dollar vs. catastrophe, deductibles and coinsurance; regulation, including control of pharmaceuticals and experimental procedures, of hospitals, of policy terms and premium rates, human
experimentation, definition of death; medical malpractice, including commercial insurance and market failures, captive insurers, legislative intervention. (3). Mr. Kimball. [Not offered in 1988-89.]

534. PATENTS AND TRADE SECRETS. This seminar will cover trade secrets and patents from a legal and economic perspective. The subjects covered will include methods of protecting intellectual property, the common law protection of trade secrets, the tension between trade secret and patent protection, and the purposes of patent requirements governing subject matter, novelty, utility and non-obviousness. Although there is no prerequisite for the course, an economic or scientific background is desirable. Win (3). Mr. Friedman, Mr. Landes, and Judge Posner.

539. JUVENILE JUSTICE. This seminar will examine the principles and institutions of juvenile justice in the United States. Topics will include jurisdiction of juvenile courts in delinquency, child neglect and neglected children, and minors in need of supervision (e.g., truancy cases, runaways, etc.). Major emphasis will be placed on the institutions of juvenile justice: the courts, intake facilities, probation, detention, clinical services, community service agencies, and correctional institutions. The seminar requires completion of a paper. Enrollment will be open to students from the Law School and the School of Social Service Administration. Win (3). Mrs. Rosenheim and Mr. Schulhofer.

545. SELECTED PROBLEMS IN HEALTH LAW. This seminar will examine the range of topics that arise out of the enormous expansion in health delivery services and in public health issues. Topics to be considered include the medical malpractice question, both as a legal and institutional issue; the rise of new forms of health delivery systems, such as HMOs and PPOs; AIDS and its relationship to both public health and hospital delivery services; budgetary and financial issues in health care delivery; the ethical and legal consequences of medical innovation on such matters as genetic engineering, reproductive choice, neonatal care, and legalized euthanasia. There will be some background readings in the first several weeks. In the second part of the seminar students will be expected to write an original research paper on some topic of their own choice, chosen after consultation with the instructor. The papers will then be presented in the seminar. The seminar is limited to 15 students, and is open to first-year students. Spr (3). Mr. Epstein.

Administrative Law and Government Regulation

Courses

406. STATE AND LOCAL GOVERNMENT. For course description refer to section on Constitutional Law.

424. FEDERAL REGULATION OF SECURITIES. For course description refer to section on Commercial, Business, and Labor Law.

428. ANTITRUST LAW. For course description refer to section on Commercial, Business, and Labor Law.

431. LABOR LAW. For course description refer to section on Commercial, Business, and Labor Law.

433. EMPLOYMENT DISCRIMINATION. For course description refer to section on Commercial, Business, and Labor Law.

434. SEX DISCRIMINATION. For course description refer to section on Commercial, Business, and Labor Law.

458. INSURANCE LAW. For course description refer to section on Advanced Courses in Family Law, Property Rights, Torts, and Insurance.

460. ENVIRONMENTAL LAW. For course description refer to section on Advanced Courses in Family Law, Property Rights, Torts and Insurance.

461. ADMINISTRATIVE LAW. Administrative law is the law that governs the executive departments and the administrative agencies in carrying out the programs of the modern regulatory welfare state. The constitutional position of these agencies, the procedures which they are required to follow in making decisions, and the availability and scope of judicial review of those decisions will be examined. The central inquiry is whether control of administrative discretion through adversary procedural formalities and judicial review can be reconciled with effective and politically responsible government. Win (3). Mr. Bator. Spr (3). Mr. Strauss.

462. REGULATED INDUSTRIES. This course addresses state and federal regulation of price, quantity, and entry, with an emphasis on the regulation of natural monopolies, cost-of-service ratemaking, 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, natural gas, and telecommunications, with exposure to problems of regulating transportation, agriculture, medical care, broadcasting, and other industries. Administrative Law is helpful as background but is not a prerequisite. Spr (3). Mr. McConnell.
463. WELFARE LAW. This course focuses on several major government programs designed to meet the cash income needs of individuals and families, including both the more important ones that employ an eligibility test explicitly measuring need (AFDC, the new Supplemental Security Income program, and general assistance) and Social Security. Recent proposals for welfare reform will be analyzed. Several legal themes will recur and furnish bases for comparing programs: (1) the nature of an individual's rights to the benefits being distributed; (2) the opportunities for legal representation in claim disputes; (3) the administrative and judicial mechanisms for enforcing federal standards against the states and state standards against local agencies; and (4) the degree to which eligibility and benefit amount depend on state doctrines of family or property law. (3). [Not offered in 1988-89.]

464. THE LEGISLATIVE PROCESS. This course will study legislation as a system of lawmaking complementary to the common law. The course will consider the history of legislation, the rules and procedures of legislatures (particularly the U.S. Congress), economic and political science theories of the role of interest groups and the public interest in legislation, the judicial interpretation of statutes (with special reference to the "canons of construction"), the division of functions between courts and legislatures, and, more mundanely, the methods for studying legislative histories. Spr (3). Mr. Casper.

487. INTERNATIONAL TRADE REGULATION. For course description refer to section on Comparative and International Law.

Seminars

536. LAW CONCERNING AMERICAN INDIANS. Status of Indian tribes and bands under treaty and statute; status of individual Indians; self-government of tribes and bands; criminal law, business regulation, and taxation of activities engaged in by Indians and others on and off reservations; Indian land tenure and problems concerning the alienation of land; and the civil rights of Indians under the Constitution and statutes. Aut (3). Mr. Lucas.

538. IMMIGRATION LAW. This seminar will explore selected problems in the law of immigration and nationality. Students will prepare and present papers on a variety of topics, including the use of immigrant labor, treatment of refugees, international asylum law, the legal status of sanctuary, the history of American immigration, the acquisition and loss of citizenship, and implications of recent immigration law reform. (3). [Not offered in 1988-89.]

541. COORDINATION OF FEDERAL REGULATORY POLICIES. The seminar will consider the legal and political problems presidents encounter when they attempt to coordinate regulatory policies within the executive branch. While attention will be paid to contemporary issues, emphasis will be on historical developments beginning with the creation of independent agencies at the end of the 19th century. The seminar will be taught jointly by Mr. Casper and Mr. Barry Karl, of the Department of History. Win (3). Mr. Casper and Mr. Karl.

542. REGULATION: WHAT WORKS AND WHAT DOESN'T. 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. Spr (3). Mr. Sunstein.

Criminal Law and Criminal Procedure

Courses

416. EVIDENCE. For course description refer to section on Courts, Jurisdiction and Procedure.

472. CRIMINAL PROCEDURE I. The focus of this course is on the constitutional law that governs searches, seizures, and confessions. Considered in some detail, and with attention to historical background, are the evolution of the exclusionary rule, the development and administration of the probable cause and the warrant requirements, and such particular topics as: stop and frisk, administrative searches, searches incident to arrest, vehicle searches, consent, and the admissibility of confessions.
Other topics that may be covered include wiretapping, secret agents, and line-up identification procedures. Aut (3). Mr. Alschuler. Spr (3). Mr. Schulhofer.

473. CRIMINAL PROCEDURE II. Unlike Criminal Procedure I, which focuses on the investigation of criminal cases, this course focuses on what happens 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, joinder and severance, plea bargaining, prejudicial pretrial publicity, the right to jury trial, freedom from double jeopardy, the right to appeal, and post-conviction remedies including federal habeas corpus. The final portion of the course is devoted to a brief comparative examination of criminal procedure in the Federal Republic of Germany. Students need not have taken Criminal Procedure I to enroll in this course, Spr (3). Mr. Alschuler.

475. FEDERAL CRIMINAL LAW. This course deals with selected issues in the federal substantive criminal law. Particular topics to be studied include federal criminal jurisdiction and its relationship to state jurisdiction; mail and wire fraud; RICO (criminal); drug enforcement offenses; the Bank Secrecy Act; obstruction of justice; and sentencing federal offenders. The prescribed casebook is “Federal Criminal Law and its Enforcement” by Norman Abrams (West, 1986). Win (3). Mr. Morris.

476. DEVELOPMENT OF LEGAL INSTITUTIONS. For course description refer to section on Legal History and Jurisprudence.

Seminars

539. JUVENILE JUSTICE. For seminar description refer to section on Advanced Courses in Family Law, Property Rights, Torts, and Insurance.

543. LEGAL PROBLEMS OF THE MENTALLY ILL. This seminar will consider issues currently being addressed by the Governor’s Commission to Review and Revise the Illinois Mental Health Code. The four issues on which the Commission is concentrating are: ambulatory commitment; the right to refuse treatment; the use of restraints and seclusion; and the treatment of persons found unfit to stand trial or not guilty by reason of insanity. Aut (3). Mr. Heyrman and Mr. Morris.

544. CRIMINAL JUSTICE SYSTEM. This seminar examines the operation of the criminal justice system and the problems of its reform. The primary purpose is to understand the institutional and operational interrelationships in that system. A subsidiary purpose is to train the student in the critical assessment of research data bearing on that system and on its reform. Topics will include the measurement of crime, aspects of the work of the police, pretrial criminal procedures, bail and preventive detention, plea negotiations, and sentencing convicted offenders. Win (3). Mr. Morris.

Legal History and Jurisprudence

Courses

410. THE LEGAL PROFESSION. For course description refer to section on Courts, Jurisdiction, and Procedure.

476. DEVELOPMENT OF LEGAL INSTITUTIONS. An introductory course in the historical background of Anglo-American law, with particular emphasis on the development of criminal and civil procedure in the centuries before the American Revolution. Topics: (1) Jury system: origins; European alternatives; passivization; the rise of the law of jury control. (2) Civil justice: the forms of action and the pleading system; attorneys; bar and bench; the regular and itinerant courts; the yearbooks, law reporting, and the legal treatise; Chancery, the trust, and equitable procedure and remedies; the deterioration of Chancery procedure and the fusion of law and equity. (3) Criminal justice: medieval criminal procedure; presentment and indictment; the recasting of criminal procedure in the sixteenth and seventeenth centuries; the officialization of prosecution and policing; Star Chamber and High Commission; defense counsel and the privilege against self-incrimination; the adversary system, compulsory process, and the law of evidence; criminal sanctions. Spr (3). Mr. Langbein.

