Fall 2023

Law School Announcements 2023-2024

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The University of Chicago

The Law School

Announcements

Fall 2023

Effective Date: September 1, 2023

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OFFICERS AND FACULTY

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Lois Casaleggi, Associate Dean for Career Services
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Alex Steele, Associate Dean for External Affairs

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Jacob Schuhardt, BA, JD, Abrams Environmental Clinic Fellow

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Craig B. Futterman, BA, JD, Clinical Professor of Law
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Nicole Hallett, BA, MS, JD, Clinical Professor of Law, Director, Immigrants’ Rights Clinic
Sarah Konsky, BS, JD, Clinical Professor of Law and Director, Supreme Court and Appellate Clinic
Elizabeth Kregor, BA, JD, Director, The Institute for Justice Clinic on Entrepreneurship
Jeffrey Leslie, BA, JD, Clinical Professor of Law, Director, Clinical and Experiential Learning, Paul J. Tierney Director, Housing Initiative, and Faculty Director, Curriculum
Judith Miller, BA, MA, JD, Clinical Professor of Law
Randall D. Schmidt, AB, JD, Clinical Professor of Law
Alison Siegler, B.A., JD, LLM, Clinical Professor of Law, Director, Federal Criminal Justice Clinic
Mark Templeton, AB, JD, Clinical Professor of Law and Director, Abrams Environmental Law Clinic
Emily Underwood, BA, JD, Associate Clinical Professor of Law, Bluhm-Helfand Director of the Innovation Clinic
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Erica Zunkel, BA, JD, Clinical Professor of Law

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

History

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

The Law School, part of Harper’s original plan but delayed in fulfillment until 1902, was a product of an innovative spirit and a devotion to intellectual inquiry. The objective, in the view of Harper and faculty members associated with him in the project, was to create a new kind of law school, professional in its purpose, but with a broader outlook than was then prevalent in the leading American law schools. The aspiration of the new school was set by Harper’s conception of legal education in a university setting: education in law “implies a scientific knowledge of law and of legal and juristic methods. These are the crystallization of ages of human progress. They cannot be understood in their entirety without a clear comprehension of the historic forces of which they are the product, and of the social environment with which they are in living contact. A scientific study of law involves the related sciences of history, economics, philosophy—the whole field of man as social being.”
This animating philosophy has resulted in the Law School's playing a leading role in legal education since its founding. UChicago Law was pivotal in almost all of the innovations made in legal education during the last century: the recognition of administrative law, legislation, and comparative law as legitimate fields of law study; the introduction of other disciplines into the law school curriculum and the appointment of faculty outside the law; the extension of the field of legal research from concern with the rules of the law to empirically oriented investigations of the legal system; and the broadening of the curriculum to include clinical as well as academic offerings.

**Educational Mission**

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

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

Learning the law at UChicago Law therefore is a passionate—even intense—venture between and among faculty and students. It begins in the classroom where students share the stage with the professor. The professor does not lecture, but instead engages the group in a dialogue. Known as the Socratic Method, this dialogue presents students with questions about thorny legal concepts and principles. Energized by this dialogue within the classroom, students seek opportunities outside the classroom for further conversation and learning in one of UChicago Law’s clinical programs, with one of UChicago Law’s four student-edited journals, or in one of UChicago Law’s many extracurricular offerings (there are more than 60 student organizations at the Law School), and in numerous lunchtime events involving speakers or panels.

Honoring UChicago Law’s history and commitment to interdisciplinary inquiry, faculty draw students’ attention to insights from the social sciences, the humanities, and the natural sciences beginning on the first day of class. UChicago Law’s unique first year required course, “Elements of the Law,” introduces students to the law as an interdisciplinary field and gives students the tools to continue the interdisciplinary inquiry throughout their legal education.
UChicago Law remains committed to legal education as an education for generalists, although students with particular interests will find it possible to study topics in depth through advanced and more specialized courses. Emphasizing the acquisition of broad and basic knowledge of law, an understanding of the functioning of the legal system, and the development of analytic abilities of the highest order, a UChicago legal education prepares students for any professional role they might choose—legal practice or legal education, work with non-profit organizations, entrepreneurial ventures, international private or public law practice, corporate practice, government service, or alternative dispute resolution including arbitration and mediation. Graduates do many things in their careers, and they all take with them the analytic skills emphasized during their years at the Law School.

**Scholarly and Research Mission**

Since its founding in 1902, a major component of the University of Chicago Law School’s mission has been to develop and disseminate knowledge through scholarly research that critically analyzes the development of the law and related disciplines. The Law School’s research mission is broad, encompassing the range of thought from the empirical to the theoretical; from pure legal topics to far-reaching interdisciplinary inquiry; from local, state, and federal law of the United States to international and comparative law. The faculty members are concerned with the interaction between law and society in a myriad of ways, and draw on political science, philosophy, cultural studies, public policy, feminist and race theory, economics, history, business, and other disciplines. Members of the Law School faculty engage in research and publication to develop their own knowledge and expertise as well as that of the Law School community as a whole. The faculty members bring their own work into their interaction with students, and their work with students back into their scholarship. Work done by the Law School faculty has changed both scholarly and popular understanding of the law, from Ronald Coase’s Nobel Prize-winning theorem and work on the nature of the firm to Richard Epstein’s work on takings, from Kalven and Zeisel’s groundbreaking work on understanding juries to Martha Nussbaum’s iconic capabilities approach.

**Non-Discrimination**

In keeping with its long-standing traditions and policies, the University of Chicago considers students, employees, applicants for admission or employment, and those
seeking access to University programs on the basis of individual merit. The University does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, gender identity or expression, national or ethnic origin, age, status as an individual with a disability, military or veteran status, genetic information, or other protected classes under the law (including Title IX of the Education Amendments of 1972). The Policy on Harassment, Discrimination, and Sexual Misconduct website has additional information. https://harassmentpolicy.uchicago.edu/

The University official responsible for coordinating compliance with this Notice of Nondiscrimination is Bridget Collier, Associate Provost for Equal Opportunity Programs. Ms. Collier also serves as the University’s Title IX Coordinator, Affirmative Action Officer, and Section 504/ADA Coordinator. You may contact Ms. Collier by emailing bcollier@uchicago.edu, by calling 773-702-5671, or by writing to Bridget Collier, Office of the Provost, The University of Chicago, 5801 S. Ellis Ave., Suite B, Chicago, IL 60637.

**Effective Date**

The content of these Announcements is accurate as of September 1, 2023. It is subject to change. Please visit law.uchicago.edu for the most updated information.
The regular curriculum in the Law School is a three-year (nine-quarter) program leading to the degree of Doctor of Law (JD). 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.

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

Dual Degree Opportunities

The Law School participates with several other areas of the University in established dual degree programs. These programs have specific admission requirements and candidates are able to count course work in each area toward the academic requirements in the other area, thus reducing the time and expense involved in earning both degrees. The Law School has established dual degree programs with the Booth School of Business (both MBA and PhD degrees), the Harris School of Public Policy Studies (MPP), and the Divinity School (MDiv). In addition, Law School students have or are currently pursuing dual Masters’ degrees in other areas such as International Relations and Linguistics.

Students pursuing dual JD and Masters’ degrees may, with the approval of the Law School Dean of Students, count up to 12 credits of coursework outside the Law School toward the JD degree and towards the quarterly residency requirement. Per the American Bar Association, no coursework completed prior to matriculation at the Law School may be counted toward the JD degree. The admission and degree requirements for these programs are available from the Law School Admissions Office.

Dual degree students also must pay tuition at the Law School for eight quarters. In addition, they must be in residence as full-time students at the Law School for nine quarters, in each of which they must earn at least nine credits towards the JD degree in either LAWS-prefixed classes or classes that earn credit toward the JD degree. The tuition and residency requirement cannot be waived. For each quarter considered in
residence at the Law School, a student must be enrolled in at least one LAWS-prefixed class. This requirement cannot be waived. Once a student has met these dual degree residency requirements at the Law School, they may not be enrolled in additional quarters beyond the requirement. Students in dual degree programs cannot enroll in less than nine or more than 14 credits in any quarter in which they are counting credits toward the JD degree. This includes credits/units taken in the other department. There are no exceptions to this credit requirement.

Students may enroll in only one UChicago degree program at a time unless they (1) have approval in writing from the relevant UChicago programs and deans of students and (2) are enrolled in a joint or dual degree program.

**The Three-Year JD/MBA Program**

The three-year JD/MBA Program is an accelerated program where students complete both degrees in three years. Similar to other dual degree programs, students must be in residence as full-time students at the Law School for nine quarters, in each of which they must earn at least nine credits towards the JD degree in either LAWS-prefixed classes or classes that earn credit toward the JD degree. Students in this program may count up to 12 credits of coursework outside the Law School (non LAWS-prefixed classes) toward the JD degree and towards the quarterly residency requirement.

In the first year of the program, students are enrolled in Law School classes only and will complete their first-year Law School requirements during that year. In the second year, students enroll in a combination of Booth BUSN-prefixed class and LAWS-prefixed classes. In the second year, students are required to take the five LAWS-prefixed Doctoroff classes, designated as such in my.UChicago.edu. Students return to the Law School in the third year to complete their Law School requirements. Students cannot enroll in Booth classes in the third year. Students in this program must complete 35 core credit hours.

Students cannot enroll in less than nine or more than 14 credits in any quarter of residency through the duration of this program, and that includes quarters in which they are enrolled in both BUSN and LAWS prefixed classes (please see the conversion table in the last paragraph of the Non-Law Students section). There are no exceptions to this credit requirement.
JD/PhD Programs

Although there currently are no formal dual JD/PhD degree programs with other areas of the University (with the exception of the JD/PhD in Business), candidates who wish to concurrently pursue the JD in the Law School and a PhD in another area of the University have been able to facilitate and expedite a dual course of study.

Students who are enrolled in concurrent JD and PhD programs at the University of Chicago can count up to 25 credits earned outside the Law School towards their JD degrees. This credit is only awarded for: (1) graduate coursework undertaken in a PhD program at the University of Chicago; (2) only for coursework undertaken after a student has matriculated at the Law School; and (3) only for coursework approved by the Deputy Dean in consultation with the Dean of Students. Students permitted to count up to 25 credits toward their JD degrees also must pay tuition to the Law School for six quarters and be in residence at the Law School for six quarters. Students who have not advanced to candidacy in their PhD program by the time they receive their JD may apply no more than 12 credits earned outside the Law School towards their JD degrees, must pay tuition at the Law School for at least eight quarters, and must be in residence at the Law School for nine quarters. In the event a student’s PhD program does not have a formal “advanced to candidacy” status, the equivalent is that the student has finished all the required coursework and is primarily engaged in the writing of the dissertation. Students in JD/PhD programs who began their law studies at the Law School need to complete at least 80 credits of coursework at the Law School to obtain their JDs. These 80 credits may be earned during two years of intensive study at the Law School. Of these 80 credits, a minimum of 30 must be designated as meeting the Law School’s core credit requirement. All JD/PhD students who transferred to the Law School from another school must discuss their specific graduation requirements with the Dean of Students and the Deputy Dean upon matriculation. Students who wish to transfer 25 non-law credits towards their JD should consult with the Dean of Students, as it can impact the number of credits that may be earned through co-curricular activities and field placements.

JD/PhD students planning to apply for admission to a bar should research the current rules of the state bar to which they are hoping to be admitted to determine whether their jurisdiction has any additional curricular requirements. In addition, any student wishing to pursue a JD/PhD must keep in mind that American Bar Association rules require all JD degrees to be completed within 84 months of a student’s matriculation to law school.
The Law School is flexible in giving students leaves of absence so that they may register full-time in other areas of the University, so long as such a leave will not prevent the student from finishing the JD within the ABA’s 84-month time limit.

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

The GPHAP is a certificate program designed to train and prepare future leaders in health care, and it draws together students and faculty from various fields for the purpose of providing students with deep interdisciplinary training in policy, management, finance, and social service delivery. Health lawyers play an important role in many aspects of the health care field, including: health law practices in firms, serving as in-house lawyers in health care organizations, addressing issues related to health care reform in all settings, pharmaceutical policy and administration, medical device policy and administration, medical innovation, public health, health care regulation and accreditation, and much more. GPHAP also has a global health track for students interested in international law and health.

Students admitted to the program must take four classes (two required and two elective), complete a supervised practicum, and attend three health-related workshops, seminars, lectures, or GPHAP special events offered on campus each quarter. Students must provide a short synopsis of each event attended. Regarding the practicum, this may be fulfilled by a law student’s summer internship if related to health care. In addition, GPHAP offers paid health related internships that count toward the practicum requirement. There is no extra charge to participate in GPHAP. Students in the program may transfer no more than 12 non-law credits towards the JD degree, including the GPHAP required classes.

Any law student interested in the program is encouraged to apply before the beginning of their second year of law school. A special fellowship, the Ray E. Brown Fellowship, is awarded to one Law student each year and provides the recipient a $500 award. For additional information on the GPHAP program and the Ray E. Brown Fellowship, please see https://gphap.uchicago.edu/.
THE GRADUATE PROGRAM

The Law School offers five graduate degrees:

1. Master of Laws (LLM),
2. Master of Comparative Law (M.Comp.L.),
3. Master of Legal Studies (MLS),
4. Doctor of Jurisprudence (JSD),
5. Doctor of Comparative Law (D.Comp.L.).

MASTER OF LAWS (LLM) / MASTER OF COMPARATIVE LAW (M.COMPL.)

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

1. obtained a JD degree from an ABA approved law school in the United States,
2. completed the academic legal education in a foreign country required to take the bar examination in that country,
3. be qualified to practice law (admitted to the bar) in a foreign country, or
4. completed the basic four-year undergraduate law study in a Japanese or South Korean university.

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

Unlike a number of other law schools, the University of Chicago does not offer a specialized LLM degree with a large number of graduate courses in a particular field such as taxation or securities regulation. The LLM degree is awarded to students who have successfully completed 27 course hours (generally nine courses) over three quarters while maintaining a grade point average of 170. The law school typically offers four LLM-only courses: Writing & Research in the US Legal System, Constitutional Law for LLMs, Contracts for LLMs, and Civil Procedure for LLMs. Outside of these specific courses, LLM students will have all of their classes with students in the JD program.

The M.Comp.L. degree may be awarded at the student’s discretion if the same requirements are fulfilled.

Each year the Law School receives approximately 1000 applications for about 80 positions in the LLM program. In recent years, all of the students admitted to the LLM program have been graduates of foreign law schools. This is a reflection not of a bias in favor of foreign law school graduates but rather a judgment by the Graduate Studies
Committee that the Law School's small size and lack of graduate programs specializing in specific substantive areas make it unsuitable for most American law school graduates thinking of a second degree. Exceptions may be made for American law graduates whose research interests strongly correlate with those of a member of the faculty, and for whom graduate studies at this law school seem to be particularly appropriate.

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

The University requires that all applicants must take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) within two years of the date of their application. We also accept the TOEFL ITP Special At Home Edition. A minimum total score of 104 overall of the TOEFL is required. Minimum required scores on the IELTS are an overall score of 7.5 and sub scores of 7 each. Most admitted LLM applicants will have substantially higher scores.

Candidates will have the opportunity to indicate they do not intend to submit a TOEFL or IELTS if their native language is not English, but English has been a primary language of communication and schooling for them since childhood; or they were enrolled for at least one academic year in full-time status in a course of study at an accredited English-medium post-secondary institution in one of the following countries or territories within the past ten years: Antigua and Barbuda, Australia, Bahamas, Barbados, Canada, Dominica, Grenada, Guyana, Hong Kong, Ireland, Jamaica, New Zealand, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, Singapore, South Africa, Trinidad and Tobago, the United Kingdom, the United States.

**MASTER OF LEGAL STUDIES (MLS)**

This degree program is designed for PhD students and established scholars who wish to improve their knowledge of law without completing a full three-year degree. The goal of the MLS program is to help researchers better understand legal issues and to improve their research through interdisciplinary training. Graduates of the program may become academics in their PhD discipline or in law. Admissions decisions are based in part on as assessment of the benefit of legal training to the applicant’s research.
For PhD students, our preference is for students who have completed their coursework and are either proposing or working on their dissertation.

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

Both programs are limited to students who have earned either a JD degree, an LLM degree from an ABA approved law school in the United States, or a law degree (undergraduate and/or graduate) from another common law or commonwealth nation where that individual has an outstanding academic record and sufficient prior work that they are prepared to embark on a dissertation project.

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

In a typical year, about 40 candidates apply to the JSD program for two or three positions. In order to qualify for admission to this program, students must ordinarily have maintained at least a 178 average during their LLM year at the University of Chicago or a comparable performance at the prior law school attended. Applicants must propose one or more Chicago faculty members to supervise a dissertation and must submit a dissertation proposal that in the opinion of the Graduate Studies Committee promises to result in a creditable contribution to legal scholarship. Candidates for admission must not contact Law School faculty members prior to their admission to the program.

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

**PROFESSIONAL JOURNALS**

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

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

Special Programs and Centers

Established in 2019, the Center on Law and Finance advances the understanding of how law interacts with—and shapes—financial systems and concretely connects that knowledge with the real world. Continuing the Law School’s commitment to the practical application of legal theory, the Center facilitates a meaningful dialogue between academics and practitioners. To achieve these goals, the Center hosts a yearly schedule of conferences, roundtables, speaker events, and seminars where leading minds of law and finance share their work and discuss forefront issues in the areas of financial transactions, financial markets, securities, private equity, venture capital, bankruptcy, and debt. These events are built around educational programs to expose practitioners, judges, and lawmakers to the insights produced by the University’s cutting-edge research; transactional programs to develop and foster increasing research and student education on the legal structure of financial deals; and international programs that highlight and explore the global nature of law and finance. Professor Anthony Casey leads the Center.

The Center for Law, Philosophy, and Human Values, established in 2008, sponsors speakers and conferences to support and encourage the reflective, critical, and philosophical study of human values, with a particular emphasis on the conceptual, historical, and empirical foundations of the normative systems—moral, political, and legal—in which human beings live. The Center’s mission encompasses not only the traditional concerns of moral, political, and legal theory—in Anglophone, European and non-Western traditions—but also the history of thought about ethical, political, and legal questions as these bear on contemporary questions. Traditional problems of conceptual analysis and normative justification are supplemented by attention to empirical results in the human sciences as they relate to the nature and viability of various forms of normative ordering. Professor Brian Leiter directs the Center.
The Coase-Sandor Institute for Law and Economics continues the long tradition of excellence at the University of Chicago Law School as the birthplace of law and economics. First established as the Institute for Law and Economics in 2011, the goal of the Institute is to promote the understanding and dissemination of the economic approach to law. Toward that end, Institute faculty produce cutting-edge research on the intersection of law and economics in the fields of contract law, corporate governance, finance, taxation, environmental regulation, energy policy, and criminal justice, among others. The Institute team provides empirical research support, promotes learning by students, faculty, and fellows, and organizes conferences and events in Chicago and beyond. Professor Omri Ben-Shahar, renowned contract law scholar, is the faculty director of the Coase-Sandor Institute.

In February 2013, Richard Sandor and his wife, Ellen, became the principal donors to a $10 million endowment in law and economics at the University of Chicago Law School. The Sandors made the gift in honor of Dr. Sandor’s mentor, Nobel Laureate Ronald Coase, the Clifton R. Musser Professor Emeritus of Economics at the Law School. In recognition, the Institute was renamed the Coase-Sandor Institute for Law and Economics.

Created in 2020, the Constitutional Law Institute supports research and scholarship on longstanding constitutional issues as an integral part of the Law School’s scholarly and research mission. The Institute also shares the Law School’s commitment to free speech and intellectual inquiry that is independent of partisan fashions. The Institute will promote rigorous analysis of constitutional issues and then share those ideas more broadly with the general public. Since the Institute’s launch, it has hosted numerous events and activities, as well as produced two multi-season podcasts: Dissenting Opinions and Divided Argument. The Institute hosts a yearly schedule of roundtables, conferences, podcast events, and visitors in the coming years. Professor William Baude leads the Institute.

The Doctoroff Business Leadership Program is a certificate-granting program that blends the best of the MBA curriculum into our prestigious, three-year Law School education and is designed to arm students with the skills and knowledge they will need to thrive as corporate attorneys, in-house counsels, business leaders, and entrepreneurs. The Program focuses on preparing law students to advise, lead, and create business enterprises large and small through rigorous training in entity formation, business combinations, capital structure and finance, business strategy, negotiation, and marketing.
A select group of business-oriented students who apply to the Program during the Law School application process are chosen to become part of the Doctoroff Business Leadership Program. As part of the Program, students are matched with an alumni business mentor, participate in a business internships and leadership enrichment activities, and are required to complete a core business curriculum taught at the Law School by leading from UChicago’s world-renowned Booth School of Business.

The Malyi Center for the Study of Institutional and Legal Integrity is the Law School’s newest center, established in 2023. The Malyi Center will stimulate new research on the sources of sound institutions, their consequences, and the conditions of their endurance. The Malyi Center will focus on expanding academic research in international and comparative law by Law School faculty; encourage real-world impact via activities such as conferences, events, speakers’ series, and other collaborations with practitioners; and support additional scholarship in international and comparative law from the academic community outside the University. Professor Tom Ginsburg, a leading expert on international and comparative law, is the new center’s faculty director.

The Law School’s Program in Legal History encourages research and study in this field. In addition to courses devoted to the subject, the Law School sponsors the Maurice and Muriel Fulton Lecture, which invites a prominent legal historian to speak each year. Periodic workshops, under the auspices of the Public Law & Legal Theory Workshop and the Constitutional Law Workshop, bring together faculty and students to discuss a scholarly paper on a topic of legal history. The Program is directed by Professors Alison LaCroix and Farah Peterson.
Program Requirements and Policies

Curricular and Residency Requirements

The JD Program

Completion of the JD degree from the Law School requires all JD students to be in residence, full-time, for nine quarters, in each of which they must successfully complete (pass and receive credit toward their JD degree) no fewer than nine credit hours per quarter. JD students must complete and pass a minimum of 105 credit hours, including a professional responsibility class. All JD students must complete eight credits in courses that qualify as experiential learning to meet American Bar Association standards. After completing the first year, all JD students also must complete 40 credits in non-clinical Law classes or “core” classes. Core classes are designated each quarter in the online course schedule at registrar.uchicago.edu/classes. Credits earned through participation in journals and the Hinton Moot Court Competition count towards the 40 core credit requirement. Please note, however, that first-year classes, including electives taken during the first year, do not count towards the 40 core credit requirement; the requirement is for classes taken during the second and third year. However, a student who takes a class designated a first-year elective during the student’s second or third year may count the class towards the 40 core credit requirement.

Every JD student must complete at least two writing projects beyond the work required in the first-year Legal Research and Writing and Lawyering courses. At least one of these writing projects must be a “substantial research paper (SRP).” An SRP is (1) a careful, extensive treatment of a particular topic; (2) entirely original work and written

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1 Students who transfer into the JD degree program from the Law School’s LLM program must complete 20 core credits. Students who earn simultaneous JD/PhD degrees from the Law School must complete 30 core credits.

2 Faculty members defined as core for purposes of this requirement are permanent faculty at the University of Chicago Law School, Visiting Faculty, Emeriti, members of the Clinical faculty, Professors from Practice, Senior Lecturers at the Law School, tenured University of Chicago professors with permanent offices in the Law School, and Booth faculty teaching in the Doctoroff program. Lecturers in Law will be deemed core only in exceptional circumstances when so designated by the Deputy Dean because they are teaching a foundational course normally reserved for permanent faculty. Bigelow and other Fellows, as well as Lecturers in Law, are excluded in all other circumstances.
independently by the student (3) certified by a member of the tenured or tenure track faculty at the Law School, a member of the Visiting Faculty, an Emeritus/a, or faculty members holding the title of Clinical Professor of Law, Associate Clinical Professor of Law, Assistant Clinical Professor of Law, Professor from Practice, or Senior Lecturer at the Law School, or tenured University of Chicago faculty with permanent offices at the Law School (but excluding Bigelow and other Fellows and Lecturers in Law) who are in full-time residence at the Law School and the instructor for the course or independent research for which the paper was written; (4) submitted by a student who has taken advantage of one or more opportunities to respond to suggestions and criticism in producing the paper; (5) not largely derivative of work undertaken for another academic degree, for a summer job, or in some other environment outside the Law School; and (6) not written as part of a class that satisfies another ABA requirement (e.g., professional responsibility, experiential learning, etc.). A publishable comment or note written for a student journal will satisfy the SRP requirement if it is (a) nominated for this purpose by the editor-in-chief of the journal; and (b) approved by the Faculty Supervisor prior to the authoring student’s final term of study at the Law School. Faculty supervision of student comments or notes may sometimes be less extensive than for an independent research project, since the student journals also are engaged in editing.

SRPs are typically 6,000 to 9,000 words in length, but revisions and opportunities to rework arguments and writing are more important than length. Faculty members may impose their own requirements for certification. Faculty members certifying such projects must approve the paper topic and agree to supervise the project prior to the student’s undertaking substantial research and writing. SRP credit will not be given for response or reaction papers (that is, where significant legal research is not required), although a faculty member may certify a project that combines reaction papers into a larger paper that reflects faculty-supervised revisions and substantial research. Similarly, if substantial research and supervision by a faculty member (as described in (3) above) are elements of a writing project that produces a brief or a model statute, that too may qualify as an SRP. Work undertaken in the form of independent research, supervised by a faculty member in full-time residence at the Law School, may, of course, also satisfy the SRP requirement.

A student’s second, or other, writing project (WP) can, but need not, be of the SRP form. As a rough guide, the project should involve around 3,500 to 4,500 words in total, although the ultimate length of the project will be determined in consultation with the
faculty member. It can be (a) a paper, series of papers, brief or other substantial writing prepared as part of a course or a seminar supervised by a faculty member or a Lecturer in Law so long as the instructor’s expertise and guidance inform the writing process; or (b) a comment or note prepared for one of the student-edited journals; or (c) an SRP; but (d) a WP cannot be written as part of a class that satisfies another ABA requirement (e.g., professional responsibility, experiential learning, etc.). Again, work submitted in satisfaction of either of the two writing requirements may not largely be derivative of work undertaken in pursuit of another academic degree, as part of a summer job or other environment outside the Law School.

Students are strongly encouraged to complete at least one of their required writing projects by the end of their second year. They are strongly encouraged to begin the SRP in a quarter that is not the final quarter of study and to turn in a first draft no later than the conclusion of Spring Break of their third year.

Independent Research gives students the opportunity to work closely with a faculty member on a topic of mutual interest, usually with the goal of the student producing a major or substantial research paper. Independent research may be supervised by a member of the tenured or tenure track faculty at the Law School, a member of the Visiting Faculty, an Emeritus/a, or faculty members holding the title of Clinical Professor of Law, Associate Clinical Professor of Law, Assistant Clinical Professor of Law, Professor from Practice, or Senior Lecturer at the Law School, or tenured University of Chicago faculty with permanent offices at the Law School (but excluding Bigelow and other Fellows and Lecturers in Law) who are in full-time residence at the Law School.

Visiting faculty may supervise independent research if they are willing to do so and if they are available to work with students until the independent research is completed, which in many cases will be after their visit has ended. Students who would like to work with a lecturer on an independent research project must submit a request to the Rules and Petitions Committee (via the Dean of Students) for advance permission to do so. Please note that independent research projects default to three credit hours. Any modification of the credit value requires the written consent of the supervising faculty member. Additionally, students may only take four independent research credits with the same professor and are limited to six independent study credits total during their time at the Law School.
THE LLM PROGRAM

To graduate, the Law School requires all LLM students to be in full-time residence for three quarters. Full-time residence means students must be registered for at least nine credit hours per quarter, with no fewer than six Law School credit hours per quarter. Each of those credit hours must be successfully completed (i.e., students must pass and receive credit toward their LLM degree). LLM students must complete and pass 27 credit hours of coursework. Non-law coursework will not be counted toward this 27 credit hour requirement. Please note, however, that LLM students must earn a minimum of 30 credits from the Law School to sit for the New York bar exam. Students who have passed a state bar exam in the United States prior to matriculating in the JD program at the Law School may be exempt from certain required classes. Such decisions will be made on a case-by-case basis by the Dean of Students and Deputy Dean depending upon other legal coursework completed at other institutions.

LLM Thesis

Under certain circumstances, a thesis option is available upon application to the Law School’s Director of Graduate Programs. This option will only be granted to students who can demonstrate the potential to complete an extensive research paper, explain how the thesis relates to their professional goals, and are supported by a faculty supervisor with whom they consulted. Students interested in the thesis option should submit the online petition no later than the second week of Winter Quarter. The petition is located at law.uchicago.edu/students/academics/petitions.

Students interested in pursuing this option must find a full-time core faculty member at the University of Chicago Law School (as defined by the Student Handbook) to supervise their research and writing of the thesis. The faculty supervisor will also be responsible for awarding a final grade, following the official law school grading scale. While only one faculty member will be finally responsible for the grading of the thesis, students are permitted to consult with other faculty members during their research and writing.

The thesis must be of publishable quality and completed during the academic year in which a student is enrolled as an LLM student at the law school, extensions will not be granted. Upon successful completion of the thesis, students will be awarded four (4) credits. Registration for the thesis and the 4 credits will default to the Winter quarter. A minimum grade of 170 is required to receive credit. The grade will appear on a student’s transcript as Independent Research: Master of Laws Thesis.
LLM Students Applying for the NY Bar

LLM students applying to the New York bar must complete 30 credits. For further information regarding New York and other state bar requirements for LLMs, please see the Director for Graduate Programs.

In addition to the 27 credit hours LLM students must earn at the Law School, three additional credits may be taken in “other courses related to legal training” in another school at the University of Chicago for purposes of applying to the New York bar. For further information regarding New York bar requirements for LLM students, please consult with the Director for Graduate Programs.

Note that the 30 credits must be “classroom courses.” This means that credits earned in independent research papers will not be counted as part of the 30 required. Credit hours for research papers in seminars or workshops may be counted to meet this 30 credit hour requirement. These additional three credits may be from courses in the Law School or “courses related to legal training” in other departments or schools at the University.

Summary of Requirements for LLM students planning to take the New York Bar Examination

- 30 credit hours of Law School courses (up to three credits can also be “courses related to legal training” in other departments or schools at the University).
  Included in those 30 hours must be
  - 3 credit hours of a course in professional responsibility
  - 3 credit hours in legal research and writing
  - 3 credit hours in Constitutional Law or Civil Procedure
  - 8 credit hours in other courses whose subject matter is tested on the Bar Exam

THE MLS PROGRAM

To earn a Master of Legal Studies (MLS) degree, candidates must successfully complete and pass 27 credit hours of coursework in the Law School. The Law School requires all MLS students to be in full-time residence for three quarters of no fewer than nine credit hours per quarter, with no fewer than six Law School credit hours per quarter. Non-law coursework will not be counted toward the 27-credit hour
requirement. Most MLS students complete the degree in a single academic year, but it is possible to take the required credits over two or more years.

This degree program is designed for PhD students and established scholars who wish to improve their knowledge of law without completing a full three-year degree. The goal of the MLS program is to help researchers better understand legal issues and to improve their research through interdisciplinary training. Admissions decisions are based on an assessment of the benefit of legal training to the applicant’s research. For PhD students, our preference is for students who have completed their coursework and are either proposing or working on their dissertation.

Although one of the program’s goals is to support those who wish to incorporate legal scholarship in their PhD dissertation, this is not required. Understanding a candidate’s research interests is important when assigning a faculty advisor, however.

MLS candidates will be taught by current faculty. Each candidate also will have a faculty advisor to mentor and provide consultation on research interests. All JD courses will be open to MLS candidates. For classes with competitive enrollments, the MLS candidates participate in the regular bidding system with JD candidates.

Students may enroll in only one UChicago degree program at a time unless they (1) have approval in writing from the relevant UChicago programs and deans of students and (2) are enrolled in a joint – or dual degree program.

Graduates of the MLS program may become academics in their PhD field, as they would without the degree. It is the Law School’s hope that legal training will improve the quality of their doctoral work, and thus help with job prospects. It also is possible that MLS graduates may be able to become legal academics, since they would be more credibly connected to law than people without legal training. Their work would be more likely to address important legal topics, and they would better be able to teach law students because they would have had exposure to the law school classroom. These advantages, we hope, will enable MLS graduates to land top-tier academic jobs.

Registration

Upon admission to the program, candidates should contact the MLS Faculty Director to be assigned a faculty advisor. Candidates will register for classes with all other degree-seeking students in the Law School.
**THE JSD. AND D.COMPL. L. PROGRAM**

In order to earn the JSD degree, a candidate must produce a dissertation that makes a creditable contribution to legal scholarship. The dissertation must be supervised by at least two members of the faculty and must be completed within five years of the candidate's first registration in the JSD Program.

A JSD candidate must spend at least two years (six academic quarters) in residence at the Law School while working on the dissertation. Residence requires living in Chicago.

Students may enroll in only one UChicago degree program at a time unless they (1) have approval in writing from the relevant UChicago programs and deans of students and (2) are enrolled in a joint or dual degree program.

**REGISTRATION**

The Law School course registration process is fully described and governed by the online registration instructions, which are updated quarterly. Please see [law.uchicago.edu/students/registration](http://law.uchicago.edu/students/registration) for the most up-to-date registration instructions.

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

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

Students may bid for a maximum of five classes per quarter, and must rank them in order of preference, but the maximum number of credits in which a student can be registered via the bidding process is 14. First-year JD students are assigned to sections and registered by the Office of the Registrar for all classes except their spring quarter Constitutional Law, Statutory, Transactional, and elective classes.
Second- and third-year JD students, MLS students, JSD students taking elective classes, and LLM students register themselves for classes using a web-based registration system. Non-first-year students seeking to register for first-year required classes must contact the Office of the Registrar. Limited seats may be available in 1L classes.

Students cannot take more than 14 credits per quarter, with no exception, including credits earned in non-law classes.

The Law School class registration process is fully described and governed by the online registration instructions that are updated quarterly. Please see law.uchicago.edu/students/registration for the most up-to-date registration instructions. All registration deadlines are outlined in the Academic Calendar on the Law School website, and students are responsible for reviewing and abiding by the registration deadlines for each quarter.

Initial registration takes place several weeks prior to the start of each academic quarter. Students are notified of the availability of online class schedules and registration procedures via email. The registration process for each quarter consists of several periods:

(1) Initial bidding for biddable courses and registration for non-biddable courses;
(2) Online add/drop;
(3) Instructor Approval Required to Add/Drop; and
(4) The withdrawal-only period (students abandoning a class after the last day to drop receive a grade of “W” if they drop the class up to the last day of classes or a failing grade if after the last day of classes).

Students must refer to the online academic calendar for specific withdrawal dates for each quarter (law.uchicago.edu/students/academiccalendar). Deadlines are strictly enforced, and under no circumstances can a “W” be removed from a student’s record once the deadline has passed.

Limit on Enrollment in Kirkland & Ellis Corporate Lab Clinic & Courses Taught by Kirkland & Ellis Corporate Lab Clinic Faculty

Students may enroll in no more than 14 total credits with the Director of Kirkland & Ellis Corporate Lab Clinic Programs and any other instructor who teaches in the Kirkland & Ellis Corporate Lab Clinic, including no more than nine credits in the Kirkland & Ellis Corporate Lab Clinic itself. All credits taken during the second and third years with any instructor who teaches in the Kirkland & Ellis Corporate Lab Clinic
count toward the 14 credit limit. Please see the online course search for the Kirkland & Ellis Corporate Lab instructors for the current year

**BIDDING**

During the initial bidding and registration period of each quarter, students bid online for biddable classes. Biddable seminars and courses will be designated by the Office of the Registrar each quarter. Generally, seminars are capped at 20 students. In some seminars, enrollment is limited to a smaller number. All seminars are considered biddable classes. The deadline to drop biddable classes without a “W” is typically the Friday of the second week of classes. Please refer to the Academic Calendar for the exact deadlines each quarter. Once the deadline has passed, under no circumstances can a “W” be removed from a student’s record.

Students may bid for up to five offerings per quarter and must rank them in order of preference. The maximum number of credits in which a student can be registered via the bidding process is 14; the actual number is typically lower due to automatic registration into continuing classes, clinics, independent research projects, non-biddable class enrollments, etc. It is not guaranteed that students will be enrolled in classes they bid for. Generally, 2Ls, 3Ls, MLS students, JSD students, and LLMs are on equal footing for purposes of registration. Please note, however, that faculty may choose to alter the priority system for their particular class based on the nature of the class. In some instances, 3L students receive priority in particular classes, and it will be noted as such in the relevant class descriptions. Please see each quarter’s registration materials for additional information.

**Course Registration Restrictions**

Pursuant to ABA requirements, students may not register for two classes if there is a time conflict with any portion of any of the time slots (including pre-scheduled make-up time slots) or if travel time between classes would make the student late for the second class. There are no exceptions to this rule. Students may not audit a class that has a time conflict with a class in which they are enrolled.
Similar Classes and Repetition of Classes

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

- Constitutional Law I and Constitutional Law for LLMs
- Writing and Research in the US Legal System and Advanced Legal Writing
- International Law and Public International Law
- Trial Advocacy and Intensive Trial Practice Workshop
- Contract Drafting and Intensive Contract Drafting
- The same course taught by different professors (or the same professor), e.g., Corporate Finance at the Law School and at Booth.

It is impossible to list all of the potentially similar classes in other divisions or departments of the University. Students who note similarities in the course descriptions should contact the Office of the Registrar to determine whether both classes may be taken. These requests will be reviewed by the Deputy Dean. Students ultimately are responsible for avoiding overlapping classes.

Students may also not repeat a class that has the same course number or has the same or similar title and/or content (as noted above). The only instance where a student must repeat a class is if they have failed a required class. Ordinarily, students may only repeat a required course for which they received a failing grade one time. In this case, both classes will remain on the student’s transcript and both classes grades will calculate in the student’s GPA. However, the only credits that will count towards the total of number of credits required to earn the degree are those credits attached to the passing grade for that class.

Registration Petitions

For actions outside the usual procedures, petitions are available online at law.uchicago.edu/students/academics/petitions.

Registration petitions are required to do the following:

- Audit a Law Class

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3 Please note that students are not permitted to take classes at the Law School that substantially overlap in content with courses previously taken at another ABA-accredited law school.
- Reallocate Journal Credits
- Register for an Independent Research
- Register for a Law School Class as a Non-Law Student
- Reschedule an Exam
- Take a Non-Law School Course for Credit
- Writing Requirement (WP/SRP) Petition

OTHER REGISTRATION RESTRICTIONS

First year students will be unable to remain registered in classes if they:

- Have not furnished the Office of Admissions or Office of the Registrar with an official transcript of their undergraduate work or of graduate work done before matriculation at the Law School by the deadline communicated by the Office of Admissions each year. The transcript(s) must be sent directly from the other institution(s) to the Law School and must bear the degree earned.
- Students may be restricted from registering for classes if they: Have registration restrictions placed by any office of the University (such as the Bursar’s Office, the Financial Aid Office, etc.); or
- Have not satisfied the State of Illinois immunization requirements.

Students should check my.UChicago.edu prior to registration each quarter to ensure they do not have holds on their record that will impact their ability to register for classes. Students who are not registered by 5:00 p.m. on Friday of the 3rd week of the quarter may be subject to an administrative leave of absence in that quarter. At the beginning of the next quarter, if the student has failed to clear all restrictions, the student will be administratively withdrawn from the Law School by the Dean of Students (unless the student is on a documented non-administrative leave of absence).

Additional restrictions pertaining to specific quarters/classes/students are listed online at law.uchicago.edu/students/registration.

LIMIT ON QUARTERS OF ENROLLMENT

No JD student at the Law School may exceed the nine quarters of enrollment, except in special circumstances as approved by the Rules & Petitions Committee, such as when a student has earned a failing grade and not completed the JD requirements. Once a student has completed the JD requirements, no further quarters of enrollment at the Law School will be permitted. For dual degree students, once a student has completed the JD requirements, no further quarters of enrollment at the Law School will be
permitted, even if an additional quarter would be approved by the program in the corresponding school or division at the University.

**NON-LAW STUDENTS**

**Registration**

Non-Law School students wishing to register in a LAWS-prefixed offering must complete the Non-Law School Student Registration request form. This form must be completed even if the course offering does not require instructor consent.

Students should refer to classes.uchicago.edu and email the instructor(s) prior to submitting this request to fully ascertain prerequisites, course requirements, available grading modalities, and to request consent to register. If the course will be completed during the student’s last quarter prior to graduation, the student should also inquire whether a grade will be available by the University’s graduating students grade submission deadline.

Students are expected to follow the same rules regarding courses, seminars, examinations, and papers that apply to law students. This includes all add/drop/withdraw/exam deadlines.

**Grading**

Law School courses must be taken for a letter grade or pass/fail. Professor approval must be obtained for pass/fail. Grade declarations are final after the end of the fifth week. If no declaration is made, a letter grade will be entered. Students may not register to audit law school courses.

The Law School uses a numeric grading scale, and Law classes are graded on a curve: law.uchicago.edu/students/handbook/academicmatters/grading. Once a numeric grade has been entered for a non-law student, that grade will convert to a grade on the University’s 41-point scale which includes plus/minus letter grades. To view the grades on this scale, please see the Common Grade Policy page at: registrar.uchicago.edu/records/grading.

**Exams**

Students must take exams on their own laptop computers. Students are assigned an exam number each quarter. Students are expected to take examinations as scheduled, though exceptions to this rule are made on a case-by-case basis (see
Examinations may never be taken prior to the regularly scheduled exam administration.

Please Note: Class information is sent to students using their @uchicago.edu email accounts; this includes Canvas. If you are using an email address other than your @uchicago.edu one, you must set up forwarding from your @uchicago.edu account.

Non-Law students should be aware of the number of course units that are equal to the Law School’s credits. If a course is listed as 2 credits you will be registered for 75 units. Please check to see if your program allows you to register in a 75-unit course. The conversion of course units to Law School credits is below.

- 50 units = 1 credit
- 75 units = 2 credits
- 100 units = 3 credits

If you are a Graduate Student-at-Large or Returning Scholar student, please follow this link: law.uchicago.edu/students/petitions/gsalorreturning

**CLASS ATTENDANCE**

Consistent with ABA standards, regular class attendance is required as a condition for receiving course credit. The Faculty Rules and Petitions Committee has articulated ABA Standard 308(a) concerning student attendance as follows:

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

2. An instructor who observes a student to be in violation of the attendance requirement shall so advise the Dean of Students, who shall promptly notify the student that they are in violation of the Law School’s requirement. If a student’s attendance remains unsatisfactory in that class or is at any time thereafter in violation of the general attendance requirement in any other class, a student may be denied credit in the class(es), a memo may be added to the student’s file, the student’s privilege of membership in the Law School may be withdrawn, or any other appropriate action may be taken.
3. No student shall:
   • be employed more than 20 hours per week while classes are in session;
   • maintain a primary residence outside the Chicago metropolitan area while classes are in session; or
   • fail to attend within one week of enrollment in any class (first class for limited enrollment classes).

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

Students who believe they need to miss class for an extended period must speak with the Dean of Students. Students should also speak with their instructor regarding an extended absence as appropriate.

Absences related to job interviews or other career related matters will not count as excused.

PLEASE NOTE: Faculty members are increasingly strict in interpreting what constitutes “regular” attendance. Students have been dropped from class rosters and denied credit in classes. In addition, many state bar licensing boards ask whether an applicant has ever been warned about problems with lateness or absenteeism. Students have been dropped from class rosters and denied credit in classes. If a problem is noted by a faculty member it will be reported to the appropriate licensing agency.

CLASS PLANNING

Each spring and summer, the Law School makes a tentative determination about which classes\(^4\) will be offered in the following year and who will teach them. Suggestions for new class offerings should be brought to the attention of the Deputy Dean. To facilitate students’ ability to plan their classes for the year, the Law School makes every effort to set the course schedule for the entire academic year prior to the beginning of the autumn quarter. Students should take note, however, that the class

\(^4\) Each year, the Law School has a broad array of offerings. For purposes of these Announcements, “classes” refers to all of the Law School’s offerings with a classroom component and includes courses and seminars. “Courses” refers to Law School’s offerings with a classroom component that are not seminars.
The class schedule is subject to change at any point throughout the year, and classes may be added, dropped, or their times adjusted to reflect changes in faculty availability, student enrollment, or other institutional constraints. The Law School will of course try to mitigate these changes as much as possible, while also providing notification of changes as early as is feasible.

The class schedule can be found online at registrar.uchicago.edu/classes. Students are encouraged to utilize the refine search tool, which will help students determine if classes meet certain requirements (e.g., core, professional responsibility, etc.). A PDF version of the academic schedule can be found online at: law.uchicago.edu/students/registrar/courseschedules.

Students have freedom to tailor their programs to their own interests and needs, although all students are expected to design programs that will provide them with a strong foundation in the standard subject areas of the law. Students also should find some area or areas to pursue in special depth and breadth, either because of particular career inclinations or for the intellectual value of doing so. Students are advised against excessive specialization, however, as lawyers are not expected to be specialists when they graduate from law school, and it is impossible to foresee future career changes and challenges. The freedom of the elective policy places responsibility on students to develop a coherent program that provides a sound general background and meets individual interests and objectives. Some specific considerations are set forth below in the section on Selecting Classes. Students receive additional guidance on class selection from the Deputy Dean and the Office of the Dean of Students in August before their second year of law school. Students also are encouraged to consult with the Deputy Dean, the Dean of Students, the Senior Associate Director of Advising and Wellness Programs, members of the faculty, Career Services staff, or the Registrar for additional guidance on their programs.

The curriculum at the Law School changes from year to year as faculty members are encouraged to experiment with new offerings. In addition, classes available in a given year are determined in part by the composition of the faculty and the availability of visitors and lecturers. As a result, the curriculum may vary substantially from year to year. Accordingly, students are encouraged to take classes when they are offered rather than risk missing out on a class.

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

CLASS RECORDING POLICY

Generally, recording Law School classes is strictly prohibited. For example, the Law School does not record classes for students who must miss class for most reasons including:

• Illness or doctors visits
• Family emergency, death in the family, funerals, etc.
• Interviews or career-related programming
• Other university conflicts
• Student organization conflicts
• Conferences or other professional-related travel

The Law School does attempt to record classes for students who must miss class due to observance of religious holidays.

Any update or change to the recording policy will be communicated to students by the Dean of Students Office.

Students may be eligible for class recordings only for the following reasons:
• Observance of religious holidays
• Approved ADA accommodation through the Student Disabilities Services office
• Pregnancy, delivery, and post-delivery related absences with approved accommodation through the Title IX office
• Two make-up classes scheduled at overlapping times

Students wishing to request that a class be recorded due to observance of religious holidays must submit their petition at least seven days in advance of the absence. They should complete the petition available at law.uchicago.edu/RequestRecordClassHolidayObservance.

Students wishing to request a class recording when a make-up class is in conflict with another class must complete the petition available at law.uchicago.edu/students/petitions/record.

Students wishing to have classes recorded for an ADA accommodation are encouraged to meet with the Student Disabilities Services (SDS) as early as possible prior to the start of the quarter. For pregnancy related recordings, students should be in touch with the Title IX office as early as possible. Please note that the process of having an accommodation request reviewed and approved may take several weeks. The Law School will not record classes for an accommodation without approval from SDS or the Title IX office.

Regardless of the reason, all requests must be made at least seven days in advance. Submission of recording requests does not guarantee that a request will be granted by the faculty member or that there will not be a problem with the recording, so students are strongly encouraged to secure notes from a classmate as well.

Please also note that students should not contact their professor directly about recording classes; the Office of the Registrar will request permission and coordinate everything centrally, ensuring consistency and reducing confusion.

If students decline to have the Law School record their participation in class for the sole purpose of allowing another student enrolled in the course to listen to the class discussion, after which time the recording is permanently destroyed, students must object in writing to the Dean of Students by the end of the second week of the quarter.

The Law School records classes with appropriate permissions and safeguards and for the very limited purposes described above. Students who record class on their own risk disciplinary and other action and potentially may violate Illinois law.
Please direct questions about recording requests or concerns to the Dean of Students and the Office of the Registrar.