478. ROMAN LAW. An examination of the Roman law of contracts, torts (delict), property, and procedure. Emphasis will be given to issues that shed light on the development of the continental legal system as well as the relationship between common-law and Roman law treatment of certain problems of current interest. The course is not designed to provide a comprehensive knowledge of all the detailed workings of Roman law. No knowledge of Latin will be required for the course. (3). [Not offered in 1988-89.]

479. JURISPRUDENCE. An inquiry into the theoretical aspects of law, using primarily the tools of analytic philosophy, applied to readings and problems both ancient and modern. At the outset of the course, basic problems in justice and legality will be examined in works by Euripides, Plato, and
Aristotle. Then the strenuous efforts of Coke, Hobbes, Bentham, Langdell, Holmes, and other thinkers to distinguish—or confute—law and politics will be considered. From there the course will move on to some perennial philosophical puzzles about law, including the puzzles of intent (both criminal and legislative) and causality, and will close with a consideration of the contribution of such Continental thinkers as Hegel, Nietzsche, and Gadamer to contemporary American legal theory. Mimeographed materials. Spr (3). Judge Posner.

480. Law and Literature. This course explores the interrelations between legal and literary texts, with emphasis on the jurisprudential insights obtainable from literature on literary themes. Among the literary texts to be read are Antigone, The Merchant of Venice, Measure for Measure, The Trial, and Billy Budd. In addition, the principles of literary criticism will be examined for their possible relevance to interpreting statutes and the Constitution; judicial opinions of literary quality, by Holmes and Cardozo, will be read; and the funeral orations in Julius Caesar will be studied as models of forensic advocacy. Texts plus mimeographed materials. A paper may be substituted for the examination, at the student's option. (3). Judge Posner. [Not offered in 1988-89.]

481. The Natural Law Tradition. Legal theory from antiquity through the seventeenth century, centered on claims made for "natural law," but very much concerned with whether there is a coherent "tradition." Readings are from Plato, Aristotle, Cicero, Church Fathers, classical Roman lawyers and canonists, St. Thomas, Grotius, Pufendorf, Locke. (3). Mr. Gray. [Not offered in 1988-89.]

482. Pufendorf's Of the Law of Nature and Nations. The course will be devoted simply to the careful reading and discussion of Pufendorf's masterpiece. This book has a fair claim to be the principal summation and vehicle of early modern natural law in theory and application with unique comprehensiveness and clarity. It was accordingly influential in the dissemination of the tradition it stands in to eighteenth-century Europe and America. Many strands of classical political theory, legal theory, and intellectual history can be approached through Pufendorf, and the book is also seminal in internal law. The only requirement will be a substantial paper on some aspect of Pufendorf's thought, in itself or in comparison with other theorists in whom students are interested. (3). Mr. Gray. [Not offered in 1988-89.]

483. American Law and the Rhetoric of Race. 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.

484. Feminist Legal Theory. The course will examine the philosophical and political foundations of modern feminist legal theory and law reform. The course has three major parts. The first part surveys classic feminist critiques of and contributions to moral theory, ethics, political theory and epistemology, and then considers the relation of those critiques to both traditional and feminist legal philosophy. The second part contrasts and compares the three major contemporary jurisprudential movements—liberal legalism, law and economics, and the critical legal studies movement—with feminist legal theory. The third part takes up the philosophical and political questions posed by legal issues presently of concern to the feminist legal community. In addition to the final exam, students will be asked to keep a journal. Spr (3). Ms. West.

492. Economic Analysis of Law. For course description refer to section on Complementary Courses.

Seminars

506. Supreme Court History. For seminar description refer to section on Constitutional Law.

509. Constitutionalism and Democracy. For seminar description refer to section on Constitutional Law.

517. American Constitutional History: Republican Government. For seminar description refer to section on Constitutional Law.

519. American Constitutional History: Division of Powers: Federalism and Checks and Balances. For seminar description refer to section on Constitutional Law.

520. American Constitutional History: Individual Rights. For seminar description refer to section on Constitutional Law.

521. The Making of the Constitution. For seminar description refer to section on Constitutional Law.

532. History of Bankruptcy. For seminar description refer to section on Commercial, Business and Labor Law.
547. HISTORY OF THE CANON LAW. After a brief exploration of the sources of the law of the medieval Church, this seminar will examine the way in which that law was put into practice. It will also attempt to assess the place of the canon law in the general development of English law. Spr (3). Mr. Helmholz.

549. RESEARCH IN ENGLISH LEGAL HISTORY. The seminar provides an opportunity for intensive research and writing in the legal history of the early modern period. Enrollment is very small, research is supervised, and papers normally go through several drafts. The object is to produce work of publishable quality, primarily on topics connected with the history of criminal and civil procedure. Among the questions suitable for investigation: changes in the jury system, such as the decline of the grand jury; juror selection; the feigned issue; the development and scope of various rules of evidence, such as the disqualification of parties for interest; the origins of compulsory process for witnesses; the Statute of Frauds of 1677; the development of the right to defense counsel and other safeguards in the criminal process; the growth of appellate review for insufficiency of the evidence; the expansion of the lawyer's role from pleading to trial advocacy. Prerequisite: Law 476, Development of Legal Institutions, or the permission of the instructor. Writing is likely to extend over the Autumn and Winter Quarters. Aut (3). Mr. Langbein.

550. BLACKSTONE'S COMMENTARIES. The object of the course is simply to read through the Commentaries and discuss them. In view of the work's bulk, discussion will focus on the parts of greatest philosophical or historical interest, but the course is meant to be book-centered, so it does not take off from any a priori position as to where the greatest general interest actually lies. Students will be expected to write a roughly "article size" paper (twenty-five pages or so), the nature of which may be essayistic, as opposed to a research paper; the writing should come out of the reading. The paper is the only formal requirement. Spr (3). Mr. Jones.

551. LAW AND LITERATURE. The seminar will examine a few major "legal novels" (literary classics with law as subject matter) and the growing body of theoretical writings regarding the nature of interpretation, and the relationship (if any) between the legal and literary interpretive enterprise. Each student will be required to write and present a paper centering on a work of legal literature, or alternatively, on some aspect of the interpretation debate. The seminar will have three parts. Part One will examine several legal novels, in conjunction with competing interpretive studies of those novels by legal scholars. Part Two will examine the interpretation debate in jurisprudence, and its increasing dependence on theories of interpretation borrowed from literary theory. Part Three will evaluate this growing interdisciplinary field, and compare it with its closest interdisciplinary rival: the law and economics movement. Students who took course 480, Law and Literature in 1987-88 are not eligible to enroll in this seminar. Win (3). Ms. West.

552. THE TRIAL IN AMERICAN LIFE (=English 658). This seminar will examine the larger place of the courtroom trial in American culture. The emphasis will be on the tension between levels of discourse from indictment to court transcript to judicial decision through newspaper reports, journal descriptions, and fictional or dramatic accounts. At issue will be the way in which certain trials have captured the national imagination and, in that process, have become important barometers for gauging ideological aspirations and contradictions. Readings will include, time permitting, the trials of Aaron Burr, John Brown, Lizzie Borden, Leo Frank, J. T. Scopes, Chester Gillette, and Gary Gilmore with related literary texts. Win (3). Mr. Ferguson.

553. WOMEN AND THE LAW. This seminar examines major feminist legal issues in light of readings from a variety of disciplines. Participants will consider religion, sexuality, rape, pornography, prostitution, abortion, motherhood, standards of equality, and differential distribution of money, leisure time and domestic responsibility by sex and race. An essay paper is required. Win (3). Ms. Becker.

565. HISTORY OF AMERICAN LEGAL THOUGHT. The focus of this seminar will be the American "legal realist" movement, which flourished in the early part of the twentieth century. The seminar will examine nineteenth-century formalism, against which the realists reacted. It will then study the writings of both major and minor figures among the legal realists. Finally, the effects of the movement on contemporary legal thinking and legal education will be explored. (3). Mr. Hutchinson. [Not offered in 1988-89.]

566. CONTEMPORARY LEGAL THEORY. This seminar examines twentieth-century American jurisprudence. It considers such theories as natural justice, legal positivism, legal realism, "normative" law and economics, critical legal studies, and feminism. A paper is required. Spr (3). Mr. Alschuler.

567. THE EPISTEMOLOGY OF LAW. An inquiry into whether, and if so how, the correctness or incorrectness of judicial decisions can be determined. The first four weeks of the seminar will be devoted to introductory readings in traditional epistemology (with emphasis on the arguments for and against
skepticism), in the pragmatism of Charles Peirce, in logical positivism, and in the interpretive philosophy of Hans-Georg Gadamer, followed by applications to landmark judicial decisions, such as Brown v. Board of Education and Roe v. Wade. The remainder of the seminar will be devoted to class discussions, led by students, on the topic of their seminar papers. Mimeographed materials. (3). Judge Pasner. [Not offered in 1988–89.]

568. FEMINIST THEORY. This seminar considers the broad-based feminist challenge to modern thought and method. Participants will consider feminist critiques of, and contributions to, political theory (especially liberalism, individualism and republicanism), epistemology, psychoanalytic theory, and concepts of justice. An essay paper is required. Prerequisite: Law 553, Women and the Law, or Law 434, Sex Discrimination, or the permission of the instructor. Spr (3). Ms. Becker.

Comparative and International Law

Courses

446. INTERNATIONAL TAXATION. For course description refer to section on Taxation.

485. INTERNATIONAL LAW. The basic introductory course in international legal studies. Students will be acquainted with the nature and functions of law in a system devoid of effective adjudication and enforcement techniques. The basic course in international law is designed to familiarize students with the character and nature of law applicable in relations between states and in international organizations. The sources of international law will be emphasized together with the law of international agreements and treaties. Emphasis will also be placed on the position of individuals in the international legal order, the legal control of international conflicts, and the character and function of United Nations organs. Spr (3). Mr. Gottlieb.

487. INTERNATIONAL TRADE REGULATION. This course will focus on the legal framework for U.S. and international regulation of foreign trade. It will include an examination of the division of regulatory responsibilities among and within the branches of U.S. government and international institutions; an overview of the GATT and related instruments; an introduction to U.S. laws providing relief from “unfairly” traded imports, including the antidumping and countervailing duty laws; an introduction to other laws that provide for the restriction of imports, such as the “escape clause”; and an examination of export regulation and licensing in the high technology field. Win (3). M$. Wood.

488. THE MODERN WELFARE STATE IN A COMPARATIVE PERSPECTIVE. This course will focus on the main characteristics of the Western European welfare state, especially the system of the Scandinavian countries. The course will be split into three distinctive parts. The first part will deal with general issues. What are the purposes behind the welfare state? How do these purposes affect individuals in different ways? The second part will cover the structure of the tax system. The third part will focus on social programs (in a wide sense). The Scandinavian model will be compared where possible with the system in the United States. All material will be in English. Paper required. Spr (3). Mr. Mattson.

489. LEGAL DEVELOPMENTS IN GERMANY SINCE 1900. The course will focus on certain topics which are characteristic of the legal order of a modern nation. It will primarily include constitutional law (Weimar Constitution of 1919; Basic Law of 1949), antitrust (or, according to German terminology, cartel law) and labor law (collective agreements, co-determination, etc.). In addition we shall look at the evaluation conflict in the 1920s which was to become decisive for the evolution of a judge-made law. The introductory part will explain the historical background of the German Civil Code, the BGB of 1896, and analyze some basic features of the Code. Course materials are in English. Aut (3). Mr. Nörr.

Seminars

555. INTERNATIONAL SALES AND INVESTMENT. The national and international laws applicable to transnational commercial transactions will be examined in this seminar. We shall look at the different forms of doing business across national boundaries, including simple export sales (and methods of financing them), distributorship and licensing agreements, international joint ventures, and direct foreign investment. The legal regimes studied will include the U.N. Convention on International Sale of Goods, bilateral investment treaties, a comparative look at the regulation of international transfers of technology, regulation of foreign investment in developing countries, and commercial transactions with non-market economy countries. Paper required; no prerequisites. (3). Ms. Wood. [Not offered in 1988–89.]

556. CURRENT ISSUES IN INTERNATIONAL TRADE LAW. This seminar will focus on areas of current controversy in international trade regulation, with an emphasis on the agenda for the Uruguay Round of GATT negotiations and the legislative agenda in Washington. Possible topics include: reform of
the Subsidies Code; reform of the antidumping laws; the escape clause and the prospect of a Safeguards Code; barriers to trade in services; barriers to direct foreign investment; international protection for intellectual property rights; agricultural trade and subsidies; preferences for developing countries; and trade with non-market economies. Students will be expected to present a substantial paper and to present their analysis in class. (3). Mr. Sykes. [Not offered in 1988–89.]

557. THE CONSTITUTION OF WEST GERMANY. An examination of basic themes in the 1949 Grundgesetz, as illuminated by decisions of the Federal Constitutional Court, with comparative references to the U.S. Constitution. Topics covered will include federalism, the distribution of powers, and basic rights. Prerequisites: reading knowledge of German (if possible); Constitutional Law I. Win (3). Mr. Currie.

558. PROTECTIONISM IN U.S. TRADE POLICY. This seminar will focus on several U.S. statutes that provide for the creation of barriers to import competition under specified conditions: the escape clause, the countervailing duty laws, the antidumping laws, and Section 301 of the Trade Act of 1974. Course materials will include a casebook, statutory supplement, and supplementary readings drawn primarily from the international economics literature. Students will have the option of preparing a substantial research paper or taking an examination. Some familiarity with undergraduate-level microeconomics is helpful but not required. Spr (3). Mr. Sykes.

559. PROBLEMS OF INTERNATIONAL LAW: THE ARAB-ISRAEL CONFLICT. The Arab-Israel conflict provides a case study of diverse questions of international law. The seminar will examine different aspects of the conflict, focusing on self-determination, the use of force, and the peace process. A paper will be required. (By permission of the instructor, limited to 15 students.) Win (3). Mr. Gottlieb.

560. COMPARATIVE LAW, POLITICS, AND POLICY: ETHNIC GROUP RELATIONS. An examination of the problems of interethnic relations in severely divided societies, with special attention to developing countries of Asia, Africa, the Middle East, and the Caribbean. The focus will be on the sources of ethnic conflict, the forms and patterns such conflicts take, and the strategies, policies, and techniques that have been or might be needed to ameliorate ethnic tensions. Emphasis will be placed on the understanding and use of social science materials for the purpose of devising approaches that fit the contours of the problem to which they are addressed. Attention will also be given to evaluating alternative constitutional and other approaches to the reduction of ethnic conflict. Aut (3). Mr. Horowitz.

Complementary Courses

Courses

492. ECONOMIC ANALYSIS OF LAW. A survey of the application of basic economic principles to problems in the law. The topics covered in the course include the following: the choice between property rights and liability rules; the Coase theorem; the allocative effects of alternative liability rules (e.g., strict liability versus negligence); the determination of damages for breach of contract; the economics of altruism and its relevance to rescue doctrines; the economics of crime and punishment; and the economics of legal procedure. No prior acquaintance with economics is assumed; the relevant economic concepts are developed through an examination of particular legal applications. Spr (3). Mr. Landes.

494. ACCOUNTING. The course treats the major topics comprising “generally accepted accounting principles” and the manner in which they enter into legal problems. The first several sessions deal with the concepts and cycle of accounting operations that lead to the financial statements. Next follows analysis of the major components of financial statements: inventories, depreciation, long-term obligations, and corporate capital. Throughout, the course includes material from published financial statements, source pronouncements from the SEC and authoritative accounting bodies, and a few cases. Aut (3). Mr. Weil.

495. STATISTICS AND THE LAW. An introductory course on the theory and methods of statistical analysis and its applications in law. Both descriptive and inferential statistical methods will be treated, with emphasis on applications such as the weighing of uncertain evidence, the evaluation of social innovations, and the use and abuse of multiple regression methods in discrimination law. Topics will include estimation, hypothesis testing, and multiple regression analysis and its interpretation. There will be a laboratory on applications to experimental and observational data in which interactive computational resources will be provided. A year of college level mathematics would be helpful but is not essential. No prior experience with computational methods is expected. Spr (3). Mr. Meier.
Seminars

543. LEGAL PROBLEMS OF THE MENTALLY ILL. For seminar description refer to section on Criminal Law and Criminal Procedure.

560. WORKSHOP IN LAW AND ECONOMICS. 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. Aut (2), Win (2), Spr (1). Mr. Fischel and Mr. Landes.

561. WORKSHOP IN ECONOMIC AND LEGAL ORGANIZATION. This workshop is devoted to the examination of selected problems in the structure and behavior of industries, with special emphasis on the role of government regulation, and to the application of economic reasoning to legal questions in such fields of law as contracts, torts, and antitrust. Workshop sessions will be devoted to the presentation and discussion of papers primarily 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. Aut (2), Win (2), Spr (1). Mr. Becker, Mr. Landes, Mr. Pashigian, Mr. Peltzman, and Mr. Stigler.

562. PRICE THEORY. A systematic treatment of the core ideas of economic theory. The seminar shows how behavior can be explained and predicted starting with the assumption of rationality—that individuals have objectives and act to achieve them. In particular, it shows how prices on a market coordinate the diverse objectives of the participants to produce a single outcome. Topics covered include how prices are determined, how resources are allocated among alternative uses and across time, competitive and monopolistic markets, economic efficiency, income distribution, and market failure. Economic theory will be used to analyze a wide range of issues, including the effect of laws and regulations, the workings of the political marketplace, and alternative ways of dealing with problems such as pollution, monopoly, and crime. The objective of the seminar is to equip the student with a set of conceptual tools—a way of thinking—that can be applied to many different issues. Successful completion of this seminar will equip the student to take any other course or seminar offered as part of the Law and Economics Program. The course also provides useful background for courses not formally a part of the program—such as antitrust law, taxation, pollution, and labor law—to which economics is relevant. Aut (3). Mr. Friedman.

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 students have taken in past years include:


Independent Study

499. INDIVIDUAL RESEARCH. 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.

### SCHEDULE OF COURSES BY QUARTERS 1988–89

#### FIRST-YEAR COURSES

**Autumn**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>301. Elements of the Law</td>
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</tr>
<tr>
<td>302. Civil Procedure I</td>
<td>3</td>
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<tr>
<td>303. Criminal Law I</td>
<td>3</td>
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**Winter**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>303. Criminal Law II</td>
<td>3</td>
</tr>
<tr>
<td>304. Property II</td>
<td>3</td>
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<tr>
<td>305. Contracts I</td>
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**Spring**

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<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>302. Civil Procedure II</td>
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<tr>
<td>305. Contracts II</td>
<td>3</td>
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<tr>
<td>306. Torts II</td>
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<thead>
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<th>Course</th>
<th>Hours</th>
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<tr>
<td>304. Property II</td>
<td>3</td>
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<tr>
<td>307. Legal Research and Writing</td>
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**SECOND- AND THIRD-YEAR COURSES AND SEMINARS**

**Autumn Courses**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>401. Constitutional Law I</td>
<td>3</td>
</tr>
<tr>
<td>410. The Legal Profession</td>
<td>2</td>
</tr>
<tr>
<td>411. Federal Jurisdiction I</td>
<td>3</td>
</tr>
<tr>
<td>418. Litigation Methods*</td>
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<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>412. Legal Research and Writing</td>
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<tr>
<td>423. Corporation Law</td>
<td>3</td>
</tr>
<tr>
<td>428. Antitrust Law</td>
<td>4</td>
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<tr>
<td>431. Labor Law</td>
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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>441. Taxation of Individual Income</td>
<td>4</td>
</tr>
<tr>
<td>447. State and Local Taxation</td>
<td>3</td>
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<tr>
<td>450. Family Law</td>
<td>3</td>
</tr>
<tr>
<td>457. Copyright, Trademarks, and Unfair Competition</td>
<td>3</td>
</tr>
<tr>
<td>472. Criminal Procedure I</td>
<td>3</td>
</tr>
<tr>
<td>489. Legal Developments in Germany since 1900</td>
<td>3</td>
</tr>
<tr>
<td>494. Accounting</td>
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40 CURRICULUM
### Seminars