JD PROGRAM OVERVIEW

THE FIRST YEAR

Students in the first year start with a prescribed program in the first two quarters covering five principal branches of the law—contracts, torts, property, criminal law, and civil procedure—plus a longstanding course unique to the Law School called Elements of the Law. Instruction in these courses primarily centers on class discussion of judicial decisions (known as the “case method”). In addition to providing a general foundation of legal knowledge, this program is intended to cultivate legal reasoning skills, foster an understanding of the development of the law through precedent, and teach an appreciation for the behavioral consequences of legal rules. Elements also considers the relationship of legal issues to other fields of thought such as philosophy, economics, and political theory.

In the Spring quarter, 1Ls will take a slate of four courses that include one class on constitutional law, one class from a menu of statutory classes, one class from a transactional class menu, and one general elective. The constitutional law class will be chosen from a menu of three options: (1) Constitutional Law I, which covers constitutional structure, separation of powers, and federalism; (2) Constitutional Law III, which covers the individual rights of equal protection and due process; and (3) Criminal Procedure I, which focuses on constitutional rights at issue in criminal investigations, i.e., searches, seizures, and interrogation.

All students complete the first-year legal research and writing and experiential learning program under the supervision of one of the six Bigelow Teaching Fellows. The Joseph Henry Beale Prize is awarded to a student in each section of the first year legal research and writing and experiential learning program whose work is judged to be most worthy of special recognition. Another prize (its name changes to reflect the name of the law firm sponsoring the award) is awarded to a student in each section whose spring quarter brief is judged to be most outstanding and deserving of recognition.
THE SECOND AND THIRD YEARS

Classes after the first year are all elective. Prior to graduation, however, all JD students must complete classes that meet requirements set by the Law School and the American Bar Association. Additionally, students must complete two writing requirements.

SELECTING CLASSES

Selecting Second Year Classes

Although no specific courses are required during the second year, certain courses are considered foundational and are strongly recommended for students in the second rather than the third year. These foundational courses include: Administrative Law; Business Organizations/Business Associations/Corporation Law; Constitutional Law I, II, or III; Criminal Procedure; Evidence; and Introductory Income Taxation.

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

It is important that students strike a sensible balance in structuring their program between the foundational courses such as Business Associations/Business Organizations/Corporation Law, Constitutional Law, Evidence and Tax on the one hand, and seminars, workshops, and more specialized courses such as Contract Drafting & Review and Fairness in Law & Economics, on the other. Students should try

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5 In order to ensure compliance with federal regulations as well as avoid issues with financial aid, students are strongly encouraged to take at least one exam class per quarter.
to divide their foundational classes between the second and third years to maintain this sense of balance.

Students are strongly encouraged to fulfill one of their writing requirements before the end of the second year. This will ensure students are not having to complete both projects their final year.

Students will receive two experiential learning credits in the spring of their first year. Heading into their second year, students are strongly encouraged to choose a pathway of courses that will allow them to complete at least six experiential learning credits by the end of their second year, for a total of eight experiential learning credits by graduation.

The Law School strongly recommends that all JD students complete a minimum of 20 credits designated as core by the end of their second year.

Selecting Third Year Classes

The third year provides an opportunity for JD students to complete outstanding degree requirements while also rounding out their knowledge of basic subject areas and to take classes in fields of special interest. It also should have distinct intellectual objectives, including:

1. taking advanced classes in a field in which students have acquired some foundation in the second year;
2. taking classes that cut across subjects previously studied and emphasize the application of legal principles to concrete problems as they come to the lawyer in practice; and
3. interdisciplinary studies that help give students a broad and critical appreciation of legal institutions and their development.

Courses in Your Final Quarter

Students may graduate at the end of all four University quarters, although the vast majority of students graduate at the conclusion of the spring quarter. Students wishing to graduate in autumn, winter, or summer quarters must follow certain guidelines when selecting classes for their last quarter.

All papers for summer, autumn, and winter quarter candidates for graduation are due approximately two weeks prior to the University’s final grade submission deadline. Please refer to the Academic Calendar for deadlines at
These deadlines are firm and cannot be waived or modified by faculty.

Additionally:

1. Students graduating in autumn who need to complete autumn coursework may not register for exam classes because final grades are due to the University prior to the start of final exams.

2. Depending on the academic calendar for the specific year, students graduating in winter might be able to register for exam classes, provided that:
   a. The exams are take-home and self-scheduled or scheduled sufficiently early in the exam period; and
   b. The student agrees to take the exam(s) at least one day before final grades are due to the University; and
   c. The faculty member agrees to grade the exam so as to meet the University’s grading deadline.

   Unless all three conditions are met, the autumn rules above apply.

3. The Law School offers no summer quarter classes for purposes of graduation, and students may not take summer quarter classes in other University units and apply them towards the JD degree without written permission from the Dean of Students. Students may, however, register for an independent research at the Law School, complete pending Law School work from prior quarters or enroll in classes required to fulfill graduation requirements of a dual degree other than the JD degree and therefore officially graduate at the end of the summer quarter.

   Students who graduate in the summer, autumn and winter quarters may participate in the spring quarter Law School Diploma & Hooding Ceremony subsequent to the quarter of their graduation.

**Professional Skills and Experiential Learning Course Requirement**

All JD students must complete and pass at least eight total credits in experiential learning classes, which may be seminars, courses, law clinics, practica, and field placements. During the spring quarter of the first year, all JD students earn two credit hours of experiential learning coursework for Legal Research, Writing, and Advocacy.
Experiential learning classes provide extensive opportunities to practice negotiation, memo-drafting, client interaction, court presentation and other lawyerly skills, and these classes include instructor feedback with respect to the development of these skills. Faculty-led practica will count for such credits, as they are equivalent to clinics in nature. Experiential learning classes will be designated as such in the online course schedule.

For a list of classes that satisfy the experiential learning requirement, please review the Law School’s course offerings website at my.UChicago.edu. Please also note that a course used to satisfy either writing requirement (WP or SRP) cannot be used also to satisfy the experiential learning requirements.

**CLINICAL PROGRAMS**

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

The clinical programs operate through six distinct, autonomous units that function as separate ‘law firms’ with their own faculty and support staff:

(1) EDWIN F. MANDEL LEGAL AID CLINIC, which includes the following practice areas:

- Abrams Environmental Law Clinic
- Civil Rights Clinic: Police Accountability
- Criminal and Juvenile Justice Clinic
- Employment Law Clinic
- Federal Criminal Justice Clinic
- Housing Initiative Transactional Clinic
- Immigrants’ Rights Clinic
• Global Human Rights Clinic

(2) INNOVATION CLINIC

(3) KIRKLAND & ELLIS CORPORATE LAB CLINIC

(4) JENNER & BLOCK SUPREME COURT AND APPELLATE ADVOCACY CLINIC

(5) INSTITUTE FOR JUSTICE CLINIC ON ENTREPRENEURSHIP

(6) EXONERATION PROJECT CLINIC

In addition, there are two clinics, separate from the units listed above, in which students work on behalf of clients in a supervised field placement at an outside agency and take a companion seminar at the Law School. These are the Poverty and Housing Law Clinic and the Prosecution and Defense Clinic. The Prosecution and Defense Clinic is usually offered every other year.

The following rules apply to all courses in the clinical program:

• No more than sixteen credits shall be awarded for clinical work.

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

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

• Students are awarded one credit for work averaging four hours per week per quarter, subject to the applicable maximums set forth above. Students are expected to keep a record of the time they spend in practical work done in
conjunction with the clinic. Within the Edwin F. Mandel Legal Aid Clinic only, students may enroll in multiple Mandel clinical projects simultaneously with written permission of the relevant clinical supervisors. No other simultaneous enrollments in multiple clinics are permitted. Subject to the rules on simultaneous clinic enrollments, students may enroll in more than one clinic during their time at the Law School. If there is more demand for a clinic than supply in any given year, a student who has not yet had a clinical opportunity shall receive preference over a student who has already participated in one clinic and seeks to enroll in a different one.

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

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

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

- Each clinic has a seminar component that students may be required to take during their participation in the clinic. Please check the schedule for meeting days/times, as students may not register for other offerings that meet contemporaneously.
• Students who are hired to work in a clinic over the summer are treated as returning clinic students in the autumn quarter and may continue with their clinic work during the following academic year. These students are automatically pre-registered by the Office of the Registrar (as indicated by the respective clinical supervisor) and therefore do not need to bid nor register themselves for the same clinic for the following autumn quarter.

Students participating in a clinic that is part of the Edwin F. Mandel Legal Aid Clinic will need to pass a conflicts check, as detailed in the Edwin F. Mandel Legal Aid Clinic Conflicts of Interest Policy, and students participating in other clinics should check with the clinical faculty for the relevant conflicts policy for their clinic. Because of conflict rules, students may not participate in a clinic that is part of Mandel Legal Aid while simultaneously interning with a prosecutor office, the Department of Justice (including the United States Attorney’s Office for the Northern District of Illinois), the City of Chicago Office of Corporation Counsel, City of Chicago Office of the Inspector General, the Chicago Public Schools Office of the Inspector General, the Civilian Office of Police Accountability, the Cook County Office of the Inspector General, Office of the Illinois Executive Inspector General, the Office of the Illinois Attorney General, some other units of local, state or federal government that litigate against Mandel Legal Aid, and other employers that litigate against Mandel Legal Aid. Mandel Legal Aid Clinics consist of the following clinics: Abrams Environmental Law Clinic; Civil Rights Clinic: Police Accountability; Criminal and Juvenile Justice Clinic; Employment Law Clinic; Federal Criminal Justice Clinic; Housing Initiative Transactional Clinic; Immigrants’ Rights Clinic; and Global Human Rights Clinic.

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

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

**The Edwin F. Mandel Legal Aid Clinic**

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

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

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

The Innovation Clinic provides legal services for start-up ventures, including companies connected to the University’s Polsky Center for Entrepreneurship and Innovation. Students will represent start-ups and early-stage companies in a broad range of matters encountered by entrepreneurs in the technology and innovation sector. These include entity formation, licensing, intellectual property and licensing of intellectual property, terms of use, privacy, financings, employment agreements, stock options and employee equity, taxation, governance and founders agreements, confidentiality and non-disclosure agreements, preparing for future financing and venture capital transactions, human resources, and sales and procurement agreements. Students will also participate in and present at workshops on legal topics attended by Polsky Center entrepreneurs.

KIRKLAND & ELLIS CORPORATE LAB CLINIC

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

JENNER & BLOCK SUPREME COURT AND APPELLATE CLINIC

The Jenner & Block Supreme Court and Appellate Clinic represents parties and amici curiae in cases before the United States Supreme Court and other appellate courts. Students participate in the researching and drafting of merits briefs, amicus briefs, and cert petitions, conduct research on cases that may be suitable to bring to the Court, and
help prepare and participate in moots of oral arguments. The clinic is supervised by clinical faculty, by Professor David Strauss, and by members of the Appellate and Supreme Court Practice group at Jenner & Block. Although the clinic’s focus is the US Supreme Court, the clinic may also handle cases at the United States Court of Appeals for the Seventh Circuit and the Illinois Supreme Court.

**The Institute for Justice Clinic on Entrepreneurship**

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

**The Exoneration Project Clinic**

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

**Poverty and Housing Law Clinic**

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

PROSECUTION AND DEFENSE CLINIC

The Prosecution and Defense Clinic is generally offered every other year. The Prosecution and Defense Clinic provides students with an opportunity to learn about the criminal justice system through:

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

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

**Course Policies**

**Biddable Classes**

During the initial bidding and registration period of each quarter, students bid online for biddable classes. Biddable seminars and courses will be designated by the Office of the Registrar each quarter. Generally, seminars are capped at 20 students. In some seminars, enrollment is limited to a smaller number. All seminars are considered biddable classes. The deadline to drop biddable classes without a “W” is typically the Friday of the second week of classes. Please refer to the Academic Calendar for the exact deadlines each quarter. Once the deadline has passed, under no circumstances can a “W” be removed from a student’s record.

**Core Faculty Requirement**

After completing the first year, all JD students must complete 40 credits in non-clinical Law classes or “core” classes. Core classes are designated each quarter in the online course schedule at registrar.uchicago.edu/classes. Credits earned through participation in journals and the Hinton Moot Court Competition count towards the 40 core credit requirement. Please note, however, that first year elective courses taken during the first year do not count towards the 40 core credit requirement; courses designated as first

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6 Students who transfer into the JD degree program from the Law School’s LLM program must complete 20 core credits. Students who earn simultaneous JD/PhD degrees from the Law School must complete 30 core credits.

7 Faculty members defined as core for purposes of this requirement are permanent faculty at the University of Chicago Law School, Visiting Faculty, Emeriti, members of the Clinical faculty, Professors from Practice, Senior Lecturers at the Law School, tenured University of Chicago professors with permanent offices in the Law School, and Booth faculty teaching in the Doctoroff program. Lecturers in Law will be deemed core only in exceptional circumstances when so designated by the Deputy Dean because they are teaching a foundational course normally reserved for permanent faculty. Bigelow and other Fellows, as well as Lecturers in Law, are excluded in all other circumstances.
year electives taken after the first year, however, count towards the 40 core credit requirement.

BIDDING

During the initial bidding and registration period of each quarter, students bid online for certain offerings, including all seminars. Students may bid for up to five offerings per quarter and must rank them in order of preference. The maximum number of credits in which a student can be registered via the bidding process is 14; the actual number is typically lower due to pre-registration into continuing classes, clinics, independent research projects, etc. Generally, 2Ls, 3Ls, and LLMs are on equal footing for purposes of registration. Please note, however, that faculty may choose to alter the priority system for their particular class based on the particular nature of the class. In some instances, 3L students receive priority in particular classes, and it will be noted as such in the relevant class descriptions. Please see each quarter’s registration materials for additional information.

WAITLISTED/CLOSED CLASSES

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

Responsibility for making sure classes are dropped by the appropriate deadline rests solely with the students. Students should not rely on faculty to drop them from classes, nor should they assume that by not attending the first meeting they have been dropped from a class. Students can view their class schedule at my.UChicago.edu.

GREENBERG SEMINARS

Greenberg Seminars, open only to Law School students, are designed to afford students the opportunity to engage in informal discussions with Law School faculty members on a range of topics. The groups, normally limited to 12 students, meet in a
faculty member’s home five or more times over one or more quarters, and students must write and submit a short paper consistent with the faculty member’s requirements. Topics and participating faculty are announced prior to the autumn quarter registration period. Participating students earn one credit, which is by default allocated to the first quarter in which the seminar meets. Students may reallocate the credit to any other quarter in which the specific Greenberg Seminar meets. To do so they must contact the Office of the Registrar within the applicable add/drop period. Attendance at all sessions is required to earn the credit. Second-year students may only take one Greenberg Seminar during their second year, and priority is given to third-year students who have not previously participated in a Greenberg Seminar and who are not currently registered in another Greenberg Seminar. Students may bid for more than one Greenberg but will initially only be enrolled in one. Greenberg Seminars are graded Pass/Fail and do not count toward the 40 core credit requirement.

AUDITING LAW CLASSES

Permission to audit a Law class gives an auditor the opportunity to sit through a Law School class, but auditors may not hand in papers or participate in evaluations of the instructor or class. An auditor does not receive Law School or University credit for the class, nor is the class recorded on a transcript. Instructors may deny any request to audit a class.

Students enrolled at the University of Chicago may audit law classes with permission of the instructor. Students are required to obtain the approval of the instructor on the auditing petition available online at: law.uchicago.edu/students/academics/petitions. Students are not permitted to audit more than one Law class per quarter.

First year JD students are not permitted to audit classes during their 1L year. Students are not permitted to audit more than one Law class per quarter. Students may not audit a class that has a time conflict with a class in which they are also enrolled. Courses taught in the first-year curriculum may not be audited.

Individuals not currently enrolled at the University of Chicago are prohibited from auditing law classes unless they have been invited by the instructor and have submitted a completed auditing petition.

Please note that all petitions to audit Law School classes are subject to review by the Deputy Dean and/or the Dean of Students.
Classes outside the Law School

During their second and third years, JD students may take up to four classes (for a total of 12 credits, not more than six credits per quarter) outside the Law School for credit toward their JD degree and quarterly residency requirement, subject to the following conditions: (1) the courses must bear a relation to their future legal practice or to the study of law in general; (2) the course must be graduate level, although exceptions are occasionally made for undergraduate foreign languages that students have not previously studied or that students test into; (3) with the exception of Booth School of Business classes, students must petition through the Office of the Registrar (see law.uchicago.edu/students/petitions/nonlawcourse) and receive permission before enrolling in any class outside the Law School; (4) students may take no more than six credits outside the Law School during any given quarter; (5) students taking classes outside the Law School during their final quarter of study must explain the Law School’s grading deadlines to the faculty member and the faculty member must agree, in writing, to provide a final grade or a provisional pass (if taking a class at Booth) by the University deadline for submission of grades for graduating students; (6) the class may not have substantial overlap with any class taken at the Law School; and (7) classes at other law schools or universities may not be substituted. Satisfaction of these seven conditions is determined by the Dean of Students and the Office of the Registrar.

Classes offered by other units/departments within the University that are cross-listed with the Law School do not count against the 12-credit limit, and law students do not need to petition to register in those classes. Law students registered in cross-listed classes must register for such classes using the LAWS-prefixed course number and also must receive a numerical grade (e.g., law students may not register to take cross-listed classes for a letter grade nor Pass/Fail).

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

Students may take classes in other departments on either a graded or pass/fail basis. Students and the instructor in the class will establish the conditions of the grade. If the graded option is selected, a letter grade will be recorded on the Law School transcript but will not be included in the calculation of grade point averages.
LLM and MLS students may take non-Law School classes with an approved petition, but the credits for courses taken outside of the Law School will not count towards the 27 credits required to graduate with the LLM or MLS degree. LLM and MLS students must take and pass no fewer than six Law School credit hours per quarter. Please note, however, that LLM students applying to the New York bar must complete 30 credits. In addition to the 27 credit hours LLM students must earn at the Law School, the New York bar permits LLM students to take up to three additional credits in “other courses related to legal training” in another school at the University of Chicago. For further information regarding New York bar requirements for LLM students, please consult with the Director of Graduate Programs.

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

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

The process and procedures for Law School students to take a class at Booth are established and implemented by Booth. If you are interested in taking a class at Booth, please follow the instructions detailed on the Law School website at law.uchicago.edu/students/petitions/nonlawcourse/booth. Please also review the Booth...
website at chicagobooth.edu/offerings/taking-booth-classes. Credits for Booth classes count toward the 12-credit limit and the maximum of six credits of non-Law School classes per quarter.

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

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

- chicagobooth.edu/offerings/taking-booth-classes
- chicagobooth.edu/offerings/taking-booth-classes/mba-course-admission

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

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

**ADDING/DROPPING COURSES**

For classes not governed by the rules applicable to biddable courses, students must complete all adds or drops to their class schedule by the end of the Instructor Approval Add/Drop period for each quarter specified in the Academic Calendar. The deadline is strictly enforced. After the Instructor Approval Add/Drop period ends, there can be no changes in a student’s enrollment except in extraordinary circumstances. A student who demonstrates extraordinary circumstances and obtains permission from the Dean of Students to drop a class after the deadline will receive a “W” (up to the last day of classes) or a failing grade (after the last day of classes) on their transcript for that course. As a rule, a “W” will not be removed from a student’s record once the deadline has passed. Failure to complete a class without dropping, will result in a failing grade. Permission to drop a class after the deadline will not be granted (even with a “W”) if:
1. the class was included in the bidding process and oversubscribed at the time of registration;
2. the student has received 50% or more of the final grade;
3. the instructor objects to the drop;
4. the student will have less than nine credits for the quarter;
5. the student has begun the final exam; or
6. the request fails to meet the aforementioned “extraordinary circumstances” condition.

Failure to read and follow the directions for adding or dropping a course or to take note of the applicable deadline is not considered an extraordinary circumstance.

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

These rules also apply to mini-courses and multi-quarter courses, unless explicitly contravened in the course description.

**Grading Policies**

The grading scale at the Law School is as follows:

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

Law School grades are recorded as numerical grades for all LAWS-prefixed offerings, unless otherwise explicitly noted in the offering’s description. The Pass/Fail grading scale is not available upon request for LAWS-prefixed classes.

The median grade in all courses and all seminars in which students are graded primarily on the basis of an examination must be 177. The median grade in all paper seminars, clinics, and simulation classes must be no lower than 177 and no higher than 179. Courses in which all students write papers, as well as courses and seminars in which students have the option to write a paper or sit for an examination, must have a median of 177 or 178. All classes designated as first year electives must have a 177
median, regardless of the basis for grading in those classes. The median grade in first year Legal Research and Writing and Lawyering classes must be 178. The Law School may permit minor deviations from these mandatory medians for classes with very low enrollments when the instructor certifies that the students’ performance was unusually strong or weak relative to students’ performance in the same class during prior years.

In the absence of any contrary statement, it is understood that a student’s grade in a course will be based entirely upon the written examination or paper in the class. Professors may choose to add a class participation component to the grade.

Students who fail a required class must repeat the class. Ordinarily, a student may only repeat a required class for which they received a failing grade one time. Both classes will remain on the student’s transcript and both classes’ grades will calculate in the student’s GPA. However, the only credits that will count towards the total of number of credits required to earn the degree are those credits attached to the passing grade for that class.

**ACADEMIC STANDING**

**GOOD ACADEMIC STANDING**

JD students must attain a minimum cumulative GPA of 173.5 at the conclusion of each academic year to maintain satisfactory academic standing.

The LLM and MLS degrees are awarded to students who have successfully completed 27 course hours over three quarters and who have earned a minimum grade point average of 170.

**ACADEMIC PROBATION**

A student who receives below at 173.5 cumulative GPA at the conclusion of an academic year will be placed on Academic Probation for the following year. A student on probation must satisfy a number of requirements:

1. A student on Academic Probation must meet with the Dean of Students or Associate Director for Academic Services to discuss an academic plan prior to registration for the next quarter;
2. A student on Academic Probation may be required to meet periodically with the Dean of Students office during the quarter;
3. A student in their 2L year while on probation will be required to register for at least half of their Core requirement during that year;
4. The student must earn a 173.5 cumulative GPA or higher at the conclusion of the academic year during which they are on probation in order to return to good academic standing.

A student on Academic Probation will have their academic standing re-evaluated at the end of the academic year. A student who earns between a 172.5 and a 173.5 cumulative average at the conclusion of the year will remain on Academic Probation. A student who earns less than a 172.5 cumulative average while on academic probation will not be permitted to continue in the Law School.

A student on Academic Probation will receive a letter from the Dean of Students which will be placed in the student’s file.

Please note: If a student has outstanding grades at the conclusion of the academic year, then the student’s status will be reevaluated immediately following the last day of the Summer Quarter using all grades available from that academic year, regardless of whether there are still outstanding grades.

ACADEMIC DISMISSAL

A student will not be permitted to continue in the Law School in the following three circumstances:

1. A student is on Academic Probation and earns less than a 172.5 cumulative GPA at the end of the year.
2. A student receives two F’s during their period of residence.
3. A student receives one F and one D in any one year of residence.

A JD student will not be permitted to graduate who has less than a 172.5 cumulative GPA over their entire period of residence.

APPEALS FOR ACADEMIC DISMISSAL

A student who has been dismissed for any of the academic reasons listed above may appeal their dismissal when they believe that extenuating circumstances warrant a review of the dismissal. An appeal for academic dismissal must be submitted within 30 days from the date the student is notified of their dismissal. The appeal should consist of a written statement submitted to the Deputy Dean of the Law School. The Deputy Dean will direct the appeal to the Law School’s Faculty Committee on Rules and
Petitions for review. This committee consists of three faculty members who are appointed to serve annually by the Dean of the Law School.

The written appeal should explain the reasons why the student’s academic dismissal should be reviewed. The request may include documentation regarding the student’s unique situation or extraordinary circumstances that impacted their academic performance. The appeal should also explain how the student has resolved the issue(s) that impacted their academic performance and how they plan to return to good academic standing should their dismissal be reversed.

The decision of the Faculty Rules and Petitions Committee will be final. If the dismissal is affirmed by the committee, the decision is not subject to further review and the student will not be permitted to continue in the Law School.

**JD HONORS**

Honors are awarded to JD students at graduation based on final cumulative grade point averages as follows:

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

Note: The Law School does not round grade point averages. Thus, a student who graduates with a grade point average of 180.499 will receive Honors, and only students receiving a grade point average of exactly 180.500 or higher will receive High Honors, and so on.

**RANKING**

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

**ORDER OF THE COIF**

Membership in the national Order of the Coif organization is awarded pursuant to terms set by the national organization. JD degree students are eligible for nomination for Order of the Coif upon graduation if they have earned at least 79 of the 105 credits
needed for graduation in graded courses. From that pool of eligible students, the top 10% at graduation is nominated for membership in Order of the Coif. Transfer students are eligible for Order of the Coif as long as when determining compliance with the 75 percent graded course requirement for Coif membership, the student’s transferred credits are considered as having been earned in a “graded course” if, at the time the course was taken, a grade was received.

KIRKLAND & ELLIS SCHOLARS

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

Course listings are as of September 1, 2023, and are not updated thereafter in this document. This list is for illustrative purposes only and should not be relied upon for registration or other purposes. Please see https://coursesearch.uchicago.edu for the most up-to-date course information.

FIRST YEAR COURSES

Civil Procedure
LAWS 30211-01 (4)
Civil Procedure introduces students to the process of civil litigation, focusing on the phases of the federal civil action such as pleading, discovery, motion practice, trial, and appeal. It also provides an introduction to jurisdiction, joinder, and other doctrines that control where, when, and with whom civil litigation happens. The student's grade is based on a final examination.
Autumn- Buss, Emily

Civil Procedure
LAWS 30211-02 (4)
Civil Procedure introduces students to the process of civil litigation, focusing on the phases of the federal civil action such as pleading, discovery, motion practice, trial, and appeal. It also provides an introduction to jurisdiction, joinder, and other doctrines that control where, when, and with whom civil litigation happens. The student's grade is based on an examination given at the end of the quarter, with very minor consideration of class participation.
Autumn- Hubbard, William

Civil Procedure
LAWS 30211-03 (4)
Civil Procedure introduces students to the process of civil litigation. It focuses on the phases of a civil action, primarily using the federal system as an example, and covers topics including pleading, discovery, motion practice, trial, and appeal. It also provides an introduction to jurisdiction, applicable law, joinder, and other doctrines that control where, when, and with whom civil litigation happens. The student's grade is based on
an examination given at the end of the quarter, with very minor consideration of class participation.
Autumn- Wood, Diane

Contracts
LAWS 30511- 01 (4)
This course is an introduction to the foundational principles of the Anglo-American law of contracts. It lays the foundation for advanced study in commercial transactions, corporations, restitution, consumer credit, insurance, labor and employment law, and investment securities. It explores the domain of legally enforceable promises, the consequences of making a promise legally enforceable, how such promises come into being, and how they are interpreted. The student’s grade is based on a single final examination.
Winter- Baird, Douglas

Contracts
LAWS 30511- 02 (4)
This course is an introduction to contract law. We will cover contract formation, interpretation, breach, and remedies. Student grades will be based on class participation and a final examination.
This class will have a final exam. Participation may be considered in the final grading.
Winter- Fahey, Bridget

Contracts
LAWS 30511- 03 (4)
This course is an introduction to commercial and consumer law and lays the foundation for advanced study in commercial transactions, corporations, consumer contracts, insurance, labor and employment law, and investment securities. Substantively, the Contracts course deals with how contracts are formed, which contracts are enforceable, when a contract has been breached and the various remedies for breach. The course is also designed to introduce the student to the common law methodology and to compare the it with the techniques of statutory interpretation, particularly in connection with the Uniform Commercial Code. This class will have a final exam. Participation may be considered in the final grading.
Winter- Ben-Shahar, Omri
Criminal Law
LAWS 30311-01 (4)
This is an introductory course surveying the substantive principles of criminal law, including the elements of crimes (for example, mental states, causation, and act elements), affirmative defenses, and principles of attempt, conspiracy, and accomplice liability. We will consider these topics in the context of the U.S. criminal justice system, with an eye toward the social consequences and social meanings of the choices made in defining the criminal law.
This class will have a final exam.
Winter- Starr, Sonja

Criminal Law
LAWS 30311-02 (4)
This course addresses the doctrines of criminal liability and punishment, and the moral and social problems of crime, criminal punishment, and arbitrary and discriminatory enforcement. The definitions of crimes and defenses are considered in light of the purposes of punishment and the role of the criminal justice system, including police and correctional agencies. The student’s grade is based on a single final examination.
Winter- McAdams, Richard

Criminal Law
LAWS 30311-03 (4)
This course addresses the doctrines of criminal liability and the moral and social problems of crime. The definitions of crimes and defenses are considered in light of the purposes of punishment and the role of the criminal justice system, including police and correctional agencies. The student’s grade is based on class participation and a single final examination. Participation may be considered in the final grading.
Winter- Masur, Jonathan

Elements of the Law
LAWS 30101-01 (3)
This course is a foundational introduction to law. The course examines concepts and issues that recur across many areas of law and introduces concepts and issues from other fields of thought, such as philosophy, economics, and psychology, that are useful for understanding law. The subjects for discussion include the nature of, and justification for, reasoning from precedent; the problems of interpreting statutes,
constitutions, and other authoritative texts; the decision whether to impose rules or standards; the value of liberty and the problems of distinguishing coercion from voluntary choice; and the value of equality and the problems of its application to race, class, and gender. The student’s grade is based on a final examination.

Autumn- McAdams, Richard

**Elements of the Law**

LAWS 30101- 02 (3)

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 political philosophy, economics, and political theory. The subjects for discussion include the nature of, and justification for, reasoning from precedent; the decision whether to impose rules or allow discretion; the problems of interpreting statutes and other authoritative texts; various instrumental approaches to understanding the law, and critical perspectives. The student’s grade is based on a final examination. Participation may be considered in the final grading.

Autumn- Strahilevitz, Lior

**Elements of the Law**

LAWS 30101- 03 (3)

This course examines certain issues that occur in many different areas of the law and considers the relationship between these issues and related questions in other fields of thought, such as moral and political philosophy, economics, and political theory. The subjects for discussion include the nature of, and justification for, reasoning from precedent; the degree to which materials that are not distinctively legal should be considered in deciding what the law is; the role that notions such as consent, coercion, and voluntary choice should play in legal decisions and policy decisions that affect the law; the question whether to impose rules or allow discretion; the problems of interpreting statutes and other authoritative texts; and some issues about moral judgments.

This class will have a final exam.

Autumn- Strauss, David
Legal Research and Writing
LAWS 30711- 01, 02, 03, 04, 05, 06 (1, 1)
All first-year students participate in the legal research and writing program, which provides an introduction to the key tools and methods of lawyering. Students will develop several skills core to legal practice, including legal research, application of law to facts, and effective communication of legal reasoning and analysis through written work. The course work includes two major writing assignments: a fall "closed" and winter "open" memo. Both memos require students to identify relevant facts, weigh legal arguments available to each side, and assess which side is likely to prevail on each issue. All research required for the closed memo will be provided by the Bigelow Fellows. The open memo assignment requires students to research the relevant cases, statutes, and other sources of law using an electronic legal database. After submitting the final draft of their open memos, students will transition to the transactional module taught by members of the Law School's clinical faculty. Participation may be considered in final grading.
Autumn, Winter- Krech, Michele; Green, Jonathan; Parker, Meighan; Rothschild, Schneur (Zalman); Derron, Anthony; Mayer, Jared

Legal Research, Writing, and Advocacy
LAWS 30712- 01, 02, 03, 04, 05, 06 (2)
This experiential class provides first-year students with lawyering skills including brief writing and oral advocacy. As part of this skills-oriented lawyering course, students will research and draft an appellate brief based on a factual scenario that mirrors real life cases encountered in day-to-day practice. During the brief-writing process, students will be introduced to the Federal Rules of Appellate Procedure and the basic rules of professional conduct that govern formal court submissions. After completing the brief, students will focus on developing their presentation skills and attend a lecture on oral advocacy by a federal appellate judge. The class culminates in the formal Bigelow Moot Court, in which students argue before a three-judge panel of law professors and distinguished attorneys who will provide students with (1) an opportunity for self-assessment, and (2) individualized feedback on their oral advocacy. Each of the experiential components of the Lawyering class builds upon the competencies that students have developed throughout the first-year legal writing program and provides them with an introduction to basic lawyering skills.
Spring- Krech, Michele; Green, Jonathan; Parker, Meighan; Rothschild, Schneur (Zalman); Derron, Anthony; Mayer, Jared
Property
LAWS 30411- 01 (4)
This course provides an introduction to the legal relationships that arise out of or constitute ownership of property. Subjects covered may include, but are not limited to, such areas as the initial acquisition of rights in real and personal property, the nature of ownership of natural resources, the various types of concurrent and successive interests in land, and restraints on alienation. Grades will be based on participation and a final examination.
Winter- Fennell, Lee

Property
LAWS 30411- 02 (4)
This course provides an introduction to the legal relationships that arise out of or constitute ownership of property. Subjects covered may include, but are not limited to, such areas as the initial acquisition of rights in real and personal property, the nature of ownership of natural resources, and the various types of concurrent and successive interests in land. Grades will be based on participation and a final examination.
Winter- Kim, Hajin

Property
LAWS 30411- 03 (4)
This course provides an introduction to the legal relationships that arise out of or constitute ownership of property. Subjects covered may include, but are not limited to, such areas as the initial acquisition of rights in real and personal property, the nature of ownership of natural resources, the various types of concurrent and successive interests in land, and restraints on alienation. The course will also deal with the law relating to intellectual property, easements and covenants, landlord and tenant, takings, and conveyancing. The student's grade is based on a final exam. Participation may be considered in the final grading.
Winter- Huq, Aziz

Torts
LAWS 30611- 01 (4)
This is a 1L four-credit course on the Anglo-American (mainly judge-created) system dealing with injury to person or property. Special stress is put on the legal doctrines governing accidental injury, including negligence and strict liability. Topics include the
legal approach to questions of causation, the occasionally obligation to rescue others, the assignment of liability when multiple parties are involved, and products liability. Grades are based on a single final examination.

Autumn- Levmore, Saul

**Torts**
LAWS 30611- 02 (4)
The focus of this course is on the Anglo-American system (mainly judge-created) dealing with injury to person or property. Special stress is laid on the legal doctrines governing accidental injury, including negligence and strict liability. This class has a final exam.

Autumn- Chilton, Adam

**Torts**
LAWS 30611- 03 (4)
The focus of this course is on the Anglo-American system (mainly judge-created) dealing with injury to person or property. Special stress is laid on the legal doctrines governing accidental injury, including negligence and strict liability. This class has a final exam.

Autumn- Chilton, Adam

**ADDITIONAL FIRST YEAR COURSE OFFERINGS**

**Business Organizations**
LAWS 42301- 01 (3)
This course examines law that allows for the creation and governance of business entities, including partnerships, corporations, and limited liability companies, with special emphasis on corporations and corporate governance. The course explains and makes use of some concepts from financial economics, but no prior experience with economics or finance is needed. To the contrary, it is a means of learning and becoming comfortable with how businesses work and why they and the legal restrictions they face have acquired their current details. A major aim is to equip students with the knowledge to take advanced courses, to counsel businesses and practice transactional law, but also to understand the stakes and the vulnerable points if they choose careers as litigators or regulators. Perhaps one quarter of the course is devoted to takeovers by one company of another, but otherwise the course does not overlap with Securities
Regulation, Corporate Taxation, or Antitrust. Students who expect to pursue careers in business law normally take the course in Business Organizations early in their law school careers. This class has a final exam.
Spring- Levmore, Saul

**Commercial Transactions**
LAWS 48604- 01 (3)
This course examines the basic principles of commercial law, including negotiable instruments, letters of credit, negotiable documents of title, and agency. The grade is based on a final examination.
Spring- Baird, Douglas

**Constitutional Law I: Governmental Structure**
LAWS 40101- 01 (3)
This course provides an introduction to the Constitution’s structural provisions. We will study the powers of the executive, legislative, and judicial branches of the federal government as well as how the Constitution structures the spaces of overlap between them, including the administrative state. We will also study the Constitution’s system of federalism, which distributes power between the federal government, state, local, and Native governments. The course will provide an introduction to constitutional argumentation, sources of constitutional meaning, and certain topics in constitutional theory. This course will have a final exam. Participation may be considered in the final grading.
Spring- Fahey, Bridget

**Constitutional Law III: Equal Protection and Substantive Due Process**
LAWS 40301- 01 (3)
This course considers the history, theory, and contemporary law of the post-Civil War Amendments to the Constitution, particularly the Equal Protection and Due Process Clauses of the Fourteenth Amendment. The central subjects are the constitutional law governing discrimination on the basis of race, gender, sexual orientation, and the recognition of certain fundamental rights. Throughout, students consider foundational questions, including the role of courts in a democracy and the question of how the Constitution should be interpreted. The student’s grade is based on a final take-home examination. Participation may be considered in final grading.
Spring- Lakier, Genevieve
Criminal Procedure I: The Investigative Process  
LAWS 47201-01 (3)  
This course covers the constitutional law regulating the investigatory process, including searches, seizures, and confessions. The grade is based on a final examination.  
Spring- Davidson, Adam

Environmental Law: Air, Water, and Animals  
LAWS 46001-01 (3)  
This survey course explores the major domestic policies in place to protect the environment, with a focus on clean air and water and animal conservation (e.g., the Clean Air Act, the Clean Water Act, the National Environmental Policy Act, and the Endangered Species Act). The course is a complement to Professor Templeton’s Toxic Torts and Environmental Justice course; neither is a prerequisite for the other, and the two share little overlap. We’ll spend some time on the regulation of climate change and will discuss issues of environmental justice embedded in each of the major topics. This class has a final exam. Participation may be considered in final grading.  
Spring- Kim, Hajin

Fair Housing  
LAWS 43313-01 (3)  
This course will focus on the law and policy of fair housing, broadly construed. Substantial attention will be devoted to antidiscrimination laws in housing, including the federal Fair Housing Act. We will also explore existing and proposed policies for improving access of lower-income people to housing. The causes and consequences of residential segregation will be examined, as well as the effects of zoning and other land use controls. Additional topics may include gentrification, eviction, squatting, mortgages and foreclosures, and the use of eminent domain. Grading is based on a final examination; participation may be taken into account as indicated on the syllabus.  
Spring- Fennell, Lee

Legislation and Statutory Interpretation  
LAWS 44201-01 (3)  
This class covers the theory and the practice of statutory interpretation, along with relevant aspects of the legislative process. Students will leave this class with the tools they need to interpret legislative and similar texts. They will also develop a thorough grasp of the production of statutes by the legislative branch and their use by the courts.
The grade is based on a final examination. Participation may be considered in final grading.

Spring- Peterson, Farah

**Transactional Lawyering**

LAWS 30713- 01 (3)

A substantial portion of legal advice is given in a transactional setting, in the sense that the lawyer is assisting in structuring future activity. For example, a lawyer may advise a client who wants to start a business, a nonprofit that wants to expand its offerings, or a government that wants to provide a new service to the public. Lawyers in this role approach law and legal advice differently than lawyers engaging in litigation or dispute resolution, focusing on structuring the transaction to comply with relevant legal requirements while meeting the client’s goals. This class provides an introduction to giving legal advice in a transactional setting.

This class will have a final exam.

Spring- Neal, Joan

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**SECOND- AND THIRD-YEAR OFFERINGS**

**Abrams Environmental Law Clinic**

LAWS 90224- 01 (1 TO 3)

Students in the Abrams Environmental Law Clinic promote clean energy, fight against water pollution, protect natural resources and human health, and address legacy contamination. Students learn practical legal skills, such as conducting factual investigations, interviewing witnesses and preparing affidavits, reviewing administrative determinations, drafting motions, working with experts, arguing motions and presenting at trial or an administrative hearing. The Clinic represents regional and national environmental organizations and individuals and often works with co-counsel. In addition to litigation, the Clinic may also engage in legislative reform and rule-making efforts; students interested solely in that kind of work should notify the instructor before joining the Clinic. While the course does not have any pre-requisites, students are strongly encouraged to take an environmental law, energy law, and/or administrative law courses at some point during their time in the clinic. A student enrolling in the Clinic for the first time should sign up for two credits; in subsequent quarters, the student may enroll for one, two or three credits per quarter.
after consultation with clinic faculty. Open to 3L students only who have taken one of the following classes:

1) Professor Templeton's Toxics, Toxic Torts and Environmental Injustice class
2) Professor Kim's Environmental Law: Air, Water, and Animals class
3) OR Professor Macey’s Energy Law class

Autumn, Winter, Spring- Templeton, Mark; Schuhardt, Jacob

Access to Justice
LAWS 53422- 01 (3)
Access to justice is a persistent and pressing problem in the American legal system. Significant structural barriers prevent people from exercising their rights and from getting fair outcomes from the civil legal system. Moreover, their lack of access to fair and equitable dispute resolution re-enforces existing systems of inequality. Drawing mostly on an emerging empirical literature on access to justice, this seminar will focus on the obstacles to providing quality civil legal aid and on solutions, including making courts less complex, increasing the supply of lawyers, and offering dispute resolution outside of the legal system. This class requires a major paper (6000-7500 words).

Autumn- Marshall, Anna-Maria

Accounting for Entrepreneurs: From Start-up through Exit
LAWS 48219- 01 (3)
This course provides the core set of tools and strategies related to the work of a Chief Financial Officer (CFO) at a private, entrepreneurial company as well as to the work of those who provide funding to the company, work for the company, provide legal or other professional advice to the company, or are founders of the company. The course follows the life-cycle of a company that begins as a start-up, and covers the accounting-related financial metrics, and the managerial, financial and tax accounting issues that are centrally important for an entrepreneur in the private firm environment.

We will cover topics relevant at the earliest stages of a business, such as setting up the initial accounting infrastructure, through to the company’s exit. The exit would typically be to a strategic buyer, a private equity firm or via an IPO, direct listing, or SPAC.

Selected topics:
- Setting up the initial infrastructure for the information system used by a start-up.
• Capitalization tables and the impact of various financing events and structures on the capitalization table.
• Reporting key performance indicators to the company, the board of directors and investors such as venture capital and private equity funds.
• Managing working capital, establishing monthly and yearly budgets, and future forecasts.
• Sale process, working capital adjustment, and roll-over equity for a management team.
• Accounting and applying for debt as a private company, such as bank debt, venture debt, and accounts receivable lines of credit.
• Accounting information required for a fundraising process.

This course will be evaluated on Problem Sets, Cases, Class Participation and Final Exam.

Spring- Berger, Philip

Administrative Law
LAWS 46101- 01 (3)
This course examines the structure of the administrative state, its relations to the other branches of government and private citizens, and the constitutional, statutory, and common law rules that govern the substance and procedure of administration action and inaction. A central theme is how the law manages the tension between rule of law values (e.g., procedural regularity, accountability, and substantive limits on arbitrary action) and the desire for flexible, effective administrative governance. In particular, the course focuses on constitutional topics, including the non-delegation doctrine, presidential control over administrative agencies, and the delegation of adjudicative authority to non-Article III officers. Substantial attention is also given to the Administrative Procedure Act (APA) and other statutory requirements for lawful agency action. Other covered topics include the proper role of agencies in interpreting statutory and regulatory law; judicial review of agency decisions; and public participation in agency rulemaking. The student’s grade is based on class participation and a final examination.

Winter- Nou, Jennifer
Administrative Law
LAWS 46101-01 (3)
This course examines the structure of the administrative state, its relations to the other branches of government and private citizens, and the constitutional, statutory, and common law rules that govern the substance and procedure of administration action and inaction. A central theme is how the law manages the tension between rule of law values (e.g., procedural regularity, accountability, and substantive limits on arbitrary action) and the desire for flexible, effective administrative governance. In particular, the course focuses on constitutional topics, including the non-delegation doctrine, presidential control over administrative agencies, and the delegation of adjudicative authority to non-Article III officers. Substantial attention is also given to the Administrative Procedure Act (APA) and other statutory requirements for lawful agency action. Other covered topics include the proper role of agencies in interpreting statutory and regulatory law; judicial review of agency decisions; and public participation in agency rulemaking. The student's grade is based on class participation and a final examination.
Spring- Nou, Jennifer

Admiralty Law
LAWS 43224-01 (3)
This course will cover the development and scope of this part of the admiralty and maritime jurisdiction of the federal courts, the role of the Supreme Court in the common law development of the substantive law of the admiralty. The course will also explore the source of the substantive admiralty law and the substantive law in a few areas: e.g., the rights of maritime workers in workplace injury and death cases, and ship owners right to limit their liability. The student's grade is based on class participation and a final take-home examination.
Autumn- Schmidt, Randall

Advanced Administrative Law
LAWS 53385-01 (2)
This seminar will explore contemporary issues and controversies in administrative law through recent cases, contemporary scholarship, and in-depth case studies. One aim of the course is to help participants develop greater familiarity with regulatory materials and a more grounded understanding of the practical development of regulatory policy.
Students will have option between writing a major paper of 6000-7500 words or a series of reaction papers. Class participation may also be considered in final grading.
Prerequisite: Administrative Law
Winter- Nou, Jennifer

**Advanced Advocacy: Building and Using Your Advocate’s Toolbox**
LAWS 53499- 01 (3)
The seminar will illustrate the many ways in which an argument is much more than just "the automatic gainsaying of anything the other person says." We will explore not only the many forms of argument (persuasion, evidence-based, push/shove, Talmudic, misdirection), but also the many considerations necessary to win (forum, timing, deposition vs. trial, insurance coverage, leverage). We will use arguably (and inarguably) the best sources to build an advocate’s toolbox: classical (Bible, Talmud); historical (Gettysburg Address, Letter from a Birmingham Jail, The Murder of William of Norwich); and popular culture (My Cousin Vinny, Monty Python’s Argument Clinic). Students will use their toolbox in argument simulations, including Trolley Problem permutations, Headline Rewrite, and Would I Lie to You?
There are three double-spaced four page papers that should be 1200 words each. There is one six page, single-spaced letter that should be 3500-3600 words. Participation will be considered in final grading.
Spring- Cheifetz, Robert

**Advanced Civil Procedure**
LAWS 53492- 01 (2)
This course will explore the major procedural issues that arise in complex civil litigation. We will focus primarily on multi-party, multi-jurisdictional disputes, with particular emphasis on topics such as class actions, multidistrict litigation (MDL) practice, and other methods of aggregating claims and parties. Once we master the relevant doctrine and policy, we will consider the strategic choices available to lawyers handling complex cases, the myriad ways to resolve complex litigation, and the role of judges in supervising and managing aggregate litigation. The course format is a combination of lecture (including guest lecturers from the bench and bar) and class discussion. The course will be particularly useful to students planning careers in public or private civil litigation or seeking judicial clerkships. The course grade will be based on a combination of class participation and a final exam.
Autumn- Patterson, Chaka
Advanced Contracts
LAWS 48601-01 (3)
This course taught by Jed Lewinsohn will cover three topics of considerable practical and theoretical significance for contract and commercial law: Warranties, Conditions, and Third Parties. (Roughly half of the course will be devoted to the first two topics, and the remaining half to the third.) A final exam or major paper (6000-7500 words) is required. Participation may be considered in final grading. Prerequisite: Contracts. With respect to warranties and conditions, our focus will be on the functions they serve (e.g., as security and insurance devices for the contracting parties), on problems of interpretation (e.g., the role accorded to intentions and to industry standards), and on their interaction with other related doctrines (e.g., those pertaining to misrepresentation and change of circumstance). With respect to third parties, we will consider the erosion of the 'privity principle,' which says that the rights and duties created by a contract are incurred only by those who are privy to it, that is, by the actual parties. This will lead us to study some of the following topics: third-party beneficiaries; assignment and delegation; agency law; the effects of exculpatory clauses on third parties; and tortious interference with contract.
Autumn: Lewinsohn, Joseph (Jed)

Advanced Criminal Law: Evolving Doctrines in White Collar Litigation
LAWS 53445-01 (3)
This seminar examines timely issues in the investigation, prosecution, and defense of federal white collar crimes. The seminar will challenge students to reason through statutory, doctrinal, and policy issues in practical scenarios from both prosecutorial and defense perspectives. This seminar will cover recurring crimes in white collar litigation in areas such as fraud, public corruption, racketeering, and obstruction of justice and false statements. These substantive criminal areas will be addressed in the context of frequently encountered scenarios in white collar practice, such as interpreting criminal statutes, entity liability, parallel civil and criminal investigations, grand jury practice and defense investigations, attorney client privilege and joint defense agreements, and plea bargaining and sentencing issues. Advanced readings will be assigned on the issues covered. Grading will be based on two short papers (3-5 pages each) written from various perspectives (for example, in the form of a letter from defense counsel to the U.S. Attorney advocating to close an ongoing investigation) and a final paper (6000-
Advanced Evidence: Key Legal Principles and Their Practical Application
LAWS 53339- 01 (2)
This class will focus on advanced evidence principles and problems through experiential learning (learning by doing), using real-world issues that arose during a four-week trial of a case the instructor recently tried, Ramirez, et al. v. U.S. Immigration Customs Enforcement, as well as a case file and selected problems from the National Institute of Trial Advocacy. Completion of the Law School’s course on Evidence is a prerequisite for this course.
Classes will typically consist of: (1) a lecture concerning the topic(s) for that day, which will focus not only on the relevant law, but also practical considerations and practice tips and real-world anecdotes and illustrations; (2) role-playing problems in which students will argue in support of and against evidentiary objections and motions in limine, and conduct brief directs and cross-examinations laying the foundation for and opposing the admissibility of various types of evidence; and (3) feedback concerning the role-playing performances and discussion of the issues they raise.
Topics that will be covered include: the authentication and admissibility of exhibits, including laying the foundation for the admission of business records, summaries, demonstratives, and other types of exhibits; objections, motions in limine and offers of proof; identifying and overcoming hearsay objections; experts and opinion testimony, including admissibility, expert disclosures and reports, and the structure and strategy of expert directs; and impeachment and rehabilitation.
Typical assignments will include reading one or two key cases or excerpts from leading texts and preparing for the role-playing problems on the subject(s) for that class. Grades will be based on class participation and role-playing performances (70%) and three short (5-page) written assignments (10% per assignment, 30% in total).
Prerequisite: Evidence.
Winter- Patton, Stephen

Advanced First Amendment Law
LAWS 53469- 01 (3)
This seminar will explore some of the most interesting and contentious questions in contemporary First Amendment litigation. Topics covered will include: defining and
regulating commercial speech; the regulation of social media platforms; the First
Amendment and intellectual property law; and the meaning of viewpoint
discrimination. Students must have taken Constitutional Law II to participate in the
seminar. Grading will depend on class participation and final research paper (6000-7500
words).
Spring- Lakier, Genevieve

**Advanced Issues in Delaware Corporate Law**

LAWS 43203- 01 (1)

This course examines current hot topics in Delaware corporate law, relying principally
on judicial decisions and academic or practitioner commentary. It is not a high-level
survey course; instead, the course will consider issues such as why Delaware occupies a
dominant position in the field of corporate law and will explore particular aspects of
that law— including judicial standards of review, common law fiduciary duties of
managers and directors, change of control transactions, conflict transactions, and
director oversight/risk assessment. The class is intended to be a focused course on how
corporate law is made in Delaware, as well as the policy reasons underlying its law.
Grades will be based on a final exam. Participation may be considered in the final
grading.
A basic corporations law course is preferred, but not a prerequisite. This is a short class
meeting 6:10-8:40 April 15-18.
Spring- Will, Lori; Chandler III, William

**Advanced Legal Research**

LAWS 53264- 01 (2 TO 3)

The purpose of this seminar is to enhance students' knowledge of legal sources and to
develop their ability to research the law. The class will cover the basic categories of legal
research in depth and with a focus on practical skills and efficiency, including statutes,
administrative law, legislative history, cases, and secondary sources. This seminar also
will address a series of practice areas such as corporate and securities, tax, transactional,
federal procedure, and intellectual property, focusing on the substantive resources and
practical research skills for each. Upon successful completion of the class, students will
expand their understanding of research resources in a variety of areas, will improve
their skills in using legal research tools, and will develop extensive research knowledge
in at least one area from their work on a final research paper. The seminar will be
limited to twenty-five students with priority to third year students. To receive credit for
this course, students must complete research assignments (40 percent of grade), submit a research paper on a topic approved by the instructor (50 percent of grade), and attend and participate in course meetings (10 percent). Students may earn either 2 or 3 credits for this seminar depending upon the number and nature of assignments completed and the length of their final paper. A 6000-7500 word paper will be required for the 3-credit option for this course. For the 2-credit option for this seminar, students will write a 3000-4500 word paper. In the research paper, the student should extensively and comprehensively address sources for researching the topic, discuss successful and less useful techniques, and recommend research strategies.