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<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>503</td>
<td>The Supreme Court</td>
<td>3</td>
</tr>
<tr>
<td>515</td>
<td>Voting Rights and the Law of Elections</td>
<td>3</td>
</tr>
<tr>
<td>517</td>
<td>American Constitutional History: Republican Government</td>
<td>3</td>
</tr>
<tr>
<td>524</td>
<td>The Problem of Judgment: Aspirations for Judges and Jurors</td>
<td>3</td>
</tr>
<tr>
<td>527</td>
<td>The Theory of Procedure</td>
<td>3</td>
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<tr>
<td>528</td>
<td>The Judicial Process</td>
<td>3</td>
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<tr>
<td>532</td>
<td>History of Bankruptcy</td>
<td>3</td>
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<tr>
<td>536</td>
<td>Law concerning American Indians</td>
<td>3</td>
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<tr>
<td>540</td>
<td>Federal Income Taxation of Mergers and Acquisitions</td>
<td>3</td>
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<tr>
<td>543</td>
<td>Legal Problems of the Mentally Ill</td>
<td>3</td>
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<tr>
<td>549</td>
<td>Research in English Legal History</td>
<td>3</td>
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<tr>
<td>560</td>
<td>Workshop in Law and Economics*</td>
<td>2</td>
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<tr>
<td>561</td>
<td>Workshop in Economic and Legal Organization*</td>
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<tr>
<td>562</td>
<td>Price Theory</td>
<td>3</td>
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<tr>
<td>563</td>
<td>Comparative Law, Politics and Policy: Ethnic Group Relations</td>
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### Winter Courses

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<th>Course Number</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>402</td>
<td>Constitutional Law II: First Amendment</td>
<td>3</td>
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<tr>
<td>404</td>
<td>Religion and the First Amendment</td>
<td>3</td>
</tr>
<tr>
<td>405</td>
<td>American Constitutional History</td>
<td>3</td>
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<tr>
<td>412</td>
<td>Federal Jurisdiction II</td>
<td>3</td>
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<tr>
<td>413</td>
<td>Admiralty</td>
<td>3</td>
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<tr>
<td>416</td>
<td>Evidence</td>
<td>4</td>
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<tr>
<td>418</td>
<td>Litigation Methods*</td>
<td>1</td>
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<tr>
<td>419</td>
<td>Lawyer as Negotiator</td>
<td>3</td>
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<tr>
<td>422</td>
<td>Commercial Law: Secured Transactions</td>
<td>3</td>
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<tr>
<td>423</td>
<td>Corporation Law</td>
<td>3</td>
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<tr>
<td>424</td>
<td>Federal Regulation of Securities</td>
<td>3</td>
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<tr>
<td>432</td>
<td>Advanced Corporations</td>
<td>3</td>
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<tr>
<td>435</td>
<td>Pension and Employee Benefit Law</td>
<td>3</td>
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<td>442</td>
<td>Corporate Income Taxation</td>
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<td>456</td>
<td>Land Development</td>
<td>3</td>
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<td>460</td>
<td>Environmental Law</td>
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<td>461</td>
<td>Administrative Law</td>
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<td>475</td>
<td>Federal Criminal Law</td>
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<td>487</td>
<td>International Trade Regulation</td>
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<tr>
<td>511. Major Civil Litigation</td>
<td>3</td>
<td>539. Juvenile Justice</td>
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<tr>
<td>512. Trial Advocacy*</td>
<td>2</td>
<td>541. Coordination of Federal Regulatory Policies</td>
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<tr>
<td>514. Section 1983 Civil Rights Litigation</td>
<td>3</td>
<td>544. Criminal Justice System</td>
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<tr>
<td>519. American Constitutional History:</td>
<td>3</td>
<td>551. Law and Literature</td>
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<tr>
<td>Division of Powers: Federalism and Checks and Balances</td>
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<td>552. The Trial in American Life</td>
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<td>523. Advanced Antitrust:</td>
<td>3</td>
<td>553. Women and the Law</td>
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<tr>
<td>Special Topics in Mergers and Acquisitions</td>
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<td>557. The Constitution of West Germany</td>
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<td>525. Advanced Civil Procedure:</td>
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<td>559. Problems of International Law:</td>
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<td>Complex Litigation</td>
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<td>The Arab-Israel Conflict</td>
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<td>526. Labor Negotiation and Arbitration</td>
<td>3</td>
<td>560. Workshop in Law and Economics*</td>
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<tr>
<td>534. Patents and Trade Secrets</td>
<td>3</td>
<td>561. Workshop in Economic and Legal Organization*</td>
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<td><strong>Spring Courses</strong></td>
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<td>414. Remedies</td>
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<td>458. Insurance Law</td>
<td>3</td>
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<td>416. Evidence</td>
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<td>462. Regulated Industries</td>
<td>3</td>
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<td>418. Litigation Methods*</td>
<td>2**</td>
<td>464. The Legislative Process‡</td>
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<tr>
<td>418. Litigation Methods‡</td>
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<td>472. Criminal Procedure I</td>
<td>3</td>
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<td>424. Federal Regulation of Securities</td>
<td>3</td>
<td>473. Criminal Procedure II</td>
<td>3</td>
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<td>426. Corporate Readjustments and</td>
<td>3</td>
<td>476. Development of Legal Institutions‡</td>
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<td>Reorganizations</td>
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<td>479. Jurisprudence‡</td>
<td>3</td>
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<td>429. Advanced Civil Procedure:</td>
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<td>484. Feminist Legal Theory‡</td>
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<td>Appellate Procedure</td>
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<td>485. International Law‡</td>
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<td>445. Estate Planning</td>
<td>3</td>
<td>492. Economic Analysis of Law‡</td>
<td>3</td>
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<tr>
<td>446. International Taxation</td>
<td>3</td>
<td>495. Statistics and the Law</td>
<td>3</td>
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<td>452. Trusts and Estates: Family Wealth</td>
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<td>Transmission</td>
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<tr>
<td>512. Trial Advocacy*</td>
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<td>542. Regulation: What Works and What Doesn’t ‡</td>
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<td>516. Constitutional Issues</td>
<td>3</td>
<td>545. Selected Problems in Health</td>
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<td>of the Civil War Period</td>
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<td>547. History of the Canon Law</td>
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<td>520. American Constitutional History:</td>
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<td>550. Blackstone’s Commentaries</td>
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<td>Individual Rights</td>
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<td>558. Protectionism in U.S. Trade Policy</td>
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<td>521. The Making of the Constitution</td>
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<td>522. Current Controversies in</td>
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<td>Corporate and Securities Law</td>
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<td>530. Structuring Venture Capital and</td>
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<td>Entrepreneurial Transactions</td>
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<td>531. Real Estate Transactions</td>
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<td>535. Partnership Taxation</td>
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<td>537. Introduction to Tax Policy</td>
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<td>560. Workshop in Law and Economics*</td>
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<td>556. Contemporary Legal Theory‡</td>
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<td>568. Feminist Theory</td>
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*Extends over more than one quarter
**See course description
‡First-year elective
STUDENT ORGANIZATIONS AND ACTIVITIES

The University of Chicago Law Review, founded in 1933, is edited and managed by students. The Review publishes articles and book reviews by leading legal scholars along with comments by the Review's student staff members. The Review emphasizes student scholarship, and extensive editorial assistance is made available to student commentators. On average, about 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 Review, on the basis of either academic performance or excellence in an annual writing competition. Students who are not invited at the end of their first year may also join the staff by writing comments that are accepted for publication in the Review.

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 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. The 1989 volume of the Legal Forum, "Feminism in the Law: Theory, Practice, and Criticism," will explore issues and challenges raised by the adoption or rejection of the feminist perspective in particular areas of the law.

Students may join the 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 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 affords all students the opportunity to further develop skills in writing and appellate advocacy. The focus of the preliminary fall 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 semifinal round, where they work to brief and argue another case. A panel of faculty members and judges hears the semifinal arguments and selects the four best advocates. In the spring, the four finalists work in teams on yet another case. The briefs produced in the final round are printed and distributed to the Law School community. 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, with the assistance of a faculty adviser and an alumni adviser.
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 Clinic has a Director, Gary H. Palm, who is a Professor in the Law School; five full-time attorneys who are Clinical Fellows in the Law School; and a part-time 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 STUDENT ASSOCIATION is the student government organization. Its president, five representatives from each class, and an LL.M. representative are elected annually by the student body. The Association organizes extracurricular activities and, through its officers and committees, communicates student opinion on academic and other matters. LSA also invites speakers to campus, provides parties for students, and sponsors the weekly Wine Mess for students and faculty.

The Association funds a variety of student groups, including: the Chicago Law Foundation, a nonprofit organization which provides funds for law school students to work on public interest legal projects; BALSA, a local chapter of a national organization concerned with the interests of black students in law schools; the Gay/Lesbian Law Students Association, a group that provides support and sponsors programs regarding the legal status of lesbians and gay men; the Law Women’s Caucus, women committed to understanding and improving their role in law school, the legal profession, and society; the Environmental Law Society; VITA, a volunteer student program that prepares annual income tax returns for indigent Chicago residents; the Phoenix, the law school student newspaper; the National Lawyers Guild, a local chapter of the national organization devoted to progressive change through law; the Federalist Society, organized to discuss political issues from conservative and libertarian perspectives; the Hispanic Law Students; the Jewish Law Students Association, a group concerned with Jewish issues of legal interest and legal issues of Jewish interest; and the Progressive Law Students Association, a group organized to promote the discussion of liberal and humanistic ideas, from both a philosophical and a political perspective.

PLACEMENT

A Placement Office, under the supervision of the Director of Placement, is maintained by the Law School. Its primary function is to keep students aware of career opportunities as they become available and to help students take advantage of these opportunities. To facilitate this, the Placement Office maintains an extensive library of material concerning potential employers in all areas of practice. In addition to law firm employment information, the placement library contains material on judicial clerkships, government departments and agencies, public interest and legal services, and teaching positions. Information concerning fellowships, internships, essay competitions, and bar admissions may also be found in the placement library.

As part of its operations, the Placement Office maintains contact with employers throughout the year, and there is a regular flow of inquiries concerning student job opportunities. In addition, employers are invited to come to the Law School in the fall to interview second-year students for summer positions and third-year students for permanent employment. Facilities and scheduling of interviews are provided by the Law School, and about 550 employers will be
interviewing at the School this fall. They come from all over the United States, as far away as Hawaii, and afford students a wide range of location and type of employment from which to choose. During the 1987–88 academic year, the cities with the largest number of interviewers were Chicago (91), Washington, D.C. (73), New York (73), Los Angeles (46), and San Francisco (20), with substantial representation from such cities as Boston, Philadelphia, Atlanta, Miami, Cleveland, Minneapolis-St. Paul, Phoenix, and Seattle. The greatest percentage of interviewing employers represent law firms of all sizes, but other fields of interest, including corporate law departments, government departments and agencies, public interest, and legal services are also represented.