Autumn- Vanderlin, Scott

**Advanced Legal Research**
LAWS 53264-01 (2 TO 3)
The purpose of this seminar is to enhance students' knowledge of legal sources and to develop their ability to find the relevant law on a legal issue. The seminar will cover the basic categories of legal research in depth and with a focus on practical skills and efficiency, including statutes, administrative law, legislative history, cases, and secondary sources. As a learning outcome of the course, students will be able to demonstrate the ability to conduct legal research and, more specifically, will expand their understanding of research resources in a variety of areas, improve their skills in using legal research tools, and develop extensive research knowledge in at least one area from their work on a final research paper. The seminar will be limited to twenty-five students with priority to third year students. To receive credit for this seminar, students must complete research assignments and projects, submit a final research paper, and participate in course meetings. Students may earn either 2 or 3 credits for this seminar depending upon the assignments and projects completed and the length of their final paper.
For two credits the research paper should be a minimum of 3500 words. For three credits the research paper should be a minimum of 6000 words.

Winter- Lewis, Sheri

**Advanced Legal Writing**
LAWS 43251-01 (2)
This course will prepare law students for the working world by honing writing skills for briefs, memoranda, motions, and contracts. We will discuss and practice the major principles of legal writing in plain English -- no jargon, no legalese, no anachronistic
fluff. In addition to fine-tuning basic and more advanced writing skills, students will learn how to use their writing to win arguments, persuade clients, and sharpen their thinking. The class will function largely as a workshop where we analyze the impact of various writing styles. Regular attendance is essential. Through exercises and group critiques, students will learn to write more succinctly and effectively. Better writers make better lawyers. The course concludes with a final examination, which determines the student’s grade. Students must complete all assignments before the exam period begins. This course satisfies the Writing Project writing requirement. Legal Research and Writing is a pre-requisite.

Autumn- Duquette, Elizabeth

Advanced Topics in Corporate Reorganizations
LAWS 53118- 01 (2)
This 2-credit seminar explores emerging issues in corporate reorganization. We are principally interested in the ever-present tension between bankruptcy law and policy and the practical reality of managing a company’s business in Chapter 11. The seminar will address such broad topics as restructuring support agreements, asset sales, post-petition financing, structured dismissals, and the role of creditors’ committees. Final grade will be based on: a series of short reaction papers, class participation.

Spring- Baird, Douglas; Sontchi, Christopher

Advanced Topics in Federalism
LAWS 53505- 01 (2)
This seminar will critically evaluate the doctrine, theory, and practice of American federalism. We will cover ideas related to: which governments and institutions compose our federalism; what formal and informal jurisdiction the possess; how they engage with one another; how they structure their joint projects; and what legal rules guide their interactions. We will also address emerging issues in federalism and topics related to areas of student interest. Constitutional Law 1: Government Structure.is a recommended prerequisite but not required. This seminar will require a Series of Short Research Papers (≥ 6000-7500 words)

Spring- Fahey, Bridget
Advanced Topics in Moral, Political, and Legal Philosophy: Nietzsche's Theory of Value
LAWS 53256- 01 (3)
The seminar will explore aspects of Nietzsche's theory of value, especially concerning morality and aesthetics, in the context of two major intellectual 19th-century influences on his thought: naturalism (especially through Schopenhauer and German Materialism) and Romanticism. The first half of the seminar (led by Leiter) will emphasize naturalistic themes in his understanding of morality in On the Genealogy of Morality and excerpts from Beyond Good and Evil. The second half (led by Forster) will examine the influence of Romanticism, including in The Birth of Tragedy and selections from his later works. This seminar will require a major paper (≥ 6000-7500 words). For SRP credit students will have to do additional work in consultation with the instructors.
Winter- Leiter, Brian; Forster, Michael

American Indian Law
LAWS 43278- 01 (3)
This course will consider the law governing the relation between non-tribal law and tribal law. This is the law of treaties, federal jurisdiction, and sovereignty. The Supreme Court has several cases on tribal issues each year, and with the rise of gaming and natural resources as major sources of wealth, the stakes in these cases for tribe members and non-members is increasing. Last year, the Supreme Court decided a case that suggests half of Oklahoma, including Tulsa, is actually "Indian Country," and subject, in part, to tribal law. The materials for the course will be mostly Supreme Court cases, as well as some historical materials necessary to understand the context of the judicial consideration of tribal jurisdiction. The flavor for this part of the course will be international law, although with a decidedly American approach. This course will have a final exam. Participation may be considered in the final grading.
Winter- Henderson, M. Todd

American Legal History, 1607-1870: Colonies to Reconstruction
LAWS 43267- 01 (3)
This course examines major themes and interpretations in the history of American law and legal institutions from the earliest European settlements through the Civil War. Topics include law in British North America; law and politics in the American Revolution; the drafting, ratification, and interpretation of the U.S. Constitution; debates over federalism, citizenship, slavery, and the status of Native nations; and the
constitutional and legal consequences of the Civil War. Students who have taken American Legal History, 1800-1870: Revolution to Reconstruction should not enroll in this course.
The student's grade will be based on a final examination.
Winter- LaCroix, Alison

Anthropology and Law
LAWS 53306- 01 (3)
This seminar for law students and graduate students in the social sciences will provide an introduction to the field of legal anthropology. We will address anthropological theories of the nature of law and disputes, examine related studies of legal structures in non-Western cultures, and consider the uses of anthropology in studying facets of our own legal system. By examining individual legal institutions in the context of their particular cultural settings, we can begin to make cross-cultural comparisons and contrasts. In so doing, we confront the challenge of interpreting and understanding the legal rules and institutions of other cultures while assessing the impact of our own social norms and biases on the analysis. Thus, our analytic and interpretative approach will require us to examine the cultural assumptions that underpin various aspects of our own belief systems and the American legal system. Requirements for this seminar course include preparation of a research paper (6000-7500 words) and thoughtful class participation. Writing for this seminar may be used as partial fulfillment of the JD writing requirement (SRP or WP).
Winter- Fennell, Christopher

Anti-Discrimination Law
LAWS 53486- 01 (3)
Antidiscrimination Law examines legal and policy responses to questions of inequality affecting a host of identities and protected classes, including race, ethnicity, sex, and disability. We will consider the statutory, regulatory, and constitutional law used to address discrimination in several contexts, such as housing, employment, public accommodations, education, criminal administration of justice, voting, etc. The course is interdisciplinary, examining case law, legal writings, social science research, and multimedia sources. Classes will include lecture; group discussion; exercises; and presentations by scholars, and attorneys practicing in relevant areas of anti-
discrimination law. This class requires a major paper (6000-7500 words). Participation may be considered in final grading.
Autumn- Paul-Emile, Kimani

Antitrust Law
LAWS 42801-01 (3)
This course covers antitrust law, which is the law that regulates competition in the marketplace. Topics include collusion, monopoly, and mergers, with special attention to platforms, labor market power, and recent controversies over the purpose of antitrust law.
This class has a final exam. Participation may be considered in final grading.
Autumn- Posner, Eric

Antitrust Law
LAWS 42801-01 (3)
This course provides an introduction to the law of antitrust. The course focuses on the practices by which competing firms eliminate, or are alleged to eliminate, competition among themselves. The practices considered include formal cartels, price-fixing conspiracies, conscious parallelism, resale price maintenance, and mergers to monopoly and other types of horizontal merger. The course also looks at the practices by which firms, either singly or in combination, exclude actual or potential competitors from their markets, by means of practices such as boycotts, predatory pricing, tying arrangements and vertical integration. The grade is based on a final in-class examination. The syllabus for the current version or most recent version of the course can be found at http://picker.uchicago.edu/antitrust/Syllabus.htm
Winter- Picker, Randal

Art Law
LAWS 53263-01 (3)
This seminar examines legal issues in the visual arts including artist’s rights and copyright, government regulation of the art market, valuation problems related to authentication and artist estates, disputes over the ownership of art, illicit international trade of art, government funding of museums and artists, and First Amendment issues as they relate to museums and artists. Final grade will be based on a major paper (6000-7500 words) and class participation.
Autumn- Landes, William; Hirschel, Anthony
Bankruptcy and Reorganization: The Federal Bankruptcy Code  
LAWS 43234-01 (3)
This course studies the Federal Bankruptcy Code and the law of corporate reorganization. Topics include the rights of creditors in bankruptcy, the relationship between bankruptcy law and state law, the treatment of executory contracts, bankruptcy planning, the restructuring of corporations in Chapter 11, and the procedure for confirming plans of reorganization. There are no prerequisites for this course. This class has a final exam.  
Winter- Casey, Anthony

Bankruptcy and Reorganization: The Federal Bankruptcy Code  
LAWS 43234-01 (3)
This course concerns the law and finance of corporate bankruptcy. The course reviews the fundamentals of debt contracting, including the role of events of default, debt priority, and security interests. Students will learn about various aspects of the bankruptcy process, including the automatic stay, the avoidance of prebankruptcy transactions (e.g. fraudulent conveyances and preferences), the treatment of executory contracts, the debtor's governance structure during bankruptcy, the financing of operations and investments in bankruptcy, sales of assets during bankruptcy, and the process of negotiating, voting, and ultimately confirming a plan of reorganization. This class has a final exam. Participation may be considered in the final grading.  
Spring- Macey, Joshua

Bioethics: From Nuremberg to Modern Times  
LAWS 53500-01 (1)
This course explores the increasingly influential field of bioethics, which studies the ethical, legal, and social implications of biomedicine and innovation in the health sciences. Students will examine (1) the historical, sociological, public health, and legal contexts from which modern bioethics emerged as a coherent field in the mid 20th century, (2) the biomedical developments, legal engagements, and political controversies that reshaped the enterprise towards the latter part of the century, and (3) contemporary issues in bioethics and the role of law and public policy in mediating the relationship between medicine, science, and society.
This class will require one paper (3,000-3,500 words). Participation may be considered in final grading. This is a short class that meets 6:10-8:10PM on October 16, 18, 19, 23, and 25.

Autumn- Obasogie, Osagie

Blockchain, Crypto, and the Law
LAWS 53479- 01 (3)
Cryptocurrencies and the blockchain have been a hot topic for several years, garnering unprecedented financial, technological, and regulatory attention. Fitting new technologies into existing legal frameworks requires a combination of creativity and brute force. This course runs through the major legal issues that have arisen in the blockchain / crypto space. Some have been answered, at least tentatively. And others are the subject of roiling debate.

Grades will be based on a paper as well as a group project concerning the topics taught in the class.

If you took Blockchain, Cryptocurrencies, and Web3 you will not be able to take this seminar.

Winter- Ford, Matthew; Roin, Katharine

Blockchain, Cryptocurrencies, and Web3
LAWS 97124- 01 (3)
This class examines how what decentralized ledgers such as blockchain are, how they work, use cases such as cryptocurrencies, novel methods of financing made possible by blockchain, and legal issues that blockchain raises. We will examine blockchain ledgers and different consensus protocols, including both proof of stake and proof of work. We will explore the history and evolution of cryptocurrencies, especially through so-called forks. We will examine the use of blockchain not just for payments, but also for tracking financial assets and land, trading computer storage and processing power, financing, selling art (NFTS) and services, and even for game play. We will examine the novel ways in which blockchain startups are funded, including the pre-sale of utility tokens to investors. We will also consider legal issues such as the tax treatment of ICOs and cryptocurrency trades, whether tokens are securities, the fiduciary duties of developers under corporate law, and money-laundering concerns with cryptocurrencies. Students will be required to work in small groups with a mix of law and business students to write a Web3 business proposal and give a presentation on the business proposal. The
proposal must include an analysis of both business and legal risks. Participation may be considered in final grading.
Spring- Malani, Anup

**Brief Writing and Appellate Advocacy**
LAWS 53459- 01 (3)
This course will focus on persuasive brief writing techniques with the focus on writing a federal circuit court brief based on a hypothetical problem. Students will also learn oral argument techniques and will present an appellate argument based on the class problem to a guest panel.
Evaluation will be based on the preparation of an appellate brief and the presentation of an appellate oral argument.
Autumn- Legner, Brett

**Business Organizations**
LAWS 42301- 01 (3)
This is an introductory course on the law of the governance of business organizations. While we will focus primarily on corporations, we will also cover other forms of organization to examine similarities and differences. Specific topics will include fiduciary law, shareholder voting, derivative suits, control transactions, mergers and acquisitions, and corporate governance. This class has a final exam.
Autumn- Buccola, Vincent

**Business Organizations**
LAWS 42301- 01 (3)
This is an introductory course on the law of the governance of business organizations. While we will focus primarily on corporations, we will also cover other forms of organization to examine similarities and differences. Specific topics will include fiduciary law, shareholder voting, derivative suits, control transactions, mergers and acquisitions, and corporate governance.
This class has a final exam.
Winter- Casey, Anthony
Capital Markets Transactions and the Underwriting Process
LAWS 53350-01 (3)
This course will delve into the major legal and practice issues presented by major capital markets transactions conducted in the US, including initial public offerings, "shelf" offerings, private placements, offerings of Rule 144A high yield securities, the underwriting and SEC review processes, NYSE and NASDAQ governance requirements and due diligence investigations. Grades will be based on five substantial take-home written assignments (6000-9000 words combined and performed by student teams), class participation, and a final examination. Prerequisites: Corporations/Business Organizations. Securities Regulation is recommended, but not a prerequisite.
Autumn- Junewicz, James

Civil Procedure (for LLMs)
LAWS 30211-04 (3)
Civil Procedure introduces students to the process of civil litigation, focusing on the phases of the federal civil action such as pleading, discovery, motion practice, trial, and appeal. It also provides an introduction to jurisdiction and other doctrines that control where, when, and with whom civil litigation happens. The student's grade is based on a final exam.
Autumn- Casey, Anthony

Civil Rights Clinic: Police Accountability
LAWS 90913-01 (1 TO 3)
The Civil Rights and Police Accountability Project (PAP) is one of the nation's leading law school civil rights clinics focusing on issues of race and criminal justice. We strive to be a grassroots, ground-up, community-based law school clinic. There are three core components to our clinic: (1) We represent people abused by police who have no other means to access justice. (2) We engage multifaceted strategies to improve policy and practice-to facilitate positive change. (3) We collaborate in non-litigation, community-driven projects that address race, class, gender, power, and police. Students provide legal services to indigent victims of police abuse in federal and state courts from trial through appeals. Some students also represent children and adults in related juvenile or criminal defense matters. Currently, much of PAP's work revolves around monitoring and enforcing two historic consent decrees—one in federal court to address the Chicago Police Department's pattern and practice of excessive and discriminatory violence and the other in state court to end the practice of incommunicado detention of people at
CPD stations. Some students are partnering with the Cook County Public Defender’s Office to eliminate systematic barriers to justice for public defender clients, create a community defender office, and improve service delivery to individual clients. Other students are working to prevent human rights violations of patients at the University of Chicago’s Trauma Center by law enforcement. PAP continues to represent individual survivors of police abuse in federal and state court and investigate complaints of police torture before the Illinois Torture Commission. Students work in teams and take primary responsibility for all aspects of our work. A significant amount of legal writing is required. Students must take Evidence, Crim Pro I, and the Intensive Trial Practice Workshop before their third year. Con Law III is also recommended. Autumn, Winter, Spring- Futterman, Craig

Class Action Controversies
LAWS 53299-01 (2 TO 3)
The purpose of this seminar is to understand the rules applicable to class action litigation, the major doctrinal and policy issues that influence class action litigation, and the strategic, ethical, and practical considerations that judges, class counsel, and litigants face in class action litigation. Each week, we will address topics in class action law that bear on these issues. Students taking the class for 2 credits will complete 2-3 reaction papers. Students taking class for 3 credits will complete a substantial writing project (6000-7500 words). Students completing the three credit option can receive writing project credit. Participation may be considered in final grading. Autumn- Brody, Michael

Comparative Legal Institutions
LAWS 43201-01 (3)
This course is designed to examine a range of legal institutions from a comparative and interdisciplinary perspective. It is not a traditional course in comparative law, in that it focuses not so much on particular rules of substantive law but on the structure of different legal systems and the consequences of those structural differences for law and society. In particular, we will focus on the economic impact of legal traditions. Readings will be drawn from legal and social science literature, including works from anthropology, economics, political science and sociology. The course will explicitly cover non-Western legal traditions to an extent not found in conventional comparative law courses. Furthermore, American institutions are explicitly included in the
comparison: this is not simply a course in foreign law. Assessment is by a three-hour final exam. In lieu of taking the exam, there is an option to write a research paper (6000-7500 words) sufficient to fulfill the substantial writing requirement; LLM, second-year and third-year students can exercise this option freely but only a limited number of first-year students may avail themselves of it. Participation may be considered in final grading.

Spring- Ginsburg, Thomas

Comparative Race, Ethnicity and Constitutional Design
LAWS 53456- 01 (3)
Issues of multiracial democracy have come to the fore in recent years in the United States and many other countries. This seminar starts with the premise that our particular way of doing things is not the only one. It will review the comparative literature on racial and ethnic formation, stratification and conflict. It will focus on the role of constitutional design in exacerbating or ameliorating conflict. Readings will examine the politics of race and ethnicity in most other major regions of the world, along with theoretical accounts on what constitutional design can and cannot do. Students will pick a country to focus on as we work through the material.
This class requires a major paper (6000-7500 words). Participation may be considered in the final grading.
Spring- Ginsburg, Thomas

Conflict of Laws
LAWS 41501- 01 (3)
States frequently have different laws, and so it is frequently important which state's law applies to a given case or transaction. This course will confront the legal doctrines that address these conflicts. We will cover the competing theories of choice of law and constitutional limits on state authority. We will also spend some time on the details of Erie and state/federal choice of law problems.
This class has a final exam. Participation may be considered in final grading.
Autumn- Baude, William

Constitutional Decisionmaking
LAWS 50202- 01 (3)
Students enrolled in the seminar will work as "courts" consisting of five "Justices" each. During each of the first eight weeks of the quarter, each court will be assigned two
hypothetical cases raising issues under the Equal Protection Clause of the Fourteenth Amendment. All cases must be decided with opinion (concurring and dissenting opinions are permitted). The decisions may be premised on the "legislative history" of the Equal Protection Clause (materials on that history will be provided) and on any doctrines or precedents created by the "Justices" themselves. The "Justices" may not rely, however, on any actual decisions of the United States Supreme Court. The seminar is designed to give students some insight into the problems a Justice confronts in collaborating with colleagues, interpreting an ambiguous constitutional provision, and then living with the doctrines and precedents he or she creates. Enrollment will be limited to three courts. Since the members of each court must work together closely under rigid time constraints, students must sign up as five-person courts. This seminar will not have regularly-scheduled classes (except for introductory and concluding meetings), but you should not underestimate the time demands. It is a very demanding seminar. If more than three courts sign up, I will select the participating courts by lot. To be eligible for participation in the seminar, students should send me an e-mail (gstone@uchicago.edu) by tbd, including the names and e-mail addresses of all five "Justices." This seminar will not have regularly-scheduled classes (except for an introductory meeting), but you should not underestimate the time demands. It is a very demanding seminar. If more than three courts sign up, I will select the participating courts by lot and I will email you by tbd, to let you know whether your court has been selected. Students in each court will write mock Supreme Court opinions in a series of eight hypothetical cases. On average, each student in this seminar writes opinions totaling approximately 50 single-spaced pages. SRP credit is available.

Spring- Stone, Geoffrey

Constitutional Law for LL.M. Students
LAWS 70801- 01 (3)
This course is designed to introduce LL.M. students to U.S. constitutional law. Topics covered include the theory, development and practice of judicial review, the power of, and limitations on, judicial power, the allocation of powers among the legislative, executive, and judicial branches, judicial involvement in economic policy, and the role of the Supreme Court in adjudicating disputes between the states and the federal government. In addition, the course will cover key doctrines in the areas of equal protection and substantive due process. This class will have a final exam. Participation may be considered in the final grading.

Spring- Rosenberg, Gerald
Constitutional Law I: Governmental Structure
LAWS 40101-01 (3)
This course provides an introduction to U.S. constitutional law and constitutional theory. Topics to be covered include the function of judicial review; the role of the states and the federal government in the federal structure; and the allocation of powers among the legislative, executive, and judicial branches. This class will have a final exam.
Autumn- LaCroix, Alison

Constitutional Law I: Governmental Structure
LAWS 40101-01 (3)
This course provides an introduction to the United States Constitution. Topics to be covered include constitutional interpretation; the function of judicial review; the role of the states and the federal government in the federal structure; and the allocation of powers among the legislative, executive, and judicial branches. The student’s grade is based on a final examination.
Winter- Strauss, David

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

Constitutional Law II: Freedom of Speech
LAWS 40201-01 (3)
A study of the doctrine and theory of the constitutional law of freedom of speech. The subjects for discussion include advocacy of unlawful conduct, defamation, invasion of privacy, commercial speech, obscenity and pornography, offensive speech, symbolic expression, protest in public places, regulation of campaign finance, and selective government subsidies of speech. Students who have completed Constitutional Law IV
are ineligible to enroll in this course. Students may take a final exam or write a major paper (20-25 pages).
Spring- Stone, Geoffrey

Constitutional Law III: Equal Protection and Substantive Due Process
LAWS 40301- 01 (3)
This course considers the history, theory, and contemporary law of the post-Civil War Amendments to the Constitution, particularly the Equal Protection and Due Process Clauses of the Fourteenth Amendment. The central subjects are the constitutional law governing discrimination on the basis of race, gender, and other characteristics, and the recognition of individual rights not explicitly enumerated in the Constitution. Throughout, students consider certain foundational questions, including the role of courts in a democracy and the question of how the Constitution should be interpreted. The student's grade is based on a final examination or major paper (6000-7500 words).
Winter- Stone, Geoffrey

Constitutional Law III: Equal Protection and Substantive Due Process
LAWS 40301- 02 (3)
This class explores the doctrinal development of Equal Protection and substantive due process rights. We will, of course, explore the historical development of these rights. We will also think about how the rights interact with pressing present concerns related to social stratification, especially by gender and race. This class will have a final exam. Participation may be considered in the final grading.
Spring- Huq, Aziz

Constitutional Law V: Freedom of Religion
LAWS 40501- 01 (3)
This course explores religious freedom in America, especially under the first amendment. It is recommended that students first take Constitutional Law I. Students who have completed Constitutional Law IV are ineligible to enroll in this course. The grade is based on a substantial paper (6000-7500 words) or a series of short papers with class participation taken into account. Instructor consent required for paper to be considered for SRP certification. Participation may be considered in final grading.
Spring- Case, Mary Anne
Constitutions Lab: Myanmar
LAWS 53431- 01 (3)
The coup d’état initiated by the Myanmar military in 2021 has created a horrific humanitarian situation. It has also brought a host of legal challenges, including: the question of who properly represents the country at the United Nations and other international fora; the status of existing ceasefire agreements with armed resistance organizations; and the future constitution of the country. This Lab will grapple with these issues. It will cover a series of background readings on the country, followed by assignments that will inform constitution-making efforts under way for Myanmar. Enrollment is limited and by instructor approval only. Interested students should send a cv and statement of interest to Prof. Gelbort by no later than end of day August 29: gelbort@uchicago.edu.
Participation, group projects and memos will be the basis of evaluation.
Autumn- Gelbort, Jason

Contract Drafting and Review
LAWS 53271- 02 (3)
This seminar will serve as an introduction to contracting drafting and how such drafting differs from other types of legal writing. We will start with the basic "anatomy of a contract," discussing the meaning, use and effect of various provisions. The seminar will address not only legal drafting issues, but also how to understand a client's practical business needs in order to effectively use the contract as a planning and problem solving tool. Students will draft specific contract provisions and a complete contract, and will learn how to read, review and analyze contracts with an eye toward both legal and business risk issues. Many/most of the exercises simulate working with a fictional client. Grades will be based upon class participation, a series of substantial out-of-class weekly drafting exercises, and two longer capstone assignments.
Autumn- Neal, Joan

Contract Drafting and Review
LAWS 53271- 03 (3)
This seminar will serve as an introduction to contracting drafting and how such drafting differs from other types of legal writing. We will start with the basic "anatomy of a contract," discussing the meaning, use and effect of various provisions. The seminar will address not only legal drafting issues, but also how to understand a client's practical business needs in order to effectively use the contract as a planning and
problem solving tool. Students will draft specific contract provisions and a complete contract, and will learn how to read, review and analyze contracts with an eye toward both legal and business risk issues. Many/most of the exercises simulate working with a fictional client. Grades will be based upon class participation and substantial out-of-class written work.

**Autumn- Drake, Michelle**

**Contract Drafting and Review**
LAWS 53271- 01 (3)
This seminar will serve as an introduction to contract drafting and how such drafting differs from other types of legal writing. We will start with the basic "anatomy of a contract," discussing the meaning, use and effect of various provisions. The seminar will address not only legal drafting issues, but also how to understand a client's practical business needs in order to effectively use the contract as a planning and problem solving tool. Students will draft specific contract provisions and a complete contract, and will learn how to read, review and analyze contracts with an eye toward both legal and business risk issues. Many/most of the exercises simulate working with a fictional client. Grades will be based upon class participation, a series of substantial out-of-class weekly drafting exercises, and two longer capstone assignments.

**Winter- Neal, Joan**

**Contract Drafting and Review**
LAWS 53271- 02 (3)
This seminar will serve as an introduction to contract drafting and how such drafting differs from other types of legal writing. We will start with the basic "anatomy of a contract," discussing the meaning, use and effect of various provisions. The seminar will address not only legal drafting issues, but also how to understand a client's practical business needs in order to effectively use the contract as a planning and problem solving tool. Students will draft specific contract provisions and a complete contract, and will learn how to read, review and analyze contracts with an eye toward both legal and business risk issues. Many/most of the exercises simulate working with a fictional client. Grades will be based on class participation, a series of substantial out-of-class weekly drafting exercises, and two capstone assignments.

**Winter- Drake, Michelle**
Contract Drafting and Review
LAWS 53271- 01 (3)
This seminar will serve as an introduction to contract drafting and how such drafting differs from other types of legal writing. We will start with the basic "anatomy of a contract," discussing the meaning, use and effect of various provisions. The seminar will address not only legal drafting issues, but also how to understand a client's practical business needs in order to effectively use the contract as a planning and problem solving tool. Students will draft specific contract provisions and a complete contract, and will learn how to read, review and analyze contracts with an eye toward both legal and business risk issues. Many/most of the exercises simulate working with a fictional client. Grades will be based on class participation, a series of substantial out-of-class weekly drafting exercises, and two capstone assignments.
Spring- Drake, Michelle

Contract Law for LL.M. Students
LAWS 70850- 01 (3)
The materials for this course give overview of key topics in US contract law (focusing on those that are most practice relevant but difficult like interpretation and damages) but the course devotes much of its in-class time to subjects more directly relevant to the practice of contract law including: how to choose a contracting partner who can innovate, different approaches to negotiating agreements that will work well in practice, how to review and draft actual agreements (focusing on both procurement and biotechnology agreements), and how to choose the law and dispute resolution forum best suited to the transaction. Attention is also paid to how to use both legal and nonlegal sanctions and a variety of monitoring mechanism to induce contractual performance. Students will do some work individually and some in groups (both in and out of class). Grade is part class participation/group work and part individual written assignments. There is no exam. This course does not directly prepare students for the bar, although optional videos that will aid in that endeavor are provided for those who seek this type of learning.
Spring- Bernstein, Lisa

Contracting and Business Strategy
LAWS 53421- 01 (3)
This seminar focuses on how to negotiate, structure, and govern contracts from both a legal and a business (strategy) standpoint. It focuses on how to choose a contracting
partner, devise a negotiation strategy, and structure not only the core legal terms you have studied before, but also the key work-a-day contract provisions that make business relationships successful. Discussion will focus on how to best facilitate commercial cooperation, encourage product and process innovation, and structure value creating deals. Emphasis is placed on the role that nonlegal mechanisms and business considerations play in contract governance and management as well as on the limits of the legal system in many contractual settings. Students will work sometimes individually, but often in teams (always with the option to note their disagreement with their team in the team journal), to complete assignments based on case studies of real deals and will write both individual and group based memoranda. There is no exam. Grading is based on individual and team work (oral and written) as well as class participation. Students will have the opportunity to advise a live client on a deal, advise inside counsel on an outsourcing deal, and get feedback on a crisis management project from a leading consultant and a seasoned general counsel. LLM Students who were enrolled in Contracts for LLMs with Prof. Bernstein need instructor consent to bid on this class.

Spring- Bernstein, Lisa

Copyright
LAWS 45801- 01 (3)
This course explores the major areas of copyright law, with special emphasis on how modern technology might challenge traditional copyright principles. Topics include copyright duration, subject matter, and ownership; the rights and limitations of copyright holders, including the fair use doctrine; remedies for copyright infringement; and federal preemption of state law. The student’s grade is based on a final examination. The syllabus for the course is at http://picker.uchicago.edu/Copyright/Syllabus.htm.

Autumn- Picker, Randal

Corporate and Entrepreneurial Finance
LAWS 42603- 01 (3)
This course uses the case method to study the practical aspects of important topics in corporate and entrepreneurial finance. We will apply the concepts and techniques of corporate finance to actual situations. The course is divided into four sections: (1) financing decisions; (2) investment decisions; (3) private equity; and (4) venture capital. In addition to analyzing financing issues, we will consider how those issues relate to
firm strategy. It will be important to examine the "big picture" assumptions used in the numerical calculations. This course also places a strong emphasis on presentation and discussion skills. COURSE PROCEDURES For each class meeting, I will assign study questions concerning one or two cases. You are allowed and encouraged, but not required to meet in groups outside of class to discuss and analyze the cases. Each group will submit a two-page memorandum of analysis and recommendations at the beginning of each case discussion. If you are working in a group, I will accept one memorandum from the group and count it for all students in the group. group can include up to 3 students. GRADING will be based on class participation, the short memoranda and a final examination. Class participation will count for 40% of the final grade. Because so much of the learning in this course occurs in the classroom, it is very important that you attend every class. The memoranda will count for 10% of the final grade. The final examination will count for 50% of the final grade. The final examination will be an individual take home case analysis. Students should have an understanding of financial statements. I.e., students should be able to read an income statement, cash flow statement and balance sheet.

Spring- Kaplan, Steven

Corporate Boards
LAWS 53452-01 (3)
In this seminar, we will simulate meetings of a board of directors of a United States based publicly traded company based on a set of cases chosen by the instructor. Each week, a team of three students will serve as members of management. Typically, the students will act as Chairman of the Board/CEO and other members of management, including General Counsel, and Chief Financial Officer, although those positions may vary, depending upon the details of the case. The balance of the class will act as board members and will receive position descriptions for their respective roles. Each week, the board will face a discrete issue of corporate governance as the company confronts a crisis. This course will emphasize the drafting of presentations, agendas, resolutions, and other legal, business, and strategy documents for boards and board committees. The course requires that each student write a legal memorandum that provides detailed advice to the executive whose role they assumed for purposes of the team presentation. In sum, the student will be advising the executive as outside counsel and provide legal advice on what actions to take, what risks to consider, and how best to mitigate those risks. The advice provided in the summary memorandum should be supported by a detailed legal research memorandum focused on the particular legal and business
issues presented by the case. The course will focus on the normal functioning of United States publicly listed companies, as well as on the duties of directors in times of crisis or significant change for the corporation. Grades will be based on the team presentation, class participation, and a 6000-word minimum length legal memorandum and research paper as described above. Prerequisite: Corporations/Business Organizations
Autumn- Kamerick, Eileen

Corporate Criminal Prosecutions and Investigations
LAWS 53201- 01 (3)
The criminal investigation and prosecution of large-scale corporate fraud and corruption are among the hottest areas of focus for prosecutors and the criminal defense bar. This seminar is designed for students interested in learning about the various aspects of uncovering, investigating, defending, prosecuting, and resolving corporate criminal matters under state and federal law, including those arising under the Foreign Corrupt Practices Act. The seminar will address legal and practical issues and concerns from the perspective of the prosecutor, the defense attorney, and in-house counsel. Among other topics, students will learn about: (i) foundational principles of corporate criminal liability; (ii) the whistleblower frameworks under the Dodd-Frank Act and Sarbanes-Oxley Act; (iii) conducting internal investigations as well as government investigative techniques and tools; (iv) strategic considerations for the prosecutor and defense lawyer in white collar criminal investigations; (v) prosecutorial and SEC charging policies, including creating incentives to encourage voluntary disclosure and cooperation; (vi) pre-trial diversion, including deferred and non-prosecution agreements; (vii) compliance monitors and the monitorship process; (viii) the Foreign Corrupt Practices Act; and (ix) proposals for corporate criminal reform. The seminar will introduce students to this multi-faceted area of the law, and expose students to real-world considerations involved in advising corporate clients and their officers, directors, and employees. This is a three-credit class. The student’s grade will be based on a major paper (6000-7500 words) and class participation. Papers are eligible to satisfy the writing project (WP) requirement and will be due approximately four weeks after final exams for the Winter quarter.
Winter- Boutros, Andrew
Corporate Finance
LAWS 42501-01 (3)
The principles of corporate finance are essential to modern corporate and securities law, and have applications in many other legal settings. This course provides law students with an overview of the basic principles of corporate finance and financial economics. Topics include discounting and present value, portfolio theory and diversification, the theory of efficient capital markets, and the analysis of options and other derivative instruments.
This class assumes no background in finance, and is aimed primarily at law students with little or no prior exposure to the field. Students will be expected to be familiar with high school level mathematics (arithmetic and basic algebra) and basic Excel functions. A basic tutorial will be provided in advance of the quarter for students who wish to refresh these skills. This class has a final exam. Participation may be considered in final grading. This course is not open to JD-MBA students, JD-PhD students in Economics/Finance/Accounting, etc. or to students with a MBA, CFA, or Economics/Finance/Accounting/etc. PhD
Winter- Robertson, Adriana

Corporate Tax I
LAWS 43242-01 (3)
This course examines income tax aspects of the formations, distributions, and liquidations of corporations. The focus is on transactional and planning aspects of the corporate tax. Prerequisite: Introductory Income Taxation required except with permission of the instruction. The student's grade is based on class participation and a final examination.
Winter- Weisbach, David

Corporate Tax II
LAWS 43243-01 (3)
This course surveys the taxation mergers and acquisitions, including taxable acquisition structures, tax-free reorganizations. Prerequisites: Taxation of Corporations I or Corporate Tax I. Students' grade based on a final examination or a full-length paper (6000-7500 words).
Spring- Weisbach, David
Criminal and Juvenile Justice Clinic  
LAWS 90217- 01 (1 TO 3, 1 TO 3, 1 TO 3)  
The Criminal and Juvenile Justice Clinic (CJJC) provides legal representation to poor children and young adults who are accused or have been convicted of delinquency and crime. The CJJC is a national leader in expanding the concept of legal representation for children and young adults to include their social, psychological, and educational needs. Students will examine the juvenile and criminal legal systems' relationship to the poor and marginalized through litigation, legislative advocacy, and public education. Students will learn a wide array of litigation skills. They will draft motions, briefs, and other pleadings in state, appellate, and federal courts. They will also interview clients and witnesses; inspect crime scenes; conduct fact investigations; participate in hearings, trials, sentencings, and post-conviction matters; and pursue alternatives to incarceration. Licensed third-year students may appear in court, argue motions and appeals, negotiate with opposing counsel, and serve as "second chairs" for trials. The CJJC also advocates for system change and for smart policies for crime and violence prevention. Students work in teams, including with the CJJC social worker and social work students, to foster collaboration and ensure continuity in representation. Participation in the CJJC includes a weekly seminar session. Students wishing to enroll are strongly encouraged to take Evidence during their second year and to take Criminal Procedure and the Intensive Trial Practice Workshop or another Trial Advocacy course. The CJJC is a full-year clinic with a preference for 3L students. Students with questions may contact Professor Erica Zunkel at ezunkel@uchicago.edu to learn more. Autumn, Winter, Spring- Conyers, Herschella; Zunkel, Erica

Criminal Procedure I: The Investigative Process  
LAWS 47201- 01 (3)  
The course focuses on the constitutional law regulating searches, seizures, and confessions. It considers both physical searches and seizures and also searches and seizures of electronic data. Grades are based on a final in-class examination. Winter- Fairley, Sharon

Criminal Procedure I: The Investigative Process  
LAWS 47201- 02 (3)  
This course covers the constitutional law regulating the investigatory process, including searches, seizures, and confessions. The grade is based on a final examination. Spring- Rappaport, John
Criminal Procedure II: From Bail to Jail
LAWS 47301-01 (3)
Criminal Procedure II surveys the criminal process after an individual has been formally charged through the pretrial process, the trial, and beyond. Criminal Procedure I is NOT a prerequisite, and no knowledge of Criminal Procedure I is needed for this course. While Criminal Procedure I examines the rules that govern police investigations, this course examines the constitutional and procedural rules that govern criminal proceedings as they occur chronologically. Topics include: sufficiency of the charging instrument, joinder and severance, discovery, jury selection, selected trial issues (including confrontation rights), double jeopardy, sentencing, post-trial motions and post-conviction relief. The final grade is based on a final examination.
Spring- Fairley, Sharon

Crisis Communication: The Lawyer's Role in Advancing Client Interests
LAWS 53490-01 (3)
During high-profile controversies, organizations must contend with multiple stakeholders, both inside and outside the legal system. Developments during a crisis are analyzed and influenced by employees, the media, elected officials, regulators, investors, advocacy groups and others. The collective opinion of these stakeholders - not simply the specific resolution of the legal issues - often determines the ultimate success of an organization's strategy. Individuals and organizations are often judged by these stakeholders on how well (or poorly) they responded to a crisis. Today's attorneys are often expected to go beyond their strictly "legal" responsibilities and assist the organization in protecting its reputation during these events. As Ken Frazier (CEO of Merck and its former general counsel) said: "Sophisticated clients don't want 'pure' legal advice, they want workable solutions to their problems...at the intersection of law, business, technology, politics and moral judgment. Smart clients expect their lawyers to help them find solutions." This course will explore how attorneys can provide broad crisis management advice to clients, rather than narrow legal counsel. The class will analyze the perspectives and motivations of different actors in a crisis and explain the intersection among legal issues, organizational goals and strategic communications. The course will use case studies, background readings, presentations, special guest speakers, and focused discussions to highlight the issues in effective crisis management. Students will also participate in hypotheticals and role plays where they may be asked to act as a lawyer, a crisis management advisor or the CEO as the organization determines its crisis response. The professors will also share experiences and lessons
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learned from their own work on high-profile matters for companies, universities, associations, and non-profit organizations. In addition to the short papers (totaling 6000-7500 words) and in-class participation, there will a small group presentation.

Spring- Wentz, Roy; Katz, Tilden

Cross-Border Transactions: Law, Strategy & Negotiations
LAWS 53229- 01 (1)
This seminar is a survey of cross-border transactions and how successfully negotiating a transaction may vary across boarders. We will first examine negotiation strategies and key terms in commercial contracts. Next we will review how these transactions vary globally. Lastly, the course will also discuss the increasingly important issue of bribery, focusing primarily on the Foreign Corrupt Practices Act and the UK Bribery Act. We will then put all this together to discuss multi-jurisdictional transactions and how to best negotiate cross-border legal, procedural and cultural differences. Final grade will be based on: Substantial out of classroom work, a short paper, an in-class negotiation and class participation. This is a short class that meets 6:10-8:40PM from October 9-12.

Autumn- Sultani, Tarek

Cross-Border Transactions: Lending
LAWS 53227- 01 (3)
The worlds of corporate finance and secured transactions reform interact to make cross-border lending a dynamic, cutting-edge field of law. Due to the rapid globalization of U.S. business, U.S. banks and other lenders are increasingly asked to finance the international business activities of U.S. middle-market companies, often in countries with laws that differ greatly from U.S. secured transactions laws. At the same time, the United Nations Commission on International Trade Law (UNCITRAL), the World Bank and other international organizations are actively encouraging developing countries, where access to capital often is limited, to modernize their secured transactions laws to make low-cost secured credit available to small and medium-sized enterprises, thereby creating jobs, raising standards of living and contributing to a country’s overall economic growth and political stability. This seminar explores both worlds. Students will examine the broad array of legal and practical issues encountered by U.S. lenders as they make loans to foreign companies, obtain security interests in foreign collateral and finance foreign corporate acquisitions. They will also study recent initiatives in secured transactions reform, and consider how these initiatives exert a profound influence on cross-border corporate finance in developed as well as developing...
countries. The seminar is taught by Richard Kohn and William Starshak, both partners in the Chicago law firm Goldberg Kohn Ltd., who specialize in representing institutional lenders in structuring and documenting complex cross-border loans. Both also have been active in secured transactions reform with UNCITRAL and other international organizations. Because cross-border lending touches upon many areas of law, the seminar provides a useful introduction to international commercial transactions in general. This class has a final exam and a required series of research papers. Participation may be considered in final grading.

Winter- Kohn, Richard

**Current Issues in Criminal and National Security Law**

LAWS 53221- 01 (3)

This seminar covers a series of issues in national security and foreign relations law, with a focus on historical and constitutional foundations, the roles of courts, war power and uses of force (including targeted killings), covert action, military detention of alleged terrorists, military commissions, and select issues of international law. Each class will focus on a different topic, with advance reading assigned around each topic, and grading on the basis of two short reflection papers (3-5 pages each) and a final paper in the form of a U.S. Supreme Court opinion (6000-7500 words), including a majority and dissent) on a select issue in national security and foreign relations law. Participation may be considered in final grading. Guest speakers may be invited to help facilitate discussion on certain topics.

Criminal law is prerequisite.

Winter- Scudder, Michael

**Current Trends in Public Law Scholarship**

LAWS 53419- 01 (2)

Recent events, including President Trump's controversial policies and actions, the COVID-19 pandemic, and nationwide protests over policy brutality, have placed a strain on administrative law and institutions in the United States. In this seminar, invited speakers from other law schools will present scholarship that examines these developments. The seminar serves the dual purpose of introducing students to scholarly approaches to understanding contemporary events, and educating them about the relevant administrative and constitutional rules, particularly those that address crises and fast-changing problems. Students will read academic articles, draft short reaction papers, and be prepared to ask questions of the speaker. The Q&A with
each paper’s author will be followed by discussion among the students and professors regarding the strengths and shortcomings of the scholarship presented. This class requires a series of reaction papers. Participation may be considered in final grading.
Autumn- Posner, Eric; Masur, Jonathan

**Decarceration and Transformative Advocacy**
LAWS 53502- 01 (2 TO 3)
Decarceration and Transformative Advocacy demonstrates that one dedicated lawyer can change the system. This seminar surveys 21st Century movements to achieve decarceration and system-change, with a focus on efforts to reduce racial discrimination and disparities in the criminal legal system. More broadly, this seminar provides concrete ideas for how lawyers can drive decarceration and transformation. We examine state and federal movements in the arenas of bail, sentencing, policing, jury selection, and exculpatory evidence, among others. Our focus is doctrinal rather than policy-based, emphasizing the legal, constitutional, and legislative underpinnings of these movements. Although we focus on the criminal legal system, our discussions will provide tools for those interested in system-change in other contexts as well. We use a uniquely practical lens, talking through strategic mechanisms that advocates use to transform the law, including systemic impact litigation, legislative advocacy, and court-watching. We investigate the evolution of each movement by, for example, watching how battlelines were drawn and redrawn by courts during the federal sentencing revolution that began in 2005. We also discuss the next frontiers for decarceration and system-change. There are no prerequisites. Grading will be based on a combination of class participation and an exam (8 hour take-home), or class participation and a major paper. Students who only take the exam will earn 2 credits. Students wishing to earn 3 credits will write a major paper (6000-7500 words) on a topic of their choosing, including the option of writing a judicial opinion or a legislative proposal.
Winter- Siegler, Alison

**Digital Health Technologies and the Law**
LAWS 53503- 01 (3)
The seminar is designed to provide students with an introduction to the central legal issues related to the latest digital health technologies, including mobile health applications and telehealth. Through these technologies, the practice of medicine has greatly changed in the last twenty years and even more since the COVID-19 pandemic.
These technologies have the potential to expand access to care and help reduce health disparities. In this course, we will explore the legal, regulatory, and ethical implications of digital health, while also delving into the different perspectives of lawyers, providers, and the innovators who seek to transform the healthcare system. This seminar will require a major paper (6000-7500 words). Participation may be considered in the final grading.

Spring- Parker, Meighan

Disability Rights Law
LAWS 53426- 01 (2 TO 3)
This course will focus on the Americans with Disabilities Act (ADA), including the interpretation of the definition of disability and the subsequent ADA Amendments Act; employment discrimination; the Supreme Court’s Olmstead decision guaranteeing community integration; and the ADA’s application to healthcare, education, websites and criminal justice. In addition to the ADA, the seminar will review disability laws related to special education and housing.
This class requires a series of very short reaction papers and an 2350-3000 word term paper (for 2 credits). To earn 3 credits students must write a term paper of 3500-4400 words in addition to the reaction papers. Participation may be considered in the final grading.
Winter- Taylor, Barry

Divorce Practice and Procedure
LAWS 53397- 01 (3)
This is a simulation class providing exposure to the dynamic process of representing clients in dissolution of marriage cases and issues related to them. The class will make you aware of the complexities arising when the ever-changing family unit becomes divided. Topics are covered through an evolving case, with each student in the role of a practicing lawyer. Issues include interstate and international parental kidnapping, determination of jurisdiction, domestic violence, restraining orders and injunctions, temporary and permanent parenting rights and responsibilities (custody and visitation), temporary and permanent maintenance (alimony), child support, the characterization of property and division of assets and liabilities; also, premarital and post marital agreements, ethical issues, federal tax law affecting divorce and the effects of bankruptcy. Students will discuss and argue issues not only with instructors, but also with one or more sitting Illinois Domestic Relations Court judges, as well as interacting
with classmates. Readings will be drawn from case law, statutes, and court approved forms used in contested proceedings. One half of a student's grade is based on preparation for and class participation and one half on a series of six short papers related to class topics (totaling 6000-7500 words).

Autumn- Schiller, Donald; Walsh, Erika

**Editing and Advocacy**

LAWS 53497- 01 (2)

Good editors don't just see the sentence that was written. They see the sentence that might have been written. They know how to spot words that shouldn't be included and summon up ones that haven't yet appeared. Their value comes not just from preventing mistakes but from discovering new ways to improve a piece of writing's style, structure, and overall impact. This course will teach you how to be one of those editors. You'll edit briefs. You'll edit contracts. You'll edit all kinds of legal documents. Sometimes this editing will occur during in-class exercises. Sometimes it will occur through short, weekly assignments. But always the goal will be the same: learn and practice a skill that is fundamental to becoming an excellent advocate. This class requires a series of reaction papers. Participation may be considered in final grading.

Autumn- Barry, Patrick

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LAWS 53497- 01 (2)

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Winter- Barry, Patrick
Editing and Advocacy
LAWS 53497-01 (2)
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This course will teach you how to be one of those editors. You'll edit briefs. You'll edit contracts. You'll edit all kinds of legal documents. Sometimes this editing will occur during in-class exercises. Sometimes it will occur through short, weekly assignments. But always the goal will be the same: learn and practice a skill that is fundamental to becoming an excellent advocate. This class requires a series of reaction papers. Participation may be considered in final grading.
Spring- Barry, Patrick

Education Law & Policy
LAWS 52201-01 (3)
Public schools have been a dramatic setting for Constitutional challenges for over 100 years, and K-12 education has been shaped by cases on the role of government in education, by policies intended to promote equality of opportunity and access, and by evolving methods of reform. Students will examine well-established education precedents while learning how education law and policy have developed. The class focus, however, will be on cutting-edge issues. Students will explore policy choices under theories of jurisprudence including critical race theory and law and economics. Readings will include Constitutional issues of speech, privacy, equal protection, and freedom of religion, as well as state constitutional rights to adequate education. In addition, there will be applications of statutory and regulatory law. Broad course themes include: equity in access to education and the disparate impact of policy choices, particularly during the pandemic, on students who are members of groups with limited access to educational opportunity historically; the goals of public education and the tension between government authority to ensure these goals are met, and family rights to control the values and education presented to their children; and the balance between freedom of expression for students and the goal of schools to provide a safe teaching and learning environment. Current disputes will be analyzed through the lens of access to a quality education at every aspect of the education process.
Topics may include: K-12 student data privacy; transgender student rights; practices that may create a school-to-prison pipeline; safe spaces and the First Amendment; artificial intelligence digital tutors and rights to adequate education; tax credit scholarships for religious schools; the impact of growth of charter schools; teachers’ rights to work conditions in a pandemic; sanctuary districts and excluding immigrants from the Census; and K-12 teacher tenure and compensation. This class requires a major paper (6000-7500 words). Participation may be considered in final grading.

Spring- Epstein, Susan

**Employee Benefits Law**  
LAWS 55503- 01 (3)  
This seminar will provide an introduction to the Employee Retirement Income Security Act (ERISA) and other federal statutes regulating employee benefit plans in the private sector. The course will cover many types of plans, including defined benefit pension plans, individual account retirement plans (such as 401(k) plans), medical plans, other welfare benefit plans and executive compensation programs. It will provide a basic understanding of fiduciary standards governing plan administration and the investment of plan assets; minimum standards for benefits and funding; benefit claim dispute resolution procedures and standards of judicial review; federal preemption of state laws; and key issues which arise in ERISA litigation. The course is intended for students interested in a broader labor and employment practice; a mergers and acquisitions or general corporate practice; or a civil litigation practice. Although our primary mission will be to prepare students for the practice of law, we also will explore whether the law governing employee benefit plans is operating effectively and in accordance with its stated purposes. Students will be graded on class participation and a) a series of short reaction and research papers which must total at least 6000-7500 words, including at least one research paper of 10 or more pages or b) a major research paper of at least 6000-7500 words. There are no prerequisites required for this seminar.

Autumn- Wolf, Charles; Mowery, Philip

**Employment Discrimination**  
LAWS 43401- 01 (3)  
This course will introduce the basic theories and legal principles underlying equal employment opportunity law in the United States. The course focuses primarily on Title VII of the Civil Rights Act of 1964, and secondarily on the Age Discrimination in Employment Act and the Americans with Disabilities Act: the fundamental federal
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statutes prohibiting employment discrimination based on race, national origin, sex, religion, age, LGBTQ status, and disability. Although our focus will be on employment discrimination, the legal principles covered in this class are also foundational to many other areas of anti-discrimination law, such as education, housing and public accommodations.

This class will have a final exam.

Autumn- Eyer, Katie

Employment Law Clinic
LAWS 90216- 01 (1 TO 3, 1 TO 3, 1 TO 3)

Randall D. Schmidt and his students operate the Clinic's Employment Law Clinic. The Clinic focuses primarily on pre-trial litigation and handles a number of individual cases and class actions. In individual cases, the Clinic represents clients in cases in federal court and seeks to obtain relief for clients from race, sex, national origin, and handicap discrimination in the work place. In the class actions, the Clinic represents groups of employees in employment and civil rights actions in federal court. In addition, each year the Clinic is appointed to represent several clients in settlement conferences conducted by the federal court. The Clinic also represents a few clients in appeals pending before the 7th Circuit Court of Appeals and submits amicus briefs in other appeals. Finally, in addition to its individual cases and law reform/impact cases, the Clinic seeks to improve the procedures and remedies available to victims of employment discrimination so that employees have a fair opportunity to present their claims in a reasonably expeditious way. To accomplish this goal, the Clinic is active in the legislative arena and participates with other civil rights groups in efforts to amend and improve state and federal laws. It is suggested, but not required, that all students in the Employment Law Clinic take the Employment Discrimination Law seminar. It is recommended that third-year students take, prior to their third year, either the Intensive Trial Practice Workshop or some other trial practice course. The student's grade is based on class participation. Academic credit varies and will be awarded according to the Law School's general criteria for clinical courses as described in the Law School Announcements and by the approval of the clinical faculty. Evidence is a prerequisite for 3L's in the clinic. The Intensive Trial Practice Workshop (or an equivalent trial practice course) is recommended for 3L's in the clinic. Students will be evaluated on their written and oral work on behalf of the Clinic's clients.

Autumn, Winter, Spring- Schmidt, Randall
Energy Law
LAWS 43282- 01 (3)
Energy touches all of our daily lives, even as it historically remained unseen by the public eye and under-considered in the public discourse. Energy law governs the production, consumption, and disposal of energy resources. This course examines energy law and policy in the United States. Energy law is interdisciplinary by nature, and our study of the field will reflect that. Energy law relies heavily on legal doctrine, but it also raises questions of policy, economics, and the environment. Accordingly, this course will rely on both (1) the traditional study of case law, statutes, and regulations and (2) case studies and materials that draw on and raise other aspects of energy law and policy.
The first part of the course surveys the world’s primary sources of energy: coal, oil, biofuels, natural gas, hydropower, nuclear, wind, solar, and geothermal energy. This part also introduces you to the main themes that we will cover throughout the course, namely: (1) the tension between free markets and government regulation; (2) federalism issues and, more broadly, the division of U.S. regulatory authority governing energy production and use among federal, state, and local governmental units; and (3) balancing energy production and use with environmental protection. The second part of the course turns to the two major sectors of the U.S. energy economy: electricity and transportation. The third part of the course explores hot topics in energy law and policy that highlight the complex transitions taking place in today’s energy systems. These topics include grid modernization and the continued role of nuclear energy. This class has a final exam. Participation may be considered in final grading.
Winter- Macey, Joshua

Enforcement Risk in Cross-Border Transactions
LAWS 53222- 01 (3)
This seminar will examine enforcement risk and mitigation strategies encountered in international and cross-border transactions. In particular, we will spend time considering the contours of risk flowing from bribery, corruption, economic sanctions and money laundering issues. We will focus on legal and reputational risk, as well spend some time on financial risk incident in these transactions. Students will gain an in-depth understanding of key U.S. and foreign laws (like the U.S. Foreign Corrupt Practices Act and the U.K. Bribery Act) relating to cross-border enforcement, explore common red flags found in global transactions, explore how different transactions (including traditional "leveraged" buyouts, real estate, credit, and other alternative
investment strategies) impact international risk mitigation strategies, and learn how to structure deals based on the varying risks presented.
This class requires a major paper (6000-7500 words).
Spring- Goel, Asheesh; Nemirow, Kim; Niles, Nicholas

Entrepreneurship and the Law
LAWS 53192- 01 (3)
This seminar examines how the law and legal counsel influence innovation and entrepreneurship in the US, whether by micro-enterprises or high-growth disruptors. The seminar explores the position of the entrepreneur in society, in the economy, and in our constitutional framework, in order to analyze the entrepreneur’s fundamental legal needs. We survey legal questions particular to start-ups, including strategies for structuring a business organization, financing, and protecting intellectual property. Assignments require students to research issues that apply to hypothetical and real start-ups and practice lawyerly skills like strategic planning, negotiation, drafting, and counseling. Students’ grades will be based on active participation, short written assignments, some out-of-class work and group projects and a research paper. Cumulatively, the papers should total 6000-7500 words.
Winter- Kregor, Elizabeth; Gryczan, Catherine

Estate Planning And Drafting
LAWS 53471- 01 (2 TO 3)
This seminar in estate planning and drafting meets the ABA definition of an experiential course. The seminar will give students experience in drafting specific provisions of wills and trust instruments, including provisions relating to the use of class gifts, conditions of survival, and powers of appointment. The seminar also will give students the experience of drafting a will for a live client. Students will be graded on a series of experiential assignments, including the will-drafting project, and on class participation. There are no prerequisites. Students who have taken "The Law of Future Interests" in Autumn 2021 are not eligible to enroll in this seminar.
Spring- Gallanis Jr, Thomas

Ethics for Transactional Lawyers
LAWS 41015- 01 (3)
This class will focus on ethical issues faced by transactional lawyers. We will consider the role of a transactional lawyer, the various sources of guidance for transactional
lawyers, the intersection of personal morality and rules-based ethics, individual and organizational practice pressures that can cause lawyers to violate ethics norms, how to weigh competing ethical obligations, and select ethics issues faced by transactional lawyers in practice (including, e.g., ethics issues arising when drafting contracts, negotiating agreements, conducting due diligence, and providing opinion letters). Grades will be based upon active class participation in discussions and simulations, plus a final paper (6000-7500 words). (Please note that this paper cannot fulfill the SRP or WP requirement.)
Winter- Neal, Joan

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

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

Exoneration Project Clinic
LAWS 90220- 01 (1 TO 3)
The Exoneration Project is a post-conviction clinical project that represents people convicted of crimes of which they are innocent. Students working in our Project assist in every aspect of representation including selecting cases, advising clients, investigating and developing evidence, drafting pleadings, making oral arguments, examining witnesses at evidentiary hearings, and appellate litigation. Through participation in our Project, students explore issues of error and inequality in the criminal justice system, including police and prosecutorial misconduct, the use of faulty scientific evidence, coerced confessions, unreliable eyewitness testimony, and ineffective assistance of
The Exoneration Project is an intensive, rigorous experience designed for students who are committed to providing the best possible representation to deserving clients. Second-year students wishing to enroll in the Project are encouraged to take Evidence in their second year. Third-year students are required to complete, prior to their third year, Evidence and the Intensive Trial Practice Workshop (although we recognize that that may not always be possible and will consider appropriate alternatives). Students are strongly encouraged but not required to take Criminal Procedure I and II. Students will receive credit for the work they do in accordance with the credit rules for all other clinical programs. Given the nature of our work, students are encouraged (but not required) to enroll in our clinic for at least a year.

Autumn, Winter, Spring- Ainsworth, Russell; Leonard, Karl; Myerscough-Mueller, Lauren

Federal Courts
LAWS 41101- 01 (3)
This course considers the structure and powers of the federal courts and their relationship to Congress, the executive branch, and the state courts. The topics addressed include congressional authority to define and limit federal court jurisdiction, justiciability limitations on the exercise of that jurisdiction, the application of state law in federal courts under the Erie doctrine, federal common law and implied rights of action, and state sovereign immunity. The focus of the course is on structural constitutional considerations relating to both the separation of powers between the three branches of the national government as well as the federalism relationship between the national government and the state governments. This class has a final exam.
Winter- Bradley, Curtis

Federal Criminal Justice Clinic
LAWS 90221- 01 (1 TO 3)
The Federal Criminal Justice Clinic is the nation’s first legal clinic devoted to representing indigent clients charged with federal felonies, pursuing impact litigation in federal court, and engaging in systemic reform of the federal criminal system with a focus on combating racial disparities.
The FCJC litigates in federal district court in Chicago, before the Seventh Circuit, and in the U.S. Supreme Court. In our district court litigation, FCJC students may have an opportunity to interview clients and witnesses; meet with clients; conduct and
participate in hearings and trials; research, write, and argue motions and briefs; and participate in case investigations. FCJC students also litigate post-conviction compassionate release motions and have secured release for several clients. Students involved in appellate litigation write briefs to the Seventh Circuit and the Supreme Court and may conduct oral argument. On the reform front, students engage in legislative advocacy before Congress and have created the first federal courtwatching projects in the country. The FCJC seminar includes skills exercises, simulations, lectures, case rounds, guest speakers, and discussions. The pre-requisites/co-requisites are Evidence and Criminal Procedure I; these courses may be taken at any time during law school. It is strongly recommended that 3L students take the Intensive Trial Practice Workshop in September 2023 and that all students take Professor Siegler’s Criminal Procedure II class. The FCJC is a year-long clinic. First priority is given to 3Ls; the remaining slots go to 2Ls. Students who want to learn more about the FCJC or who have questions about the enrollment requirements may contact Profs. Siegler, or Miller.
Autumn, Winter, Spring- Miller, Judith; Siegler, Alison

Federal Criminal Justice Practice And Issues
LAWS 53386- 01 (2)
This experiential course integrates instruction on federal pretrial criminal procedures and issues with student practice exercises overseen by the instructor. The course will cover federal criminal practice from investigation up to trial, utilizing examples from recent federal criminal investigations and cases. The course will provide opportunities for student performance to develop professional skills and understanding. In particular, the course will provide instruction on (i) federal investigations and related issues (including Grand Jury proceedings and witness immunity); (ii) corporate internal investigations; (iii) federal charging decisions; (iv) initial appearances following arrest and accompanying bail/detention hearings (v) discovery under the federal criminal rules; (vi) pretrial motions and practice; and (vii) plea agreements. Students will engage in periodic practice simulations related to the pretrial stages of a federal criminal case. For example, students will conduct mock witness interviews in the context of a corporate internal investigation, present motions and arguments seeking, and objecting to, pretrial detention, and present motions and argument seeking to exclude or admit evidence. The course thus will provide opportunities for oral and written advocacy focusing on federal criminal pretrial practice. Each class session will also include discussion of practical and strategic issues facing both the defense and the prosecution.
under real-world circumstances at each pretrial stage. A student’s grade will be based on class participation and written and oral performance in the simulated practice exercises. Four oral argument presentations will accompany the written papers (6000-7500 words).

Autumn - Doss, Michael

Financial Regulation
LAWS 43253-01 (3)
This course addresses the regulation of banks and other financial institutions in the United States. The focus will be on the current regulatory scheme, with some attention to the 2008 financial crisis, the history of financial regulation, and proposals for reform. The student's grade will be based on participation and a proctored final examination. Students should purchase a hardcopy edition of the required textbook. The ebook only option does not allow offline access which may be required for the in-class proctored exam.
Winter - Posner, Eric

Foreign Relations Law
LAWS 43269-01 (3)
This course examines the constitutional and statutory doctrines that regulate the conduct of American foreign relations. Topics include the distribution of foreign relations powers between the three branches of the federal government, the status of international law in U.S. courts, the scope of the treaty power, the validity of executive agreements, the preemption of state foreign relations activities, the power to declare and conduct war, and the political question and other doctrines regulating judicial review in foreign relations cases. This class has a final exam.
Spring - Bradley, Curtis

Fundamentals of In-House Counsel
LAWS 53430-01 (3)
The role of in-house counsel is both complex and complicated and can be vastly rewarding to the attorney who understands its realities and can apply the law in a practical manner to support an enterprise and its leadership. This course will help students explore and learn the fundamentals critical to succeeding as inside counsel. Through a combination of review and discussion of influential written work of
preeminent past and present in-house lawyers, discussion of case studies focused on contemporary scenarios faced by inside counsel, analysis and evaluation of risk issues in specific contracts, in-class simulations and team exercises, and guest speakers who will share their experiences and talk about their career paths, including successes and failures along the way, you will obtain an understanding of the modern view of inside counsel from a variety of diverse vantage points.

The primary focus will be on beginning to understand the critical skills necessary to prepare to succeed as in-house counsel in a large U.S. private or public company setting. We will seek to answer questions such as: How does working in-house compare and contrast to working at a law firm, what are the day-to-day challenges experienced by inside counsel and what are strategies to meet them and excel, how has the in-house counsel role evolved over time, and what does the future hold for attorneys serving as in-house counsel. From the student who aspires to one day be an in-house attorney, to the student who plans to serve in-house counsel while working at a law firm, Fundamentals of In-House Counsel will provide a multitude of candid and practical perspectives on the critical means by which the law supports today’s American enterprises. Grading will be based on in-class performance and a series of reflection papers.

Spring- Lutz, Nathan; Avratin, Joshua; Zarfes, David

Gender Violence and the Law
LAWS 53467- 01 (3)
This seminar focuses on the intersection of gender-based violence and criminal law, concluding with a discussion of civil remedies for survivors and their limitations. It begins by examining the legal history of gender violence, including marital rape and domestic violence and the theories underlying state nonintervention which continue to influence the law today. Students will explore the concepts of resistance, force, threats, and consent as they relate to sexual violence, with discussion on shifting standards in the law and their theoretical underpinnings. Other class topics will include femicide and the use of the provocation defense in homicide cases, mandatory prosecution policies in domestic violence cases, the state's obligation to domestic violence survivors and related constitutional claims, credibility, juror and systemic bias, acquaintance rape, the intricate balance between victim and defendant rights, and historic underreporting and under-prosecution of gender-based violence. One class day will focus on evidentiary issues such as Battered Women's Syndrome, Rape Trauma Syndrome, and
Rape Shield. Grades will be based on two short (900-1500 word) reaction papers and a final (3000-3500 word) research paper, as well as class participation.

Spring- Payne, Elizabeth

**Greek Tragedy and Philosophy**
LAWS 96303- 01 (3)
Ancient Greek tragedy has been of continuous interest to Western philosophers, whether they love it or hate it. But they do not agree about what it is and does, or about what insights it offers. This seminar will study the tragic festivals and a select number of tragedies, also consulting some modern studies of ancient Greek tragedy. Then we shall turn to philosophical accounts of the tragic genre, including those of Plato, Aristotle, the Greek and Roman Stoics (especially Seneca), Lessing, Hegel, Schopenhauer, Nietzsche, Iris Murdoch, Sartre, and Bernard Williams. This class is offered on the Law School's academic calendar. The first class will be Tuesday, September 26. Admission by permission of the instructor. Permission must be sought in writing by August 21 to martha_nussbaum@law.uchicago.edu.

Prerequisite: An undergraduate major in philosophy or some equivalent solid philosophy preparation, plus my permission. This is a 500 level course. PhD students in Philosophy, Social Thought, Classics, and Political Theory may enroll. MA students need permission, and the MAPH and MAPSS programs discourage 500 level courses in a student's first quarter. Law students with ample philosophical background are welcome to enroll but should ask Professor Nussbaum first. Undergraduates may not enroll. Method of evaluation: A seminar paper of 20-25 pages and an oral presentation preceded by a short paper of 5-7 pages.

Autumn- Nussbaum, Martha

**Greenberg Seminars: Trials of the Centuries**
LAWS 92000- 01 (1, 0, 0)
In this Greenberg Seminar, we will examine famous trials from across the centuries (from the 17th century to today), using the trial as a prism through which to view changing ideas of guilt and innocence; the legal system; race, class, and gender; and personal responsibility. Class materials may include both readings and A/V media. Possible topics include the trial of Aaron Burr, the Salem witch trials, the O.J. Simpson murder trial, and the Nuremberg trials. This Greenberg will meet on 10/12 and 11/16 in the autumn quarter.

Autumn, Winter, Spring- Rappaport, John; Lakier, Genevieve
Greenberg Seminars: Portrayals of Parenting in Film
LAWS 92000- 02 (1, 0, 0)
Parenting can present difficult legal issues that make for good movies. Emily Buss and Erica Zunkel offer a Greenberg to watch (on your own) and discuss (together) five films that explore some of these challenging and controversial issues. Films will include Captain Fantastic (parenting outside the norm (including unusual home schooling)); The Children Act (judicial decision making on behalf of a child whose parents oppose a life-saving medical intervention for religious reasons; the relationship between the juvenile judge and the child in question); Kramer v. Kramer (parenting after parental separation; gender roles in parenting); and A Thousand and One (child protection intervention and parental resistance). We will meet once during the fall quarter and twice during the winter and spring quarters.
Autumn, Winter, Spring- Buss, Emily; Zunkel, Erica

Greenberg Seminars: Doom?
LAWS 92000- 03 (1, 0, 0)
This seminar will consider the problem of existential risk. We will consider a number of different types of risks, such as non-aligned AI, nuclear war, and climate change, as well as addressing the philosophical, economic, and legal considerations in addressing those risks. We hope to bring in guest speakers with expertise in different types of risks (such as a computer scientist to talk about AI). We will also consider the issues presented by effective altruism and longtermism, including criticisms such as that longtermism gives donors too many degrees of freedom.
Autumn, Winter, Spring- Weisbach, David; Malani, Anup

Greenberg Seminars: The Law of the Dog
LAWS 92000- 04 (1, 0, 0)
In 1996, Frank Easterbrook famously criticized the idea of studying "The Law of the Horse," referring to niche course offerings that center natural or technological topics, such as the horse or, his real target, cyber technology. In this Greenberg, however, we will do exactly that, taking up a subject that is economically and socially significant, pervasive, uneasily classified by law, and often quite cute: the dog. We examine how laws across different doctrinal domains interact with each other in the regulation of this specific natural kind. We will consider the dog's dual status as an owned chattel and as a sentient being fully integrated into the lives of humans, and explore how legal issues that arise in property, contract, tort, criminal law, and criminal procedure manage (or
fail to manage) the gulf between these dual understandings. We will end with a look at theory and policy that places dog law in the broader context of animal rights and welfare. Readings will include cases, news items, and academic articles and book chapters. Meetings will be held on the evenings of October 5 (6:30-8:30 pm), November 2 (7:30-9:30 pm), January 25 (7:30-9:30 pm), April 8 (7:30-9:30 pm), and April 29th (6:30-8:30 pm). Meeting venues will include the professors' homes, which are in the Chicago neighborhoods of Kenwood and Beverly, respectively.

Autumn, Winter, Spring- McAdams, Richard; Fennell, Lee

Greenberg Seminars: Law Professor Fiction
LAWS 92000- 05 (1, 0, 0)
Law professors have tenure, write for a living, and are an overconfident lot, so it shouldn't be surprising that some of us have tried to write the Great American Novel. Although none of us have succeeded, several law professors are best sellers and have made millions plying this extracurricular trade. Others have sold a few books and made their parents proud. This Greenberg will consider this niche of the fiction world—Law Professor Fiction. We will read five novels by current law professors at Yale, Chicago, Fordham, and Rutgers. We will convene at mutually convenient times at Professor Henderson’s house and Professor Macey’s house over food and various intoxicating libations to discuss: Stephen A. Carter, The Emperor of Ocean Park (2002); Jed Rubenfeld, The Interpretation of Murder (2007); M. Todd Henderson, State of Shock (2021); Alafair Burke, The Wife (2018); Pam Jenoff, The Lost Girls of Paris (2018)

Autumn, Winter, Spring- Henderson, M. Todd; Macey, Joshua

Greenberg Seminars: Free Speech on Campus
LAWS 92000- 06 (0 TO 1)
This Greenberg will explore a subject that is both important and close to home: free speech at universities. What principles should govern it, and how? Each meeting will focus on a specific real-world controversy or problem (some historical, some recent) to focus our discussion and perhaps sharpen our views. Potential topics might include: invitations and disinvitations, protests, trigger warnings or other pedagogical controversies, institutional statements and endorsements. We will also begin with some foundational and perhaps familiar documents from the University of Chicago and other schools. Our first two meetings are tentatively planned for: 10/12 and 11/7.

Autumn, Winter, Spring- Fahey, Bridget; Baude, William
Greenberg Seminars: Capitalism and its Discontents  
LAWS 92000- 07 (1, 0, 0)  
This Greenberg use popular films to delve into common critiques of modern capitalism. Each session will focus on a different topic, including the challenges of modern industrial life, class struggle, the excesses of Wall Street, and the 2008 financial crisis. As the characters endure the ups and downs of the market economy, we’ll discuss the merits and pathologies of capitalism: what it gets right, what it gets very wrong, and what has very little to do with capitalism at all. This Greenberg will meet from 6:30-8:30PM on Monday, October 30, Monday November 13, and Monday, November 27. Autumn, Winter, Spring- Underwood, Emily; Robertson, Adriana

Greenberg Seminars: Musk and His Ideas  
LAWS 92000- 08 (1)  
Elon Musk has made quite a name for himself with at least five or six ventures. In this seminar we will talk about them one at a time, and think about how such a person can be hated, admired, and tolerated. But mostly we will discuss his ideas and the problems they address. Are his ideas any good, and can he help us understand our world and its problems? Topics are likely to be: His acquisition and vision for Twitter; Tesla (electric cars); Starlink and SpaceX (satellite launching and possible dominance of the world of satellites); Hyperloop and The Boring Company (high speed transportation underground); Neuralink (implanted brain electrodes); xAI (considering the potential and danger of AI). We will meet on five or six Thursday evenings from 7:30 - 9:30pm in the professors’ home. Please do not sign up for this Greenberg unless you know that your Thursday evenings in the Autumn will be available on your calendar for this seminar. Likely meeting dates are: September 28, October 12, October 26, November 2, November 16, but some of the other Thursdays might be needed. This Greenberg only meets in the autumn quarter. 1 credit will be applied in the autumn quarter only. Autumn- Levmore, Saul; Roin, Julie

Health Law and Policy  
LAWS 43246- 01 (3)  
This class will explore legal and policy issues in the health care system of the United States. The course begins with an examination of Medicare, Medicaid, and various federal statutes governing the delivery of health care to patients. It then considers the Affordable Care Act and legal and policy issues relating to that Act. Next, it considers the impact of other laws such as the antitrust and tax laws -- as well as state law and
policy -- that bear on the provision of health care services. At the conclusion of the course, students should have a good understanding of the complex and often conflicting laws and policy that govern the delivery of health care services in this country. This class has a final exam or students will have the option of writing a 6000 word paper in lieu of the exam. Participation may be considered in final grading. Autumn- Bierig, Jack

**History and Theory of Policing in America**
LAWS 53438- 01 (2)
We will read from classic texts that influenced the way those who think and write about the police, as well as the police themselves, view the role of the police in American society. A series of short reaction papers will be required. Participation may be considered in final grading. Spring- Rappaport, John

**Housing Initiative Transactional Clinic**
LAWS 90226- 01 (1 TO 3)
The Housing Initiative Transactional Clinic provides legal representation on complex real estate development projects to build affordable housing. Clients include nonprofit, community-based affordable housing developers and housing cooperatives. Students serve as deal lawyers, working with clients and teams of professionals -- such as financial consultants, architects, marketing professionals, property managers, and social service providers -- to bring affordable housing and mixed use development projects to fruition. Projects range from single family rehabs with budgets in the $30,000 to $75,000 range, to multi-million dollar rental and mixed use projects financed by low income housing tax credits, tax exempt bonds, TIF, and other layered subsidies. Students also counsel nonprofit clients on governance and tax issues related to their work. In addition to their client work, students meet as a group in a weekly two-hour seminar in autumn quarter, and in a weekly one-hour seminar during winter and spring quarters, to discuss the substantive rules and legal skills pertinent to real estate development transactions and to examine emergent issues arising out of the students' work. During the fall quarter seminar, returning clinic students need only attend the first hour; new students should attend for the full two hours. In the winter and spring quarters, all students should attend all the one-hour seminar sessions. Academic credit for the
Housing Initiative Transactional Clinic varies and is awarded according to the Law School’s general criteria for clinical courses as described in the Law School Announcements and by the approval of the clinical faculty. Autumn, Winter, Spring- Leslie, Jeffrey

**Human Trafficking and the link to Public Corruption**
LAWS 53132- 01 (3)
This course provides a comprehensive, practical introduction to the history and present-day reality of human trafficking both domestically and internationally. In the year of the 20th anniversary of the Palermo Protocol, the course will look back on how far individual states have come in their efforts to fulfill their obligations under the Protocol. By reviewing the challenges to criminal prosecution first, the course will explore alternative paths to eradicating this transnational human rights crime that impacts over 40 million individuals annually. Reviewing the array of supply chain laws domestically and internationally first and then exploring industry-wide practices, students will learn to examine solutions from an array of laws that reach beyond merely criminal prosecution. Recognizing that public corruption plays a significant and powerful role in aiding the crime to continue with little societal repercussions, the course will explore ways in which the Foreign Corrupt Practices Act and the TVPRA have mechanisms to enforce these violations that provide billions of dollars to the traffickers. Taught by federal district court judge, Hon. Virginia M. Kendall. This class requires a major paper of 6000-7500 words. Participation may be considered in final grading. Winter- Kendall, Virginia

**Immigrants’ Rights Clinic**
LAWS 90211- 01 (2 TO 3)
The Immigrants’ Rights Clinic provides legal representation to immigrant communities in Chicago, including individual representation of immigrants in removal proceedings, immigration-related complex federal litigation, and policy and community education projects on behalf of community-based organizations. Students will interview clients, develop claims and defenses, draft complaints, engage in motion practice and settlement discussions, appear in federal, state, and administrative courts, conduct oral arguments and trials, brief and argue appeals, and engage in media advocacy. In the policy and community education projects, students may develop and conduct community presentations, draft and advocate for legislation at the state and local levels,
research and draft public policy reports, and provide support to immigrants’ rights organizations. Past and current projects include challenges to national security detention, a civil rights lawsuit alleging Fourth and Fourteenth Amendment challenges against state law enforcement involved in an arrest that led to deportation, Seventh Circuit appeals of removal orders, representation of asylum seekers and human trafficking victims, suing local police departments for failure to comply with immigration-related Illinois state laws, representing Afghans left behind after the U.S. withdrawal from Afghanistan, and publication of the first guide to the immigration consequences of criminal convictions for criminal defense attorneys in Illinois. The seminar will meet for two hours per week and will include classes on the fundamentals of immigration law and policy as well as skills-based classes that connect to the students’ fieldwork. Both 2L and 3L students are encouraged to apply. 2Ls must enroll for 2 credits per quarter. 3Ls can enroll for 2 or 3 credits per quarter. Students are encouraged (but not required) to co-enroll in Immigration Law in the fall.

**Immigration Law**

LAWS 43200-01 (3)

This course explores the U.S. immigration system. It will focus on the federal laws and policies that regulate the admission and exclusion of immigrants. Topics covered will include: the visa system, deportation and removal, forms of relief from deportation, the law of asylum, immigration enforcement and detention, and proposed reforms to the immigration system. The course will also consider how immigration law connects to both constitutional law and foreign policy. Participation may be considered in the final grading. There will be a final exam.

Autumn- Hallett, Amber

**Innovation Clinic**

LAWS 90222-01 (1 TO 3)

The Innovation Clinic gives students the opportunity to counsel startups and venture capital funds on a broad range of corporate law and strategic issues, including regulatory compliance, entity formation, stock options and employee equity, privacy, employment, governance and founders’ agreements, licenses, seed stage funding transactions, and commercial agreements. Students also present on such topics at the Argonne National Laboratories’ Chain Reaction Innovations Incubator and at the Polsky Center. In addition to their work with the Clinic's clients and the substantive
topic areas to be covered, students will have the opportunity to train in, and develop, the soft skills that separate good lawyers from highly effective lawyers in a transactional practice, such as negotiation, client management, preparedness and flexibility. Students will work with startups across a wide variety of industries and will also complete non-client related homework assignments to prepare them for client work. Students are required to enroll in the Clinic for a minimum of two consecutive quarters, and enrollment is currently capped at three consecutive quarters of participation. Students may take between 1-3 credits in any given quarter. Students will be evaluated based on the quality of work they prepare for the Clinic's clients, how well they interact with clients and demonstrate a command of the soft skills required for effective transactional legal practice, and the volume and quality of their participation during in-class sessions.

Autumn, Winter, Spring- Underwood, Emily

**Innovation Fund Associates Program Practicum**

LAWS 81027- 01 (3)

The Innovation Fund Associates ("IFA") program practicum is an avenue for law students who are accepted into the IFA program to receive course credit for their participation in lieu of the available stipend. Information regarding the IFA program can be found here: https://polsky.uchicago.edu/programs-events/innovation-fund-associates-program/.

Students receive 3 credits during each of the Spring and Autumn Quarters, and prepare brief response papers during each of those quarters reflecting on their experience. There is substantial training during the Winter Quarter but no credit is offered for this time. During the Spring and Autumn Quarters, in addition to the final presentation date, students should plan on meeting (1) for two to three hours every other Friday at noon for status updates, (2) on three to four additional dates that will be communicated to accepted students during the preceding quarter for trainings on topics such as patent law, FDA regulatory processes and compliance, public speaking, and other subjects relevant to the funding candidates during that cycle, and (3) two to three times per week with their teams, fund leaders, funding candidates and industry experts as part of the diligence process. There is substantial individual work outside of these meetings. Students do all coursework at the Polsky Center with potential site visits to the offices of industry experts and target companies. The approximate time commitment for the program is an average of 15 hours per week, although that may vary. Students may either take the offered stipend or course credit in any given quarter,
but not both, and must be accepted into the IFA program through its normal application procedures before they are eligible to participate in the practicum.

Autumn, Spring- Underwood, Emily

**Institute for Justice Clinic on Entrepreneurship**

LAWS 90223- 01 (1 TO 3)

The Institute for Justice Clinic on Entrepreneurship, or IJ Clinic, provides legal assistance to low-income entrepreneurs who are pursuing the American Dream in spite of legal obstacles. IJ Clinic students develop practical skills in transactional lawyering while helping creative entrepreneurs earn an honest living, innovate, and build businesses that build neighborhoods. Students advise clients on issues such as business formation, licensing, zoning, strategic relationships, employment law, intellectual property protection, and regulatory compliance. Students become trusted advisors for their clients and have the opportunity to consult with clients on business developments; draft and review custom contracts; negotiate deals; research complex regulatory schemes and advise clients on how to comply; and occasionally appear before administrative bodies. Students may also work on policy projects to change laws that restrict low-income entrepreneurs. Policy work may involve legislative drafting, lobbying, and community organizing. Academic credit varies and will be awarded according to the Law School's general criteria for clinical courses as described in the Law School Announcements and by the approval of the clinical staff. A commitment of at least two consecutive quarters is required. Students must enroll for two credits for their first quarter in the IJ Clinic. Evaluation is based holistically on the student's client work.

Autumn, Winter, Spring- Kregor, Elizabeth; Gryczan, Catherine

**Intellectual Property-based Finance and Investment**

LAWS 53320- 01 (3)

Developed world corporations today are focused on an innovation heavy, tangible asset-lite model while exporting manufacturing, a lower margin enterprise. The trend is demonstrated by increased levels of R&D in innovation-driven industries, a doubling of issued patents outstanding and material, concentrated changes in the underlying IP law. While IP valuation, implementation and technological trends are coming to dominate many forms of investing, optimal risk adjusted returns morph with levels in the equity and credits markets and changes in IP law. This course will review these trends, explain the range of IP investment types (liquid/Illiquid, public/private,
cash/derivative) and illustrate how insight into IP can drive investment and capital market decision making. Final grade will be based on a major paper. Final grade will be based on a major paper (6000-7500 words). Participation may be considered in final grading.
Autumn- Friedman, Michael

**Intensive Contract Drafting Workshop**
LAWS 53271- 01 (3)
This 3-credit intensive seminar will meet Tuesday, Wednesday and Thursday morning from 9:00am-11:30am between August 8 and August 24. Students should plan to treat the seminar like a full time job during this period - they will spend a substantial part of each afternoon on days that we have class doing written homework which is due each evening, and a part of each evening doing reading and preparation for the next day’s class. The seminar will serve as an introduction to contract drafting and how such drafting differs from other types of legal writing. We will start with the basic "anatomy of a contract," discussing the meaning, use and effect of various provisions. The seminar will address not only legal drafting issues, but also how to understand a client’s practical business needs in order to effectively use the contract as a planning and problem solving tool. Students will draft specific contract provisions and a complete contract, and will learn how to read, review and analyze contracts with an eye toward both legal and business risk issues. Many/most of the exercises simulate working with a fictional client. Evaluation will be based upon class participation and a series of substantial out-of-class daily drafting exercises. Students are not eligible to register if they have taken Contract Drafting and Review, Advanced Contract Skills or other similar contract drafting courses.
Autumn- Underwood, Emily

**Intensive Trial Practice Workshop**
LAWS 81009- 01 (3)
This class teaches trial preparation, trial advocacy, and strategy through a variety of teaching techniques, including lectures, demonstrations, and simulated trial exercises. Topics include opening statement, witness preparation, direct and cross examination, expert witnesses, objections at trial, and closing argument. Practicing lawyers and judges provide students with demonstrations and critiques from varied perspectives. The class concludes with a simulated jury trial presided over by sitting federal and state court judges. This is a required class for participation in the Civil Rights-Police
Accountability Clinic, the Criminal & Juvenile Justice Clinic, and the Exoneration Clinic. This class is strongly recommended for participation in the Employment Law Clinic, the Federal Criminal Justice Clinic, and the Immigrants’ Rights Clinic. It is also open to all rising 3L J.D. students (no L.L.M.s), regardless of participation in any clinic. The faculty strongly recommends that students take Evidence prior to enrolling in this course. Completion of this class partially satisfies one of the requirements for admission to the trial bar of the United States District Court for the Northern District of Illinois. Students who have taken Trial Advocacy (LAWS 67603 or LAWS 81010) or Trial Practice: Strategy and Advocacy (LAWS 91702) may not take this class. This class is offered for approximately 5-6 hours per day in the two weeks prior to the beginning of the Autumn Quarter. Week One is Monday, September 11 through Friday, September 15. Week Two is Monday, September 18 through Friday, September 22. The final trial is scheduled for Saturday, September 23. The student’s grade is based on a compilation of daily performance evaluations and performance during the simulated jury trial. For more information regarding the Intensive Trial Practice Workshop, please email Professor Futterman at futterman@uchicago.edu.

Autumn-Zunkel, Erica; Futterman, Craig; Conyers, Herschella; Leonard, Karl; Miller, Judith

**International Arbitration**
LAWS 53310-01 (3)

This seminar provides a basic foundation in the law and mechanics of international commercial arbitration and international investment treaty arbitration. It will give students an understanding of the substantive and strategic issues that frequently confront international arbitration practitioners. The Seminar covers, among other things, the crafting of international arbitration agreements, the relative advantages and disadvantages of ad hoc UNCITRAL-Rules arbitration and institutional arbitration (e.g., ICC, LCIA, ICDR, ICSID). The seminar also addresses the rules of procedure that commonly govern international arbitration, including procedural issues that commonly arise in international arbitration, including the availability and extent of discovery, pre-hearing procedure, the presentation of evidence, and the enforcement of international arbitral awards. The Seminar also will cover the fundamentals of international investment arbitration, including the jurisdictional issues that commonly arise in investor-state arbitration and the types of treaty claims that are commonly asserted under international law. While there will be a fair amount of traditional lecture, the format of the Seminar will depend heavily upon active student participation, including
a mock arbitration exercise. Students will be graded based upon the quality of their preparation for and participation in the Seminar, as well as the quality of a required paper (6000-7500 words). This Seminar will satisfy the lesser of the school's two writing requirements (WP), if substantial research and written work is completed.

Autumn- Rubinstein, Javier

**International Business Transactions**
LAWS 53123-01 (3)
This seminar provides a detailed review and analysis of a number of business transactions in a complex international setting. The documents underlying these transactions include: (i) an acquisition agreement, (ii) a joint venture agreement, (iii) an outsourcing agreement and (iv) a distribution agreement for the sale of goods. These documents will be reviewed in the context of these transactions, which involve business entities in several countries. Students will be asked to identify and address key legal issues. They will be asked to analyze, draft and revise key provisions of these agreements and determine whether the drafted provisions achieve the objectives sought. Students will also be asked to prepare one short paper and one longer paper addressing key legal issues underlying provisions of these agreements and the transactions involved. Students will be graded based upon (i) the quality of their preparation for and participation in the seminar (ii) their work product in connection with several drafting assignments and (iii) the quality of the short paper and longer paper addressing specific issues. There will not be a final examination.

Spring- D'ambrosio, Alan

**International Criminal Law**
LAWS 53458-01 (1)
For a legal field that has developed relatively recently, the expectations placed upon international criminal law and its application are both solemn and significant, while seeming to grow yet weightier with each passing year. This seminar will examine the contours of this field through an examination of the structural aspects underpinning international criminal law as practiced today, with particular focus on the substantive legal considerations governing responsibility for the most serious crimes of concern to the international community. This will be an intensive course scheduled for February 12-15, 6:10-8:40PM. This seminar will have a final exam. Prerequisite: Public International Law (recommended but not required).

Winter- Lentz, Christopher
**Introduction to Income Taxation**  
LAWS 44121-01 (3)  
This course provides an introduction to the essential elements of the federal income tax, with a special emphasis on issues related to the taxation of individuals. This class will have a final exam. Participation may be considered in the final grading.  
Spring- Goldin, Jacob

**Introductory Income Taxation**  
LAWS 44121-01 (3)  
This class provides an introduction to the design and operation of the federal income tax. Topics covered in this class include the definition of income, deductions, the tax treatment of gains and losses generated by sales and other dispositions of assets, realization and other timing issues, and tax shelters. The class uses a combination of lectures, problems, and class discussions to teach students about the interplay of the Internal Revenue Code, regulations and other agency interpretations of the Code, and judicial opinions in the administration of tax law. This class will also look into the policies underlying the design of the tax system. There are no prerequisites for this course. This class has a final exam.  
Autumn- Roin, Julie

**Jenner & Block Supreme Court and Appellate Clinic**  
LAWS 90219-01 (1 TO 3)  
The Jenner & Block Supreme Court and Appellate Clinic represents parties and amici curiae in cases before the United States Supreme Court and other appellate courts. Students work on all aspects of the clinic's cases -- from formulating case strategy; to researching and writing merits briefs, amicus curiae briefs, and petitions for certiorari; to preparing for oral arguments. Students also conduct research on cases that may be suitable to bring to the U.S. Supreme Court. Although the clinic's focus is the U.S. Supreme Court, the clinic may also handle cases in the United States Courts of Appeals and the Illinois Supreme Court. The clinic is supervised by Associate Clinical Professor Sarah Konsky, Professor David Strauss, and members of the Appellate and Supreme Court Practice group at Jenner & Block. U.S. Supreme Court: Theory and Practice (LAWS 50311) is required as either a pre-requisite or co-requisite for 2L and 3L students participating in the clinic. Students who have successfully completed a course covering content comparable to the U.S. Supreme Court: Theory and Practice seminar may seek consent from Professor Konsky to waive the co-requisite requirement. Academic credit
for the clinic varies and is awarded according to the Law School’s general criteria for clinical courses as described in the Law School Announcements and by the approval of the clinical faculty.

Autumn, Winter, Spring- Konsky, Sarah; Strauss, David

Judicial Federalism
LAWS 59903- 01 (3)
In this seminar, we will explore the various doctrines that police the line between the role of the U.S. federal courts and the often-parallel role of the state courts (or occasionally tribal courts). Those doctrines include the limits on the subject-matter jurisdiction of the federal courts found in Article III; the Rooker-Feldman doctrine; constitutional or common-law limitations on federal authority such as those for domestic-relations and probate cases; the various abstention doctrines (Pullman, Burford, Younger, Colorado River); the Anti-Injunction Acts; notions of lis pendens that apply in both federal and state courts; "complete" versus defense preemption, and habeas corpus review of state-court criminal judgments in federal courts. We will also take a brief look at the role of the state courts. Finally, we will compare the U.S. system to that of the European Union. There are no prerequisites. Students will write a paper (6000-7500 words) (which can qualify for the substantial writing requirement) for credit in the seminar. All students are required (1) to have an individual conference at which the paper topic is approved, (2) to turn in a rough draft for comments, and then (3) to turn in a final paper.

This class is an advanced study of Federal Courts. It therefore is suitable either for someone who has taken the Federal Courts class or someone who has not, but who wishes to write a paper in the general area of judicial federalism. Some topics covered in depth in this class are not covered in federal courts (for example, a comparison between the court systems of the United States and the European Union; close attention to habeas corpus; historical choice to adopt lower federal courts).

Winter- Wood, Diane

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

Spring- Leiter, Brian

Justice for Animals in Ethics and Law
LAWS 48220- 01 (3)

Animals are in trouble all over the world. Intelligent sentient beings suffer countless injustices at human hands: the cruelties of the factory farming industry, poaching and trophy hunting, assaults on the habitats of many creatures, and innumerable other instances of cruelty and neglect. Human domination is everywhere: in the seas, where marine mammals die from ingesting plastic, from entanglement with fishing lines, and from lethal harpooning; in the skies, where migratory birds die in large numbers from air pollution and collisions with buildings; and, obviously, on the land, where the habitats of many large mammals have been destroyed almost beyond repair. Addressing these large problems requires dedicated work and effort. But it also requires a good normative theory to direct our efforts. This class is theoretical and philosophical. Because all good theorizing requires scientific knowledge, we will be reading a good deal of current science about animal abilities and animal lives. But the focus will be on normative theory. We will study four theories currently directing practical efforts in animal welfare: the anthropocentric
theory of the Non-Human Rights Project; the Utilitarian theory of Jeremy Bentham, J. S. Mill, and Peter Singer; the Kantian theory of Christine Korsgaard; and an approach using the Capabilities Approach, recently developed by Martha Nussbaum. We will then study legal implications and current legal problems, in both domestic and international law.