Since all the concentration of effort by the Placement Office staff in the fall "interview season" is directed toward second- and third-year students, the Placement Office remains the exclusive domain of these classes during this period of time.

First-year students are welcome in the Placement Office after November 8th. Job opportunities do become available to first-year students as the school year proceeds, particularly in the Winter and Spring Quarters. In recent years, an average of 90 percent of the first-year class have obtained law-related positions for the summer following their first year of school.

Another primary method of making job opportunities known is for an employer to list an opportunity with the Placement Office, which in turn makes it available to students in the placement library. Interested students may then communicate directly with the employer. During the year, the Placement Office receives hundreds of such inquiries from all types of employers, particularly if they find themselves unable to interview on campus.

Approximately three-fourths of the graduates in recent classes entered law firms after graduation. Twenty percent received appointments to judicial clerkships. (During the 1988–89 term, five Law School graduates will be serving as clerks for justices on the United States Supreme Court.) A significant number of graduates have also taken positions with government departments and agencies, corporations, and public interest or legal services organizations. Our graduates go to roughly half the states of the union, with approximately one-third of the class taking positions in Chicago. New York, Washington, D.C., and Los Angeles are the next most popular, in that order.

Almost 100 percent of the second-year class obtain law-related positions during the summer after their second year of school. Here, too, the vast majority of positions are with law firms, with the balance being spread between legal services, public interest, corporations, and government departments and agencies.

During the school year several general conferences are sponsored by the Placement Office covering career opportunities and job-finding techniques. The Director of Placement is available for individual career counseling, and students are urged to consult with him on particular career or job-finding problems. Faculty members are also available to students for career guidance.

The Placement Office also offers services to alumni who for various reasons may be seeking to change positions. Information concerning graduate job opportunities is regularly made available to interested alumni through a bulletin service.

The Placement Office is located on the lower level of the Law School building, below the Harold J. Green Law Lounge, and is open throughout the year.
INFORMATION FOR APPLICANTS

ADMISSIONS

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 humane 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 the 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 Prelaw Handbook, 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-A, Newtown, Pennsylvania 18940.

Application Procedure

A request for application forms should be addressed to the Dean of Students, 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 $45, in the form of a check or money order payable to The University of Chicago. The application fee is not refundable. Since applications are considered as soon as they are completed, candidates are advised to have all their material submitted as early as possible. Applications received after the middle of January or those completed after the middle of February will normally not be considered by the Admissions Committee until late spring or early summer.

Applicants must arrange to take the Law School Admission Test 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 School Admission Bulletin from Law School Admission Services, Box 2000-A, Newtown, Pennsylvania 18940. It is recommended that applicants take the test
Applications to take the test in the United States must be received at least three weeks before the scheduled date of the test. Applications to take the test at foreign centers must be received at least one month before the scheduled date.

Applicants must also register with the Law School Data Assembly Service (LSDAS) by completing and mailing the registration form supplied with each Law School Admission Bulletin. A transcript from each college or university attended should then be sent not to the Law School but directly to LSDAS. LSDAS will analyze the transcripts and send copies to this law school and to others designated by the applicant. Please note that the only way in which the Admissions Office can obtain a copy of a candidate's LSDAS report is for the candidate to enclose a Law School Application Matching Form, which is found in each LSAT/LSDAS registration packet, with the application for admission. 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 financial assistance during their first year should submit a financial data questionnaire processed by the Graduate and Professional School Financial Aid Service (GAPSFAS). The GAPSFAS application may be obtained from the financial aid officers at most undergraduate institutions or from GAPSFAS, CN 6660, Princeton, New Jersey 08541. Applicants should complete their own questionnaires and arrange to have parents and spouses or spouses-to-be complete the appropriate questionnaires. The questionnaires should then be sent to GAPSFAS, where they will be analyzed, duplicated, and sent to each law school designated on the registration form.

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 mailed directly to the Law School. 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 Dean of Students. Interviews can be arranged in those special instances when an applicant feels that his or her case cannot be adequately described in writing. After the Committee begins acting on applications, a number of candidates will be invited to have interviews, generally in February and March, with representatives of the Committee at the Law School.

Admissions Process

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 college record and the evidence of intellectual ability provided by the Law School Admission Test are necessarily major determinants. The candidate group accepted for the 1988 entering class had a median LSAT score of 44 and
a median cumulative undergraduate grade-point average of 3.74 on a 4.00-point system.

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 late November. The Committee uses a rolling admissions procedure, and applicants will be notified of decisions at various times in the year. 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 waiting list will be created to fill any openings that may result during the summer.

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, age, national or ethnic origin, handicap, or other factors irrelevant to fruitful participation in the programs of the University. The Affirmative Action Officer is the University's official responsible for its adherence to this policy, the related Federal and State laws, and regulations, including Section 504 of the Rehabilitation Act of 1973, as amended.

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 at the same criteria that it considers for entering first-year students. If an applicant has applied in the past, then his or her earlier application material will be on file, and it will not be necessary to resubmit this information. If the applicant is applying here for the first time, then all of the supporting material must be submitted. In either case, the most important documents will be the record of first-year law performance and any letters of recommendation from law school professors. Applications may be made at any time during the year, but they will not be considered complete until the transcript of the first-year legal work has been received. In recent years, between eight and ten 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 Law Review, Moot Court, and the Mandel Legal Aid Clinic. 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 Dean of Students.

FINANCIAL INFORMATION

Fees

APPLICATION FEE. An application fee of $45 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 1988–89 is $4,466 per quarter, or $13,400 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 a $165 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 a quarterly premium of $125 for this supplemental insurance or supply evidence of comparable protection from an individual or family health policy.

SPECIAL FEES. The University charges $50 for late registration, $50 for late payment of tuition, $2 for each change in registration, and a $30 annual student activities fee.

Regulations and Discipline

All students who matriculate at the University of Chicago thereby agree to abide by the University’s rules and regulations. These rules and regulations include settlement of any account due the University. For details, refer to the Student Information Manual, which will be available at registration.

Expenses

During the 1988–89 academic year each student can expect to pay about $14,495 for tuition, fees, books, and supplies. Expenses for 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 $22,600, including tuition, for the academic year.

FINANCIAL AID FOR J.D. CANDIDATES

Approximately 75 percent 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 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

*Fees and other charges are subject to change from year to year and prior to the beginning of each academic year.
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 financial assistance during their first year should submit a financial data questionnaire processed by the Graduate and Professional School Financial Aid Service (GAPSFAS). The GAPSFAS application may be obtained from the financial aid officers at most undergraduate institutions or from GAPSFAS, CN 6660, Princeton, New Jersey 08541. Applicants should complete their own questionnaires and arrange to have parents and spouses or spouses-to-be complete the appropriate questionnaires. The questionnaires should then be sent to GAPSFAS, where they will be analyzed, duplicated, and sent to each law school designated on the registration 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.

The Floyd Russell Mechem Prize Scholarships. Each year the Law School offers these scholarships, which provide a stipend of tuition plus $1,000 per year (renewable for the second and third years) to a limited number of entering students with exceptional promise. The awards are based entirely on academic promise, and financial need is not a consideration.

Loans

In addition to scholarship assistance, the University administers three separate government loan programs which are described in the following sections. Loans are available to students in the Law School on demonstration of financial need, subject to recommendation by the Dean of Students and approval by the University Loan Counselor. The University also offers to law students short-term emergency loans of up to $500. Such loans may be obtained within 48 hours to meet a genuine emergency and must be repaid within three months.

1. GUARANTEED STUDENT LOAN PROGRAM (GSL). Under the Guaranteed Student Loan Program, law students can borrow up to $7,500 each year at 8 percent interest from banks, credit unions, or savings and loan associations. Repayment of these loans is guaranteed to the lender by state agencies (State Guaranteed Loans), or private guarantee agencies (HEAF, USAF), or by the U.S. Department of Education (Federal Insured Student Loans). The government also pays the interest on all GSLs while the borrowers are full-time students and for nine months thereafter. Borrowers are allowed a nine-to-twelve-month grace period after leaving school before they must begin repayments. Maximum allowable loan amounts, the length of the grace period, and the length of the repayment period vary from state to state. A student may borrow up to $54,750 in Guaranteed Student Loans over the course of his or her education, including loans made as an undergraduate.
2. Perkins Loans. Students who demonstrate financial need by nationally accepted federal guidelines may borrow through the Perkins Loan Program. Students who demonstrate enough need may borrow up to the amount of tuition in a combination of Perkins and Guaranteed Student Loans. No interest is charged on a Perkins Loan until six months after the borrower's last registration as a full-time student. At the end of this grace period, interest of 5 percent per year begins to accrue and the borrower must begin repayment. Repayment can be deferred for further schooling or service in the Peace Corps, VISTA, or the Armed Forces. NDSLs must be repaid within 10 years, excluding periods of authorized deferment.

A student can borrow a total of $18,000 in Perkins Loan funds over the course of his or her undergraduate and graduate schooling. This maximum is unaffected by any repayment that may have been made.

3. Supplementary Loans for Students (SLS). All students at the University are eligible to borrow under the SLS program from $1,000 to $4,000 per academic year. The maximum loan in any one academic year may not exceed the total annual academic budget minus any grants or loans the student received. The aggregate maximum loan amount a student may receive is $20,000. The interest rate is 12 percent.

Unlike other federal loan programs, interest payments on SLS loans are not subsidized while the student is in school. Under the University's program, interest will accrue until the student is no longer a registered student. At that time the accrued interest will be capitalized, i.e., added to the principal of the loan. Repayment will begin 30 days after the student is no longer registered. Students will have a maximum of ten years in which to repay the loan, including all capitalized interest. The minimum monthly payment will be $50 ($600 annually).

For further information on these guaranteed loan programs, contact the Loan Counselor at 970 East 58th Street (312 702-6062).

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, also served by the Campus Bus, 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.

Single-Student Housing

In the Fall of 1983 a new Graduate Residence Hall became available to entering and returning students enrolled in graduate and professional programs. Formerly the Center for Continuing Education, designed by Edward Durrell Stone in 1963, the new Graduate Residence Hall is a three-story classical style building located two blocks east of the Law School. It has a capacity of about 140 graduate men and women. Approximately 100 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 study and meeting rooms, computer terminal/
typing rooms, music practice rooms, laundry and exercise facilities, as well as a television room, a House lounge, and a community kitchen where residents may prepare their own meals. The room rate is $3,175 per person in a double room and $4,135 in a single.