This is a new 1L elective, in connection with the Law School's new program in Animal Law. It is open to all law students and all graduate students. Undergraduates may register only with the instructor's permission, and to receive permission they must be third or fourth-year Philosophy concentrators with a letter of recommendation from a faculty member in the Philosophy Department. Because all assessment is by an eight-hour take-home exam at the end of the class, the letter should describe, among other things, the student's ability in self-monitored disciplined preparation. This class offers an option to write a 20-25 page paper instead of the final exam.

Spring- Nussbaum, Martha

Kirkland & Ellis Corporate Lab Clinic
LAWS 91562- 01 (3, 3, 3)

The Kirkland & Ellis Corporate Lab provides students with a forum for working closely with legal and business teams across a range of top-tier multinational companies, leading nonprofits, private equity sponsors, venture capital funds, and entrepreneurial startups.

The primary goal of the Lab is for students to learn practical legal skills, both substantively, in terms of the corporate "building blocks" necessary to understand complex transactions and agreements, and professionally, in terms of implementing such knowledge efficiently and meaningfully within the context of a wide array of careers as lawyers and business leaders.

This class mirrors the real world work experience of both litigators and corporate lawyers: students will receive hands-on substantive and client-development experience and will be expected to manage and meet expectations and deadlines while exercising a high level of professionalism.

Clients will include, among others, Accenture, Allstate, A.T. Kearney, Barilla, Booth School of Business New Venture Challenge startups (Spring Quarter), Grubhub, Honeywell, IBM, John Deere, Koch Industries, Microsoft, Nike, Owens Corning, 3M, Verizon Communications, and Victoria’s Secret.

Corporate Lab students will have the option to negotiate a simulated cross-border transaction opposite students of a leading foreign law school as part of the negotiation
workshop component of the Corporate Lab (Autumn Quarter). Additionally, students will have the option (Winter Quarter) to work closely with small teams of Kirkland & Ellis attorneys on assignments (including for live clients), across practice groups, designed to teach strategic planning, drafting, negotiation, and business counseling skills. Please note: (i) students are expected to remain in the Corporate Lab for a minimum of two consecutive quarters, http://www.law.uchicago.edu/corporatelab. (Reduced 2-credit option available with instructor permission.)

Autumn, Winter, Spring- Avratin, Joshua; Zarfes, David; Kramer, Sean

Kirkland & Ellis Corporate Lab Clinic
LAWS 91562- 02 (3, 3, 3)
The Kirkland & Ellis Corporate Lab provides students with a forum for working closely with legal and business teams across a range of top-tier multinational companies, leading nonprofits, private equity sponsors, venture capital funds, and entrepreneurial startups.
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Clients will include, among others, Accenture, Allstate, A.T. Kearney, Barilla, Booth School of Business New Venture Challenge startups (Spring Quarter), Grubhub, Honeywell, IBM, John Deere, Koch Industries, Microsoft, Nike, Owens Corning, 3M, Verizon Communications, and Victoria’s Secret.
Corporate Lab students will have the option to negotiate a simulated cross-border transaction opposite students of a leading foreign law school as part of the negotiation workshop component of the Corporate Lab (Autumn Quarter). Additionally, students will have the option (Winter Quarter) to work closely with small teams of Kirkland & Ellis attorneys on assignments (including for live clients), across practice groups, designed to teach strategic planning, drafting, negotiation, and business counseling skills. Please note: (i) students are expected to remain in the Corporate Lab for a
Labor Law
LAWS 43101- 01 (3)
This course covers the law governing labor-management relations in the private sector of the U. S. economy. Subjects that will be addressed include the historical background and coverage of the National Labor Relations Act (NLRA) and the Labor-Management Relations Act (LMRA), the organization of and procedures before the National Labor Relations Board, the rights and protections created by Section 7 of the NLRA, unlawful employer and union interference with such rights and the remedies available for such unlawful conduct, the procedures for the selection of union representation, the collective bargaining process and the obligation to bargain in good faith, the enforcement of collective bargaining agreements, the regulation of strikes and other concerted union activities, the union’s duty of fair representation, the preemption of state laws and state law-based claims by the NLRA and the LMRA, and current proposals for legislative change. Enrollment will be limited to 20 students. The student’s grade will be based on class participation and a final examination.
Autumn- Whitehead, James

Land Use
LAWS 43213- 01 (3)
(CORE, EXAM) Few areas of law have as immediate an impact on our lived environment than the law of land use. This course will provide a broad introduction to the theory, doctrine, and history of land use regulation. Topics will include zoning, homeowners’ associations, nuisance, suburban sprawl, eminent domain and regulatory takings. Throughout, we will discuss the ways land use regulation affects land use patterns, economic efficiency, distributive justice, social relations, and the environment. The grade is based on a final examination.
Spring- Epstein, Richard

Law and Artificial Intelligence: Emerging Topics
LAWS 53506- 01 (3)
Artificial Intelligence (AI) applications which assist and even replace human decision-makers pose new challenges for the law. In this seminar, we will explore some of the
topics that are of greatest interest at the intersection of law and AI. The first five meetings of the seminar will be devoted to guided discussions of emerging topics such as AI in contracting and dispute resolution, AI as a risk assessment tool in criminal law, AI in rule making, civil liability for harms caused by AI systems (such as autonomous cars or ChatGPT), and regulatory approaches to the yet unknown risks, including a comparative perspective examining how other jurisdictions address these challenges. The last three meetings of the seminar will be devoted to student presentations of their research paper proposal. This seminar will require a major paper (6000-7500 words). Participation may be considered in final grading.

Spring- Ben-Shahar, Omri; Eidenmueller, Horst

**Law and Economic Development**
LAWS 53507-01 (3)
(CL, CORE, SEM, BID, WP) Why do some nations perform better than others, whether measured by income, happiness, health, environmental quality, educational quality, freedom, etc.? What can be done to help the world’s poor? We explore the proximate causes of inequality across countries, including the role of human capital, natural resources, technology and market organization. We also explore the root causes of long term differences in wealth, including the role of geography (e.g., location in tropical areas) and technological development (e.g., the impact of plow agriculture). We spend a substantial amount of time on the role of institutions, broadly defined, on development. We will explore the value of democracy, the common law, and state capacity generally. We will study the impact of disruptions such as the slave trade, colonialism and war. Ultimately, we will try to understand the implications of each explanation for development policy. Importantly, we will also consider how the lessons law and economics offers for countries with weak state capacity and limited rule of law differ dramatically from those it offers for countries such as the US. Students will be required to complete a review and critical analysis of the literature on a specific topic in development. The topic must be approved by the professor. The paper length is 6000-7500 words.

Autumn- Malani, Anup

**Law and Literature**
LAWS 53347-01 (3)
This seminar explores the interdisciplinary field of law and literature. Literature is important for understanding law because it teaches a certain way of thinking -- one that
emphasizes close reading of text, competing interpretations, and empathetic judgment. Law is important to understanding novels, plays, and short stories where they make assumptions about law or develop themes about the relationship of law, society, and justice. This seminar will explore these and related topics through novels, plays, and short stories. We will read Herman Melville's "Billy Budd," Arthur Miller's "The Crucible," Susan Glaspell’s "A Jury of Her Peers," John Patrick Shanley’s "Doubt," Nella Larson’s "Passing," Lorraine Hansberry’s "A Raisin in the Sun," Ian McEwan's "The Children Act," Kazuo Ishiguro’s "Remains of the Day," Shirley Jackson’s "The Lottery," Ursula Le Guin's "The Ones Who Walk Away from Omelas," and N.K. Jemisin's "The Ones Who Stay and Fight." There will also be secondary readings. We will address questions such as: What can literature and literary imagination bring to performance of legal tasks, including "telling stories" about facts and cases, or understanding the nuances of moral responsibility? What different or similar interpretative rules do lawyers and literary critics employ in construing a text? Can legal analysis bring new insight into the meaning of classic literature or offer compelling new critiques? Students will be graded on attendance, participation, and two research papers totaling 6000-7500 words.

Autumn- McAdams, Richard

Law and the Economics of Natural Resources Markets
LAWS 53297- 01 (3)
Market-based mechanisms such as emissions trading are becoming widely accepted as cost-effective methods for addressing environmental concerns, especially as societies move towards a carbon-constrained future. In the last decade, we have witnessed the expansion of environmental finance to new products - carbon dioxide spot and futures contracts, sulfur dioxide futures and over-the-counter water contracts - that are now fully integrated financial instruments for hedging and speculation. These mechanisms also have potential benefits to address issues in other pressing matters such as water quality, fisheries and biodiversity protection. Non-law students must apply by emailing a resume and letter of interest to Arthur Langlois at arthurlanglois@uchicago.edu by tbd. This class requires a series of research papers (6000-7500 words). Participation may be considered in final grading.

Spring- Sandor, Richard
Legal Elements of Accounting
LAWS 43247-01 (1)
This mini-class introduces accounting from a mixed law and business perspective. It covers basic concepts and vocabulary of accounting, not so much to instill proficiency with the mechanics of debits and credits as to serve as a foundation from which to understand financial statements. The course then examines accounting from a legal perspective, including consideration of common accounting decisions with potential legal ramifications. It also analyzes throughout the reasons for and roles of financial accounting and auditing, as well as the incentives of various persons involved in producing, regulating, and consuming financial accounting information. The seminar will touch on some limitations of, and divergent results possible under, generally accepted accounting principles. Current cases, proposals, and controversies will be discussed. Attendance and participation will be very important. Grades will be based on an exam. Students with substantial prior exposure to accounting (such as students with an MBA, joint MBA/JD students, and undergraduate finance or accounting majors) may not take the course for credit. This is a short class meeting from 8:30-9:35AM January 8-12, 16-19.
Winter- Sylla, John

Legal History of the Founding Era
LAWS 43368-01 (3)
This class explores the legal world of the late eighteenth century from the period just before the Revolution to the ratification of the Constitution. Among other topics, the class covers debates over the economic and political conditions that shaped the constitutional moment, and the implications of those debates for constitutional interpretation.
This course will have required reaction papers. Participation may be considered in the final grading.
Spring- Peterson, Farah

Legal Profession: Ethics
LAWS 53101-01 (3)
This seminar addresses ethical considerations and issues encountered during the practice of law, including strategic, practical, and moral considerations with which attorneys should be familiar and have to deal. Using materials from judicial decisions, decisions of disciplinary authorities, cases, the Model Rules of Professional Conduct,
articles of particular interest, and videos, we will discuss within the context of the Model Rules the ethical situations that lawyers face. There will be a particular focus on the ambiguities attendant to how to handle particularly difficult issues encountered in the practice of law and the rules and the framework to which attorneys can turn in determining how to handle those situations. Throughout the seminar, we will consider certain overarching questions, including: a. are lawyers authorized by their duties to clients to lie, b. is civility consistent with the duty of vigorous representation, c. are aspects of the practice of law beyond the rules, and d. can there be a conflict without direct adversity. This seminar will be taught as a participatory class and will use structured hypotheticals, role playing, class discussions, and class competitions. A short quarter ending presentation is required. Students will be evaluated both on the quality and extent of their participation and the presentation and on the basis of a paper of 6000-7500 words in length on a topic relating to professional responsibility chosen by and of particular interest to the student. Attendance is mandatory.

Winter- Morris, Hal

LGBT Law
LAWS 53365- 01 (3)
This seminar examines the treatment of gender, sexual orientation and related questions of sexuality and identity in the U.S. legal system. The course emphasizes constitutional jurisprudence and theory with a particular focus on the First Amendment and the equal protection and due process guarantees, and statutory antidiscrimination provisions. Topics covered include marriage rights, student speech, the definition of sex under the equal protection guarantee and statutory antidiscrimination provisions, the rights of students to access sex segregated facilities, public and private workplace concerns, rights of intimate and expressive association, and asserted conflicts between religious liberty, free speech rights, and nondiscrimination principles. The course requires a major paper (6000-7500 words). The paper will be a mock appellate brief. Participation may be considered in final grading. A constitutional law course is recommended but not required prior to taking this class.
Winter- Taylor, Camilla

Life (and Death) in the Law
LAWS 53348- 01 (2)
(BID, COR, SEM) This seminar will explore the various definitions and valuations of life across diverse areas of the law. Readings will include seminal cases in reproductive
rights, assisted suicide, right-to-die, and capital punishment. Background readings in related areas, i.e., scientific journals, papers, etc. will also be required. The seminar will discuss policy decision-making including actuarial analysis and social, medical and religious values inherent, implicit or ignored in the legal analysis. Students will be required to write three response papers, co-draft a statute in one area of law, and participate in jury deliberations. Grade will also be based on class participation. Priority registration to 3L students.

Spring- Conyers, Herschella

**Litigation Laboratory**

LAWS 81015- 01 (3)

This seminar brings lawyers and students together to analyze and develop aspects of the lawyers’ ongoing cases. It allows good lawyers to use law students for collaborative help with open cases, and allows law students to learn litigation skills by working with the lawyers. A different lawyer with a different case will participate in most class sessions. Typically the lawyer will provide materials for the students to review before the class. During the class, students will discuss, argue, debate, and work with the lawyer to solve hard issues. Following each class, students will complete written materials analyzing and evaluating the problem. In classes when lawyers are not included, students also learn practical litigation skills through various advocacy exercises. Students will be graded based on active participation and their written materials. Student evaluations will be based on: Observation of participation during class; substantial written submissions (5-6 of each of two types: (1) "pre-class questionnaire" answers (requiring students to prepare for class by reading materials, sometimes researching, providing initial views) and (2) "post-class memos" (written submissions taking various forms depending on the material worked on in class -- may be a research memo, witness outline, draft complaint, draft motion, draft opinion, etc.)); evaluation of formal argument of a motion (as the "final"). The class requires substantial out-of-class work, often individual but sometimes collaborative.

Winter- Masters, Catherine; Clark, James

**Managerial Psychology**

LAWS 57507- 01 (3)

This course is about managing people - oneself and others. Successfully managing people requires an understanding of their thoughts, feelings, attitudes, motivations, and determinants of behavior. Developing an accurate understanding of these factors,
however, can be difficult to achieve because intuitions are often misguided, and unstructured experience can be a poor teacher. This course is intended to address this development by providing the scientific knowledge of human thought and behavior that is critical for successfully managing others, and also for successfully managing ourselves.

Using a combination of lectures, discussions, and group activities, the course offers an introduction to theory and research in the behavioral sciences. Its primary goal is to develop conceptual frameworks that help students to understand and manage effectively their own complicated work settings.

The course is organized into two main themes: (1) the individual, and (2) the organization. The individual part of the course is concerned with issues related to individual behavior, such as how people's attitudes influence their behavior, how people form impressions of others, and how the choices people make are affected by characteristics of the decision maker and the decision-making process. The organization part of the course focuses on people's behavior within the context of an organization. It addresses how organizations can successfully coordinate the actions of their members.

Topics of this section include effective group decision-making, persuading and motivating others, and the use of formal and informal power in interpersonal relations.

This class will have a final exam and required reaction papers. Participation may be considered in final grading.

Spring- Fishbach, Ayelet

**Mergers and Acquisitions**
LAWS 43287- 01 (3)

This is an advanced corporate law course covering federal and state law aspects of tender offers, mergers (including forward and reverse triangular), leveraged buyouts, asset purchases, and other acquisition techniques, as well as selected defensive tactics (poison pills, recapitalization, white knights, etc.), due diligence, and drafting merger and acquisition deal documents. Prerequisite: Business Organizations. This course will have a final exam. Class participation may be considered in the final grading.

Autumn- Lipton, Ann

**Microeconomics**
LAWS 48213- 01 (3)

This course will provide an introduction to microeconomics that will serve as a foundation for applying economics to law and current policy topics. We will cover
supply, demand and market equilibrium; the incidence of taxes and subsidies; price and non-price allocation; efficiency and distribution; market structure and power; among other topics. The course will illustrate each of these concepts with application to the legal system, legal rules and legally salient policy, e.g., the market for lawyers, contract law, and crime policy. This course is different than a law and economics course in two ways. First, it spends more time teaching economics. Second, the goal is to enable you to apply economics beyond law to policies that lawyers may care about, e.g., supply of reproductive services, the distributive effects of loan forgiveness, and the effect of antidiscrimination law. This course will require students to be able to do some basic algebra and some elementary calculations. This course will have a final exam. Participation may be considered in the final grading.

Spring- Malani, Anup

Modern Indian Political and Legal Thought
LAWS 57014- 01 (3)
India has made important contributions to political and legal thought, most of which are too little-known in the West. These contributions draw on ancient traditions, Hindu and Buddhist, but transform them, often radically, to fit the needs of an anti-imperial nation aspiring to inclusiveness and equality. We will study the thought of Rabindranath Tagore (Nationalism, The Religion of Man, selected literary works); Mohandas Gandhi (Hind Swaraj (Indian Self-Rule), Autobiography, and selected speeches); B. R. Ambedkar, the chief architect of the Indian Constitution (The Annihilation of Caste, The Buddha and his Dhamma, and selected speeches and interventions in the Constituent Assembly); and, most recently, Amartya Sen, whose The Idea of Justice is rooted, as he describes, both in ancient Indian traditions and in the thought of Tagore. We will periodically contrast the thought of the founding generation with the ideas of the Hindu Right, dominant today. This is a seminar open to all law students, and to others by permission. This class requires a major paper of 20-25 pages.
Winter- Nussbaum, Martha

Modern Professional Responsibility
LAWS 41018- 01 (3)
This course satisfies the professional responsibility requirement. It will explore a variety of legal, ethical and real-world issues commonly faced by modern lawyers in their daily practices. It will address the relationship among the Model Rules of Professional Conduct, the Restatement of the Law Governing Lawyers and the Sarbanes-Oxley Act.
It will also focus on several noteworthy legal malpractice and securities claims in which lawyers and major law firms were involved. Course materials will include traditional texts and statutory materials, hypotheticals drawn from unreported matters, as well as the results of mock trials and jury focus groups in which the conduct of lawyers was at issue. This class has a final exam. Participation may be considered in final grading.

Autumn- Nozette, Mark

Moot Court Boot Camp
LAWS 95030 01 (1 TO 2)

Moot Court Boot Camp has two components: oral advocacy and writing. The oral advocacy component will cover the basics of appellate oral argument. Students will prepare and present oral arguments in two different cases before the two Boot Camp faculty members, experienced appellate practitioners who will provide constructive feedback. The writing component will cover the basics of appellate brief writing. Students will prepare a short written assignment that will be discussed and revised during class. We will focus on strong issue statements, effective headings, and powerful conclusions. We’ll also explore sentence structure and word choice. Students will learn to define themes in their writing and carry them into the oral argument. Focused writing, we will learn, promotes successful oral advocacy, and vice versa. This class, which will meet from 8:45 a.m. to 5:00 p.m. on Saturday, October 7, and from 8:45 a.m. to 1:00 p.m. on Sunday, October 8, is an optional supplement to the Hinton Moot Court Competition. One credit will be granted for the weekend course and an additional credit will be granted upon completion of two judged arguments as part of the Hinton Moot Court Competition. There are no prerequisites, but good faith participation in the Hinton Moot Court Competition is required. Students may receive credit for this class only once during their Law School career. The Moot Court Boot Camp is open to J.D. students only and is graded Pass/Fail. This section of the class meets over the weekend of October 7/8.

Autumn- Patton, Stephen; Whitehead, James

Moot Court Boot Camp
LAWS 95030 02 (1 TO 2)

Moot Court Boot Camp has two components: oral advocacy and writing. The oral advocacy component will cover the basics of appellate oral argument. Students will receive briefs and/or bullet points from two different cases and will prepare and submit argument outlines in advance. During the workshop, students will gain hands-on
experience by conducting multiple oral arguments before practicing-attorney judges, who will provide feedback. The writing component will cover the basics of appellate brief writing. Students will prepare a short, written assignment that the professors will review for feedback and then we will discuss during class. We will focus on strong issue statements, effective headings, and powerful conclusions. We'll also explore sentence structure and word choice. Students will learn to define themes in their writing and carry them into the oral argument. Focused writing promotes successful oral advocacy, and vice versa. This class, which will meet for one weekend (October 14-15) during the quarter, is an optional supplement to the Hinton Moot Court Competition. There may be an optional outline-writing Zoom prior to the intensive weekend. One credit will be granted for the weekend course. There are no prerequisites, but good faith participation in the Hinton Moot Court Competition is required. Students may receive credit for this class only once during their Law School career. The Moot Court Boot Camp is open to J.D. students only and is graded Pass/Fail. There will be three major components to evaluation: submitted materials (writing and prepared argument outlines); in class performance; and participation (giving feedback to other students). This section of the class meets the weekend of October 14/15.

Autumn- Horwitz, Rebecca; Lansky, Madeline

Patent Law
LAWS 43244- 01 (3)
This is a basic course in patent law, in which the class is introduced to the governing statutes, core concepts, and influential court decisions. No technical expertise is necessary whatsoever, and students from all backgrounds are encouraged to enroll. Patent cases sometimes involve complicated technologies, but the key to understanding the relevant legal issue almost never turns on an understanding of the patented technology itself. Student grades are based on a final examination. Students from all backgrounds -- technical or not -- are encouraged to enroll. Participation may be considered in final grading.
Spring- Masur, Jonathan

Patent Litigation
LAWS 53254- 01 (3)
This course is a hands-on introduction to patent litigation. Using a hypothetical case, students will explore the practical application of key patent law and litigation concepts. Students will follow the litigation over the course of the term as counsel for plaintiff or
defendant. Students will be asked to produce written work (e.g., pleadings, motion papers, deposition outlines, etc.) and to orally argue motions. Potential topics include motions to dismiss or transfer, discovery disputes, claim construction, expert discovery, summary judgment, and appeals. In addition to oral argument, class will discuss practical and legal topics pertaining to patent litigation, typically to assist in preparation of the next week’s assignment. Students will be evaluated based on a series of papers, which will require substantial outside research and analysis, as well as in-class performance arguing in support of or in opposition to various motions. Participation may be considered in final grading.

Autumn - Cherny, Steven; Curran, Patrick

**Positivism and its Critics**

LAWS 53491- 01 (2 TO 3)

Judges, lawyers, and philosophers have long debated whether the law is composed solely of man-made rules (positivist theories), or whether it includes broader moral precepts. That debate informs our understanding of what constitutes our law, why it is binding, and how it should be interpreted. The positive law includes the Constitution, statutes, regulations, and customary rules of common law. But is law limited to positive sources? What about the natural law or general principles such as justice and the common good? Can these serve as independent sources of law or as principles of legal interpretation? What legal backdrops, if any, should be used to interpret the positive law? This seminar will examine the evolution of these debates about the nature of law in the Anglo-American legal tradition. The course begins with pre-Founding and Founding era debates, and then considers how these issues took shape during Reconstruction, the progressive movement, and the Warren Court. The course concludes with contemporary disputes about textualism and originalism. Considering positivism from the perspective of both theory and practice, the seminar will include sources drawn from philosophy, legal theory, and judicial decisions. Students will have the option of writing one medium-length final paper for two credits (around 3,500 words), or a longer final paper for three credits (around 7,000 words). Participation may be considered in final grading.

Spring - Green, Jonathan; Rao, Neomi
Poverty and Housing Law Clinic
LAWS 91301-01 (3 TO 4)
This clinic is a multi-quarter clinic spanning over winter and spring quarters. In his Pulitzer Prize-winning book, Evicted: Poverty and Profit in the American City, Matthew Desmond concludes that evictions are not a symptom of poverty. They are a direct cause. In the Poverty and Housing Law Clinic, you will learn how to defend low-income tenants (many of whom have disabilities or young children, or are victims of domestic violence) against unwarranted evictions. Many of these tenants live within just a few miles of The Law School. You will attend weekly lectures about subsidized housing programs, eviction actions, trial practice, housing discrimination, the intersection between domestic violence and housing, and the extensive and often misunderstood connection between criminal law and subsidized housing. Most important, you will work twelve hours a week in the Housing Practice Group at Legal Aid Chicago, the Midwest's largest provider of free civil legal services to the poor. Every year more than 30,000 people call Legal Aid Chicago seeking our assistance. And every year the Housing Practice Group represents hundreds of tenants facing eviction from the only housing they can afford. We also help clients preserve their tenant-based rental assistance, gain admission to subsidized housing developments, force landlords to make necessary repairs, and challenge illegal discrimination. JD students only. Winter, Spring- Brooks, Dennericka

Pretrial Litigation: Strategy and Advocacy
LAWS 52410-01 (3)
This seminar will focus on key litigation skills and strategies that are instrumental in the day-to-day life of any litigator. Indeed, a lawyer will use many of the same strategies and skills in both the pretrial and trial phases of litigation. Students will learn how to evaluate and develop fact and legal theories; develop themes; take and defend fact and expert witness depositions; and use various tactics to prepare a case for trial. The seminar will use a variety of learning methodologies, including lectures and mock exercises. The student’s grade will based on performance in mock exercises and written work product (a series of research papers totaling 6000-7500 words). Winter- Fields, Barry
Privacy
LAWS 43250-01 (3)
This course surveys legal efforts to draw boundaries between the public and private spheres. Substantive topics of discussion may include privacy tort law, the constitutional right to information privacy, financial privacy, Internet and consumer privacy; health privacy; FTC privacy regulations; state data protection laws, European privacy law; the relationship between privacy and the First Amendment; and restrictions on governmental investigations and surveillance.
The student's grade is based on a final examination and class participation.
Spring- Strahilevitz, Lior

Privacy and Modern Policing
LAWS 53463-01 (3)
Law enforcement in modern criminal investigations uses sophisticated tools to gather voluminous, private information about us. These tools can gather our private emails and social media messages, the content of our phones, and every location we have been to. This information can reveal our most intimate self. This course will explore the challenges of trying to regulate these cutting-edge methods, primarily through the Fourth Amendment. We will see how courts struggle with balancing the needs of law enforcement with the protection of privacy, especially as they seek to prevent a surveillance state.
These novel developments present courts with an opportunity to rethink constitutional law and privacy law, including in the context of separation of powers and other institutional concerns. We will evaluate to what extent old rules should continue to apply and whether these rules can resolve difficult line-drawing problems. Students will prepare several short papers, each about 4-5 pages in length (totaling 6000-7500 words), that will require some outside research. Participation will be considered in the final grading. No prior knowledge of Fourth Amendment law or criminal procedure is necessary.
Autumn- Didwania, Vikas

Private Equity Transactions: Issues and Documentation
LAWS 53224-01 (3)
This seminar will examine from a practical perspective the issues and documentation arising in a typical private equity acquisition transaction. The seminar will follow this type of transaction through its various stages and provide students in-depth and
practical experience with common deal issues and drafting contractual provisions to address those issues. The goal of the seminar is to help prepare students for the practical aspects of being a deal lawyer. Coursework will include reading acquisition contracts, cases and legal commentators and weekly written assignments (contract drafting and issue analysis). Grades will be based on class participation and a series of reaction papers (totaling 6000-7500 words). Business Organizations and Contracts are prerequisites.

Students seeking a waiver to prerequisites based on experience or other factors must email the instructors. A waiver will allow you to place a bid, but does not guarantee you a seat.

Winter- Fennell, Mark; Ritchie, Stephen

**Professional Responsibility and the Legal Profession**
LAWS 43284- 01 (3)
This course provides a systematic treatment of the law of professional responsibility. The central goal is to understand how the rules of professional conduct guide lawyer conduct and shape the legal profession. Toward that end, we will begin by examining the lawyer's key duties to clients in different contexts, paying attention to differences based on what lawyers do (advocacy, advising, negotiating), where they work (law firms, corporate legal departments, government legal offices, public interest organizations, legal services groups), and what types of clients they represent (individuals, classes, organizations). Drawing upon case materials and problems, our emphasis will be on how lawyers define and resolve ethical problems while promoting their public duties in the real world of practice. We will pay special attention to the two foundational rules of professional responsibility (client confidentiality and conflicts of interests) and will consider how market changes and demographic shifts impact the lawyer's role. Overall, the course is designed to help you think critically about the challenges you will face in the profession you are about to enter and how you can best meet them in the pursuit of your professional goals. This class has a final exam. Participation may be considered in the final grading.

Students who have already fulfilled the Professional Responsibility requirement may not take this class.

Autumn- Marshall, Anna-Maria

**Professional Responsibility: Representing Business Organizations**
LAWS 41016- 01 (3)
This seminar concerns the rules governing the legal profession and practical applications of the rules, with a focus on representing business organizations. Materials will include the ABA Model Rules of Professional Conduct, a textbook with hypotheticals; and supplemental materials including cases and ethics opinions. Grades will be based on an in-class final exam and class participation. This seminar will fulfill the professional responsibility requirement.
Winter- Koski, John; Feeney, Daniel; Weidner, Brant

**Professional Responsibility: Representing Business Organizations**  
LAWS 41016- 01 (3)
This seminar concerns the rules governing the legal profession and practical applications of the rules, with a focus on representing business organizations. Materials will include the ABA Model Rules of Professional Conduct, a coursebook, and supplemental materials (e.g., articles, cases, ethics opinions). Grades will be based on a final exam and a class participation component. This seminar will fulfill the professional responsibility requirement.
Spring- Koski, John; Hazel, Kristen; Kuhns, Thomas

**Project and Infrastructure Development and Finance**  
LAWS 53110- 01 (3)
This seminar is focused on the development and project financing of infrastructure facilities. These transactions feature a wide variety of commercial agreements and financial instruments, legal and financial structuring, and a significant role for lawyers. Public private partnership structures will be examined. Representative transactions, principally in the energy, transportation and public infrastructure sectors, will be selected for analysis and discussion. Infrastructure projects such as these provide a convenient vehicle for discussion of contractual provisions, structuring parameters, financial analysis, and legal practice issues common to a broad range of business and financial transactions. The classes will be discussion oriented; there will be 3-4 short papers, an analytical paper of at least 3000 - 3800 words based on a case study and class participation may be considered in final grading. There are no pre-requisites, although basic corporation law is recommended. The readings will be taken from textbooks, professional journals, and actual commercial and financial contracts. A speaker from the financial community with a wide range of experience is expected. Enrollment is limited
to 20 students. This is a condensed class meeting from 4:00-7:35PM on September 27, October 11, October 25, and November 8 and 29.

Autumn- Jacobson, Martin

Public Choice and Law
LAWS 43218- 01 (3)
This course focuses on the relationship between modern perspectives on voting and interest groups on the one hand and legislation and judicial interventions on the other. Public choice is essentially the science of group decision-making, and it comes with several well developed tools of analysis, including the difference between aggregating preferences and looking for right answers to questions. With these tools, and that perspective, we revisit the interactions between legislatures and judges, democracy’s attempt to solve certain problems, and the roles played by a variety of legal doctrines and constitutional institutions. It is also an opportunity to think about everyday group decisions in law firms and other settings where this is group hiring, cost sharing, and so forth. As the course proceeds, we explore specific topics in law, such as the possibility of judicial vote-trading, the role of referenda in some jurisdictions but not others, and the role of precedent itself. Grades will be based on a final examination.
Spring- Levmore, Saul

Public International Law
LAWS 43230- 01 (3)
This course is an introduction to public international law, which is the body of law that nation states have jointly created for the purpose of governing their relations. The course focuses on the sources of international law, international institutions such as the United Nations, international adjudication, and various substantive fields of international law, such as the use of force, human rights, the treatment of aliens, and international environmental law. Grades will be based on a take-home examination, with marginal bonus for participation. A paper option is allowed for students who wish to write an SRP.
Winter- Ginsburg, Thomas

Public Speaking for Lawyers
LAWS 53498- 01 (2)
This interactive workshop explores the public speaking skills necessary to help you excel as an attorney and beyond. Through a series of group exercises and games,
performance theory discussions, and individual assignments, we will explore how to tap into your unique, authentic voice to positively engage others and better represent your clients. By the end of this course, you should be able to speak and move with more freedom and presence, listen fully and authentically, and joyfully connect with audiences of all sizes and backgrounds. No prior performance or public speaking experience necessary; just bring your full attention, sense of curiosity and play, and willingness to use and share your voice.
This is a performance skills course, in-class participation, attendance, discussion, and presentations will be the basis for evaluation. There may also be short written assignments, but the bulk of grading will be based on in-class performance.

Autumn- Marchegiani, Paul

Race and Criminal Justice Policy
LAWS 43227-01 (3)
This class will examine issues of criminal justice policy with a lens focused on the problem of racial disparity. We will assess disparities in the application of the law as well as the racially disparate effects of criminal justice-related practices, and we will consider why those practices exist and whether there are viable alternatives to them, taking into account a variety of perspectives. Specific topics will touch on a variety of stages of the criminal justice process, including policing, bail decisions, prosecution and plea-bargaining, sentencing, corrections, parole, and reentry. Prerequisite: Criminal Law.
This class has a final exam. Participation may be considered in final grading.

Spring- Starr, Sonja

Race and the Law
LAWS 48214-01 (3)
This course will explore the role that race has played in the construction of United States law, and the role that United States law has played in the construction of race. It will survey the law across time and several substantive legal areas to excavate how the law’s shifting treatment of race has both shaped and been shaped by what we understand race to be. Con Law III is helpful, but not required for this course.
This course will have a final exam. The default method of evaluation for this class is an examination. Students may only select the paper option by having a research proposal approved by the professor. Participation may be considered in the final grading.
Winter- Davidson, Adam
Racism, Law, and Social Sciences
LAWS 54303- 01 (3)
The domains of racism, law, and the social sciences impact one another in myriad ways. At times, a system of racism is deployed through law, which in turn shapes questions asked in the social sciences. In other instances, the sciences articulate conceptual frameworks that lead to the creation of new forms of racism within society and law. Particular systems of racism have operated across a spectrum from incidents of overt violence to the daily impacts of implicit biases. Our readings and class discussions will consider a sample of case studies from across the globe in addition to past and present dynamics in the United States. Analyses of the social construction of racial and ethnic identities have facilitated studies of the ways in which social differences are created, maintained, and masked. Subjects to be addressed in this course include the interrelation of racial ideologies with other cultural and social dimensions, such as class, ethnicity, gender, political and legal structures, and economic influences. At an international scale, policy makers confront the challenge of balancing calls for multicultural tolerance with demands for fundamental human rights. We will also consider the related histories of biological, genetic, and epigenetic concepts of different races within the human species. This seminar includes a major writing project in the form of a seminar paper (6000-7500 words). Participation may be included in the final grading.
Winter- Fennell, Christopher

Real Estate Transactions
LAWS 44801- 01 (2)
Real Estate Transactions will focus on the lawyer’s role in structuring and negotiating investments in commercial real estate. The course will explore legal and related business issues encountered when acquiring, selling and financing commercial real estate investments, including through mortgage and mezzanine debt and will also focus on "joint ventures" and other capital aggregation vehicles. Our goal in the course is to provide you with an understanding of how an attorney can be most effective in negotiating and documenting sophisticated real estate transactional agreements. Students will learn to look at the motives, goals and roles of each party to a transaction and to make sure that the legal structure most efficiently accommodates the client’s business objectives. Final grade will be based on three or four short projects and class participation.
Autumn- Small, Andrew
Regulation of Sexuality
LAWS 4329-01 (3)
This course explores the many ways in which the legal system regulates sexuality, sexual identity, and gender and considers such regulation in a number of substantive areas as well as the limits on placed on such regulation by constitutional guarantees including free speech, equal protection, and due process. Readings include cases and articles from the legal literature together with work by scholars in other fields. The grade is based on a substantial paper (6000-7500 words) or a series of short papers, with class participation taken into account.
Spring- Case, Mary Anne

Religious Liberty
LAWS 53465-01 (2 TO 3)
This seminar will address the jurisprudence of, and contemporary litigation surrounding, religious liberty in the United States. This class has a final exam that all students must take. Participation may be considered in final grading. Students who wish to earn a third credit must write an additional paper (approximately 2500 words). The additional paper may meet the WP requirement.
Autumn- Walsh, Ryan

Reproductive Health and Justice
LAWS 53131-01 (3)
In 2022 we saw a once-in-a-generation seismic shift in the legal framework governing the right to obtain reproductive health care in the United States with the Supreme Court's decision in Dobbs v. Jackson Women's Health Organization. This course will examine the historical evolution of the right to abortion from Roe v. Wade through Dobbs, and how states both hostile and protective with regard to reproductive rights are attempting to respond since Roe has been overturned. It will also consider the shortcomings of legal approaches to securing reproductive health, and the critiques and insights offered by the reproductive justice movement. This class requires a major paper of 6000-7500 words. Participation may be considered in final grading.
Winter- Werth, Emily

Resolving Mass Tort Liability
LAWS 53482-01 (3)
Mass tort liabilities, which are generally liabilities owed by a company to multiple
individuals arising from damages tied to that company, are complicated, costly, and can drag on for decades. The classic example is liability related to asbestos-containing products, but more recent mass torts, such as Purdue's liability related to its sale of opioids, demonstrate the complexity, public attention, and high costs that make resolving mass tort liabilities so difficult.

This course will begin with an overview of the traditional options companies can use to resolve mass tort liability in the legal system, which include class actions, multi-district litigation, and settlements. The course will then explore how various companies have attempted to resolve their mass tort liabilities using these methods, and will conclude with an evaluation of the role that bankruptcy can play in the resolution of mass tort liabilities. Students will be evaluated on three brief papers (totaling 6000-7500 words): a client memorandum and two draft pleadings. Participation may be considered in final grading. Students may benefit from having previously taken a bankruptcy or products liability class.

Winter- Johnson, Amanda

**Roman Law**
LAWS 53137- 01 (3)
The seminar develops skill in analyzing legal problems according to the processes of the Roman civil law, in contrast with those of the common law, and does not purport to give a comprehensive treatment of its detailed workings. The material provides an outline of the sources and procedure of Roman private law, followed by an examination of the Roman institutional system, the basis of most modern civil law codes. Particular emphasis is given to property and to obligations (contracts and torts). No knowledge of Latin is required for the seminar. This class will be assessed via a series of short research papers. Participation may be considered in final grading.

Spring- Epstein, Richard

**Secured Transactions**
LAWS 42201- 01 (3)
This course deals with the many legal issues that come into play when there are collateralized loans for which the collateral is personal property. Students focus on Article 9 of the Uniform Commercial Code, the Bankruptcy Code, and other related laws. This form of lending is central to our economy, and the applicable legal doctrines are ones that every corporate and commercial lawyer should firmly grasp. The course is
a useful, though not absolutely essential, preparation for Bankruptcy and Reorganization: The Federal Bankruptcy Code (LAWS 43234). The student's grade is based on a final examination. Participation may be considered in the final grading. Autumn- Gotberg, Brook

**Securities Regulation**  
LAWS 42401- 01 (3)  
This course examines federal securities regulation in the United States. Topics will include the definition of a security, registration under the Securities Act (and applicable exemptions), mandatory disclosure requirements, securities fraud (including claims arising under Rule 10b-5), and the role and powers of the Securities & Exchange Commission. Business Organizations is recommended, but not a required prerequisite. This class has a final exam. Participation may be considered in the final grading. Winter- Robertson, Adriana

**Securities Regulation**  
LAWS 42401- 01 (3)  
You will learn the law, regulations, and institutions regarding the issuance and sale of "securities" in the United States. The primary focus will be on the fund-raising process (e.g., the IPO or the private placement) covered by the Securities Act of 1933 and the regulations promulgated thereunder. This part of the course will teach you not only the substance of the law but also skills on how to read and interpret statutes and administrative regulations. Alternative fund-raising approaches--from crowdfunding to direct listings will be discussed. Securities fraud suits by the government and class-action lawyers will also be considered. This class has a final exam. Participation may be considered in final grading. Spring- Henderson, M. Todd

**Strategic Considerations in Securities and Corporate Governance Litigation**  
LAWS 53395- 01 (2)  
This seminar will introduce students to the most important strategic considerations that lawyers encounter in today's highly sophisticated financial services litigation. The litigators (and corporate lawyers) who concentrate in this area must function in an environment where the stakes are high, leverage is critical, and "victory" is defined by the client, not the court. Accordingly, this seminar examines the critical questions faced in virtually every financial services litigation matter including: (1) which is the most
favorable venue for this litigation, including consideration of how legal principles vary
jurisdiction by jurisdiction; (2) how does Directors and Officers Liability insurance
impact the litigation, itself; (3) strategic considerations relating to the composition of the
board and use of special litigation committees; (4) how dispositive motions can be used
to, at a minimum, best frame and limit the litigation; (5) how derivative and class
certification mechanisms can be used to narrow or defeat claims; (6) how to use the
timing and positioning of mediation to produce a favorable result for the client; (7) who
of your pool of potential experts should be identified, on what topics, and when to
maximize chances of success; and (8) what is jury research and what role does it play in
making thematic and settlement decisions. To further the student experience, we will
supplement our sessions by bringing some of the nation’s top practitioners in fields like
jury research, D&O insurance, mediation and/or damage analysis to share their years of
expertise drawn from real world situations. Grading will be based on class participation
and two relatively short papers (totaling 3000-3500 words) which will focus on discrete
topics covered in class and in the reading assignments. Each paper will count for
approximately 30% of your grade, and the remaining 40% will be based on class
participation.
Spring- Jacobsen, Joni; Feirson, Steven

Strategies and Processes of Negotiation
LAWS 81002- 01 (3)
Increasingly negotiation is part of the day-to-day life of managers. The aim of this class
is to make students more effective negotiators. Students should leave the class with (1) a
structured approach for preparing for and thinking about negotiations; and (2) a refined
set of skills for carrying out negotiations. A central part of the class is an extensive set
of negotiation simulations. These simulations take students through a variety of
negotiations: single and multiple issue; two-negotiator and multiple-negotiator
(coalitional); and internal (within organization) and external. In addition, the class
includes a number of cases. Lectures, readings, and structured analytical exercises
supplement the simulations and cases.
Student evaluation is based on: class participation; 3 reflection reports; problem sets;
prep notes; final paper.
Winter- Wu, George
Tax Issues in Bankruptcy
LAWS 53371-01 (2)
This seminar provides a basic background in tax issues that affect troubled companies, with special attention to tax issues that arise in bankruptcy cases and insolvency workouts. The seminar will primarily focus on corporations in bankruptcy under Chapter 11, but there will also be discussion of the tax effects on individuals and partnerships. Specific topics to be covered include modifying debt and its consequences, the exclusion for discharge of indebtedness income, taxable versus tax-free reorganizations of companies in bankruptcy, special net operating loss change in ownership rules, and certain related consolidated return considerations.
Registration Requirements: Introductory Income Taxation is required except with permission of instructor. Evaluation Methods: Final Examination.
Spring- Sexton, Anthony; Davis, Thad

Tax Policy and Economic Inequality
LAWS 48218-01 (3)
Policymakers in the United States rely on the tax code not only to raise revenue to fund government but also to administer social programs relating to health insurance, green energy, and the social safety net. This class will cover issues in tax policy through the lens of economic inequality and poverty in the United States. Likely topics will include: conceptual tools for analyzing tax policy, historical trends in U.S. inequality and poverty, the Earned Income Tax Credit, tools for taxing high-income individuals, the taxation of marriage and family units, tax evasion and enforcement, and efforts to simplify tax filing. Evaluation will be based on a series of short response papers and a longer paper (approximately 3,000 words).
Autumn- Goldin, Jacob

Technology Policy
LAWS 53287-01 (3)
This seminar is discussion based. The two key parts of the seminar are blog posts based on readings (usually three recent books) and student group presentations in weeks 8 and 9. For more, see the syllabus at http://picker.uchicago.edu/seminar/Syllabus.htm
Winter- Picker, Randal
The Chicago Journal of International Law
LAWS 94130-01 (1, 1, 1)
The Chicago Journal of International Law, a biannual student-edited journal, is the Law School’s newest journal. It publishes short Comments and articles by students and scholars on matters of international law and foreign affairs. Students gain access to participate as a staff member via the Write-on Competition or via the Topics Access process. Each student is paired with a faculty member who supervises the writing of the comment. Students may receive three credits for their work in writing the comments. The comments may also satisfy the SRP graduation requirement. Please see the Student Handbook for additional details regarding the competition, credits, and the SRP. For more information on the journal, please visit cjil.uchicago.edu.

Autumn, Winter, Spring- Hubbard, William

The Constitution and the Civil War
LAWS 53504-01 (3)
This seminar will explore legal issues arising during and after the Civil War, through a mix of scholarship and primary sources. Possible topics include the legality of Lincoln’s executive actions during the war, the constitutionality of military reconstruction at the end of the war, and the process of enacting the Fourteenth Amendment to the Constitution, among many others. This seminar will require a Major paper (≥ 6000-7500 words). Participation may be considered in the final grading.

Winter- Baude, William

LAWS 53282-01 (2 TO 3)
This seminar examines the legal and intellectual history of debates concerning U.S. constitutional law and politics between the War of 1812 and the Civil War, approximately 1815 to 1861. Topics to be discussed include the federal-state relationship, the role of the federal courts, the commerce power, internal improvements, federal and state regulation of slavery, the status of Native nations, and the development of American national identity. This class will be variable 2-3 credit. Students who wish to earn 2 credits will be required to complete reaction papers. Students who wish to earn 3 credits must write a
larger research paper that is 6000-7500 words long (but are not required to write reaction papers). Class participation will also be considered in final grading.

Winter- LaCroix, Alison

**The Internet and Technology Industries**
LAWS 53454-01 (2 TO 3)
The Internet and other scaled technologies are contributing to economic growth that exceeds the pace of the Industrial Revolution of the 1800s. The Internet is not only transforming the global economy, creating enormous value for companies, investors and consumers, but is also transforming our daily lives. Fueled by the unprecedented growth of private and public technology companies like Apple, Google, Amazon, Alibaba, Facebook, Tesla and others, the technology economy has captured the imagination of the world. As major technology companies battle to control the underlying tech platforms, there is also an unprecedented number of start-ups valued at more than a billion dollars that are trying to disrupt every sector of the economy. The emergence of these highly funded and valued companies may imply seismic changes in how companies are built, financed and compete and how industries are formed going forward. This class seeks to explore many of the current trends taking place in the Internet and technology ecosystems, with an emphasis on industry analysis, strategy and the application of a range of fields from law, policy, finance, economics, game theory, history and psychology, to analyze the strategic decisions and interactions of firms within the ecosystem. We will rely mostly on business and legal cases, publicly available documents, and current news to assist in our discussions. Students should end the course with more confidence applying legal and business skills learned in other courses into marketplaces that are dynamic and uncertain and with a deeper insight into the sector. Evaluation will be based on a paper (3000-4500 words) and short weekly class preparation (2 credits). Students may earn 3 credits by doing an extra short assignment or longer paper (6000-7500 words).

Autumn- Grusd, Jared

**The Law, Politics, and Policy of Policing**
LAWS 53363-01 (2 TO 3)
In the wake of several highly publicized incidents of police brutality, the American public is engaged in substantive debate over modern policing strategies and tactics and how best to achieve public safety while respecting the rights and dignity of all citizens. This course will provide an overview of the public safety challenges facing large, urban
police organizations. With the legal framework as a foundation, students will discuss the policy and political considerations relevant to key policing strategies. Starting with readings that provide the historical perspective on policing, each week will focus on a distinct policing strategy or policy challenge, including topics such as crisis intervention, national security, and gun violence. Some classes may include invited guest speakers. Criminal Procedure is suggested as a pre-requisite, but not required.

Students may qualify to earn three credits by taking the exam and writing a 3000-3500 word paper, or by writing a major paper only (6000-7500 words, which may also count for SRP credit if approved). Students who take the exam but do not write papers will earn 2 credits.

Winter- Fairley, Sharon

**The New Abolitionists**

LAWS 53441- 01 (3)

This seminar will discuss the current movement to abolish police, prisons, and the prison industrial complex more broadly. We will read the work of academics and activists like Mariame Kaba, Allegra M. McLeod, Ruth Wilson Gilmore, Angela Davis, and others, who are writing within and about this movement. We will read these works with an eye toward the answers to four broad questions: What is abolition? Why is abolition necessary? How will abolition come about? What does a post-abolition world look like? In seeking answers to these questions, the seminar will consider what role law has to play in either advancing or hindering this modern abolitionist movement.

This class requires a series of research papers (6000-7500 words). Participation may be considered in final grading.

Spring- Davidson, Adam

**The Nondelegation Doctrine and Foreign Affairs**

LAWS 53495- 01 (2)

There is renewed interest, in the Supreme Court and in scholarship, in the nondelegation doctrine. The Court has at various times-most famously in United States v. Curtiss-Wright Export Corp. (1936)-suggested that the nondelegation doctrine operates less restrictively when Congress delegates foreign affairs authority to the president. This seminar will consider the justifications for (if any) and proper scope of a foreign affairs exception to the nondelegation doctrine. The readings (cases and law review articles) will address, among other things, the history of the nondelegation doctrine and the scope of the President's independent constitutional authority.
Prerequisite: Constitutional Law I (recommended but not required) Grades will be based on a combination of short reaction papers and class participation.
Autumn- Bradley, Curtis

The Role and Practice of the State Attorney General
LAWS 53404- 01 (3)
All 50 States and the District of Columbia have an Attorney General, each of whom enjoys broad discretion over a range of legal issues. This seminar will address the institutional role of these officials, including their status within their respective state systems and their relationship to the federal government. The course will also address a host of critical and often controversial areas—including civil rights, criminal justice, consumer fraud, and environmental regulation—where state Attorneys General have come to play a leading role on the local and national stage. Students will be graded based on class participation and a final paper (6000-7500 words).
Spring- Madigan, Lisa; Scodro, Michael

The Supreme Court's Docket
LAWS 53496- 01 (1)
For all of the attention that we pay to the Supreme Court in law school classes, we spend very little time talking about the Court’s docket—about the specific types of cases that the justices have the power to decide; the cases that they choose to decide; their ability to resolve only specific issues *within* those cases; the full Court’s (and individual justices’) power to issue "'emergency’" and "'extraordinary’" relief; and Congress’s role in shaping all of those categories. The goal of this seminar is to fill out this important but neglected topic through both a historical and contemporary study of the Court’s constitutional and statutory powers. In our study, we will develop a better understanding not only of how the Court’s powers (and discretion) informs its ability to resolve different types of disputes, but how they shape the Court’s role in our constitutional system—defining, enabling, and sometimes constraining the Court’s relationship with each of the other institutions of American government.
This seminar will require a series of Short Reaction Papers (Total ≥ 3000-3500 words).
This is a short class that meets 6:10-810PM on October 3, 4, 5, 10, and 11.
Autumn- Vladeck, Stephen
The University of Chicago Law Review
LAWS 94110-01 (1, 1, 1)
The Law Review publishes articles and book reviews by leading scholars along with Comments written by students. In addition to participating in the editing and publication of legal scholarship, staff members have the unique opportunity to develop their own skills as writers and scholars. Students gain access to participate as a staff member via the Write-on Competition (which includes a Grade-on component) or via the Topics Access process. Each student is paired with a faculty member who supervises the writing of the comment. Students may receive three credits for their work in writing the comments. The comments may also satisfy the SRP graduation requirement. Please see the Student Handbook for additional details regarding the competition, credits, and the SRP. For more information on the Law Review, visit lawreview.uchicago.edu.
Autumn, Winter, Spring- Hubbard, William

The University of Chicago Legal Forum
LAWS 94120-01 (1, 1, 1)
The Legal Forum is the Law School’s topical law journal. Its student board annually publishes a volume of articles (by academics and practitioners) and Comments (by students) that focus on a single area of the law. Each fall, the Legal Forum hosts a symposium at which the authors of the articles present their work. Students gain access to participate as a staff member via the Write-on Competition or via the Topics Access process. Each student is paired with a faculty member who supervises the writing of the comment. Students may receive three credits for their work in writing the comments. The comments may also satisfy the SRP graduation requirement. Please see the Student Handbook for additional details regarding the competition, credits, and the SRP. For more information on the Legal Forum, please visit legal-forum.uchicago.edu.
Autumn, Winter, Spring- Hubbard, William

Topics in State and Local Finance
LAWS 53193-01 (2)
This seminar looks at a variety of fiscal challenges facing state and local governments, and at the legal constraints on politically attractive solutions to these challenges. In past years, topics have included educational funding, pension funding, "welcome stranger"
property tax assessment, eminent domain, and municipal bankruptcy. Final grade will be based on a series of short reaction papers and class participation.

Spring- Roin, Julie

**Toxics and Toxic Torts**  
LAWS 46010- 01 (3)  
This course will expose students to common law and administrative approaches for addressing actual and potential public health and environmental harms from toxic substances. The course will begin by examining concepts of risk assessment and risk management. Next, the course will look at common law approaches, including theories of liability, causation, admissibility of evidence, proximate cause, damages, and defenses. The course will then review in-depth federal laws to address these issues, such as statutes that cover solid and hazardous waste (RCRA and CERCLA (Superfund)) and potentially toxic products (FIFRA, TSCA). The course is a complement to Professor Kim’s Environmental Law: Air, Water, and Animals course; neither is a prerequisite for the other, and the two share little overlap.  
A series of short research papers is required (totaling 6000-7500 words). Participation may be considered in final grading.

Autumn- Templeton, Mark

**Trademarks and Unfair Competition**  
LAWS 45701- 01 (3)  
The course covers federal and state doctrines governing trademarks and rules designed to protect against false advertising and deception of consumers. In addition to the technical requirements for trademark eligibility, registration, infringement, and dilution, the course covers the constitutional and economic underpinnings of trademark protection, evaluate current shifts toward the “propertization” of trademark law, First Amendment defenses, common law misappropriation, right of publicity, and FTC law. Grades are based on a final examination. Participation may be considered in final grading.

Autumn- Ben-Shahar, Omri

**Transgender Rights & the Law**  
LAWS 53466- 01 (2)  
This seminar examines the treatment of gender identity in the U.S. legal system. The course emphasizes historical and social construction of transgender and gender
nonconforming identities and the regulation of them and protections based on such actual or perceived identities. This course emphasizes statutory criminalization and protections as well as constitutional jurisprudence and theory with a particular focus on equal protection, due process, and eighth amendment guarantees. Topics covered include criminalization of gender expression, medicalization of gender, access to health care, the definition of sex under the equal protection guarantee and statutory nondiscrimination provisions, issues regarding access to sex-segregated facilities and activities, public and private workplace concerns, as well as current legislative developments. This seminar will require a series of reaction papers. Participation may be considered in final grading.

Spring- Ingelhart, Kara

**Trial Advocacy**

LAWS 81010- 01 (2 TO 3)

This class will focus on the trial phases of civil litigation. Simulated trial problems designed to promote knowledge of the litigation process and to afford individual experience in selected phases of trial practice will be employed to familiarize students with pragmatic tactical issues and solutions. Written trial materials will be used and instruction will by lecture, demonstration, and exercise (including a mini-trial).

Students who have taken the Intensive Trial Practice Workshop (LAWS 67503) may not take Trial Advocacy (LAWS 67603). An understanding of the Federal Rules of Evidence is preferred but not a prerequisite. Final grades will be based on class participation, performance during courtroom exercises and the mini-trial, and one or more written assignments. If students wish to earn 3 credits, they will also be required to submit a 4500 word researched trial brief in connection with the final trial.

Spring- Cohen, Jay

**Trusts and Estates: Wealth Management and Transmission**

LAWS 45211- 01 (3)

This course examines the law and practice of private wealth management and transmission, typically within the family and often across generations. Among the topics covered are: (1) the policy basis of inheritance and the changing character of intergenerational wealth transfer; (2) intestate succession; (3) the execution and revocation of wills; (4) the rise of will substitutes, including revocable trusts, life insurance, and pension and retirement accounts; (5) spousal protection against disinheritance; (6) the creation, modification, and termination of trusts; (7) the particular
The provisions of the Uniform Trust Code, Uniform Probate Code, and other uniform laws will be emphasized. The final examination will be open book. Participation may be considered in final grading.

**U.S. Supreme Court: Theory and Practice**  
LAWS 50311-01 (3)  
This seminar will provide an in-depth look at the U.S. Supreme Court, with particular emphasis on the skills required to practice successfully in that forum. Students will not only discuss the Court as an institution, but they will also hone skills needed to navigate the certiorari process and to brief and argue before the Court. In addition to class participation, students will be graded on a legal brief (generally 4500-6000 words in length) and a moot court presentation.

**U.S. Taxation of International Transactions**  
LAWS 44601-01 (3)  
This course provides a survey of the US tax treatment of both inbound (foreign investment in the US) and outbound (US investment abroad) transactions. Though the principal focus of the class is on the US tax rules, some attention is paid to the interaction between US and foreign tax systems through the operation of the tax credit and tax treaties. Introductory Income Tax is a recommended prerequisite. Students’ grades will be based on a final examination.

**University of Chicago Business Law Review**  
LAWS 94140-01 (1, 1, 1)  
UChiBLR publishes articles by leading scholars along with Comments written by students. In addition to participating in the editing and publication of legal scholarship, staff members have the unique opportunity to develop their own skills as writers and scholars. Students gain access to participate as a staff member via the Write-on Competition or via the Topics Access process. Each student is paired with a faculty
member who supervises the writing of the comment. Students may receive three credits for their work in writing the comments. The comments may also satisfy the SRP graduation requirement.

Please see the Student Handbook for additional details regarding the competition, credits, and the SRP.

Autumn, Winter, Spring- Hubbard, William

**Workshop: Constitutional Law**

LAWS 63612- 01 (1, 1, 1)

This workshop will have meetings in the fall and spring quarters, with a total of nine meetings; students will be enrolled in the workshop for 1 credit for three quarters in autumn, winter, and spring as the work will span the three quarters. The workshop exposes students to current academic work in constitutional law and theory and other areas of public law. Workshop sessions are devoted principally to the presentation and discussion of papers from outside speakers. Grading is based on a final paper (6000-7500 words) and class participation.

Autumn, Winter, Spring- Peterson, Farah; Starr, Sonja

**Workshop: Law and Economics**

LAWS 66012- 01 (1, 1, 1)

This workshop, conducted over three sequential quarters, is devoted to the intensive examination of selected problems in the application of economic reasoning to a wide variety of legal questions. Workshop sessions will be devoted to the presentation and discussion of papers by faculty. In addition to workshop sessions, which occur approximately every other week, there will be discussion sessions, which will serve as opportunities for students to engage in in-depth, informal discussion of topics in law and economics with the instructor. Students may either write reaction papers across all three quarters, or write a single major paper (6000-7500 words) (students interested in academic writing in law and economics may use the latter option to develop their ideas). Students enrolled in the workshop receive three credits with either method of evaluation; one in Autumn, one in Winter, and one in Spring. Participation may be considered in final grading. Please note that the Workshop is open to anyone to attend on a non-registered basis. Only law students can take it for a grade (i.e., everyone else takes it P/F)

Autumn, Winter, Spring- Robertson, Adriana
Workshop: Law and Philosophy: Advanced Topics in General Jurisprudence
LAWS 61512- 01 (1, 1, 1)
(++, A, CORE, SRP, WP, CL, SEM, BID) The Workshop will explore in more depth issues touched upon in the basic course on "general jurisprudence" at the Law School. General jurisprudence is that part of philosophy of law concerned with the central questions about the nature of law, the relationship between law and morality, and the nature of legal reasoning. Students who have taken Leiter's "Jurisprudence I" course at the law school are welcome to enroll. Students who have not taken Jurisprudence I must contact the Professor Leiter with information about their prior study of legal philosophy. Detailed familiarity with Hart's The Concept of Law and Dworkin's criticisms of Hart is essential. External speakers for 2023-24 include Thomas Adams (Oxford), Louis Duarte D'Almeida (Lisbon), Mark Greenberg (UCLA), Giorgio Pino (Rome III), and Daniel Wodak (Penn), among others. This workshop requires a major paper (6000-7500 words). Participation may be considered in final grading.
Autumn, Winter, Spring- Leiter, Brian; Diamond, Alma

Workshop: Legal Scholarship (YEAR LONG SECTION)
LAWS 68711- 01 (3, 1, 2)
(Year Long Section) This workshop is designed for students (including JSDs and LLMs) who are considering an academic career as well as those who want to improve their public speaking and written expression skills. It may be taken for a full year as a course (every other week in W and S) or only in the fall quarter as a seminar. In the fall young scholars from around the world present works in progress and students write reaction papers and question them as the faculty does in other workshops. As we discuss what does and does not work in these papers and presentations, students will get a clear sense of the types of topics that lead to good papers by young scholars, how good scholarship is structured, and how to give an engaging and clear presentation. In the Winter and Spring students write an original piece of legal scholarship or revise a previously written paper for publication. The goal of the workshop is to create a learning community that will provide students with the type of scholarly atmosphere the faculty here enjoys. Students enrolled for the year will be expected to conduct themselves as they would if they were junior faculty members at a top law school, reading and commenting on the work of their peers. Optional lunches to discuss writing will be held throughout the year in the same format as the Faculty Round Table. The FALL ONLY version is graded on the basis of short reactions papers and class
participation, the full year version grade depends on the written paper (6000-7500 words) and its presentation as well. The full year version may fulfill the WP or the SRP. Autumn, Winter, Spring- Bernstein, Lisa

**Workshop: Legal Scholarship (AUTUMN QUARTER ONLY)**
LAWS 68711- 02 (3)
(Autumn quarter only section) This workshop is designed for students (including JSDs and LLMs) who are considering an academic career as well as those who want to improve their public speaking and written expression skills. It may be taken for a full year as a course (every other week in W and S) or only in the fall quarter as a seminar. In the fall young scholars from around the world present works in progress and students write reaction papers and question them as the faculty does in other workshops. As we discuss what does and does not work in these papers and presentations, students will get a clear sense of the types of topics that lead to good papers by young scholars, how good scholarship is structured, and how to give an engaging and clear presentation. In the Winter and Spring students write an original piece of legal scholarship or revise a previously written paper for publication. The goal of the workshop is to create a learning community that will provide students with the type of scholarly atmosphere the faculty here enjoys. Students enrolled for the year will be expected to conduct themselves as they would if they were junior faculty members at a top law school, reading and commenting on the work of their peers. Optional lunches to discuss writing will be held throughout the year in the same format as the Faculty Round Table. The FALL ONLY version is graded on the basis of short reactions papers and class participation. Autumn- Bernstein, Lisa

**Workshop: Public Law and Legal Theory**
LAWS 63402- 01 (0, 0, 1)
Working from a variety of methodological orientations, the workshop examines questions arising at the intersections of public law, legal theory, and interdisciplinary work in law and the social sciences, with an emphasis on politics, legal history, and legal theory. Sessions are devoted to the presentation and discussion of papers by faculty members from other institutions. Students must enroll for the entire year and will receive one pass/fail credit. Students are required to read the papers, attend the workshop, ask questions, and post questions to the online discussion board. A series of reaction papers will be required for this workshop. The Public Law Workshop will meet
on alternating Tuesday afternoons throughout the year. Students enrolling in the Public Law Workshop should check to make sure that they do not intend to take other Tuesday afternoon courses during any quarter throughout the year that would overlap with the Workshop.

Autumn, Winter, Spring- Bradley, Curtis; Rappaport, John; Ginsburg, Thomas; Masur, Jonathan; Baude, William

**Workshop: Regulation of Family, Sex, and Gender**
LAWS 63312- 01 (1, 1)

This workshop exposes students to recent academic work in the regulation of family, sex, gender, and sexuality and in feminist theory. Workshop sessions are devoted to the presentation and discussion of papers from outside speakers and University faculty. The substance and methodological orientation of the papers will both be diverse. Students have the option of writing a major research paper for SRP or WP credit (6000-7500 words) or short reaction papers commenting on the works-in-progress presented. Participation may be considered in final grading.

Winter, Spring- Case, Mary Anne

**Writing and Research in the U.S. Legal System**
LAWS 53266- 01 (3)

In this seminar, international LLM students learn research and writing skills essential to the practice of U.S. law. Students learn how to use these skills to win arguments, persuade clients and sharpen their own thinking. We discuss and practice the major principles of legal writing in plain English - no jargon, no legalese. The class functions largely as a workshop where we apply multiple research techniques and analyze the impact of various writing styles. Students meet individually with the instructor throughout the course. Regular class attendance is mandatory. Students must complete all assignments before the take-home examination, which determines the student's grade. This class is open only to LLM students and satisfies the legal research and writing prerequisite for the New York Bar exam. This class has a final exam.

Autumn- Gredsted, Kristoffer

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

The Quadrangle surrounds an outdoor plaza and the Levin Reflecting Pool. It includes the Daniel R. Fischel and Sylvia M. Neil Pavilion containing the Weymouth Kirkland Courtroom and Glen A. Lloyd Auditorium, the Kane Center for Clinical Legal Education, a two-level classroom building, the Benjamin Z. Gould Administration Building, and the D’Angelo Law Library.

The design of the Quadrangle promotes informal and frequent exchange among faculty, staff, and students. The library tower, symbolizing Chicago’s scholarly core, is at the center of the Quadrangle. Faculty offices are arranged around the working floors of the tower. The custom at the Law School is for the faculty to work with their doors open and for students to drop in on faculty at any time. On the ground floor of the library tower is the Harold J. Green Law Lounge, the social center of the Law School. Containing the Law School café, tables, chairs, and informal soft seating areas, the Green Lounge is a crossroads where faculty, staff, and students gather, meet, and talk between classes, for coffee breaks and meals.

The D’Angelo Law Library

The D’Angelo Law Library provides comprehensive access to legal scholarship and information through one of the finest print and digital collections in the country. The Library occupies five floors in the central tower of the Laird Bell Quadrangle. Its unique design—book collections and student study space surrounded by faculty offices—is a physical expression of the Law School’s community of scholarship, teaching, and learning. The Library, numbering over 700,000 print volumes, includes United States and common law collections, civil and international law collections, current and historical sources of law and commentary, and casebooks and study supplements supporting the Law School curriculum. Law students, staff, and faculty also have access to over 13 million print and online volumes of the University of Chicago Libraries and
vast research collections through consortial borrowing arrangements with IvyPlus and Big Ten Academic Alliance libraries.

The Library’s digital collections contain over 700 databases in various disciplines and access to all of the major legal databases, including LexisNexis, Westlaw, Bloomberg Law, Hein Online, and Wolters Kluwer VitalLaw, among others. Wireless network availability throughout the building and login connectivity from off-campus provide unlimited access to all Library databases. D’Angelo librarians connect faculty, students, and staff of the Law School with the Library’s resources through in-person and online consultations and via the D’Angelo Law Library’s webpage, at lib.uchicago.edu/law. D’Angelo staff members work closely with patrons to locate materials throughout the University of Chicago Library system, online, and worldwide. D’Angelo reference librarians are also legal research instructors, through the 1L Bigelow program, Advanced Legal Research courses, and other sessions, supporting the Law School curriculum and preparing students for legal practice.
Student Activities and Organizations

More than 70 student organizations serve a variety of student interests at the Law School, including organizations devoted to scholarship and legal practice (e.g., the four student-edited law journals, the Hinton Moot Court, and the student clinic board); organizations devoted to legal subjects of interest (e.g., Environmental Law Society, Intellectual Property Law Society); identity groups (e.g., Black Law Students Association, Christian Law Students); community outreach (e.g., Impact Initiative, Public Interest Law Society); and social activities (e.g., Law School Musical, Vincent Gambini Society).

The University of Chicago Law Review, founded in 1933, publishes eight times a year in print and more often online and is one of the country’s preeminent legal journals. Managed and edited by students, the Law Review publishes articles and book reviews by leading scholars along with comments written by students. In addition to participating in the editing and publication of legal scholarship, staff members have the unique opportunity to develop their own skills as writers and scholars. The Law Review emphasizes student works; on average, half of each issue is devoted to student comments. In recent years, about 20 percent of the students in each first-year class have been invited to join the Law Review. Students also may join the staff during their second or third years by completing a publishable comment through the Topic Access program.

The University of Chicago Legal Forum is the Law School’s cutting-edge topical law journal. Its student board annually publishes a volume of articles (by academics and practitioners) and comments (by students) that focus on a single area of the law. Recent volumes include Policing the Police; Law in the Era of #MeToo; What’s the Harm? The Future of the First Amendment; Law for the Next Pandemic; The Body; and Borders & Boundaries. Each fall, the Legal Forum hosts a symposium at which the authors of the articles present their work.

The Chicago Journal of International Law is a student-edited forum for discussion and analysis of international law and policy issues. CJIL is committed to publishing timely and concise scholarly work written by academics, judges, practitioners,
policymakers, and students. The journal publishes twice yearly in print, in the fall and spring, and in the summer and winter, publishes additional articles online. In the winter quarter every other year, students and supervising faculty hold a symposium from which to derive scholarship and to foster debate about the role and future of international law.

The University of Chicago Business Law Review, founded in 2021, is the Law School’s newest journal. It publishes twice a year and is managed and edited by students. UCBLR publishes articles covering business, corporation, and securities law, and related policy issues. Editors encourage authors to submit articles that are interdisciplinary in nature, particularly those that focus on economic analysis. In addition, journal members provide useful commentary about Delaware law by writing updates, summaries, and analysis of significant developments. Student editors also organize a Symposium every other year from which to draw potential scholarship. The symposia focus on new themes in business law. The 2024 Symposium is titled “The Corporation’s Role in Politics.”

The Hinton Moot Court Competition, founded in 1954 and named for Judge Edward W. Hinton (Professor of Law, 1913–36), is open to all second- and third-year students (except those third-year students who made it to the semi-finals during the previous year). The competition provides students the opportunity to develop skills in brief writing and appellate advocacy. The focus of the preliminary autumn round is on oral argument. After studying the briefs and record of an actual case and participating in several practice arguments with student judges, each competitor must argue both sides of the case to panels of Law School alumni. Twelve to 14 students advance to the semifinal round, where they brief and argue another case. A panel of faculty judges presides over the semifinal arguments and selects the four best advocates. In the spring, the four finalists work in teams on a new case and appear before a panel of distinguished federal judges. This panel selects the Hinton Moot Court champions and the Llewellyn Cup recipients. Semifinalists from the previous year typically constitute the Hinton Moot Court Board and organize and run the competition.

Students writing comments for any of the four student-edited journals or completing briefs as semi-finalists in the Hinton Moot Court competition may receive up to three credits. Credits earned through participation on one of the Law School’s student-edited journal or as part of the Hinton Moot Court competition count towards the 40 credits with core faculty graduation requirement. See the Student Handbook for more details.
The Law Students Association is the student government organization and is comprised of up to five elected representatives from each class, two elected LLM representatives and two elected 2L transfer representatives. The student body elects the President of LSA and the class representatives, and LSA itself then fills the remaining positions. LSA organizes extracurricular activities, funds student groups, and, through student liaisons, communicates student opinion on academic and other matters to the Law School administration.

LSA supports a variety of student groups, including (but not limited to):

the American Constitution Society (ACS), a local chapter of a national organization dedicated to maintaining a rigorous exchange of ideas about the law with a focus on its effects on the lives of ordinary people;

the Asian Pacific American Law Students Association, a local chapter of a national organization concerned with the interests of Asian-Pacific American students in law school;

the Black Law Students Association, a local chapter of a national organization concerned with the interests of African-American students in law schools;

the Christian Legal Society, a group organized to discuss the relationship between legal education, the legal profession, and Christianity;

the Criminal Law Society, which promotes exploration and discussion about the field of criminal law, hosts speakers, holds networking events, organizes field trips, provides career services programs, and engages in volunteer community service;

the Dallin H. Oaks Society for student members of the Church of Jesus Christ of Latter Day Saints;

the Environmental Law Society, for students interested in environmental protection;

the Federalist Society, a local chapter of a national society organized to discuss political issues from conservative and libertarian perspectives;

the Intellectual Property Law Society, to promote student understanding of intellectual property;

the International Law Society, an organization for students interested in the many facets of public and private international law;

the Jewish Law Students Association, a group concerned with Jewish issues of legal interest and legal issues of Jewish interest;

the Latinx Law Students Association, a local chapter of a national organization concerned with the interests of Latinx students in Law School
the Law School Musical, an annual student musical with faculty guest appearances; the Law Women’s Caucus, committed to understanding and improving the role of women in law school, the legal profession, and society; the Muslim Law Students Association, committed to the social, cultural, religious, and intellectual needs of Muslim students; OutLaw, a group that provides support and sponsors programs regarding the legal status of bisexuals, lesbians, and gay men; the Public Interest Law Society, for students interested in public service issues; the South Asian Law Students Association, concerned with the interests of South Asian students of the Law School; and the St. Thomas More Society, a group that provides spiritual support for Catholic students.

ATHLETICS

Graduate students at the University have a wide range of opportunities each year to participate in intramural activities, club sports, and instructional classes. All indoor and outdoor athletic facilities are open throughout the year to all students displaying a UChicago card. Spouses and domestic partners of students have access to facilities for a yearly fee. The athletic program provides men and women opportunities for instruction and participation in sports such as archery, badminton, gymnastics, handball, martial arts, squash, sailing, swimming, table tennis, and track and field. The University hosts hundreds of intramural teams and dozens of Sports Clubs participating in a wide variety of activities, including volleyball, soccer, softball, basketball, and ultimate Frisbee. The University’s Phoenix Cup is awarded annually to the graduate program earning the most points in sanctioned University Intramural Activities throughout the academic year (by way of participation and place), and the Law School was the University’s Phoenix Cup Champion for the 2011-2012, 2012-2013, 2013-2014, 2014-2015, 2015-2016, 2018-2019, and 2022-2023 academic years.

SPIRITUAL LIFE

A rich diversity of spiritual communities is represented among the student body, faculty, and staff of the University. Together they create a wide variety of religious programming open to all. Through the arts, worship, social action, and study they seek to engage the life of the spirit with the life of the mind.
Rockefeller Memorial Chapel is the spiritual and ceremonial center for the wider University. Its staff both supports the programs of specific religious groups and itself creates programming of interest to the entire community. World-renowned musicians, clergy, scholars, performers, and activists challenge the University to envision more expansively the role of religion and the bounds of the sacred.

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

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

The Spiritual Life Office (spirit.uchicago.edu), reports to Rockefeller Memorial Chapel and serves as a destination for all things spiritual and religious at The University of Chicago. Some groups maintain houses on the periphery of campus, others are attached to local places of worship, and still others meet independently in Ida Noyes Hall or elsewhere. Jigna Shah, Associate Dean of Rockefeller Memorial Chapel, serves as Director of the Spiritual Life Office. Additional information on spiritual life is available at spirit.uchicago.edu/get-involved/religious-spiritual-groups.

CAREER SERVICES

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

Our professional staff members provide extensive individual career counseling to students and graduates on all aspects of career planning and job search techniques. The Office of Career Services administers several on-campus interview programs, with approximately 400 employer offices in the August program, followed by a virtual Public Service Interview Program and ad hoc interviews arranged at employer request. The office also co-sponsors or participates in numerous off-campus recruitment programs, conducts outreach to employers, and manages information about non-
traditional opportunities for students and graduates. Approximately 3,200 term-time, summer, and permanent jobs are posted for students and alumni annually through our web-based job postings service. Throughout the year, the office conducts numerous informational and skill development programs.

Our Career Resource Center and online Job Search Guide contain a variety of materials to facilitate student self-assessment and career exploration and to design individual job searches. We also work with our administrative colleagues to reach out to Law School graduates, both to provide Career Services support to those in need, and to encourage graduates to work with current students as mentors and advisors. We try, in short, to prepare our students to meet the various challenges and opportunities that await them in their professional careers.

Ninety-eight percent of the Class of 2022 found employment within the tracking period and two students chose to pursue an advanced degree. Of those employed, almost 68 percent entered private practice, 24.5 percent obtained judicial clerkships, more than five percent obtained positions in public service and government, and more than two percent entered business. During the summer of 2022, almost all of our 1Ls and all of our 2Ls were employed. For the Class of 2023, most primary opportunities—90 percent—were in law firms, almost nine percent of the class worked with government agencies and public interest organizations, and 1.4 percent were in the corporate sector. For the Class of 2024, almost 35 percent of the class worked for government agencies or public interest organizations, almost 19 percent were employed at the Law School as research assistants to faculty members or working in one of the Law School clinics, 32 percent of this class worked in the private sector at a law firm or business, almost 15 percent accepted judicial internships, and one student was not seeking employment.

PUBLIC SERVICE CAREERS

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

The Office of Career Services is designed to assist students interested in public service careers by providing a variety of career-related services including individual career
counseling as well as informational and skill development programs. The Law School also supports a variety of public service career-related programs developed by student-run groups including the Chicago Law Foundation, Defenders, and the Public Interest Law Society. In addition, the Office of Career Services Job Search Guide and resource center house a combination of hard copy and electronic materials to assist students and graduates who are pursuing public service opportunities. Public service-minded students also benefit from public sector speakers, faculty and public interest mentoring programs, a Public Interest Alumni Network, and an online index of public service curricular offerings. The Office of Career Services is a member institution of PSJD which offers comprehensive, current information on a broad range of pro bono and public service opportunities for law students and graduates. The Office of Career Services also maintains public service list-servs for students and alumni interested in public service opportunities and information, and coordinates mentoring and networking opportunities between students and alumni.

Each year, Office of Career Services counselors, who specialize in public service law advising, assist students with the highly specialized applications for postgraduate project-based fellowships and government Honors Programs. The Office also participates annually in several programs designed to connect students with prospective public service employers including the Equal Justice Works Career Fair, the Chicago Area Law School Consortium Public Interest Organization Reception, and the Midwest Public Interest Law Career Conference. Each year, many public sector employers recruit our students, including by participating in our virtual Public Service Interview Program, or posting opportunities for students interested in summer or permanent positions. Many of the term-time, summer, and permanent jobs that are posted annually through our web-based job postings service come from public service employers.

The Law School awards public service scholarships for entering students and public service fellowships to graduating students, which allows them to spend a year working on public sector legal issues. The Law School also offers guaranteed funding for qualifying public service summer jobs for first-year and second-year students and administers a generous loan repayment assistance program for graduates engaged in public service. Through the Law School’s Pro Bono Service Initiative, law students provide volunteer legal services to individuals and groups that are under-represented in the legal system. Participants not only serve those in need, but also gain valuable legal experience that contributes to their education and professional development. The
Law School also fosters public service opportunities for students through the activities of its clinical program: the Abrams Environmental Law Clinic, the Civil Rights and Police Accountability Clinic, the Criminal and Juvenile Justice Clinic, the Employment Law Clinic, the Exoneration Project Clinic, the Immigrants’ Rights Clinic, the Federal Criminal Justice Clinic, the Housing Initiative Transactional Clinic, the Institute for Justice Clinic on Entrepreneurship, the Global Human Rights Clinic, the Jenner & Block Supreme Court & Appellate Advocacy Clinic, the Poverty and Housing Law Clinic, and the Prosecution and Defense Clinic.

**JUDICIAL CLERKSHIPS**

Chicago students are encouraged to consider completing their law study with the capstone experience of a judicial clerkship following graduation. A judicial clerkship offers a unique and challenging post-graduate opportunity to develop a relationship with a judge, to observe lawyers "in action," and to reflect on many of the novel legal issues of our time. In addition, for those interested in academic careers, a judicial clerkship can be an important credential. Students interested in applying for judicial clerkships are aided by a faculty committee, the Office of Career Services, faculty and their assistants, programs, and resources in the Office of Career Services.

Our clerkships reflect the diversity of both our faculty and our student body. Our newly minted graduates and alumni clerk throughout the country, in every part of the federal judiciary and in many state courts as well. Every year, it is the goal of the faculty and staff at the Law School that any student or alumnus who chooses to apply secures a clerkship, and we do everything we can to help make that happen. Each year, more than 100 students and alumni accept judicial clerkships.

**ACADEMIC CAREERS**

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

**COMPUTING SERVICES**

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

The Law School maintains computer kiosks with printers on the 2nd, 4th, 5th, and 6th floors of the Law Library. Students may use these kiosks to print, access email and the Internet, and use their LexisNexis, Westlaw, and Bloomberg Law accounts.

Most study areas in the D’Angelo Library are wired for connection to the campus network. Wireless network access is also available throughout the Law School. Any student with a properly configured computer can access email, the Internet, the Library’s catalog and online resources, and licensed research databases.

Additionally, the University makes a number of different software packages available to students free of charge under a campus licensing agreement (uchicago.service-now.com/it?id=kb_article&kb=KB00012189). Students can take advantage of free or low-cost access to Microsoft products, including operating systems, Office, and anti-virus software.

**HOUSING AND DINING**

The University owns and operates a number of apartments in multiple buildings for the housing of graduate students. There are furnished apartments ranging in size from one and one-half to three and one-half rooms; the unfurnished units range from two to six and one-half rooms. In addition, Hyde Park has a number of rental apartments ranging from one to eight rooms in size, both in walkup and elevator buildings. Most law students prefer to live in or near University housing during their first year.

All inquiries concerning University owned and operated apartments should be addressed to Residential Properties (rp.uchicago.edu).

**MEAL SERVICE**

There are a number of places for students to dine on or near campus. See dining.uchicago.edu. Arrangements can be made by law students to purchase Maroon Dollars through the University that can be used in the Arley D. Cathey Dining Commons next to the Law School, and in all other dining facilities on campus. Further information and meal plans can be obtained through UChicago Dining, 773.702.1600, or at dining.uchicago.edu/meal-plans.
**Child Care**

A wide variety of day-care and baby-sitting options are available in the Hyde Park-South Kenwood area. During the academic year, the Family Resource Center provides activities for the families of graduate and professional students, as well as referrals for various child-care services. More information on the FRC is available at [grad.uchicago.edu/life-at-uchicago/family-resources](http://grad.uchicago.edu/life-at-uchicago/family-resources).

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

For further information on nursery, elementary, and secondary schools, contact the Family Resource Center at [grad.uchicago.edu/life-at-uchicago/family-resources](http://grad.uchicago.edu/life-at-uchicago/family-resources).

**University of Chicago Student Health Care**

**Health Insurance Requirements**

The University requires all registered students to carry adequate health insurance to cover, among other costs, hospitalization and outpatient diagnostic, testing and surgical procedures. Additionally, the insurance must cover medical care provided in the Chicago area for both emergency and routine, non-emergency medical situations (or, if the student will not be in Chicago, it must provide this coverage wherever the student will be residing and studying during the academic year). In keeping with this requirement, each year all students registered in an insurance-required program are enrolled in the University Student Health Insurance Plan (U-SHIP). Students who are eligible to waive out of U-SHIP coverage and wish to do so must affirm possession of alternate comparable coverage before the enrollment/waiver deadline. Students who do not enroll in or waive the student insurance plan by the deadline will by default be enrolled in U-SHIP and remain enrolled in U-SHIP through the end of the plan year, and thus will be responsible for the annual premium, which is billed quarterly. For additional information about the U-SHIP plan, please visit [wellness.uchicago.edu/student-insurance/u-ship](http://wellness.uchicago.edu/student-insurance/u-ship).
**IMMUNIZATION REQUIREMENTS**

Under Illinois law, generally all new students are required to present proof of immunity from German measles, measles, mumps (proof of two doses is required), tetanus/diphtheria/pertussis (proof of three doses is required), and Meningococcal (under age 22). The Student Health Service notifies all new students of the requirement and provides instructions for compliance. After the third Friday of the first quarter of enrollment, those students who are not yet compliant will have their subsequent registrations restricted and will not have their restriction lifted until they have become compliant with the immunization requirement. The Law School cannot provide an exemption to this Illinois state requirement, nor is the Law School able to assist in obtaining an appointment to receive needed immunizations. Student are urged to plan ahead and schedule an appointment as soon as possible to avoid having to get shots during final exams, etc.

All University of Chicago students are required to be fully vaccinated for COVID-19. This requirement applies to all students participating in in-person classes, research, or other activities in the US, with exemptions for religious or medical reasons. Proof of vaccination through medical records (or vaccine certification card) is required. Further details will be provided on the UChicago Student Wellness website.

Students may contact the Student Health Service at 773.834.WELL or visit wellness.uchicago.edu/medical-services/immunizations.

**UNIVERSITY POLICIES**

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

- Civil Behavior in a University Setting
- Nondiscrimination Statement
- Policy on Harassment, Discrimination, and Sexual Misconduct
- Hazing Policy
- Protest and Demonstrations Policy
- Campus Violence Prevention Policy and Behavioral Intervention Team
- Disability Accommodations
- Graduate Student Parent Policy
- Dependent Privileges
- Student Employment
• Alcohol and Other Drugs
• Networking and Information Technology Policies
• Inventions and Discoveries
• Safety and Appropriate Use of Facilities
• Foreign Corrupt Practices Act Policy

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FINANCIAL INFORMATION

FEES

Application Fee. An application fee of $90 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 2023-2024 is $76,479 for JD and LLM students for the nine-month academic year. A student who is required to withdraw for disciplinary reasons shall not be entitled to any reduction of tuition or fees. Tuition rates can be found on the Office of the Bursar website at bursar.uchicago.edu/tuition-and-fees.

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

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

EXPENSES

Expenses for books, supplies, housing and utilities, food, laundry and cleaning, clothing, recreation, travel, and incidentals will vary depending on individual taste and circumstances. A single student may expect to pay about $36,063 in expenses for the academic year.

FINANCIAL AID FOR JD CANDIDATES

Approximately 85 percent of the students at the Law School receive some financial aid, either in the form of scholarships or loans. Since, for the majority of students, scholarship funds are insufficient to cover all needs, most assistance involves a combination of scholarships and loans. Decisions as to the amount of financial aid awarded to entering students are based on considerations of need and merit. In determining financial need, a student’s resources are apportioned over three years and,
as a consequence, applicants should begin applying for financial assistance in the first year rather than waiting until their resources have been exhausted.

Applicants requesting loan assistance should submit the Free Application for Federal Student Aid (FAFSA). Applicants who would also like to be considered for need-based scholarship funds from the Law School must also submit the UChicago Need Application.

**SCHOLARSHIPS**

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

**LOANS**

Many students at the Law School use some combination of government and private loans to finance their educations. Eligible students have the option of borrowing from these loan programs up to the full amount of the student budget. The government loans include Federal Direct Unsubsidized Loans and Federal Direct Graduate PLUS Loans. A complete description of the current terms of these loan programs and the application steps are available online at law.uchicago.edu/financial-aid.

**LLM STUDENTS**

Unmarried students should expect a minimum total budget of tuition and living expenses in excess of $108,110 with concomitant increases to those with dependents. Scholarship funds (partial tuition waivers) to support students in the LLM program are exceedingly limited. Grants are available only in a small portion of the total cost, therefore applicants requiring financial aid should make every effort to obtain assistance from their governments, employers, families, or other outside sources.

**JSD STUDENTS**

The majority of students in the JSD Program receive Law School scholarship funds to cover their full tuition charges and a fellowship of $20,000 for living expenses during
their two years of required residence. The fellowship also covers the student’s health insurance during those two years. JSD students may apply for a third year of fellowship and health insurance support if they are in residence for a third year. If a candidate has external financing to support them during the program, the Graduate Studies Committee reserves the right to alter the financial support provided by the University of Chicago.
INFORMATION FOR APPLICANTS TO THE JD PROGRAM

PREPARATION FOR THE STUDY OF LAW

Each entering class includes a diverse range of undergraduate majors, and we do not prefer certain majors over others. We do value a well-rounded education that has exposed applicants to the humanities and sciences, with a particular emphasis on writing and reasoning skills. Applicants may consult the LSAC Official Guide to ABA-Approved Law Schools (“the Official Guide”), prepared by the Law School Admission Council (LSAC) for information about most US law schools. The Official Guide is available on LSAC’s website (lsac.org). Applicants may also access the Standard 509 disclosure data and employment data collected by the American Bar Association for each US law school on the ABA’s website (americanbar.org).

APPLICATION PROCEDURE AND ADMISSIONS POLICY

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

Completing the Application. Applicants must submit their applications electronically through the LSAC Electronic Application, available at lsac.org. The application fee is $90 and must be paid electronically by credit card when applicants submit their application through LSAC. Applicants can submit applications starting September 1.

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

- Chicago Law Scholars. The Chicago Law Scholars Program is an early admission program for current undergraduate students and alumni of the University of Chicago undergraduate college. Applicants who wish to apply for the Chicago Law Scholars Program must submit their applications and all supporting
materials by December 1. Applicants to the Chicago Law Scholars Program will be notified of the Admissions Committee’s decision by the end of December. Admission under the Chicago Law Scholars Program is binding, and applicants must commit to matriculating at the Law School if admitted and withdraw all applications at other law schools. Successful applicants receive a scholarship of at least $150,000 as part of their financial aid package. Some Chicago Law Scholars Program applicants who are not admitted to the Chicago Law Scholars Program may be reevaluated during the Regular Decision cycle.

- **Early Decision.** Applicants who wish to be considered for Early Decision must submit their applications and all supporting materials by December 1. Early Decision Applicants will be notified of the Admissions Committee’s decision by the end of December. If admitted, Early Decision applicants must commit to enrolling at the Law School and must withdraw all applications at other law schools. Some Early Decision applicants who are not admitted during the Early Decision cycle may be reevaluated during the Regular Decision cycle.

- **Regular Decision.** Applicants who wish to be considered for Regular Decision should submit their applications by March 1. Applications received for Regular Decision will be considered on a rolling basis once all required materials have been received. Any applications received after March 1 will be considered on a space-available basis. We consider applications in the order they are completed.

**Standardized Test Scores.** Applicants must take the Law School Admission Test (LSAT), Graduate Record Examination (GRE), or Graduate Management Admission Test (GMAT) (if applicable) and submit all current scores from the past five years before their applications will be considered. We are also accepting the LSAT-Flex, GRE General Test at Home, and GMAT Online Exam (if applicable) to satisfy the standardized test requirement. Applicants may only submit a GMAT score or GMAT Online Exam score with their Law School application if they are applying to a dual degree program at the University of Chicago. Before applying, applicants should visit the Law School’s website for updated information about standardized tests. Early Decision applicants and applicants to the Chicago Law Scholars Program must take the LSAT no later than the November administration.

**Letters of Recommendation.** We require two letters of recommendation but will accept up to four. We prefer that at least one recommendation be academic, but we realize that academic recommendations can be difficult to procure for applicants who have been out of school for several years. We require applicants to submit their letters through the LSAC Credential Assembly Service Letter of Recommendation Service.
Personal Statement and Résumé. Applicants must submit a personal statement and résumé in accordance with the guidelines set forth in the application instructions.

The Credential Assembly Service. All applicants are required to register with LSAC’s Credential Assembly Service (“CAS”) for processing undergraduate and graduate transcripts, as well as letters of recommendation. For information about the CAS, please contact the LSAC at 215.968.1001 or lsac.org. For more information and guidance on the required application materials, please visit law.uchicago.edu/jdapply.

Financial Aid. The Law School provides generous financial aid in the form of loans and scholarships to our students. Applicants admitted to the Law School who wish to have financial need factored into their evaluation for scholarship aid must complete either the FAFSA or UChicago Need Application, as applicable. Please visit law.uchicago.edu/financialaid for additional information and applicable deadlines.

Interviews. The Admissions Committee may invite applicants to interview but does not grant requests from applicants for interviews. All interviews are virtual.

Joint and Dual Degrees. Dual degrees are available with any University graduate or professional division. Applicants interested in the accelerated three-year or four-year JD/MBA must submit the joint application located at chicagobooth.edu/mba/joint-degree/jd-mba. Applicants interested in any other dual degree program must submit the Law School’s application and the other division’s application according to the respective school’s application instructions.

Visits. We encourage all prospective applicants to visit the Law School virtually or in-person—depending upon current guidelines. In the fall, we conduct information sessions for prospective applicants; please check our website (law.uchicago.edu/visit) for more details on how to plan your visit to the Law School.

Applicants with Disabilities. Applicants with disabilities in need of a reasonable accommodation to complete the application process should contact the Admissions Office at 773.702.9484 or by emailing admissions@law.uchicago.edu with their request. Applicants with disabilities should contact the Dean of Students as soon as possible after their admission to coordinate accommodations at the University.