All inquiries concerning University housing for single students should be addressed to the Office of Student Housing, The University of Chicago, 5801 Ellis Avenue, Chicago, Illinois 60637 (312 702-7366). Students are advised to apply early in order to obtain the desired accommodations.
More than five hundred graduate men and women live in International House, an international student center on campus which houses both American and foreign students—about half and half—from the University and other colleges and universities in the Chicago area.

International House offers a varied program of cultural and social activities planned to give opportunities for the students to acquire knowledge of each other’s customs and culture. Informal discussion groups interpret the historical, political, and sociological aspects of various countries. Social events include dances, concerts, receptions, and programs presenting activities of a national character. Opportunities are provided for foreign and American students to work together in many types of student enterprise. Facilities include a large dining room with year-round cafeteria service, tennis courts, lounges and television rooms, and an assembly hall.

Annual rates for rooms in International House are from $3,477 to $4,922. The daily rate is $22.00 per person. All rooms are furnished, including blankets and bed linen. Students should allow between $5.00 and $6.00 per day for meals in the International House cafeteria.

All inquiries should be addressed to the Director’s Office, International House, 1414 East 59th Street, Chicago, Illinois 60637 (312 753-2272).
Married-Student Housing

The University has over one thousand apartments in thirty buildings for the housing of married 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 for furnished apartments are from $214 to $662 monthly; those for unfurnished are from $340 to $439 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 furnished apartments but not in that for unfurnished units. 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.

The University will assist each married applicant to find housing, but it cannot guarantee University-owned housing to incoming married students. Applications should be made well before the time when the accommodations will be needed. Further information and application forms can be obtained by writing to the Office of Neighborhood Student Apartments, The University of Chicago, 824 East 58th Street, Chicago, Illinois 60637 (312 753-2218).

Meal Service

Arrangements may be made by law students to purchase special meal cards for breakfast, lunch, or dinner, or any combination, in the Burton-Judson dining halls next to the Law School. A contract for the full twenty meals per week is $2,410 for the year. Meals are also available in Woodward Commons, Pierce Commons, Billings Hospital, and International House.

Housing Staff Positions

The University House System, consisting of twenty-one College Houses and eight Houses for graduate students, provides opportunities for law students to serve in the staff positions of Resident Head or Assistant Resident Head. Members of the staff are expected to give informal guidance and encouragement to the students as individuals and in groups in their social and cultural activities supplementary to the academic program. The Resident Head receives a furnished suite, board, weekly maid service, telephone privileges, and, in the large houses, a cash stipend. All Assistant Resident Heads receive a single room. In the first year each Assistant also receives the equivalent of one-half of a board contract; in the second year of service he or she receives a full board contract. Generally, successful applicants will be students who have been in residence for at least one year. Applications and information may be obtained from the Office of Student Housing, Room 201, Administration Building.

StUDENT HEALTH SERVICES

The Student Health Service has two functions. The first is to provide easy access to medical and psychiatric care so that any physical and emotional problems will interfere as little as possible with involvement in the educational, cultural, and athletic activities of the University. The second is to keep the student community a generally healthy and safe place in which to live and study.

Medical care for University students is provided in the University Health Services located in the University Hospitals. All University students pay an annual
fee of $165 for basic medical care. All registered students are required to have some form of group hospital-medical-surgical insurance to supplement the ambulatory care available in the Student Health Service. The Student Blue Cross/Blue Shield policy is recommended as the most effective and economical policy to fulfill this requirement. Students with other group health insurance providing equivalent or greater coverage may waive participation in the University’s policy, but they must submit complete policy and subscriber information. Registration is not complete until the student subscribes to the University’s Blue Cross/Blue Shield policy or files a properly completed waiver. Students with alternative coverage are urged to study carefully the schedule of benefits offered by the University’s Student Blue Cross/Blue Shield Plan described in the brochure available at the Student Health Service and in the offices of the Deans of Students. This brochure is regularly sent to all entering students.

Foreign students do not have the waiver option and must subscribe to the University’s Student Blue Cross/Blue Shield Plan.

Emergency Services

The Billings Emergency Room provides twenty-four-hour emergency service. Complete medical services, including psychiatric assistance, are available. The Emergency Room is not part of the Student Health Service, but may be used by students for emergencies when that clinic is closed. If follow-up care is indicated, it is done in the Student Health Service.
LAW SCHOOL FUNDS AND ENDOWMENTS
PROFESSORSHIPS AND TEACHING FUNDS

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 alumnus of the Law School Class of 1925, was the founder of Baker & McKenzie. In 1987-88 the Fund supported research leading to the following publication: Daniel N. Shaviro, Perception, Reality, and Strategy: The New Alternative Minimum Tax, 66 Taxes 91 (1988).

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 Faculty Research Fund was created in 1988 by the friends, colleagues, and former students of Walter Blum on the occasion of his retirement from the faculty. The endowed fund supports faculty research in the areas of taxation, corporate finance, and bankruptcy.

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. The past holders of the Lee and Brena Freeman Professorship have been Richard A. Posner and Frank H. Easterbrook.

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.

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 is an alumnus of the Law School Class of 1932.

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 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 is an alumnus of the Law School in 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, 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 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 Fiftieth Graduation Anniversary of Bernard G. Sang, J.D., 1935.

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

The Jerome F. Kutak Faculty Fund was established in 1985 through the generosity of Mr. Kutak, Class of 1929, to support distinguished law faculty.

The Karl N. Llewellyn Professorship in Jurisprudence was established in 1973 by former students, colleagues, family, and other friends of Professor Llewellyn, a member of the Law School faculty from 1951 until his death in 1962. The past holders of the Karl N. Llewellyn Professorship have been Edward H. Levi and Franklin E. Zimring.

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 Seymour Logan Professorship in Law was established by Mrs. Seymour Logan and children as a memorial to Seymour Logan, a member of the Class of 1944. The past holder of the Seymour Logan Professorship has been Spencer L. Kimball.

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

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 an alumnus of the Law School Class of 1925.

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 and Gerhard Casper.

The Russell J. Parsons Faculty Research Fund was created in 1983 by a gift from the Borg-Warner Corporation honoring Mr. Parsons (J.D. 1942) on his retirement after thirty-seven years of service. The Fund supports faculty scholarship. In 1987–88 the Fund supported research leading to the following publication: Paul M. Bator, Daniel J. Meltzer, Paul J. Mishkin, and David L. Shapiro, The Federal Courts and the Federal System, Third Edition (Foundation Press, 1988).

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

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

The Arnold I. Shure Professorship in Urban Law was established in 1971. The professorship 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, an alumnus of the Law School in the Class of 1929. The past holder of the Arnold I. Shure Professorship has been Allison Dunham.

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 Fiftieth Graduation Anniversary of Bernard G. Sang, J.D. 1935.

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

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, and Kenneth Culp Davis.

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 is a member of the College Class of 1927.

SCHOLARSHIP FUNDS

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 John William and Eva R. Chapman Scholarship was established in 1978 by the bequest of Mr. and Mrs. Chapman. Mr. Chapman was an alumnus of the Class of 1917.

The Chicago Bar Foundation Scholarship was made possible by annual contributions to the Law School for this purpose by the Chicago Bar Foundation.

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 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 1933 Scholarship Fund was established in 1968 by members of the Class of 1933 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 1941 Scholarship Fund was established in 1981 by members of the Class of 1941 to provide scholarships in 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 (1933–65).

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

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.

62 SPECIAL FUNDS
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 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, who 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 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 Albert Gore Scholarship Fund was established in 1973 in memory of Albert Gore (J.D. 1948), by his family and friends.

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

The Frank and Bernice J. Greenberg Scholarship Fund was established in 1985 through the estate of Frank Greenberg, 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, who was 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, Class of 1959, by his wife Judith, members of the 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 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 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 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 scholarship 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, 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 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 La Verne Noyes Foundation Scholarships are available to all students of the University who are direct descendants of veterans of World War I. Special applications are available from the Law School.

The George B. Pletsch Scholarship Fund was established in 1985 by The Grover Hermann Foundation as a memorial to George B. Pletsch, a 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 Rudnick & Wolfe Scholarship Fund was created in 1986 by members of the firm of Rudnick and Wolfe to underwrite scholarships for deserving students at the Law School.

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 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. Income from the fund will be available at a future date. Mr. Wyatt was a member of the Law School 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.

FELLOWSHIP FUNDS

The Illinois Bar Foundation Research Fellowship was established in 1980 to support a third-year student assisting a member of the Law School faculty in a research project.

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 by the Friends of the Tony Patiño Fellowship Inc. in honor of a young man who aspired to a legal career. It is awarded annually to a law student on the basis of outstanding academic and personal characteristics and a demonstrated interest in public service. The initial fellowship award and any renewal 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 graduate of the class of 1940, and was made possible through gifts from the FMC Corporation, the Amoco Foundation, and the law firm of Kirkland and 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.

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 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 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 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 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 graduate of the Law School in 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 graduate 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 Robert H. and Ina M. Mohlman Loan 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 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 Leonard G. Nierman Fund, 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 loan, 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 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, 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 Law School 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 graduate of the Law School in 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.

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 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 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 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 William Crosskey Lectureship in Legal History was established in 1968 in memory of Professor William Crosskey.

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

The 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. It is to underwrite a lectureship in legal history.

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

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 an alumnus of the Law School in the Class of 1912.

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, Class of 1932, to be used at the discretion of the Dean of the Law School.

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 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 this law school.

The Frank D. Mayer Fund was established in 1985 through a gift from the Nathan and Emily Blum Foundation in honor of Mr. Mayer, 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 Pritzker Family Faculty Fund was established in 1987 by Thomas J. Pritzker (J.D. 1976) and Nicholas J. Pritzker (J.D. 1975) and the Pritzker Foundation to support faculty research.

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

The Ulysses S. and Marguerite S. Schwartz Memorial Fund was established in
1974 by the friends and family of Ulysses and Marguerite Schwartz. The funds
are used to support visits to the Law School of distinguished lawyers, whose
experience may be either 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
graduate of the Law School in the Class of 1910.

The Walden W. and Jean Young Shaw Foundation Student Support Fund supports
activities related to student admissions and student life at the Law School. It gives
assistance to student evaluation and recruitment programs of the Law School and
also provides funding for student conferences, speakers programs, and informal
student-faculty events. The Fund has been established in honor of Maurice A.
Riskind, Class of 1924.

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 Frieda and Arnold Shure Research Fund was established in 1945 by Frieda
and Arnold Shure (J.D. 1929), to fund legal studies pertaining to the public
welfare, e.g., housing, restrictive covenants, the small investor, and other such
problems which touch closely the needs of the underprivileged or inadequately
protected ordinary citizen.

The Sonnenschein Fund was established as an endowed fund in 1984 by the
partners of Sonnenschein Carlin Nath & Rosenthal in honor of Leo J. Carlin
(J.D. 1919), Bernard Nath (J.D. 1921), and Samuel R. Rosenthal. Until a per­
manent designation is made, income from this fund is to be used at the discretion
of the Dean of the Law School. In 1987–88 the Fund supported research leading
to the following publication: Stephen J. Schulhofer, Criminal Justice Discretion

The James L. Zacharias Fund for the Mentally Handicapped was established in
1982 by family and friends in honor of James L. Zacharias (Class of 1935) on the
occasion of his 70th birthday. The fund provides support for the work of the
Mandel Legal Aid Clinic in the area of Mental Health Advocacy.

LIBRARY FUNDS

The J. F. Bishop Memorial Book Fund was created 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 1967–68 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 Memorial Library Fund was established in 1977 by an anonymous gift in memory of William Beveridge Cassels (J.D. 1935). This fund has been supported by relatives and classmates of Mr. Cassels.

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 Isaiah S. Dorfman Prize and Library Fund. (See description under “Honors and Prizes” below.)

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 graduate of the Law School in 1930.

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

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 funds are to be used to acquire non-legal periodicals which will be placed in the Fulton Reading Room. Mr. Fulton is a member of the Class of 1942.

The Wendell E. Godwin Memorial Library Fund was established in 1983 by Mrs. Godwin in memory of her husband, Wendell E. Godwin, J.D. 1951, for the purpose of library acquisitions.

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

The 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 Ernst Wilfred Puttkammer Law Library Fund in Criminal Law was established in memory of Mr. Puttkammer by Mrs. Puttkammer in 1979. Mr. Puttkammer was an alumnus of the Law School 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 funds are used for adding to the Foreign Law Collection in the D'Angelo Law Library.

The Maurice A. Riskind Law Library Fund was established in 1982 by a gift from the Walden W. Shaw Foundation to purchase books for the D'Angelo Law Library in memory of Mr. Riskind, a graduate of the Law School Class of 1924.

The Maurice A. and Rose Rosenthal Library Fund was created in 1978 through the gift of Maurice A. and Rose Rosenthal. Mr. Rosenthal was an alumnus of the Class of 1927.

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 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 Volkswagen Foundation Fund was established in 1981 by a grant from the Stiftung Volkswagenwerk of Hanover, West Germany, for the purchase of European legal materials for the Foreign Law Collection in 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.

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

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.

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 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 percent of the graduating class who rank highest in scholarship.

The Ronald H. Coase Prize for excellence in the study of law and economics was created 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 Isaiah S. Dorfman Prize and Library Fund was established in 1976 by Isaiah S. Dorfman (J.D. 1931). The prize is awarded each year to a student for outstanding work in Labor Law. Funds also allow for additional library acquisitions in the area of Labor Law.

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.

*The Hyman M. Spector Award* is conferred annually for outstanding student scholarship in the field of civil liberties. The award was established in 1982 by Mr. Spector's family in recognition of his lifelong devotion to civil liberties.
INFORMATION ON THE STUDENT BODY

DEGREES CONFERRED, 1987–88

Master of Laws
Tae-Yeon Cho
Steven P. A. De Keyser
Nicolas Dinichert
Franz Niklaus Hoffet
William Neil Horner
Christoph Jenny
Jorge Llevat
Niall Patrick Meagher
Irene Pakuscher
Isabelle Marie-Josephe Robinet
Martin Weber
Netipong Wichitwechkarn
Stefan Yee

*Master of Comparative Law
Naoki Takeyama

Doctor of Law
*Edward Scott Adams
Mark L. Adams
*Michael David Annes
Paul Lance Applebaum
Stephen Drew Aronson
*John Richard Baraniak, Jr.
*David Scott Barash
Laura Pincus Berens
Anthony Bergamino, Jr.
*Martin Jay Black
Beth I. Z. Boland
Lavea Brachman
Julie Marion Bradlow
*Jeffrey Alan Brauch
Linda Karen Breggin
*Joseph Howard Brennan
*Marc Stuart Brenner
*Jonathan Christian Bunge
Thomas Buranosky
Carolyn Marie Burns
Jocelyn Burton
William Alan Buzogany
Francis Mark Caesar
Julia Alice Cantrell
Leland Harrison Chait
Cynthia Chessick
Rita Noreen Conroy
William James Corcoran
William Christopher Crerend
Katherine Anne Cvengros
John Paul Davis
Gregory Paul Dresser
Scott Mitchell Dubin
*Paul Ernest Eberhardt
Dirk Edgar Bacon Ehlers
Amy Beth Eisenberg
*Christopher Ludwig Maria Eisgruber
*Erin Suzanne Enright
Jennifer Ann Everett
Lisa Anne Farrington
Geoffrey Arnold Fields
Laurie Wilson Finneran
Catherine Adams Fiske
Patrick A. Fraioli, Jr.
Michael Davidson Friedman
*Lawrence David Frishman
Jack Terrell Fuller, Jr.
Todd Francis Gaziano
Alan Craig Gennis
Patrice Marie Gliniecki
Thomas Charles Goldblatt
Beth Louise Golden
A. Margot Gordon
John William Greene
*Joseph Clifton Gregor
James Everett Gregory
Patti S. Gregory
Clifford Raleigh Gross
Mary Margaret Hachenburg
*Hugh Lee Hallman
Patricia Louise Hanower
Theodore Frederick Hanselman
Alan J. Harris
Kyle Lawrence Harvey
*Paul Justin Heald
Brian Richard Hedlund
Louis Wilmet Hensler III
Aaron Carl Horowitz
John Edwin Hrebec
Chad Samuel Hummel
*Alison Clare Humphrey
*David Ian Hurwitz
Beatrice Latrece James
Susheela Jayapal
Christopher John Joyce
Julie Elizabeth Justicz
Karen Leslie Kammer
*Philip Elias Karmel
Andrew Harris Kayton
Michael James Keane
Irwin E. Keller
Peter Drew Kennedy
Marc Kieselstein
Mark Jeffrey Klaiman
John Anthony Knight
Alan Michael Knoll
Paul Joseph Komyatte
*Rebecca Barone Lederhouse
William Arthur Levy
Jeffrey Charles Lindquist
Steven Roy Lipscomb
*David Geoffrey Litt
Leonard Josef Long
Michael James Macaluso
Mary Jane Mace
Tracy Lynn Madansky
Robert Lawrence Margolis
Gregory Alden Mark
*Lori A. Martin
William James McCabe
Donna Lynn McDevitt
Robert M. McKenna
Claudette Patrice Miller
Richard Lyle Miller
Katherine Thayer Millett
*Stuart Leighton Mills
Wendy Jayne Mineau
Charles Hawkins Mingo
Michael Albert Mishaan
*Roger Andrew Moffitt
Philip Luther Mowery
*Robert Douglas Mowrey
*Kathleen Tracy Murdock
*Richard Allen Nagareda
John Douglas Nelson
*Joel Martin Neuman
Basil Paul Nichols
David William Norton
Frank James Notaro
John Edward Old
†Christopher D. Ozeroff
Miriam Lee Panitch

*Michelle A. Patzke
David Class Payne
David Wendell Phillips
Henry B. Pickens
Nina Lynn Piwoz
*Gregory Lawrence Poe
Phyllis Yvonne Price
Laurel Lynn Priefert
Dale Godfrey Rasmussen
*Marjorie Lynn Reifenberg
Ronald Stuart Resnick
*Stephen Laurence Ritchie
Elaine Nicole Romas
Todd Andrew Rose
James Philip Rosenzweig
Mary Margaret Rowland
Dean Andrew Schramm
Laura Scott Shores
*Brian Douglas Sieve
*Adam Silver
Eric Louis Singer
*Leslie Ellen Singer
Richard Alan Slovin
*Andrew Orkin Smith
Deborah Anne Smith
*Sean Richard Smith
*Darin Walter Snyder
*Andrew Constantine Spiropoulos
David Israel Spolter
Jay Stark
Nina Lynn Stillman-Mandel
Daniel John Taub
Luis Gustavo Vera
*Michael David Vhay
*Christopher M. Vidovic
Nina Ellen Vinik
Thomas Edward Vita
Peter Timothy Vrdolyak
Jeffrey Mark Wagner
Jesse Wadell Wainwright
Scott Edward Wallace
Allison Mary Walsh
Laura Beth Margolis Warshawsky
Jonathan David Wasserman
Mark G. Weinberg
*Christina Elizabeth Wells
*Samuel Austell Wilkins III
*L. Michelle Wilson
*Richard Charles Wirthlin
*David Jon Wolfsohn

76 INFORMATION ON STUDENT BODY
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### RESIDENCE OF MEMBERS OF THE STUDENT BODY DURING 1987–88

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**Korea**: 2  
**Singapore**: 1  
**Spain**: 1  
**Switzerland**: 3  
**Thailand**: 1  
**United Kingdom**: 1
THE UNIVERSITY OF CHICAGO
LAW SCHOOL ALUMNI ASSOCIATION

OFFICERS

DONALD E. EGAN '61, Chicago, Illinois, President
FRANK D. MAYER '59, Chicago, Illinois, First Vice-President
NANCY GOODMAN FELDMAN '46, Tulsa, Oklahoma, Vice-President
GEORGE A. RANNEY, JR. '66, Chicago, Illinois, Vice-President
JEROME F. KUTAK '28, Munster, Indiana, Secretary-Treasurer
HOWARD R. KOVEN '47, Chicago, Illinois, Immediate Past President

REGIONAL PRESIDENTS

STEVEN A. LAND '60, Atlanta
KENNETH C. PRINCE '34, Chicago
ROBERT L. SEAVER '64, Cincinnati
RICHARD H. SIEGEL '60, Cleveland
JAMES A. DONOHOE '62, Dallas
EDWARD J. ROCHE, JR. '76, Denver
MILES JAFFE '50, Detroit
MICHAEL NUSSBAUM '61, District of Columbia
DIANE ERIKSON '75, Honolulu
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JOEL M. BERNSTEIN '69, Los Angeles
PAUL M. STOKES '71, Miami
EDWIN P. WILEY '52, Milwaukee
DUANE W. KROHNKE '66, Minneapolis/St. Paul
DOUGLAS M. KRAUS '73, New York
MARTIN WALD '64, Philadelphia
RICHARD M. BOTTERI '71, Portland
HENRY J. MOHRMAN '73, St. Louis
JEROLD H. GOLDBERG '73, San Diego
ROLAND E. BRANDEL '66, San Francisco
GAIL P. RUNNFELDT '79, Seattle

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CHAIR, 1987-88

TERMS EXpiring IN 1987-88

DONALD E. EGAN, '61, Katten, Muchin & Zavis, Chicago, Illinois.
LEE A. FREEMAN, Sr., Freeman, Freeman & Salzman, P.C., Chicago, Illinois.
JACK FULLER, Chicago Tribune, Chicago, Illinois.
THE HONORABLE DOUGLAS H. GINSBURG, '73, United States Court of Appeals for the District of Columbia Circuit, Washington, D.C.
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HARRY TATELMAN, MCA Inc., Universal City, California.
JUNJIRO TSUBOTA, '67, Tokyo Kokusai Law Offices, Tokyo, Japan.
THE HONORABLE ANN C. WILLIAMS, United States District Court, Northern District of Illinois, Chicago, Illinois.
BARRY L. ZUBROW, '80, Vice President, Investment Banking Division, Goldman, Sachs & Company, New York, New York.