Transfer Applications

Students in good standing at other ABA-approved law schools may apply for transfer to the Law School for their second and third years of law school. Transfer students must
spend two academic years in residence at the Law School to qualify for the JD degree. In making transfer decisions, the Admissions Committee relies heavily on first-year grades and the quality of the student cohort at the law school attended. With the exception of the Doctoroff Business Leadership Program and accelerated three-year JD/MBA degree, transfer students are eligible to participate in all activities of the Law School, including law journals and clinics. They are also eligible for honors at graduation based on their two years of academic work at the Law School. Transfer applicants must apply electronically using the LSAC Electronic Application. Please visit our website at law.uchicago.edu/transfer for more information on transferring to the Law School and for an outline of the application process and relevant deadlines.
DEGREES CONFERRED BETWEEN SUMMER 2022 to SPRING 2023

FOR THE DEGREE OF MASTER OF LAWS

Charlotte Agnew-Harington
Lampros Anastasopoulos
Antonio Arenas Torres
Pablo Arredondo
Laurence Hector B. Arroyo
Chanisara Bhuttacharoenlap
Fernando Bustos Cardemil
Maria Julia Carvalho Pinto
Alberto Castillo Villalpando
Débora Cerqueira
Dharmendra Chatur
Yung-Wei Chen
Natália d’Avila
Tomás de la Maza
Prachi Dutta
Victor Luis Sigaud Ferraz
Laura Figueiredo Rivas Blanco
Louis François
Milena Sardinha Garcez Faria
Javier Humberto Garcia Velez
Franziska Sofie Gehann
Huiyang Guo
Rafi Hadyanda
Yuka Hayashi
Tsai-Chun Hsu
Yue Hu
Kazuki Ichikawa

Yuzuka Ichikawa
Daisuke Ikukawa
Alexey Ivliev
Evangelos Kalogiannis
Yusuke Konishi
Jing Li
Yongyi Lin
Naoki Maeda
Pablo Martinez
Aroon Menon
Sihe Miao
Cristóbal Morales Deik
Juliana Neves
Kohei Nomura
Misha Sanjay Patel
Anna Pavlycheva
Amrah Rahmanov
Eduardo Eloy Ramos Armengol
Christian W. Riess
Ricardo M. Rizo Patrón
Ana Margarita A. Rodriguez
Solene Roizard
José Tomás Sáez
Tananart Sakolvittayanon
Jaime Salinas Müller
Fernanda Santiago
Giovanni Scalvi
Daniil Shamelo
Yi Shi
Yong Shik Shin
Nicolas Silva Cadena
Varsha Srinivasan
Chandrasekar Sriram
Lucas Stumpf
Renbin Su
Harshavardhan Sunder
Fumiya Sunose
Marcos Taiana

Wataru Takagishi
Shu Takami
Yuki Tominaga
Ioanna Maria Varra
Cheng Wang
Yuki Watanabe
Ting Wei
Emmanuel Wynant
Keyang Xie
Rieko Yamauchi

For the Degree of Doctor of Jurisprudence
Ramon Feldbrin

For the Degree of Master of Legal Studies
Lucille Josephine Msall
Matthew Feldpausch Zipf

For the Degree of Doctor of Law
Alec Todd Adkins
Crystal Kwabea Adu-Poku§
Elizabeth Ashley Aiken
Arielle Clara Ambra-Juarez*
Sophia Amir
Michael Peter Antosiewicz
Fernando Adrian Arias
Tomas Felipe Arriaga Villafana
Lina Bader*
Mary Elizabeth Barnett
Abigail J. Barney

Isaiah A. Beaton
Laryssa Marie Bedley
Christian Sidney Beveridge*
Patrick Adelmann Boldea
Ryan Benjamin Bronstein
Avery Amalia Broome
Kendall Rae Bryant
Jaston Burri**†‡
Maggie Jane Bushell*
James Patrick Callahan, Jr.*
Spencer Kimball Caro
Brandon Ali Ghadafii  
McKenna L. Gilliland  
Shelly Gold  
Connie Gong**†‡  
Joaquin K. Gonzalez*  
Johan H. Gonzalez  
Bryan Waring Gray*  
Alexander Jarrad Green*  
Madison A. Gregg  
Lucas Jack Grisham  
Palmer Jon Gunderson*  
Ryan Sun Guo  
Christopher Gutierrez  
Alexander Takayuki Hall*  
Kelly Ann Hall*  
Youssef M. Helmi**†‡  
Justin Taylor Holiman  
Ian J. Howard*  
Charlie Y. Hu*  
Caroline Francis Hughes§  
Samuel Harrison Hummel§  
Oyinlola Rukayat Isiaka  
Katherine Rose James*  
Allison Page Jenkins*  
Nicole Renee Jodan  
Jack William Johanning  
Leigh Elizabeth Johnson*  
Robert Johnson III  
Matthew Kaba Aboud  
Katharine Kaplan*  
Michael Kawas  
Tori Nicole Keller*  
Katherine Rose Kenawell  
Scott Kenkel*
Anjay Khurana*
Krysta Marie Kilinski
So Jung Madeline Kim
Emily Paige King
Logan Kirkpatrick**†‡
Benjamin Charles Klein**†‡
Miriam Shifra Kohn*
Ryan Thomas Kokell
Anne Kors***†‡
Timothy Paul Kowalczyk
Katherine Marie Koza
Vatsala Kumar*
Emma Honour LaBounty**†‡
Jace Jongseok Lee*
Jack E. Leitner*
Sarah Elizabeth Leitner**
Jaden M. Lessnick**†‡
Danyang Li
Yuhang Liang*
Aaron Isaac Liskov
Shang-Chi Andrew Liu
Alexandra Rae Maloney
Colin Maloney
Julian Fletcher Manasse-Boetani*
Martin Martinez
Kian N. Matin
Graciella Eliza Maynetto
Michael Craig McCue**†‡
Robert Michael McCutcheon
Janelle Elise McGregory
Olivia Zora Miller
Tahnee Thantrong Monnin
Thomas Moore*
Daniel Cole Mozley

Marin Kinsey Murdock
Christopher Brendan Bey Musick*
Narayan T. Narasimhan
Joshua Nathanson*
Kevin Robert Nelson**†‡
Jane V. Ninivaggi*§
Maggie M. Niu*
Matthew Nolan
Brendan Patrick O'Brien**†‡§
Robert Shohei Okada*
Jilliann H. Pak*
Stella Park*
Spencer James Parts*
Emily Pastrana
Jacqueline Catherine Pecaro*
Angela Marie Peterson*
Paige Harper Petrashtko
Alexander V. Petrillo
Madison Alyssa Phillips*
Matthew Holden Phillips**†‡
Nathaniel Bruce Pollack
Sraavya Poonuganti
Bradley J. Posdal*
Peter Povilonis*
Kristen Juliet Catherine Powell
Arjun Prakash**†‡
Elena M. Prieto
Alice Wen Qin*
Jordan Michelle Rabani-Jenkins
Mario D. Ramirez De La Piscina
Monzon**†‡
Rivka V. Reichman
Claire Jennifer Rice**
Nicholas A. Riley*
Matthew R. Rittman**†‡
Matthew Makowski Roberts**†‡
Conner J. Robinson
M. Virginia Robinson***†‡
Pia-Paz Roca
Ellen Grace Rogers
Adam Lynd Rowe
Alyssa Margaret Rusch
Jamie Gabriella Saevitzon*§
Jeffrey Phillip Salvadore*
Dylan B. Salzman**†‡
Camille Jasmin Sanches
Peter Alois Schaefer*
Nicholas Connor Schcolnik*
Hayleigh Danielle Shobar
Erin Elizabeth Simmonds*
Renic B. Sloan*
Rhemé Solomon Sloan
Gracie Jane Smith
Lauren Christine Smith
Thomas Anthony Smithurst
Ji-Hong Sohn
Cameron Kadrey Steckbeck*
Molly Catherine Stepchuk
Fernando Stepensky
Christopher Shane Stoj
Grant Forbes Strudwick
Priya Aniyanta Suri
Graydon Glenn Sutton
Cara Ngoc Oanh Nguyen Ta
Charles R. Tammons, Jr.
Sarah M. Tanner
Alice Marie Thompson*
Nicolas Gabriel Thompson-Lleras
Margaret Anne Thonnard
Michael D. Thurston*
Margaret-Ann Spencer Toms
Andrew H. Townsend
Jack Gregory Tubio**†‡
Erik Douglas Ubel*
Grace Molinari Uhl*
Ariana Brynn Vaisey*
Alberto Vargas*
John E. Walker
Moncarol Yujie Wang*
Yixuan Wang
Brandan Christopher Ward
Sean Y. Xu
Zhongyuan Matthew Xu
Darice D. Xue*
Jeffe Thorngwen Yang
Carol Yao
Christina E. Zaldivar
Rebecca Xi Zhu*
Mitchell T. Zia

* Honors
** High Honors
*** Highest Honors
† Order of the Coif
‡ Kirkland & Ellis Scholar
§ Doctoroff Business Leadership Program
<table>
<thead>
<tr>
<th>School</th>
<th>Represented in the Student Body during 2022-2023</th>
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<tbody>
<tr>
<td>American University</td>
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<tr>
<td>University and Location</td>
<td>Students</td>
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University of Virginia  4  Wellesley College  1
University of Washington  2  Wesleyan University  2
University of Wisconsin–Madison  3  West Bengal National University of Juridical Sciences
Utah State University  1  Wheaton College  3
Vanderbilt University  6  Whitman College  1
Vassar College  2  Williams College  1
Wake Forest University  2  Wofford College  1
Washington State University  1  Wuhan University  1
Washington University in St. Louis  6  Yale University  16

STATES AND COUNTRIES REPRESENTED IN THE STUDENT BODY DURING 2022-2023

I. STATES

Alabama  3  Kentucky  5
Alaska  2  Maine  2
Arizona  3  Maryland  11
California  100  Massachusetts  22
Colorado  13  Michigan  19
Connecticut  11  Minnesota  8
Delaware  2  Mississippi  4
District of Columbia  13  Missouri  5
Florida  36  Montana  8
Georgia  15  Nevada  11
Guam  1  New Hampshire  5
Hawaii  2  New Jersey  19
Illinois  82  New Mexico  2
Indiana  15  New York  38
Iowa  1  North Carolina  11
Kansas  1  North Dakota  2
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**II. COUNTRIES**

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<td>Cuba</td>
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<td>Israel</td>
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FACULTY PUBLICATIONS 2022-2023

ALBERT ALSCHULER
Julius Kreeger Professor Emeritus of Law & Criminology

Other Publications


“This isn’t Your (Founding) Fathers’ Originalism,” The Bulwark, February 21, 2023


WILLIAM BAUDE
Harry Kalven, Jr. Professor of Law, Faculty Director, Constitutional Law Institute

Journals


Books


Journal Articles and Book Chapters


Other Publications

“Of course the justices need to use history. The question is how,” The Washington Post, August 8, 2022.

“The Supreme Court has a Perfectly Good Option In Its Most Divisive Case,” The Atlantic, October 11, 2022 (with Michael W. McConnell).

The Volokh Conspiracy (regular contributor).

OMRI BEN-SHAHAR

Leo and Eileen Herzel Professor of Law, Kearney Director, Coase-Sandor Institute for Law and Economics

Books


Other Publications


LISA BERNSTEIN

Wilson-Dickinson Professor of Law

Journal Articles and Book Chapters

CURTIS A. BRADLEY

Allen M. Singer Professor of Law

Books


Journal Articles and Book Chapters


Other Publications


EMILY BUSS

Mark and Barbara Fried Professor of Law

Journal Articles and Book Chapters

Other Publications


Restatement of the Law, Children and the Law, Associate Reporter, Chapter 18, Section 18.11, Minors’ Right to Gain Access to Information and Other Expressive Content (May 2023).

MARY ANNE CASE

Arnold I. Shure Professor of Law

Journal Articles and Book Chapters


ANTHONY J. CASEY

Donald M. Ephraim Professor of Law and Economics, Faculty Director, The Center on Law and Finance

Books

Business Associations: Cases and Materials (Independently Published, 2023) (with Adam Badawi).

Journal Articles and Book Chapters


Other Publications


ADAM CHILTON

Professor of Law, Walter Mander Research Scholar

Journals


Journal Articles and Book Chapters


Other Publications


HERSCHELLA G. CONYERS

Lillian E. Kraemer Clinical Professor of Public Interest Law

Other Publications

“Op-Ed: Keep the Pretrial Fairness Act as-is,” Chicago Reader November 28, 2022 (with Craig Futterman).

JANE DAILEY

Professor of American History and the College

Journal Articles and Book Chapters

ADAM A. DAVIDSON
Assistant Professor of Law

Journal Articles and Book Chapters

RICHARD A. EPSTEIN
James Parker Hall Distinguished Service Professor Emeritus of Law, Senior Lecturer in Law

Journal Articles and Book Chapters


Other Publications


“Saving the House From Destruction: A Classical Liberal Response to Andrew Koppelman,” *Balkinization*, November 10, 2022

“Should Platforms Be Treated as Common Carriers? It Depends.,” *American Enterprise Institute*, July 2022

“Understanding Student Loan Forgiveness,” *POLICYed*, September 1, 2022 (with Michael Petrilli, Kevin Hassett, and David Henderson)

*Defining Ideas* (regular contributor).

*Hoover Digest* (regular contributor).

*Ricochet* (regular contributor).

**BRIDGET FAHEY**

Assistant Professor of Law

**Journal Articles and Book Chapters**


**SHARON FAIRLEY**

Professor from Practice

**Journal Articles and Book Chapters**


**LEE ANNE FENNELL**

Max Pam Professor of Law

**Journal Articles and Book Chapters**


CRAIG B. FUTTERMAN
Clinical Professor of Law

Other Publications


TOM GINSBURG
Leo Spitz Professor of International Law, Ludwig and Hilde Wolf Research Scholar, and Professor of Political Science, Faculty Director, Malyi Center for the Study of Institutional and Legal Integrity, Faculty Director, The University of Chicago Forum for Free Inquiry and Expression

Books


Journal Articles and Book Chapters


“Imagining a World without the Universal Declaration of Human Rights,” 74 *World Politics* 327 (2022) (with Zachary Elkins).

“The International Court of Justice as an Institution,” in *Cambridge Companion to the International Court of Justice*, Carlos Espósito & Kate Parlett, eds. (Cambridge University Press, 2023).


Other Publications


“New Mexico official barred from office over Jan. 6 attack — under a dangerous law,” *Salon*, September 16, 2022 (with Aziz Huq and David Landau).

“A New Mexico official who joined the Capitol attacks is barred from politics – but the little-known law behind the removal has some potential pitfalls for democracy,” *The Conversation*, September 14, 2022 (with Aziz Huq & David Landau).


JACOB GOLDIN

*Richard M. Lipton Professor of Tax Law*

Journal Articles and Book Chapters


Other Publications


**NICOLE HALLETT**

*Clinical Professor of Law, Director, Immigrants’ Rights Clinic*

**Books**


**Journal Articles and Book Chapters**

“How Do You Teach Immoral Laws?” 67 *Saint Louis University Law Journal* 543 (2023)

“Rethinking Asylum Adjudication and Refugee Resettlement in the Context of Central American Migration,” in *Trump’s Legacy in Migration Policy and the Postpandemic Challenges for Biden*, Mónica Verea & Camelia Tigau, eds. (Universidad Nacional Autónoma de México, Centro de Investigaciones sobre América del Norte, 2022).


**Other Publications**

*Blog for the Public Good* (contributor).
R. H. Helmholz

Ruth Wyatt Rosenson Distinguished Service Professor Emeritus of Law

Journal Articles and Book Chapters


“Marriage Litigation in the Western Church, 1215-1517,” 39 Bulletin of Medieval Canon Law (n.s) 233 (2022).

“Middle Ages: Canon Law Constitutionalism?” in Christianity and Constitutionalism, Nicholas Aroney & Ian Leigh, eds. (2022).


M. Todd Henderson

Michael J. Marks Professor of Law

Books

Native Americans and the Supreme Court (Edward Elgar, 2022).

Journal Articles and Book Chapters


Other Publications


“Ch. 11 Isn’t Twitter Creditors’ Only Hope of Getting Paid,” Law360, November 15, 2022 (with J.B. Heaton).


WILLIAM H. J. HUBBARD

*Harry N. Wyatt Professor of Law*

**Journals**


AZIZ Z. HUQ

*Frank and Bernice J. Greenberg Professor of Law*

**Books**


**Journal Articles and Book Chapters**


Other Publications


“The Friday Read: Conservative justices ‘have not just a couple of years, but a few decades, to complete their project,” Politico Magazine, June 23, 2023.

“Diplomats in Robes?” Foreign Affairs, March 30, 2023 (with Mariano-Florentino Cuéllar).


“A New Mexico official who joined the Capitol attacks is barred from politics – but the little-known law behind the removal has some potential pitfalls for democracy,” The Conversation, September 14, 2022 (with David Landau & Tom Ginsburg).


“Opinion: This one reform could fix our broken elections,” The Dallas Morning News, January 21, 2023 (with Lee Drutman).


HAJIN KIM
Assistant Professor of Law

Journal Articles and Book Chapters


ALISON L. LACROIX

Robert Newton Reid Professor of Law, Associate Member, Department of History

Journals

Journal of American Constitutional History (edited with Farah Peterson).

Other Publications


“James Madison v. Originalism,” Project Syndicate, August 22, 2022


GENEVIEVE LAKIER

Professor of Law, Herbert and Marjorie Fried Teaching Scholar

Journal Articles and Book Chapters


Other Publications


“Rereading ‘Editorial Discretion,’” Knight First Amendment Institute at Columbia University Blog, October 24, 2022 (with Evelyn Douek).


“The Supreme Court Seems Poised to Decide an Imaginary Case,” The Atlantic, April 2023 (with Evelyn Douek).
“What Are Networks, Platforms, and Utilities and What Should We Do with Them?”
*Yale Journal on Regulation: Notice & Comment*, January 24, 2023 (with Joshua C. Macey).

**BRIAN LEITER**

*Karl N. Llewellyn Professor of Jurisprudence; Director, Center for Law, Philosophy, and Human Values*

**Journal Articles and Book Chapters**


**Other Publications**

*Brian Leiter’s Law School Reports*, Primary Contributor.

**SAUL LEVMORE**

*William B. Graham Distinguished Service Professor of Law*

**Journal Articles and Book Chapters**


JOSHUA C. MACEY

Assistant Professor of Law

Journal Articles and Book Chapters

“Against Political Theory in Constitutional Interpretation,” 76 Vanderbilt Law Review 899 (2023) (with Chris Havasy & Brian Richardson).


“The Corporate Governance of Public Utilities,” 40 Yale Journal on Regulation 569 (2023) (with Aneil Kovvali).


Other Publications


ANUP MALANI

Lee and Brena Freeman Professor of Law

Journal Articles and Book Chapters


Other Publications


“What is a slum?” Substack, October 22, 2022.

“Why do some countries have lots of slums and others hardly any?” Substack, February 8, 2023.

JONATHAN S. MASUR

John P. Wilson Professor of Law; David and Celia Hilliard Research Scholar;
Director of the Wachtell, Lipton, Rosen & Katz Program in Behavioral Law, Finance and Economics

Books


Journal Articles and Book Chapters


Other Publications


RICHARD H. MCADAMS

Bernard D. Meltzer Professor of Law

Journal Articles and Book Chapters


Other Publications


THOMAS J. MILES

Dean, Clifton R. Musser Professor of Law

Other Publications


JENNIFER NOU

Ruth Wyatt Rosenson Professor of Law

Journal Articles and Book Chapters


MARTHA C. NUSSBAUM

Ernst Freund Distinguished Service Professor of Law and Ethics

Books


Journal Articles and Book Chapters


“Political Objectivity,” in Political Emotions: Towards a Decent Public Sphere, Thom Brooks, ed. (Palgrave MacMillan, 2022).

“Reply,” in Political Emotions: Towards a Decent Public Sphere, Thom Brooks, ed. (Palgrave MacMillan, 2022). (The book explores Nussbaum’s significant contributions to contemporary political philosophy.)

Other Publications


“Don Carlos: Liberty or the Inquisition?” Lyric Opera of Chicago Program, 32-35 (November 2022) and Lyric Lately (October 19, 2022).


FARAH PETERSON

Professor of Law

Journals

Journal of American Constitutional History (edited with Alison L. LaCroix).

Journal Articles and Book Chapters


Other Publications

RANALD C. PICKER

James Parker Hall Distinguished Service Professor of Law

Other Publications


ERIC A. POSNER

Kirkland & Ellis Professor of Law, Arthur and Esther Kane Research Chair

Books


Journal Articles and Book Chapters


Other Publications


“No-poach Agreements: An Overview of EU and National Case Law,” *Concurrences*, May 4, 2023 (with Cristina Volpin)


Project Syndicate (regular contributor).

JOHN RAPPAPORT
Professor of Law

Journal Articles and Book Chapters

ADRIANA Z. ROBERTSON
Donald N. Pritzker Professor of Business Law

Journal Articles and Book Chapters


Other Publications
“Giant Asset Managers, the Big Three, and Index Investing,” Oxford Business Law Blog, April 11, 2023; The CLS Blue Sky Blog, April 13, 2023 (with Dorothy S. Lund).


JULIE A. ROIN
Seymour Logan Professor of Law

Journal Articles and Book Chapters

GERALD N. ROSENBERG

Associate Professor Emeritus, Department of Political Science

Books


Journal Articles and Book Chapters


S. ZALMAN ROTHSCCHILD

Harry A. Bigelow Fellow, Lecturer in Law

Journal Articles and Book Chapters


ALISON SIEGLER

Clinical Professor of Law, Director, Federal Criminal Justice Clinic

Other Publications


“The law of unintended consequences: How federal judges may be driving up crime rates,” The Hill, March 17, 2023 (with Brandon Buskey).

GEOFFREY R. STONE

Edward H. Levi Distinguished Service Professor of Law

Books


Journals


Other Publications

“Corporations Are Not “We the People”,” ProMarket, November 21, 2022.

“The End of Affirmative Action Would Be a Disaster,” The Atlantic, October 2022 (with Lee C. Bollinger).

LIOR J. STRAHILEVITZ

Sidley Austin Professor of Law

Books

PracticePerfect: Property (Aspen Publishers 2022) (with Gregory S. Alexander & Maureen E. Brady

Journal Articles and Book Chapters


DAVID A. STRAUSS

Gerald Ratner Distinguished Service Professor of Law, Faculty Director, Jenner & Block Supreme Court and Appellate Clinic

Journals


Journal Articles and Book Chapters


MARK N. TEMPLETON
Clinical Professor of Law and Director, Abrams Environmental Law Clinic

Journal Articles and Book Chapters

DAVID A. WEISBACH
Walter J. Blum Professor of Law

Journal Articles and Book Chapters


ERICA ZUNKEL
Clinical Professor of Law

Journal Articles and Book Chapters

Other Publications
“Statement of Erica Zunkel Clinical Professor of Law and Associate Director, University of Chicago Law School’s Federal Criminal Justice Clinic Before the United States Sentencing Commission Public Hearing on Proposed Amendments to
Compassionate Release Policy Statement,” February 23, 2023 (with Jaden Lessnick, and Nathaniel Berry, Juliana Steward, and Margaret Wells)
SIGNIFICANT ACHIEVEMENTS OF THE CLINICAL PROGRAMS 2022-2023

For updates on recent activities and achievements of the clinical programs, see law.uchicago.edu/clinics.

ABRAMS ENVIRONMENTAL LAW CLINIC

PROTECTING OUR GREAT LAKES, RIVERS, AND SHORELINES

Since 2016, the Abrams Clinic has worked with the Chicago chapter of the Surfrider Foundation to protect water quality along the Lake Michigan shoreline in northwest Indiana, where its members surf. In April 2017, the US Steel plant in Portage, Indiana, spilled approximately 300 pounds of hexavalent chromium into Lake Michigan. In January 2018, the Abrams Clinic filed a suit on behalf of Surfrider against US Steel, alleging multiple violations of US Steel’s discharge permits; the City of Chicago filed suit shortly after. The US government and the State of Indiana filed their own, separate case and immediately proposed a consent decree to settle all of their claims against US Steel. On behalf of Surfrider, the Clinic filed extensive comments on the proposed consent decree. In November 2019, the federal and state governments moved for entry of an improved consent decree which included provisions advocated for by Surfrider and the City of Chicago, namely a water sampling project that alerts beachgoers as to Lake Michigan’s water quality condition, better notifications in case of future spills, and improvements to US Steel’s operations and maintenance plans. The Court approved the proposed Revised Consent Decree just before the 2021-22 academic year began. While the Abrams Clinic team was assessing an additional enforcement action by the Indiana Department of Environmental Management against the plant, US Steel again violated its Clean Water Act permit and the Revised Consent Decree. These developments pushed Surfrider and the City of Chicago to pursue additional judicial relief in their case. In September 2022, the court dismissed Surfrider and the City’s case on the basis of res judicata, saying that Surfrider and the City had achieved sufficient improvements
through the governments’ case. The Clinic has sought to request attorneys’ fees for its role in overall litigation, arguing that it is a substantially prevailing party. The Clinic’s work, which has received significant media attention, helped to spawn other litigation to address pollution by other industrial facilities in Northwest Indiana and other enforcement against US Steel by the State of Indiana.

The Abrams Clinic represents Friends of the Chicago River and the Sierra Club in their efforts to hold Trump Tower in downtown Chicago accountable for illegally withdrawing water from the Chicago River. To cool the building, Trump Tower draws water at high volumes similar to industrial factories or power plants, but Trump Tower operated for more than a decade without ever conducting the legally required studies to determine the impact of those operations on aquatic life or without installing sufficient equipment to protect aquatic life consistent with federal regulations. After the Clinic sent a notice of intent to sue Trump Tower, the State of Illinois filed its own case in the summer of 2018, and we successfully moved to intervene in that case. In 2022-23, Clinic students supported sixteen depositions as part of this litigation’s ongoing discovery process. Three members of the class of 2023 were able to take one or two depositions each, a hugely successful undertaking in continuing to develop the facts of this case. Additionally, students worked with an expert on cooling water intake structures to organize his disclosures and prepare him for expert depositions. As part of those efforts, the expert located a potential discrepancy regarding Trump Tower’s calculations, prompting additional questions from Illinois Environmental Protection Agency (IEPA) as part of considering a proposed new permit for Trump Tower. Looking forward, the Clinic is assessing how this discrepancy might prompt further action, as well as undergoing trial preparation, as trial is currently scheduled to take place in fall 2023.

ENERGY AND CLIMATE

Energy Justice

The Abrams Clinic continued to support grassroots organizations advocating for energy justice in low-income, people-of-color communities in Michigan. With the Clinic’s representation, these organizations intervened in cases before the Michigan Public Service Commission (MPSC), which regulates investor-owned utilities. Students conduct discovery, draft written testimony, cross-examine utility executives, participate in settlement discussions, and file briefs for these projects. The Clinic’s representation has elevated the concerns of these community organizations and forced both the electric
utilities and regulators to consider issues of equity to an unprecedented degree. This year, Clinic students participated in seven contested cases as well as multiple MPSC workgroup discussions for Soulardarity, based in Highland Park, and We Want Green, Too, based in Detroit, against DTE Electric and for Urban Core Collective, based in Grand Rapids, against Consumers Energy.

The Clinic started this past school year with wins in two cases that have since concluded. First, the Commission rejected DTE Electric’s request to waive consumer protections to authorize a proposed electric utility prepayment program with a questionable history of success during its pilot run. Second, the Commission rejected the utility’s full requested rate hikes, approving approximately only 10% of the proposed increases affecting residential customers—rejecting roughly $300 million of the $330 million increase that the utility had requested. In both cases, the final Commission orders and the administrative law judge’s proposals for final decision cited the Clinic’s testimony and briefs.

Only slightly later in the academic year, DTE filed its next rate case, an integrated resource plan (IRP) case, and a voluntary green pricing case (VGP), all of which are ongoing. The Clinic continues to fight DTE’s unreasonable and imprudent rate increases that do not result in higher quality and lower cost of service for the Company’s most vulnerable customers. In the rate case in particular, DTE has requested a rate increase nearly double its historic requests. In the IRP, the Clinic has advocated for long-term investment in community-owned solar and for support for low-income distributed generation while preventing the Company from not only continuing its reliance on fossil fuels but also passing the costs of those flawed investments on to its customers. Finally, the Clinic has responded to Commission-ordered straw proposal from DTE for a community solar program, which offers nothing more than what the Company does already and continues to fail to provide equitable access to renewable energy for low- and middle-income residents in areas like Detroit.

On the west side of the state, the Clinic intervened in two rate cases brought by Consumers Energy. In the 2022 rate case, after full briefing of the case, the Clinic helped Urban Core Collective reach a settlement with Consumers that cut Consumers’ rate increase by more than 40%. The settlement also increased access to the Consumers rooftop solar program and required Consumers to make several equity-related commitments applicable to future filings, including conducting its first public meeting for community groups in a rate case. In the recently filed 2023 rate case, the Clinic will continue to help Urban Core Collective push for greater consideration of race and class
equity within utility decision-making, following up on the progress made in the 2022 rate case settlement.

Outside of litigation, Clinic students worked with our clients to participate in the MPSC’s low-income and distribution grid-related workgroups. At a Low-Income Energy Policy Summit hosted by the MPSC, Clinic students presented comments from our clients on deficiencies in existing low-income programs and communications with low-income communities. The Clinic also advised Soulardarity and We Want Green, Too on the hiring and onboarding of two equity advocate consultants, who will further expand our clients’ capabilities to engage with MPSC processes.

Corporate Climate Greenwashing

The Abrams Environmental Law Clinic worked with ClientEarth, an international nonprofit dedicated to using the law to protect the environment in over 50 countries, to research corporate climate greenwashing, with a focus on consumer protection, green financing, and securities liability. Students conducted factual investigations into multiple companies to identify industry patterns in the green financing space and conducted legal research to determine the relevant precedent governing greenwashing claims against corporations. Students compiled their research and drafted an analysis of securities liability in the climate space for the client. They then presented their findings in a case study and oral presentation to members of the ClientEarth, including the organization’s North American head. The project helped identify new strategies for increasing corporate accountability in the fight against climate change.

Land Contamination and Lead

The Abrams Clinic continues to represent East Chicago, Indiana, residents who live or live on or adjacent to the USS Lead Superfund site. This year, the Clinic and its partner, the Environmental Advocacy Clinic at Northwestern Pritzker School of Law, worked closely with the East Chicago/Calumet Coalition Community Advisory Group (CAG) to advance the CAG’s advocacy beyond the Superfund site and the adjacent Dupont RCRA site.

Through multiple forms of advocacy, the clinics challenged the poor performance and permit modification and renewal attempts of Tradebe Treatment and Recycling, LLC (Tradebe), a hazardous waste storage and recycling facility in the community. Student team members supported the community and helped to present the community’s concerns at a public meeting about the renewal and proposed modification of Tradebe’s
permit. The clinics drafted and filed extensive comments that raised significant questions about Tradebe’s applications, and they provided an analysis to environmental regulators arguing that Tradebe should not be exempt from laws applicable to the disposal of hazardous waste. Student team members also facilitated a second meeting between the CAG and US EPA Region V Regional Administrator Debra Shore, IDEM Commissioner Brian Rockensuess, and their leadership teams to discuss the various environmental problems with the Tradebe facility.

The Clinic also supported an application by the CAG for a grant from US EPA for local air monitoring in East Chicago. The Clinic has been working with the CAG, local partners, environmental experts, and regulators since US EPA awarded $200,000 to the CAG for this purpose.

Our team also answered multiple legal and practical questions based on various US EPA actions and statements and inquiries we received from CAG members.

ENDANGEROSED SPECIES

The Abrams Clinic represented the Center for Biological Diversity (CBD) and the Hoosier Environmental Council (HEC) in litigation regarding the Service’s failure to list the Kirtland’s snake as threatened or endangered under the Endangered Species Act and the Administrative Procedures Act. The Kirtland’s snake is a small, secretive, non-venomous snake historically located across the Midwest and the Ohio River Valley. Development across the species’ range has destroyed large portions of the snake’s habitat, and populations are declining. Climate change also poses a substantial threat to the species, as its habitats are projected to become less suitable for the snake. Accordingly, the Clinic is preparing to sue the Fish and Wildlife Service in the US District Court for the District of Columbia this summer over the Service’s denial of CBD’s request to have the Service list the Kirtland’s snake as threatened or endangered. The Clinic also started using a new e-discovery platform in March 2023 to support the review of documents received via the Freedom of Information Act and the administrative record during the upcoming litigation.

STUDENTS AND FACULTY

Approximately 20 second- and third-year students participated in the Clinic this past academic year, performing complex legal research, reviewing documents obtained through discovery, drafting legal research memos and briefs, conferring with clients, conducting cross-examination, participating in settlement conferences, and arguing
motions. Nine students secured clerkships, five students are heading to private practice, and one student received a public interest fellowship.

Former Associate Clinical Professor of Law Robert Weinstock left the Clinic to become the head of the Environmental Advocacy Center at Northwestern University’s Pritzker School of Law, the second of two former Clinic fellows who left the Abrams Clinic to head an environmental law clinic at another law school. Jake Schuhardt joined from private environmental practice as the Clinic’s new fellow. Among other activities, Clinical Professor of Law Mark Templeton joined the Board of Directors of the Environmental Law Institute and the Legal Advisory Committee of the Environmental Protection Network and received the Class of 2023 Award for Clinical Teaching Excellence, voted on by the graduating class.

CIVIL RIGHTS & POLICE ACCOUNTABILITY CLINIC

Our Clinic students continue to make a difference in the community, while learning all that it means to be a lawyer. As a result of their seminal achievements in winning two historic consent decrees in Chicago, the Clinic has placed greater emphasis on policy advocacy, while continuing our commitment to excellence in our representation of individual clients in need who have been abused by the police.

THE CHICAGO POLICE CONSENT DECREES

Years of advocacy by Clinic students resulted in the 2019 federal civil rights Consent Decree that seeks to remedy the Chicago Police Department’s (CPD’s) pattern and practice of excessive and discriminatory violence targeted disproportionately against Black people. During the last academic year, the Clinic participated in two full-day public hearings in federal court that dramatized CPD’s ongoing civil and human rights violations, and the human harm caused by the Police Department’s machinery of denial and resistance to change. Having won our community-based clients’ historic power to enforce the Decree, Clinic students are fighting to strengthen the Decree and make our clients—people who have been most impacted by CPD’s civil rights violations—full and equal partners in the process.

Through our persistent efforts to afford our clients a seat at the table, the Clinic has made significant progress toward ending CPD’s practice of violent, dehumanizing, and discriminatory home raids that have targeted Black and Brown families in Chicago—
raids in which officers have routinely pointed guns at young children. Since we initiated enforcement efforts to address this pernicious practice, student advocacy, led by Stella Park, ’23, Tyler Lawson, ’24, and Ben Postone, ’24, reduced the number of home raids tenfold, preventing the unnecessary traumatization of thousands of children. Because of the inherent danger in and harm caused by unnecessary and abusive raids of family homes in the dead of night, the Clinic is fighting to restrict home raids to limited circumstances where the benefits outweigh the risk of harm, such as when they are necessary to prevent physical injury to people or solve violent crime. We are also working to change procedures to prevent the raids of the wrong homes, eliminate police abuse when executing raids, and require officers to use tactics that are designed to minimize harm to people, their homes, and their property. Clinic students have worked with our clients to research best practices and apply them to the kinds of raids experienced by our clients in Chicago. Court supervised settlement negotiations led by Clinic students and our clients have already resulted in meaningful changes in policy, training, and experience on the ground. Settlement negotiations continue.

The Clinic also published two major reports with Chicago’s Use of Force Community Working Group established under the Decree. The Reports can be accessed at law.uchicago.edu/clinics/mandel/police. The first Report, authored in part by Clinic members Vatsala Kumar, ’23, and Martin Martinez, ’23, describes transformative changes to the CPD’s Use of Force policies won by the Clinic. It also sheds light on continuing deficiencies in CPD force policies. For example, CPD policy permits officers to point their guns at people who do not pose any immediate threat to anyone’s life; it lacks any provision that instructs officers when they are allowed to draw their guns; it allows officers to spray chemical weapons into groups of people despite serious risks of harm to innocent people; it authorizes police to discharge chemical weapons into enclosed cars even when the person in the car poses no threat of physical harm to anyone; and more. The Clinic is engaged in ongoing advocacy in court and in the policy arena to address these deficiencies. The Clinic published a second Report—that also commanded public attention. Clinic students Natalie Cohn-Aronoff, ’24, Tyler Lawson, ’24, and Ben Postone, ’24, made substantial contributions to the Report. In addition to specifying serious structural problems, the Report documents that CPD training: (1) teaches officers that their lives are worth more than the lives of community members; (2) reinforces an “us against them” mentality that pits police officers against community members; (3) fails to teach officers to minimize police violence; (4) shows officers how to justify and even cover up unnecessary police violence; (5) fails to address racial bias; and (6) excludes any
perspective from community members. We offered concrete recommendations to address each of these shortcomings. Our critical feedback is causing wholesale changes to CPD training.

Providing additional hope for progress in our struggle to end CPD’s pattern and practice of civil rights violations, Chicago’s new mayor, Brandon Johnson, campaigned on a platform to reimagine public safety and prioritize the federal civil rights Consent Decree as the path to change. Clinic Director, **Professor Craig Futterman** served as Senior Advisor to Mayor-Elect Johnson during his transition into office.

The second recent Consent Decree won by the Clinic—this one to end the practice of incommunicado detention in CPD stations that has facilitated torture, coerced confessions, and wrongful convictions—went into effect in February 2023. This Decree of the Cook County Circuit Court holds the power to finally make the 57-year-old promise of *Miranda v. Arizona* a reality in Chicago. It requires CPD to install phones in every interrogation room and create private meeting rooms with phones in every station for people in custody to meet with their attorneys. Chicago police must allow everyone in custody the public defender’s free 24-hour hotline number, prompt access to a phone, and private and confidential meetings with their lawyers. Clinic students **Vatsala Kumar, ’23, Tyler Lawson, ’24, and Martin Martinez, ’23**, developed systems to monitor and enforce the Decree with our clients. Students have inspected CPD stations for the required signage, visiting rooms, and operational phones. We have obtained CPD data about phone and attorney access for every arrest since February 2023 and won the right to continue to do so for at least the next two years. We have worked with the Cook County Public Defender’s Office to create systems for data collection on phone and attorney access. Students are working closely with law professor and economist Kyle Rozema to analyze CPD and Public Defender data. We plan to draft regular reports to the Court and public on CPD compliance with the Decree. Clinic students have also led trainings for the criminal defense bar and broader community to teach people how to exercise and enforce their rights under the Decree and report violations to the Clinic.

**INDIVIDUAL CASES**

At the same time, the Clinic has continued its tradition of excellence in serving individuals and families in need. We worked in partnership with **Professor Herschella Conyers** and the Criminal and Juvenile Justice Clinic to defend a teenage boy against attempt murder charges for which he was in dire risk of spending the bulk of his adult
life in prison. Our client had participated in our Clinic’s Youth/Police Project, a collaborative project with the Invisible Institute in which Clinic students have worked with Chicago public high school students to improve their experiences with police and address violations of their rights. However, after he left high school, our client was shot by a police officer in the back while attempting to run away. Clinic students **Gabrielle Dohmen, ’23**, and **Isaiah Beaton, ’23**, and Clinic Youth/Police alums **Carly Owens, ’20**, and **Rebecca Boorstein, ’20**, took great care in building a relationship with our client. They learned that he had been subjected to repeated violence and trauma throughout his childhood and adolescence. He had been abused by a family member; he was shot and severely injured on two separate occasions as a young teenager; he witnessed his best friend get killed. Students interviewed family members, friends, teachers, youth program leaders, and mentors. They developed a mitigation package, which included a beautifully crafted video of a montage of interviews, an expert psychiatric report, and a host of personal letters. Together, they made palpable our client’s kindness, his promise, the hardships he has overcome, his talent and intelligence, his dreams, and the contributions he can make to society. The judge and veteran prosecutor assigned to his case remarked that the Clinic’s mitigation package was the best that they had ever seen in their careers. Our students’ work product and our advocacy in multiple conferences with the court persuaded the judge to issue a sentence that he had never contemplated in an attempted murder case of this gravity. Thanks to our students’ brilliant advocacy, our client will be home within the next three years.

We represent another client, Christopher Ellis, in partnership with the Criminal and Juvenile Justice Clinic in post-conviction proceedings in Cook County Criminal Court. We are fighting to vacate his conviction. Two Chicago police officers pulled Mr. Ellis out of his car, beat and tased him, and then falsely accused Mr. Ellis of aggravated battery against the police officers to cover up their abuse. Mr. Ellis was convicted and sentenced to six years in prison. After the court gave us leave to appear in Mr. Ellis’s case, we located, interviewed, and prepared the affidavit of an independent witness who confirmed that the police officers battered Mr. Ellis, and that he did not batter them. In addition, Clinic students **Hannah V.L. George, ’24**, and **Becky Marvin, ’24**, uncovered evidence that the prosecution’s sole witnesses at trial had engaged in a pattern of police misconduct similar to their abuse of Mr. Ellis. Both officers had shot and killed Black men and had been subject to repeated complaints of excessive force, false arrest, and racist conduct against Black people. Hannah and Becky documented that one of the two officers relied upon by the prosecutor to convict Mr. Ellis is on the Cook County State’s Attorney’s “Do-Not-Call List,” because the Office has found him to
be so unreliable that it will not call him to support any criminal prosecution. Hannah and Becky also secured official documents that show that the Police Department has moved to fire him for his repeated misconduct. The court has scheduled a hearing based upon the Clinic’s legal and evidentiary submissions.

Clinic students led investigations into instances of Chicago police torture for the Illinois Torture Commission. Alex Bright, ’22, investigated the individual claim of Edward Traywick, a man who has been imprisoned for nearly twenty years. As a result of Alex’s outstanding work, the Commission referred Mr. Traywick’s case for a full evidentiary hearing that can result in vacating his conviction. Dylan Salzman, ’23, presented the claim of Jose Vidaurri in a public hearing before the Torture Commission in June 2023, shortly after Dylan graduated from the Law School. Mr. Vidaurri, who also been in prison for approximately twenty years, alleges that he was tortured and threatened by Chicago police detectives to coerce a false confession that resulted in his conviction. Like Alex, Dylan led the investigation, analyzed thousands of pages of records, interviewed witnesses, conducted legal research, investigated patterns of Chicago police abuse, and drafted a recommended disposition and opinion for the Commission. The Commission voted four to one in support of Dylan’s recommendation to refer Mr. Vidaurri’s case for an evidentiary hearing in court to test the integrity of his conviction. Three Commissioners were absent. Because Illinois law requires five votes to win court referral and four votes to deny referral, the hearing has been continued so that the other Commission members can be present and weigh in on Dylan’s recommendation.

**NEW POLICY PROJECTS**

The Clinic also launched two new major policy-based projects this year. First, Clinic students are engaged in a collaborative project with trauma surgeons, UChicago medical students, and the Violence Recovery Project at the University of Chicago’s Trauma Center and pro bono attorneys from the Akerman law firm. This groundbreaking legal-medical partnership with our Law School Clinic may be the first of its kind in the US to address civil and human rights issues in hospital settings. A Clinic team led by Vatsala Kumar, ’23, Martin Martinez, ’23, and Natalie Cohn-Aronoff, ’24, are working alongside medical students to prevent police from committing civil rights violations and interfering with critical patient care in the Trauma Center. Issues include police abuse of patients who have suffered gunshot injuries; coercive interrogations of people who are being treated for serious injuries; interference with medical care and patient autonomy over medical decisions; searches
and seizures of patients’ personal property; invasions of patient privacy and personal health information; shackling and physical abuse of patients; and forcing medical personal to perform invasive tests on patients. Students have already conducted more than twenty interviews with medical staff, hospital security, and patients about their experiences with law enforcement. They are also coordinating with medical students on legal and medical research in consultation with national experts in the field. We are working to publish our research and develop model policies that govern police interactions in medical settings that can be implemented in the Trauma Center and other medical institutions throughout the country.

Second, we have formed an innovative partnership with the Cook County Public Defender’s Office and Zealous, a national non-profit dedicated to supporting public defender offices, to identify and address systemic issues in the criminal legal system that deprive public defender and Clinic clients access to justice. Clinic students interviewed nearly 50 people who work in the Public Defender’s Office to identify systemic barriers to justice and explore ways that the Public Defender can support their clients in policy advocacy outside the courtroom, while improving the quality of representation to clients in individual cases. Students authored an outstanding report that offered recommendations to institutionalize an expansive view of public defense that optimizes zealous individual advocacy inside of court and systemic advocacy outside court to realize better outcomes for their clients. Students presented our report to leadership in the Public Defender’s Office and are now working with the Public Defender and Zealous to implement the Clinic’s recommendations.

Based on that work, Clinic students worked with the Public Defender and the Coalition to End Money Bond to enact and defend the Illinois Pretrial Fairness Act, a new law that will abolish cash bail to ensure that people are not held in jail simply because they cannot afford to buy their freedom. The Illinois statute is recognized as the most protective law of the rights of criminal defendants in the United States. Clinic students Darius Diamond, ’24, and Gabbie Zook, ’24, took the lead in drafting a letter signed by criminal law faculty throughout the state of Illinois and a powerful op-ed to prevent the Illinois General Assembly from adopting amendments proposed by the Illinois State’s Attorney’s Association that would have gutted the law. Clinic students have also participated in the defense of the Pretrial Fairness Act in the Illinois Supreme Court.

Jeffe Yang, ’23, has taken the lead for the Clinic in supporting the Public Defender’s work to create holistic community defender offices in Chicago. Jeffe has participated in
community-led planning circles in Roseland, the planned site of the first office, and circles comprised of people incarcerated in Cook County Jail to formulate and implement the vision for the first community defender office. In response to questions of planning circle members, Jeffe and Darius Diamond wrote a comprehensive memo about ways that the Community Defender Office can prevent and offer services to ameliorate collateral consequences of criminal convictions that can pose barriers to employment, housing, education, business, public aid, and immigration. Jeffe’s outstanding work helped them secure a position as a trial attorney for the Cook County Public Defender after graduating from the Law School.

EMPLOYMENT LAW CLINIC

During the past academic year, the Employment Law Clinic has continued its work in both individual and class action employment discrimination cases. The Clinic expanded its work in this area in 2022-23 by accepting appointments as Settlement Assistance Counsel in a number of individual discrimination cases. The Clinic continues to handle a few appeals in the US Court of Appeals for the Seventh Circuit. Some of the significant developments in a few of the Clinic’s cases are detailed below.

INDIVIDUAL CASES

Alamo v. Chicago, (N.D. Ill.)

Robert Alamo worked as a firefighter for the City of Chicago for many years. During this time, he was subjected to a number of racial slurs because of his national origin. He was also treated differently than a non-Hispanic firefighter. This disparate treatment included being excessively detailed to other firehouses and being required to overcome numerous hurdles to return to work after taking time off for stress. Ultimately, the City refused to allow Mr. Alamo to return to work from a medical leave and discharged him. Mr. Alamo’s complaint alleges that the City subjected him to a racially hostile work environment, retaliated against him for complaining about the discrimination, and ultimately discharged him in retaliation for filing his case and because of a perceived mental disability. In early 2021, the District Court denied the City’s motion for summary judgment on Mr. Alamo’s claim that he was subjected to a racially hostile work environment. In late July 2022, the case was settled for $225,000 on the first day of the jury trial.
**Settlement Assistance Cases**

Each year, the US District Court for the Northern District of Illinois, together with the Chicago Chapter of the Federal Bar Association, honor lawyers who have served the court and the community by providing pro bono representation and advocacy. In May 2023, Clinical Professor Randall D. Schmidt and his students received Pro Bono awards for their work on two Settlement Assistance cases. These cases are:

**Orokoh v. National Louis University, (N.D. Ill.)**

Angela Orokoh alleged that she was subject to hostile work environment based on her race and sex while working for National Louis University. Clinical Professor Randall D. Schmidt was appointed by the court to represent Ms. Orokoh in settlement proceedings. The matter was settled at a settlement conference.

Magistrate Judge Sunil R. Harjani nominated Professor Schmidt and his students for the pro bono award based on their efforts in the case. According to Judge Harjani, Professor Schmidt “showed great initiative in accepting the case and working with his students from the Mandel Legal Aid Clinic at the University of Chicago to represent client in the settlement conference. Professor Schmidt and his students earned client's trust and client felt well-represented, resulting in a settlement.”

**Regulus v. Thresholds, (N.D. Ill.)**

Magistrate Judge Susan E. Cox nominated Emma LaBounty, '23, and Professor Schmidt for their work in representing Raven Regulus in settlement proceedings. Ms. Regulus alleged that she was subject to hostile work environment and wrongful termination claims based on disability and race while working for a non-profit housing agency. Ms. LaBounty and Professor Schmidt, as settlement assistance counsel, vigorously represented Ms. Regulus in the case with what Judge Cox described as “an exceptionally strong pending motion to dismiss.” Ms. Regulus was able to fully express herself and have "her day in court," even if that day in court was only at a settlement conference rather than before a jury (Hon. Thomas M. Durkin, Presiding)

**Class Actions**

Chicago Teachers Union, et al., v. Chicago Board of Education (N.D. Ill.)

In this class action case, a class of African American teachers and paraprofessionals claim that the Chicago Board of Education’s school “turnarounds” in 2012 to 2014, had
a racially adverse impact on African American teachers and paraprofessional staff. In a “turnaround,” the CBOE displaces all teachers and paraprofessionals at a school and replaces them. The decision to displace the teachers and paraprofessionals at a school was not based on the teachers' job performance. Rather, the decision is based on the performance of students at the schools. In addition to the adverse impact claim, plaintiffs claim that the CBOE engaged in a pattern and practice of discrimination. Plaintiffs alleged that the CBOE has intentionally selected schools on the South and West sides of Chicago for turnaround. The schools selected have high percentages of both African American students and teachers. Schools with higher numbers of white students and teachers are not selected for turnaround even though their performance is the same or worse than the schools selected. In 2020, both parties moved for summary judgment. In early 2021, the District Court denied both parties’ motions for summary judgment.

After summary judgment was denied, the parties engaged in substantial settlement discussion before a Magistrate Judge. At the end of these negotiations, the parties agreed to settle the matter for the total amount of $9.25M, which will used to cover claims submitted by approximately 415 members of the class and the reasonable attorney fees and costs of the Clinic and its co-counsel. The Court granted final approval of the settlement in late 2022 and the settlement awards were sent to the class in December 2022.

APPELLATE CASES

In addition to trial level cases, the Employment Law Clinic represents clients in a number of appeals in the US Court Appeals for the Seventh Circuit. In some of these appeals, the Employment Law Clinic represents the appellants in their appeals. In other reconsiderations appeals, the Clinic is contacted and asked to participate as amicus curiae. Students working on these appeals write the briefs and present oral argument to the Seventh Circuit. Both Professor Schmidt and Lecturer in Law James Whitehead supervise the students in the appeals pending in the Seventh Circuit.

In addition, the Employment Law Clinic has submitted amicus briefs in several cases in the Illinois Supreme Court and the Illinois Court of Appeals. Examples include:

Farris v. Vector Construction, (7th Cir.)

On May 20, 2022, Elvin Farris filed a pro se Complaint of Employment Discrimination in the Central District of Illinois alleging that Vector had discriminated against him.
based on his disability in violation of the Americans with Disabilities Act. In the complaint he alleged that he was sent home on August 5, 2018, but then learned on October 25, 2018, he was in fact discharged by Vector at some point between August 5 and October 25, 2018. He filed a charge with the EEOC within 300 days of October 25, but more than 300 days after August 5, 2018.

Vector moved to dismiss the complaint because Mr. Farris did not file his EEOC charge within 300 days of August 5, 2018. The district court agreed and decided that the discovery rule did not apply because there was no meaningful difference between Mr. Farris’s layoff on August 5 and his termination.

After filing his pro se appeal, Mr. Farris requested the Employment Law Clinic represent him on appeal. The Clinic agreed and students researched and drafted both the opening and reply briefs in the case. The primary argument made in the briefs is that the lay off and termination are two distinct adverse actions and the time to file a charge of discrimination based on the discharge accrued when Mr. Farris learned of it. Thus, the district court erred by failing to apply the discovery rule in deciding Vector’s Motion to Dismiss.

Oral argument in the appeal was held on July 12, 2023, and we are awaiting the decision of the Seventh Circuit.