TERMS EXPIRING IN 1988–89

Dr. King V. Cheek, '64, New York Institute of Technology, Old Westbury, New York.
GAIL FELS, '65, Assistant County Attorney, Dade County, Miami, Florida.
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JAMES GRANBY, '63, Granby Enterprises, Inc., San Diego, California.
RICHARD HEISE, '61, Financial Place Corporation, Chicago, Illinois.
OLIVER L. HOLMES, Jr., '73, Skadden Arps Slate Meagher & Flom, New York, New York.
DOUGLAS KRAUS, '73, Skadden Arps Slate Meagher & Flom, New York, New York.
RALPH NEAS, '71, Leadership Conference on Civil Rights, Washington, D.C.
THE HONORABLE LAURENCE SILBERMAN, United States Court of Appeals for the District of Columbia Circuit, Washington, D.C.
SAUL I. STERN, '40, Rockville, Maryland.
THE HONORABLE DEANEll TACHA, United States Court of Appeals for the Tenth Circuit, Denver, Colorado.
THE HONORABLE RALPH WINTER, United States Court of Appeals for the Second Circuit, New York, New York.

TERMS EXPIRING IN 1989–90

JULES-MARC BAUDEL, '67, Baudel Salès Vincent & Georges, Paris, France.
DEBRA A. CAFARO, '82, Barack Ferrazzano Kirschbaum & Perlman, Chicago, Illinois.
AVIVA FUTORIAN, '70, Legal Assistance Foundation of Chicago, Chicago, Illinois.
JAMES HORMEL, '58, Equidex Inc., San Francisco, California.
NICHOLAS DE B. KATZENBACH, Riker Danzig Scherer Hyland & Perretti, Morristown, New Jersey.
LILLIAN KRAEMER, ’64, Simpson Thacher & Bartlett, New York, New York.
ALISON W. MILLER, ’76, Stearns Weaver Miller Weissler Alhadeff & Sitterson, PA, Miami, Florida.
The Honorable Dorothy W. Nelson, United States Court of Appeals, Ninth Circuit, Los Angeles, California.
ROBERTA COOPER RAMO, ’67, Poole Tinnin Martin, Albuquerque, New Mexico.
The Honorable Mary M. Schroeder, ’65, United States Court of Appeals, Ninth Circuit, Phoenix, Arizona.
DAVID S. TATEL, Hogan & Hartson, Washington, D.C.

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ALBERT W. ALSCHULER

DOUGLAS G. BAIRD

PAUL M. BATOR

MARY E. BECKER
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WALTER J. BLUM

GERHARD CASPER
RONALD H. COASE

DAVID P. CURRIE

FRANK H. EASTERBROOK

RICHARD A. EPSTEIN
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DANIEL R. FISCHEL

GIDON A. GOTTLIEB

R. H. HELMHOLZ

JOSEPH ISENBERGH

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JOHN H. LANGBEIN


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JO DESHA LUCAS


MICHAEL W. MCCONNELL


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ADOLF SPRUDZS

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Diane P. Wood
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Places to Visit

80. Rockefeller Memorial Chapel—named for University founder John D. Rockefeller; the 72-bell carillon is named for his wife, Laura Spelman Rockefeller. Tours are conducted after the 11 a.m. services each Sunday.

60. Mandel Hall—the University's main auditorium, seating 900 for a wide variety of musical and theatrical performances.

78. Reynolds Student Clubhouse—adjacent to Mandel Hall and a center for services, information, and tickets for campus events.

41. Harper Memorial Library-College Center—formerly the main library, now the home of the College administrative and classroom activities.

65. Ida Noyes Hall—the center for student organizations and activities, it is also an elegant reception hall and includes, as well, recreation facilities and a restaurant.

76. Regenstein Library—built on the site of the original Stagg Field, the library now houses more than 4 million volumes.

69. Oriental Institute—a research organization dedicated to studying the ancient Near East, the museum houses a major collection of objects from that region. Museum hours: Tuesday–Saturday, 10 a.m.–4 p.m. and Sunday, noon–4 p.m.

25. Henry Crown Field House—the largest indoor athletic facility in the Chicago area and the site of many intercollegiate and intramural sports activities.

17. Bergman Gallery—Room 418, Cobb Hall—home of the Renaissance Society, which presents periodic art exhibits and sales.

66. Enrico Fermi Memorial—a bronze sculpture entitled "Nuclear Energy" by Henry Moore marks the spot where Fermi and 41 other scientists achieved man's first controlled, self-sustaining, nuclear chain reaction on December 2, 1942.

62. Midway Studios—the former workshop of Lorado Taft. Hours: weekdays, 9 a.m.–4 p.m.

79. Robie House—by Frank Lloyd Wright, completed in 1909.

18. David and Alfred Smart Gallery—a teaching gallery, its shows are open to the public. Hours: Tuesday–Saturday, 10 a.m.–4 p.m. and Sunday, noon–4 p.m.

52. Plutonium Plaque—plutonium was first isolated and weighed in Room 405, Jones Laboratory. Hours: weekdays, 10 a.m.–4 p.m.

63. Mitchell Tower—modeled after the tower of Magdalen College, Oxford, the chimes are dedicated to the memory of Alice Freeman Palmer, first dean of women.
1988 AUTUMN QUARTER

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 23</td>
<td>Friday</td>
<td>Registration.</td>
</tr>
<tr>
<td>September 26</td>
<td>Monday</td>
<td>Classes meet.</td>
</tr>
<tr>
<td>October 26</td>
<td>Wednesday</td>
<td>No classes.</td>
</tr>
<tr>
<td>November 1</td>
<td>Tuesday</td>
<td>No classes for 2nd and 3rd year students.</td>
</tr>
<tr>
<td>November 7</td>
<td>Monday</td>
<td>No classes for 2nd and 3rd year students.</td>
</tr>
<tr>
<td>November 15</td>
<td>Tuesday</td>
<td>No classes for 2nd and 3rd year students.</td>
</tr>
<tr>
<td>November 24-28</td>
<td></td>
<td>No classes. Classes resume Tuesday, November 29.</td>
</tr>
<tr>
<td>December 1-2</td>
<td></td>
<td>Registration.</td>
</tr>
<tr>
<td>December 6</td>
<td>Tuesday</td>
<td>Last day of classes.</td>
</tr>
<tr>
<td>December 7</td>
<td>Wednesday</td>
<td>Reading period begins.</td>
</tr>
<tr>
<td>December 12</td>
<td>Monday</td>
<td>Examinations begin.</td>
</tr>
<tr>
<td>December 16</td>
<td>Friday</td>
<td>Examinations end.</td>
</tr>
</tbody>
</table>

1989 WINTER QUARTER

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 3</td>
<td>Tuesday</td>
<td>Classes meet.</td>
</tr>
<tr>
<td>March 8</td>
<td>Wednesday</td>
<td>Last day of classes. See note below.*</td>
</tr>
<tr>
<td>March 8-9</td>
<td></td>
<td>Registration.</td>
</tr>
<tr>
<td>March 9</td>
<td>Thursday</td>
<td>Reading period begins.</td>
</tr>
<tr>
<td>March 14</td>
<td>Tuesday</td>
<td>Examinations begin.</td>
</tr>
<tr>
<td>March 18</td>
<td>Saturday</td>
<td>Examinations end.</td>
</tr>
</tbody>
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1989 SPRING QUARTER

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 27</td>
<td>Monday</td>
<td>Classes meet.</td>
</tr>
<tr>
<td>May 23</td>
<td>Tuesday</td>
<td>Last day of classes for 2nd and 3rd year students.</td>
</tr>
<tr>
<td>May 24</td>
<td>Wednesday</td>
<td>Reading period begins for 2nd and 3rd year students.</td>
</tr>
<tr>
<td>May 29</td>
<td>Monday</td>
<td>Early examinations begin for 3rd year students.</td>
</tr>
<tr>
<td>May 30</td>
<td>Tuesday</td>
<td>Examinations begin for 2nd and 3rd year students.</td>
</tr>
<tr>
<td>May 31</td>
<td>Wednesday</td>
<td>Memorial Day. 1st year classes do not meet. 1st year students may have examination in elective.</td>
</tr>
<tr>
<td>June 2</td>
<td>Friday</td>
<td>Last day of classes for 1st year students.</td>
</tr>
<tr>
<td>June 5</td>
<td>Monday</td>
<td>Reading period begins for 1st year students.</td>
</tr>
<tr>
<td>June 9</td>
<td>Friday</td>
<td>Examinations end for 2nd and 3rd year students.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Examinations begin for 1st year students.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grades for graduating students due at 12 noon.</td>
</tr>
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<td></td>
<td></td>
<td>Spring Convocation.</td>
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</tbody>
</table>

*On Wednesday, March 8, the Law School will follow a regular Monday class schedule. This is done to equalize the number of times each course meets in the Winter Quarter.

Because a limited number of Announcements are printed, students are asked to retain their copies for reference throughout the academic year.