**Cothron v. White Castle (7th Cir. and Ill. Sup. Ct.)**

In 2008, Illinois passed the Biometric Information Privacy Act (“BIPA”). BIPA requires that employers and other entities that collect or use biometric information obtain consent prior to doing so. Lathrina Cothron worked at White Castle beginning in 2004. White Castle required employees to use a fingerprint scanner to gain access to the company’s computer system. White Castle, however, did not obtain Ms. Cothron’s consent to collect her fingerprint information until 2018; a decade after BIPA took effect.

Ms. Cothron filed a lawsuit in Illinois state court. The defendants removed the case to federal court under the provisions of the Class Action Fairness Act. The defendants then moved to dismiss the case and argued that Ms. Cothron’s cause of action was barred by the statute of limitations. According to defendant’s argument, Ms. Cothron’s cause of action accrued the first time White Castle collected her fingerprint without her consent. The district court disagreed and concluded that a cause of action accrued each time White Castle collected Ms. Cothron’s fingerprint without her consent. The district court then certified the issue whether a claim accrues only once (upon the first scan) or repeatedly (with every scan) to the Seventh Circuit.
The Clinic was approached by various parties and asked to prepare an amicus brief in the case. After research and discussions, the students decided that the issue was one that should be determined by the Illinois Supreme Court and proposed to several other interested groups that we file an amicus brief urging the Seventh Circuit to certify the issue to the Illinois Supreme Court. The American Association for Justice and the Illinois Trial Lawyers Association agreed that the issue was one that should be decided in the first instance by the Illinois Supreme Court and authorized us to file an amicus brief on their behalf. Students in the Employment Law Clinic researched, drafted, and filed an amicus brief urging the Seventh Circuit to certify the issue to the Illinois Supreme Court.

On December 21, 2021, the Seventh Circuit agreed that the issue was an important issue of state law and that it should be decided by the Illinois Supreme Court. Accordingly, the Seventh Circuit requested that the Illinois Supreme Court decide the certified question of whether a claim under BIPA accrues each time an entity scans a person’s biometric information or only upon the first scan.

In January 2022, the Illinois Supreme Court accepted the certified questions. The Employment Law Clinic was again approached by several groups that requested that the Clinic prepare and file an amicus brief on their behalf in the Illinois Supreme Court. The Clinic agreed and students researched, drafted, and filed an amicus brief that argued that BIPA causes of action accrued every time biometric information was captured without consent, rather than only upon the first scan.

In February 2023, the Illinois Supreme Court, in a 4-3 decision, held that the plain language of BIPA demonstrates that a violation of the act occurs every time a business captures biometric information of a person without the prior consent of the individual. The Court rejected the arguments of White Castle and its amici that BIPA causes of action accrue (and therefore the statute of limitations begin to run) on the first scan. White Castle filed a petition for rehearing which is still pending before the Illinois Supreme Court.

**EXONERATION PROJECT CLINIC**

Over the past year, the Exoneration Project has continued its work to free wrongfully convicted individuals across the United States. This included litigation in state and federal courts, petitions for clemency, and many other forms of advocacy on behalf of our clients.
Over the course of 2022-23, the Exoneration Project achieved extraordinary successes on behalf of its clients. Exoneration Project students played an essential role in the successes achieved by the Exoneration Project over the past year. Students participated in evidentiary hearings, put on witnesses, prepared witnesses to testify, participated in witness interviews, visited clients in prison, drafted petitions and other motions that were filed in state and federal trial and appellate courts, etc.

**Exonerations**

The Exoneration Project succeeded in exonerating a significant number of clients over the past year, reuniting wrongfully convicted men and women with their families.

This includes cases involving disgraced former Chicago Police Detective Reynaldo Guevara. In his tenure as a Chicago Detective, Guevara manipulated, coerced, framed, and tortured dozens of innocent people. His actions decimated families, strained communities, and caused dozens of Black and Brown men and women to be torn from their lives and wrongly incarcerated for decades. Over the past year, the Exoneration Project was involved in the exoneration of several Guevara victims:

- **Eruby Abrego** (served 23 years in prison of a 90-year sentence). Exoneration Project students were heavily involved in the litigation of the evidentiary hearing that resulted in this exoneration. Students gave opening statements, put on witnesses, and prepared pleadings. Following the exoneration, students have been involved in the ongoing litigation of Mr. Abrego’s Petition for a Certificate of Innocence, including drafting the petition.
- **David Gecht** (served 23 years of a 45-year sentence). In exonerating Gecht, the trial court judge told him: “What [Guevara] did was unconscionable and criminal and wrong and you paid the price for it, a horrific, unimaginable price.”
- **Rosendo Hernandez** (served 26 years of a 75-year sentence)
- **Gamalier Rivera** (served 22 years of a 45-year sentence)
- **John Martinez** (served 20 years of a 25-year sentence)
- **Richard Kwil** (served 23 years of a 30-year sentence)
- **Daniel Rodriguez** (served entire 25-year sentence (at 50%))
- **Edwin Davila** (served entire 50-year sentence (at 50%))

In addition, several Exoneration Project clients were included in the first mass exoneration of homicide convictions in the United States. All of these were based on Detective Guevara’s misconduct:
• Alfredo Gonzalez (served 32 years of a life sentence)
• David Lugo (served 26 years of a 50-year sentence)
• Johnny Flores (served 20 years of a 40-year sentence)
• Marilyn Mulero (served 29 years; originally sentenced to death)

In addition to cases involving Detective Guevara, the Exoneration Project secured the exoneration of several other wrongfully convicted individuals following extensive litigation:

• Arthur Almendarez (served 35 years of a life sentence)
• John Galvan (served 35 years of a life sentence)
• David Wright (served 28 years of a life sentence). David Wright visited the EP clinic and discussed his experiences with the students.
• Marcellous Pittman (served 21 years of an 80-year sentence)
• Carl Reed (served 20 years of a 27-year sentence). Exoneration Project students were involved in preparing claims for a post-conviction petition.
• Joseph Janke (served 10 years). Janke's conviction was vacated following post-conviction litigation handled by the Exoneration Project. The State retried Janke and the Exoneration Project represented him at trial. Janke was found not guilty.

Disgraced former Chicago Police Sergeant Ronald Watts and his team of corrupt officers are responsible for hundreds of false drug convictions. Watts and his team shook down residents of the Ida B. Wells housing projects, planted evidence, and falsely arrested innocent people on bogus drug charges. Watts would later go to prison. To date, more than 200 such convictions have been thrown out in the largest mass exoneration in Chicago history. Over the last several years, the Exoneration Project has spearheaded the effort to bring justice to Watts’ victims. During the last year, six more people that Watts framed have been exonerated:

• Brian Gaines
• Melvin Irving
• Chris Jones
• Dexter Willis
• Charles Slaughter
• Josh King
CERTIFICATES OF INNOCENCE

The Exoneration Project sought judicial declarations that clients who were previously exonerated were, in fact, innocent. At least 12 Exoneration Project clients were awarded such certificates, often following contested litigation, over the past year.

NEW TRIALS ORDERED

Following contested litigation and evidentiary hearings, multiple Exoneration Project clients saw their convictions vacated and were granted new trials. Several clients are now free on bond awaiting trial, having spent decades in prison for crimes they did not commit.

This includes George Anderson, who was beaten by notorious former Police Commander Jon Burge. In unusually strong language ordering Anderson a new trial, an Illinois appellate court justice noted that “an injustice never ceases to be an injustice until justice prevails.” Anderson is free on bond awaiting his retrial.

OTHER SUCCESSES

Students have been heavily involved in a matter that the Exoneration Project brought to the attention of the Illinois Governor who commuted our client’s life sentence to parole-eligible.

Students were also heavily involved in representing a quadriplegic client serving a 45-year sentence for a crime he did not commit. The Exoneration Project, together with the Illinois Prison Project, successfully petitioned the Illinois Prisoner Review Board to order our client released from prison pursuant to a statute providing for release of incarcerated individuals suffering from severe medical issues.

The Exoneration Project represents a number of individuals who were sentenced to unconstitutionally long prison terms for crimes allegedly committed when they were juveniles or young adults. Following a contested hearing that involved complicated factual and legal hurdles, the Exoneration Project succeeded in securing a new sentencing hearing for an individual serving an 85-year sentence for a crime allegedly committed when he was 20 years old.

Following a referral by the Illinois Torture Inquiry and Relief Commission, the Exoneration Project secured the release of a client who served 23 years of a life sentence.
The Federal Criminal Justice Clinic is the nation’s first legal clinic devoted to representing indigent clients charged with federal felonies, pursuing impact litigation through criminal cases in federal court, and engaging in systemic reform of the federal criminal system to combat racial and economic inequities. Professors Alison Siegler, Erica Zunkel, and Judith Miller work together and with students to advocate in these areas.

**Freedom Denied Systemic Reform Project**

The FCJC’s *Freedom Denied* Project aims to dismantle the culture of detention and encourage judges to adhere to the Bail Reform Act through legislative advocacy, judicial training, advocacy to the Biden Administration, and impact litigation.

In Fall 2022, Professor Siegler and students in the Federal Criminal Justice Clinic (FCJC) released the first comprehensive national investigation of federal pretrial jailing, *Freedom Denied: How the Culture of Detention Created a Federal Jailing Crisis*. The FCJC pursued this study to understand why federal jailing rates are astronomically high, with three out of every four people jailed before trial—far more than in state systems. Our Report reveals a “culture of detention,” with some judges locking people in jail in violation of federal bail law, leading to skyrocketing jailing rates and intensifying the already severe racial disparities in the federal criminal system. In particular, we found that some federal judges: (1) illegally jail people at their first bail hearing (the “Initial Appearance”); (2) jail people without lawyers at that hearing; (3) jail indigent individuals for poverty, imposing financial conditions that people cannot meet; and (4) misapply the presumption of detention, automatically jailing people in many low-level drug cases.

In Summer and Fall 2022, FCJC students joined Professor Siegler in writing the Report, designing the Report website, and preparing the Report’s launch. At the Report’s launch, USA Today wrote an exclusive report on our findings and published an in-depth article, highlighting how the Report “paints a portrait of a judicial system that has neglected the rights of especially poor arrestees and people of color.” *Study: Federal Magistrates, Prosecutors Misunderstand Bail Law, Jailing People Who Should Go Free*. Professor Siegler and Brandon Buskey, Director of the ACLU’s Criminal Law Reform Project, also coauthored an Op Ed about the Report for The Hill. This project would not have been possible without the generous philanthropic contributions of the Astor Street Foundation, the Yagan Family Foundation, Pegah Sadr, Paul Mandell, and others.
Since the Report launched, the FCJC has been working to rectify the problems identified in our Report. In May 2023, FCJC students engaged in legislative advocacy by giving a presentation to Senator Dick Durbin (D. Ill.), Chair of the Senate Judiciary Committee. Students shared the clinic’s findings with Senator Durbin and proposed several potential legislative fixes. Senator Durbin recently reintroduced the Smarter Pretrial Detention for Drug Charges Act, which would eliminate the presumption of detention in federal drug cases—one of the problems identified in our Report—and dramatically reduce federal jailing rates.

The FCJC has also been asking DOJ and the Biden Administration to change the government’s approach to detention. In January 2023, DOJ issuing a groundbreaking new directive telling all federal prosecutors to approach pretrial detention differently. US Dep’t of Just., Just. Manual § 9-6.100 (2023). In direct response to the FCJC’s advocacy, the new directive addresses what we call the access-to-counsel crisis—the problem of presumptively innocent people being jailed without lawyers at Initial Appearance hearings. § 9-6.110. FCJC students have gathered additional information on the access-to-counsel crisis since our Report was released. The FCJC has used this information to educate stakeholders about the crisis.

In addition, the FCJC has been changing the culture of detention through trainings and presentations. This year, Professor Siegler trained hundreds of federal judges, including all newly appointed magistrates. Professor Siegler has also trained thousands of Federal Public Defenders, including presenting our findings to all Chief Federal Public Defenders and all new Federal Public Defenders, co-running a multi-day national bail workshop, and giving a national webinar attended by nearly 800 Federal Defenders and CJA attorneys. FCJC students co-authored all presentations, drafted follow-up action items, analyzed webinar data, and used information gathered during trainings to conduct other interventions.

The FCJC’s interventions have likely contributed to increased pretrial release since 2018, as well as preventing a return to pre-pandemic jailing rates. As one federal judge told us: “Detention rates are coming down, and much of that is attributable to you and your efforts. You have made a real difference in how the federal judiciary sees release and detention.” Freedom Denied Report at 196. The clinic’s interventions have resulted in judges in some districts appointing lawyers at Initial Appearance hearings for the first time ever, after decades of violating the law. In other districts, federal defenders have been able to present legal arguments at Initial Appearance hearings for the first time, leading to pretrial release.
The future impact of the FCJC’s interventions could be wide-reaching: If there is just a 1% decrease in jailing rates annually, 13,267 additional people will be released in five years. Since each of those individuals would otherwise spend one year in jail on average, the collective amount of life they would be spared is over 13,000 years. That would not only improve public safety, but it would also save taxpayers at least $412 million in jailing costs. Every time a person gains pretrial release as a result of the FCJC’s interventions, it is life-changing, and the FCJC has learned frequently of cases where a client was released due to the best practices advocated in our Report.

**COMPASSIONATE RELEASE & SECOND CHANCES CASES AND PROJECTS**

The FCJC continued its advocacy for second chances and ameliorating excessive sentences in the federal system. Under the supervision of Professor Zunkel, this work took multiple forms: (1) litigating post-conviction compassionate release motions, with a specific focus on stash house clients who are serving lengthy mandatory minimum sentences; and (2) broader advocacy for the increased use of compassionate release and other second chance mechanisms to reduce mass incarceration in the federal system.

Building on several prior successful motions for compassionate release, including three releases for stash house clients, the FCJC litigated two additional stash house motions and also litigated a motion for a survivor of sexual abuse at the Bureau of Prisons’ (BOP) FCI Dublin women’s prison. Federal compassionate release permits a judge to reduce a person’s sentence for family circumstances, medical reasons, or any other “extraordinary and compelling” reason. In 2018, Congress expanded compassionate release so that people in federal prisons can bring these motions to judges, rather than waiting for the BOP to grant relief.

In our motions for stash house clients, we argued that they should be released immediately for “extraordinary and compelling” reasons: their conviction and sentence are unjust, and they have rehabilitated. In the motion for our client who was sexually abused in prison, we argued that the abuse and retaliation she suffered and her efforts to rehabilitate in spite of that abuse were “extraordinary and compelling” reasons for immediate release. The underlying facts were horrific—our client had suffered significant sexual abuse at the hands of several different correctional officers.

The FCJC’s compassionate release work has been incredibly impactful. In April 2023, a judge in the Northern District of Illinois granted one of our motions, releasing our stash house client 10 years early from a 25-year mandatory minimum sentence. The judge
concluded that our client’s situation was “extraordinary and compelling” because the
government had disavowed stash house reverse stings, thus creating troubling
sentencing disparities between similarly situated individuals. In May 2023, a judge in
the Southern District of California granted the FCJC’s motion for our client’s immediate
release based the sexual abuse she had suffered in prison, which was one of the first
compassionate release grants in the country for a survivor of sexual abuse at the Dublin
prison. The case was profiled on NPR, in the New York Times, and in the local San
Francisco Bay Area media here and here. And in June 2023, a judge in the Northern
District of Illinois granted the immediate early release of two additional FCJC stash
house clients, concluding that their circumstances were “extraordinary and
compelling.”

In addition to representing clients, the FCJC advocated more broadly for expanding
second chances in the federal system. The centerpiece of this advocacy was Professor
Zunkel’s written and oral testimony before the US Sentencing Commission in February
2023, which encouraged the Commission to expand federal compassionate release.
Professor Zunkel’s written testimony, co-written with FCJC students, highlighted the
BOP’s failure to administer the compassionate release program, the need for judges to
retain broad discretion to identify unenumerated extraordinary and compelling reasons
for release, and statutory guardrails that ensure administrability. In addition, at the
same hearing, FCJC stash house client Dwayne White testified before the Commission
about how compassionate release and the FCJC’s work on his behalf changed his life. It
was the first time in the Commission’s history that formerly incarcerated individuals
like Mr. White were invited to testify. Mr. White’s story was profiled in the Chicago
Tribune after the FCJC secured his release in August 2021. After the hearing, Professor
Zunkel and her students submitted a public comment to the Sentencing Commission to
address issues raised by the Commissioners during testimony.

To elevate the importance of expanding compassionate release, Professor Zunkel and
FCJC student Jaden Lessnick, ’23, authored a piece in the Federal Sentencing Reporter
titled Putting the “Compassion” in Compassionate Release: The Need for a Policy Statement
Codifying Judicial Discretion, about the need for district judges to retain broad discretion
to identify “extraordinary and compelling” reasons for compassionate release. Professor
Zunkel explained the proposed Commission changes to federal compassionate release
on Wisconsin Public Radio here and commented on the problems of medical
compassionate release in the federal system here.
Professor Zunkel also educated lawyers and other advocates on best practices for litigating compassionate release motions. She hosted an online training in December 2022 with the Prisonology consultancy group, presented to criminal defense attorneys at the Advanced Federal Defender Seminar (May 2023), and presented at the Annual National Seminar on Federal Sentencing (May 2023).

**JURY TRIAL AND CASE DISMISSAL**

Under Professor Miller’s leadership, the FCJC partnered with criminal defense attorney Matthew Madden to represent a long-standing client during a week-long federal jury trial. One week after the trial, the government dismissed the case with prejudice—a truly astounding victory. The clinic client would have faced an extremely lengthy sentence had the case not been dismissed.

The dismissal came after the government discovered impeachment evidence about officers who testified at trial, after the trial had concluded. This undisclosed evidence came to light in a later trial of a federal agent who had exchanged text messages about the FCJC case with agents in our case. According to the government, the text messages were “distasteful” and “insensitive” regarding race, sex, sexual orientation, and gender. Failing to disclose this evidence pretrial was especially egregious because the FCJC had filed numerous motions requesting discovery about the other agent and related matters; the court even held a related pretrial evidentiary hearing at which the case agent testified.

This unheard-of victory builds on four years of FCJC student work in this case. The 2018–2019 student team suppressed our client’s post-arrest statements as involuntary—itself an incredibly rare victory. The 2019–2020 team first prepared the case for trial before it was moved due to the pandemic. The 2021–2022 team prepared the case again, and their advocacy created so many contested legal issues that the court delayed the trial. The 2022–23 team’s investigation, research, writing, and trial preparation culminated in the astonishing final result of dismissal.

FCJC students were central to the unusually creative, vigorous, and successful pretrial motions practice in this trial case. First and foremost, the 2021–22 and 2022–23 teams persuaded the court to allow the defense to present neuropsychological testimony that the client’s borderline intellectual functioning rendered him not guilty of the conspiracy charge. The student teams drafted numerous rounds of briefing to support the admissibility of this unusual testimony, prepared our expert to testify at a rare criminal *Daubert* hearing, and ultimately obtained the broadest opinion in the country on this
issue. Obtaining this result required mastering the technical issues, including a deep dive into the neuropsychological literature on how to properly examine a Spanish-speaker, as well as the meaning of borderline intellectual functioning. The team also engaged in careful planning about how to present this technical evidence persuasively to the judge and ultimately to the jury. Professor Miller and FCJC students are now brainstorming ways of using the court’s opinion and the years of work that led to it to help other attorneys.

Second, the 2021–22 team vigorously investigated and litigated two lines of discovery and Brady issues relating to the destruction and non-disclosure of statements. In addition to the discovery/impeachment issues connected to the case’s dismissal, the team precluded one of the cooperators’ from testifying by showing that the destruction of the cooperator’s prior statements prevented the government from complying with its mandatory discovery obligations regarding those statements. The team also argued that the statements’ potentially exculpatory content meant that a raft of other evidence should also be excluded.

Third, and finally, all three student trial teams successfully persuaded the government not to attempt to raise a deliberate ignorance theory of knowledge, also known as the “ostrich” theory. In general, the government can prove the “knowledge” element of a drug offense by showing that the person actually knew about the drugs or was deliberately ignorant about them—the latter of which can improperly lower the government’s burden of proof. This case marks the second trial in a row where the FCJC successfully prevented the government from arguing deliberate ignorance to the jury. Professor Miller and her students are now developing model motions for other attorneys to use.

The FCJC team was equally central to the trial itself. Students mastered the discovery, uncovered key contradictions in the cooperators’ testimony, and helped draft cross examinations and direct examinations. Professor Miller and the students prepared and presented lay and expert witnesses for direct examination, and the cross-examination of the government’s expert. A student even cross-examined a federal expert witness, successfully eliciting key points for the defense. The 2019–20 FCJC team bears special mention for discovering a central issue highlighted at trial, namely, an inconsistency between the government’s claims about how the client was paid and the government’s own evidence. The 2019–20 team likewise laid the foundation for the 2022–23 trial team’s work developing cross-examinations of the cooperators.
GLOBAL HUMAN RIGHTS CLINIC

The Global Human Rights Clinic (GHRC) works alongside partners and communities to advance justice and address the inequalities and structural disparities that lead to human rights violations worldwide. The Clinic uses diverse tactics and interdisciplinary methods to tackle pressing and under-addressed human rights issues. The Clinic is constantly advancing the dual aims of advancing important change around the world, and teaching students to become effective, ethical, creative lawyers. As part of this we seek to innovate and think not just about what the human rights field is, but what it could be and what it should be.

Over this past year, students worked in teams to advance justice and human rights on complex issues around the world. In particular, the GHRC worked on issues relating to justice in the context of conflict; protection of religious minorities and women’s rights; investigation and prevention of extrajudicial executions; addressing the legacies of historical atrocities; the right to health within Indigenous communities; and the rights of missing migrants. Select work from each of these strands of work is described below.

JUSTICE IN CONFLICT: SUPPORTING WAR CRIMES INVESTIGATIONS IN THE GAMBIA AND CENTRAL AFRICAN REPUBLIC

The GHRC partners with civil society organizations and multidisciplinary scientific experts to investigate war crimes and mass atrocities, and advance justice in the context of conflict. Over this past year, the GHRC supported effective investigations in The Gambia and the Central African Republic.

In The Gambia, a military regime run by autocrat Yahya Jammeh committed scores of human rights abuses between 1994 and 2016, including arbitrary detentions, extrajudicial killings, and enforced disappearances. Following the overturning of the Jammeh regime, a truth commission was created to understand what happened during the dictatorship, and a special prosecution office is being set up. Families of those killed and disappeared are searching for answers as to the fate of their loved ones.

In partnership with the African Network Against Extrajudicial Killings and Enforced Disappearances (ANEKED) Gambia chapter, the Gambian Ministry of Justice, and the Argentine Forensic Anthropology Team, GHRC students supported efforts to advance justice and the search for missing persons in The Gambia. In particular, the GHRC:
• On October 20, 2022, conducted a one-day virtual training on the use of forensic sciences in the search for the missing for government stakeholders, civil society, and victims’ families. GHRC students presented on the international law regarding the right to life and duty to investigate suspicious deaths.

• In June 2023, participated in a four-day assessment in Banjul, the capital city of The Gambia, meeting with families of those killed during the Jammeh regime, state prosecutors, lawyers, doctors, the Gambia Police Force, local forensic experts, and the University of The Gambia professors and lecturers. In particular, the GHRC team assessed the feasibility of investigating a 1994 massacre at a military barracks, in which 11 persons are alleged to have been killed. This assessment will provide the foundation for future forensic sciences and human rights investigations.

In the Central African Republic, the GHRC supported complex investigations into alleged mass atrocities, at the request of judicial authorities. Students worked alongside lawyers and scientific experts to conduct detailed factfinding, prepare legal memos on evidence collection and preservation, and support the creation of investigation files of human rights abuses.

PROTECTION OF RELIGIOUS MINORITIES AND WOMEN’S RIGHTS IN THE CENTRAL AFRICAN REPUBLIC

In the Central African Republic (CAR), protracted violence and conflict has had devastating impacts on the civilian population. Civilians have borne the brunt of grave human rights violations, and the country remains one of the poorest in the world. Civil society is significantly under-funded and under-resourced, frequently shut out of international human rights forums and subject to attacks and threats domestically.

The GHRC, alongside the Columbia Law School Smith Family Human Rights Clinic, partners with CAR civil society to document human rights violations against religious minorities and against women, and advocate for justice. We work with two organizations—the Collectif des Organisations Musulmanes de Centrafrique (COMUC), an umbrella network of Muslim civil society, and the Association des Femmes Juriste de Centrafrique (AFJC), a women’s lawyers’ organization, and one of the largest providers of legal aid in the country. Across the academic year, students worked closely with these two organizations, and traveled to Bangui, the capital city of CAR, in June 2023. Ongoing project work include:
• Working with COMUC to draft a major human rights report on the right to freedom of religion and belief, and non-discrimination of religious minorities in CAR. This report documents violations of the right to life, arbitrary detention, freedom of movement, legal recognition, health, and education. The report will publish and launch in the Fall of 2023.

• Supporting COMUC and AFJC to submit ‘shadow’ reports ahead of CAR’s universal periodic review, a unique process of the United Nations Human Rights Council, whereby States’ human rights records are reviewed every five years. These reports are vital to informing the international community of CAR’s human rights record. Traditionally for CAR’s reviews, only international NGOs participated in this process, and the clinic’s support to national civil society ensures that they have access to this important international advocacy forum.

EXTRAJUDICIAL EXECUTIONS: PREVENTING AND INVESTIGATING UNLAWFUL DEATHS GLOBALLY

The GHRC provided strategic support to Morris Tidball-Binz, the United Nations Special Rapporteur on Extrajudicial, Summary, or Arbitrary Executions, and a leading independent human rights expert appointed by the United Nations to advise on the issue of unlawful killings from a thematic perspective. The Special Rapporteur process (also known as “special procedures”) are a key pillar through which human rights is advanced at the UN. As part of their mandate, Special Rapporteurs undertake country visits, conduct annual thematic studies, and act on individual cases of reported violations by sending communications to States and international authorities.

In particular, the GHRC supported the Special Rapporteur with:

• Preparation for his country visit to Argentina and to Honduras. GHRC students conducted detailed research, factfinding, and analysis of concerns relating to unlawful killings in both countries, producing background research about the human rights situation in each country. The research covered legislative and policy structures, key crosscutting concerns, emblematic cases, and positive developments. During the Special Rapporteur’s actual time in-country, GHRC students provided remote, ongoing support as required.

• Support in the research and drafting of his thematic report on femicide, or the killing on the basis of gender. GHRC students conducted factfinding, expert interviews, and legal analysis to inform the Special Rapporteur’s thematic report on femicide, which will be presented to the United Nations General Assembly in
New York in the Fall of 2023. This report will provide a groundbreaking and authoritative overview of the challenges in effective investigation of femicide, contributing to the normative advancement of international law in this area.

The UN Special Rapporteur acknowledged the contributions of the GHRC in his annual remarks to the UN Human Rights Council on June 26, 2023 (video, remarks referencing the GHRC at 1:31:40).

Additionally, the GHRC partnered with five human rights organizations in Jamaica and the Caribbean, as well as the Stanford Law School International Human Rights and Conflict Resolution Clinic and the University of Pennsylvania Carey Law School Transnational Law Clinic to support justice efforts relating to the murder of a transgender(?) teenager in Jamaica. The GHRC supported partners to:

- Submit an amicus brief in the case of Dwayne Jones v. Jamaica, being heard before Inter-American Commission on Human Rights. Jones, a 16-year-old transgender teenager, had been brutally murdered by a mob in 2013 in Montego Bay, Jamaica. Our amicus brief addressed the discrimination that Jones faced due to their gender identity, and Jamaica’s failure to protect and uphold sexual orientation and gender identity rights, particularly transgender rights.

REIMAGINING HEALTHCARE: ADVANCING THE RIGHTS OF INDIGENOUS PEOPLES GLOBALLY

The right to health offers an emancipatory framework for advancing the “right of everyone to the enjoyment of the highest attainable standard of physical and mental health.” At the same time, the right to health is situated in a global health architecture that reinforces epistemic coloniality. Indigenous groups suffer significantly worse health outcomes, often as a result of the long-term and intergenerational impacts of settler colonialism and genocide. Additionally, within international law, the actual right to health is often understood according Western norms, at the expense of Indigenous knowledge systems as ways of interpreting health.

In partnership with Human Rights Watch and Indigenous groups in South Africa, the Navajo Nation, and Guam, GHRC students are working to tackle systemic harms within global health, and reinterpret the international human right to health in accordance with Indigenous knowledge systems. We seek to conduct this work in a

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8 International Covenant on Economic, Social and Cultural Rights (entry into force Jan. 3, 1976); art. 12.
participatory, impacted community-led manner, in which the expertise and agency of Indigenous communities is centered.

In South Africa, GHRC students are working alongside Indigenous Khoikhoi and San royal households. Indigenous Khoikhoi and San have been brutally discriminated against by the colonial and apartheid governments for hundreds of years in South Africa. In November 2020, a number of royal Khoi and San households reclaimed State land to which they allege rightful ancestral ownership in an area called Knoflokskraal, in the Western Cape. Within months, 4,000 persons settled into the area. The State began eviction proceedings, which the Indigenous communities successfully blocked. However, the residents of Knoflokskraal have no running water, electricity, or other essential services. The GHRC is working with Khoikhoi and San groups to advocate for their rights. In particular, GHRC students:

- Visited Cape Town and Knoflokskraal in March 2023 to interview residents, meet with civil society, and document human rights violations.
- Supported the Indigenous groups living in Knoflokskraal to prepare and submit an allegation letter to United Nations Special Rapporteurs documenting the ongoing human rights violations at Knoflokskraal.
- Prepared a letter to government authorities documenting and expressing concern about destruction to property and health issues stemming from recent rains in the area.

In the continental US, the impact of Covid-19 was disproportionately felt by the Indigenous population. Life expectancy for Indigenous Americans went down by over six years during Covid-19, and the pandemic laid bare long-term inadequacies in healthcare. In particular, large numbers of Navajo elders died in nursing homes just outside of the Navajo Nation, which families attributed to neglect. Therefore, in partnership with Human Rights Watch and the Navajo Nation Human Rights Commission, the GHRC is supporting a multi-year investigation into nursing homes that serve the Navajo Nation. This year, the GHRC:

- Researched and documented issues within the nursing homes in question, preparing a comprehensive legal and factual background memo.
- Researched and developed a protocol for decolonial and participatory factfinding, to ensure equality and Indigenous-led and owned research.
• Prepared for and participated in meetings at the Navajo Nation in February 2023, to define the problem, hear from Navajo elders, and develop a joint multi-year strategy.

In Guam, military expansion and settler colonialism has had significant impacts on the right to health of Indigenous CHamoru residents. The military controls approximately one-third of the island, and has recently activated a new base. In partnership with Blue Ocean Law, a CHamoru led-law firm, and Human Rights Watch, the GHRC is documenting violations of the right to health in Guam. The GHRC will publish a human rights report on this issue in the upcoming year.

HISTORICAL INJUSTICES: ADVANCING TRUTH, REPARATIONS, AND RECKONING WITH COLONIAL CRIMES IN KENYA

Over 90,000 people are believed to have been killed, maimed, or tortured by the British during the end of colonialism in Kenya.\(^9\) Until 2013, there was no accountability for these crimes, and even when a landmark reparations was agreed upon – it only provided compensation for a small number of individuals affected by the crimes of the British.\(^{10}\) Globally, there remains impunity for similar serious historical harms, which often then form the foundation for the continued and contemporary entrenchment of structures of authoritarianism.

In partnership with the Dedan Kimathi Foundation (created by the family of former anti-colonial leader Dedan Kimathi who was sentenced to death and hung by the British in 1957), the GHRC is supporting efforts to obtain redress for historical injustices in Kenya. On this project, students:

• Traveled to Kenya in December 2022 to meet with and interview the families of the Mau Mau, and exchange information with civil society, and other key stakeholders.

• Are currently preparing case files of victims of the Mau Mau, to be used in justice efforts, drawing on archival research and factfinding. Additionally, students are


conducting a mapping of justice efforts, and opportunities for obtaining truth and justice in the United Kingdom and in Kenya.

MISSING MIGRANTS: ADVANCING THE RIGHTS OF AFRICAN AND AFRO-DESCENDENT FAMILIES ALONG FORGOTTEN MIGRANT CORRIDORS

Thousands of Africans go missing each year attempting to cross international borders in search of safety and better opportunities. Despite the broad recognition among states of the importance and need to address the situation of missing migrants, there is a lack of formal coordination and procedures among all relevant stakeholders relating to missing migrants, and in some instances, even within a country’s government, there is a lack of information sharing.

In partnership with the Argentine Forensic Anthropology Team, the GHRC is supporting efforts to identify missing migrants traveling from Africa to Europe, and the US. GHRC students have:

- Researched key migrant routes from Africa, identifying hotspots and target locations to develop forensic/human rights programs.
- Commenced analysis of existing legal frameworks for the exchange of information relating to missing migrants, and identified gaps in the law.
- Designed a pilot program for a forensic and legal partnership to address the issues of missing migrants in Africa.

In the upcoming year, future GHRC students will build upon this work—collaborating with civil society in countries of origin to tackle this complex, transnational issue.

HOUSING INITIATIVE TRANSACTIONAL CLINIC

Students in the Housing Initiative Transactional Clinic provide legal representation on complex real estate development projects to build affordable housing. Clients include nonprofit, community-based affordable housing developers and housing cooperatives.

Students serve as deal lawyers, working with clients and teams of professionals—such as financial consultants, architects, marketing professionals, property managers, and social service providers—to bring affordable housing and mixed-use development
projects to fruition. Projects range from single family rehabs with budgets in the $30,000 to $75,000 range, to multimillion-dollar rental and mixed-use projects financed by low-income housing tax credits, tax exempt bonds, TIF, and other layered subsidies. Students also counsel nonprofit clients on governance and tax issues related to their work.

In the 2022-2023 academic year, some of the key clinic projects are described below.

**Cabrini Green Local Advisory Council Community Development Corporation.**

The clinic advised the CDC as it made progress with its developer partners on two major redevelopment projects that will serve mixed income tenants on sites that formerly held Cabrini Green public housing projects. Students supported the all-volunteer board of the CDC in their participation in planning efforts and financing applications for two upcoming joint venture projects.

At Parkside of Old Town, in conjunction with Holsten Development, the next phase will include approximately 99 rental units distributed among four buildings, providing a mix of market rate and affordable housing on land owned by the Chicago Housing Authority. Over half of the new units will be affordable, allowing low-income families access to a neighborhood that has a wealth of community assets including multiple grocery stores, convenience shopping, daycare options, employment opportunities, and access to transportation. Construction costs are estimated to be approximately $51,000,000, with a capital stack that includes low-income housing tax credits, State of Illinois Affordable Housing Tax Credits, tax increment financing, private loans, and governmental loans.

In its joint venture development with the Hunt Companies and Pennrose Development, the CDC’s project will proceed in four parts, starting with construction of infrastructure improvements that will serve the entire site, followed by three phases resulting in construction of approximately 500 rental units and 50 to 75 homeownership units. The housing is anticipated to be approximately 30% market rate, 30% affordable, and 40% for public housing families. The overall construction budget for the rental units is approximately $316,000,000, and the project will feature a similarly complex capital stack as the Parkside of Old Town project described above.

In addition, the clinic provided counsel to the Cabrini Green LAC CDC as the organization transitions from an all-volunteer, operating board of directors to an
organization with an expanded board and professional staff. Clinic students provided research and advice on a host of issues typical of those faced by small nonprofits or small businesses making that leap, including employment law, and tax and compliance issues. Students also participated in leading training sessions for new board members to help them understand their legal duties.

**COMMON (UNITY) PROPERTIES**

Common (Unity) Properties is a start-up nonprofit that came out of the Booth School of Business Social New Venture Challenge. The organization is focused on bringing relief to marginalized populations by providing wraparound social services, education, and stable housing. Its services fall into three main categories: affordable housing, educational opportunities, and wellness. Through these services Common Unity aims to help close the racial and generational wealth gap by building sustainable communities for those exiting homelessness or who are at risk of becoming homeless. As the organization is in its very early stages, the work of the clinic thus far has been to draft articles of incorporation and bylaws, and to assist with board and officer recruitment and development.

**HOUSING OPPORTUNITIES AND MAINTENANCE FOR THE ELDERLY**

The clinic represents Housing Opportunities and Maintenance for the Elderly in the rehabilitation of its existing intergenerational housing development, the Pat Crowley House. The Pat Crowley House is a three-story, partially accessible, converted six-flat building located in the Edgewater neighborhood on Chicago’s north side. The building provides a cozy and inviting intergenerational community for 12 seniors, four resident assistants, and one family with children. The clinic negotiated the grant agreement with the Illinois Housing Development Authority, which is providing funding for the renovation, drafted the construction escrow agreement for the construction disbursements, and is currently working with the client and its consultants on the construction contract with the general contractor.

**KENWOOD-OAKLAND COMMUNITY ORGANIZATION**

The Kenwood-Oakland Community Organization (KOCO) serves as a vehicle and voice of low-income and working families, utilizes direct action community organizing as its primary methodology for change, and develops new generations of African American leadership that will build stable, viable, and just communities where
opportunity is not denied based on race or economic status. The clinic assisted this venerable community organization by negotiating and drafting the architect agreement for the design of KOCO’s new headquarters and services space. In the next phase of the project, the clinic will assist KOCO in negotiating its financing documents for the development and in drafting the agreement with the general contractor for construction.

**CHICAGO TORTURE JUSTICE MEMORIAL FOUNDATION**

The Chicago Torture Justice Memorial Foundation is working to design and construct a memorial on the southside of Chicago to the survivors of the former Chicago Police Commander Jon Burge, who together with his collaborators tortured and coerced false confessions from innocent people for many years. The memorial will include a sculpture that features the names and dates of victims, a timeline of tortures, and an events and gathering space that allows for reparative and restorative activities like meditation, contemplation, and creative writing. During the 2022-23 academic year, the clinic provided support through assisting the Foundation in negotiating and drafting the architect agreement for the design of the memorial.

**OAK PARK REGIONAL HOUSING CENTER**

The clinic represents Oak Park Regional Housing Center (OPRHC) in its Austin United Alliance development project. Since 1972, OPRHC has worked to counteract racial steering in housing and to promote pro-integrative choices through affirmative marketing. OPRHC promotes a racially balanced rental market by providing information and referrals to thousands of apartment seekers each year and by offering homeownership and rental counseling programs.

The clinic supports OPRHC in its joint venture to develop a mixed income, mixed use project in the Austin neighborhood of Chicago. The $37.5 million project, known as Austin United Alliance, will renovate the historically significant, 1920s-era Laramie Bank, featuring an ornate terra-cotta exterior, and will redevelop surrounding vacant lots into a new six-story structure containing 72 units of mixed-income housing. The residential portion will be set back from the street to create a new community plaza along a busy boulevard in Austin. Under the plan, the historic landmark Laramie Bank will once again house a bank branch as well as a cafe space, business incubator, and a museum dedicated to blues music.
Clinic students have worked on all aspects of the transaction, including negotiation of the joint venture agreement with OPRHC’s co-developer, all the financing documents, the construction contract, the architect agreement, property management agreements, and many more. The focus in 2022-23 has been on the residential portion of the project, and in the next phase the clinic will work on the documentation for the historic rehab and buildout of the Laramie Bank building.

**COMMUNITY MALE EMPOWERMENT PROJECT**

A longstanding client of the clinic, the Community Male Empowerment Project (CMEP) provides training and employment opportunities to disadvantaged populations through the mechanism of renovation of distressed single-family properties. In 2022-23, the clinic represented CMEP in broadening its sources of lender financing for its renovation projects, culminating in a closing on a line of credit extension with a major Chicago-area nonprofit bank. In addition, the clinic represented CMEP in drafting and negotiating the construction contract for its next single family renovation project.

**PILSEN HOUSING COOPERATIVE**

The Pilsen Housing Cooperative (“PIHCO”) was formed by longstanding Pilsen neighborhood residents—many of them artists—to stem the tide of gentrification in their neighborhood. PIHCO offers limited equity cooperative units to lower income families who have strong ties to Pilsen. The pricing of the housing is designed to keep the apartments affordable for the long term, and provides an essential homeownership opportunity for families who otherwise could not afford to stay in their neighborhood. In 2022-23, the clinic represented PIHCO in the acquisition of its third multifamily building in the neighborhood, and the conversion of the property into limited equity cooperative units. Students negotiated and drafted the building purchase agreement, participated in the real estate closing at the title company, and drafted the membership share purchase agreements and occupancy agreements for the new members entering PIHCO. In addition, the clinic negotiated a grant agreement with the City of Chicago and lender financing documents in support of the acquisition, and counseled PIHCO on tax and compliance issues, including obligations under the Uniform Relocation Act and related City policies.
CHICAGO FAMILY HOUSING COMMUNITY

Chicago Family Housing Community (CFHC) is a new, affordable housing cooperative that emphasizes shared childcare, communal spaces and community events, and intentional inclusivity of people of different races, classes, genders, sexual orientations, and other social identities. In 2022-23, the clinic represented CFHC in closing on the acquisition of its first multifamily building in Chicago. Students negotiated the building purchase agreement and lender financing documents, participated in the closing with the title company, and worked on the drafting of the co-op’s bylaws, membership purchase agreements, and occupancy agreements.

VOICE OF THE PEOPLE IN UPTOWN

Voice of the People in Uptown (“Voice”) is a longstanding community development corporation and service organization in Chicago’s Uptown neighborhood on the north side of the City. The clinic has worked with Voice on the incubation of a new community land trust that would serve as a vehicle for permanent affordability of multifamily housing in Voice’s service area and beyond. As the City continues to gentrify on the north side, and to segregate by race in most of its neighborhoods, Voice’s community land trust project is integral both to preserving affordable housing on the north side and to preserving what racial integration does currently exist there. The clinic counseled Voice in the planning for the community land trust—now officially launched as the Dovie Thurman Affordable Housing Trust—and then in the drafting of articles of incorporation, bylaws, and the form of affordable housing covenant that the trust will use to maintain affordability.

GREATER CHATHAM INITIATIVE – MAHALIA JACKSON COURT

Greater Chatham Initiative (“GCI”) was formed in 2016 to perform the role of a strong local anchor institution—by coordinating, planning, and fundraising for key synergistic initiatives in its focus neighborhoods on the Chicago’s south side. In 2022-23, the clinic represented GCI in its development of the Mahalia Jackson Court, a pop-up plaza that enlivens otherwise vacant City lots by bringing entertainment, commerce, and a celebration of Mahalia Jackson, widely considered to be one of the most influential vocalists ever from Chicago. The clinic represented GCI in negotiating and drafting the construction contract, site control documents, and financing agreements for the construction of the plaza. The project’s documentation included an agreement with the
artist who was commissioned to create a larger-than-life sculpture of Mahalia Jackson to be installed at the site.

**JUMPSTART HOUSING COOPERATIVE**

Jumpstart is a new, affordable housing cooperative started by members of ChiFresh Kitchen, a worker cooperative with businesses on the south and west sides of Chicago. Clinic students have worked with Jumpstart on the negotiation and drafting of the purchase agreement for the co-op’s first multifamily building, in Chicago’s Bronzeville neighborhood. In addition, the clinic has drafted the articles of incorporation, bylaws, membership purchase agreements, and occupancy agreements for the co-op. Closing on the co-op’s first building acquisition is expected to occur in the summer of 2023.

**LEGISLATION FOR ADDITIONAL SUPPORT FOR LIMITED EQUITY HOUSING COOPERATIVES**

Working with a coalition of affordable housing cooperative supporters, including key personnel from the Pilsen Housing Cooperative, clinic students drafted a new law that was enacted by the State of Illinois to provide financial and technical support for affordable (limited equity) housing cooperatives. Limited equity housing cooperatives provide a model for homeownership in which residents collectively own and democratically control their building, in that each resident owns an equal share of their building and has equal voting rights for decisions about managing the building. Limited equity coops make it easier for those who struggle to qualify for individual mortgages to still achieve homeownership, and offer the benefits of affordability, housing stability, and resident control.

When Housing Initiative clinic students canvassed lenders in the Chicago area in 2020, the clinic found that housing cooperative share loans are much more difficult to access than other types of homeownership financing in the Chicago market. Only three lenders claimed to offer share loans at all, and none of those loan products were accessible to low- or moderate-income buyers. Lenders cite a small market share for co-ops, (unspecified) regulatory barriers, and restrictive underwriting requirements as reasons for not offering a share loan product. The Illinois Housing Development Authority, which offers down payment assistance and a reduced interest rate to other kinds of homebuyers, does not make its subsidies available to co-op purchasers. And, although there are lenders that offer building acquisition loans to co-ops, those resources are also much more limited than the lending market for condominium development.
Furthermore, existing co-ops are under threat. The same profit-minded investors who are purchasing large inventories of Chicago rental buildings and 2-4 flats are also targeting co-ops by buying co-op shares and seeking to deconvert the buildings to rental.

New initiatives are needed to build a robust lending market for co-ops. Giving co-op residents more opportunities to refinance their monthly housing costs and maintain their homes, through an accessible share loan product and affordable blanket mortgages on co-op buildings, will help to preserve and grow this important affordable housing resource.

The new law drafted by the clinic mandates that the Illinois Housing Development Authority each year devote one percent of its budget “to support limited-equity cooperative housing through programs and subsidies for cooperative homebuyer assistance, building acquisition and renovation, assistance with monthly housing charges, predevelopment funding, and technical assistance.” This financial commitment should be manageable for the Authority, and will spark the development of new share loan and building acquisition programs that can grow over time and serve as models for other lenders in the State. The legislation was introduced by Representative Theresa Mah as House Bill HB3291 and was enacted as Article 150 of the FY2024 Budget Implementation Act, available at https://legiscan.com/IL/text/HB3817/2023.

**IMMIGRANTS’ RIGHTS CLINIC**

IRC had a busy year with several federal lawsuits filed and multiple victories for our clients. As always, IRC took on a variety of immigration-related cases, including individual representations, federal impact litigation, challenges to immigration detention, national security-related cases, and applications for humanitarian relief.

**REYES-HERRERA V. FLAITZ, W.D.N.Y.**

IRC represents Macario Reyes-Herrera, a former long-time resident of the United States who was arrested and turned over to Customs and Border Protection (CBP) in 2017 as a result of a racially motivated traffic stop. He was subsequently deported to Mexico and separated from his three US citizen children. In 2019, IRC brought a civil action against the state troopers who arrested him under Section 1983 for violations of the Fourth and Fourteenth Amendments of the US Constitution.
From 2020-2022, IRC students conducted discovery, including depositions, and drafted the motion for summary judgment and opposition. In May 2022, District Judge Elizabeth Wolford denied Defendants’ Motion for Summary Judgment on qualified immunity grounds. She held that it was clearly established that police officers cannot racially profile individuals of Hispanic descent and arrest them solely on the unsubstantiated suspicion that they have committed an immigration violation.

Shortly before the trial was set to begin in August 2022, New York state offered a generous settlement to Mr. Reyes-Herrera to settle his claims. The settlement will allow him to send his youngest child to college.

“A CHANCE TO COME HOME” CAMPAIGN

Although Mr. Reyes-Herrera was able to successfully settle his civil lawsuit, he and his wife Isabel, who returned to Mexico to care for him after he was deported, are still in Mexico separated from their children. Their children could sponsor them to come back to the United States. Unfortunately, they are not eligible due to their prior undocumented status and previous deportations. IRC continues to advocate for them to be allowed to return to the United States on humanitarian parole.

IRC has collaborated with the National Immigrant Justice Center (NIJC) on their “A Chance to Come Home” campaign, which asks the Biden Administration to set up an administrative process to allow deported individuals to apply to return to the United States. NIJC has profiled Mr. Reyes-Herrera as part of this campaign and IRC continues to do advocacy with elected officials and political appointees within the Department of Homeland Security.

In addition, IRC is collaborating with Pulitzer-prize winning journalist Caitlin Dickerson of the Atlantic on a book about the subject of deported people. Tentatively titled, The Deported: An American Story, the book will profile Mr. Reyes-Herrera, his family, and the work of IRC.

NAVARRO V. WILL COUNTY, N.D.I.L.

In March 2022, IRC filed a motion seeking the release of a Chicago resident being held by Will County on a material witness warrant as an end run around the Illinois Way Forward Act, which prohibits local jurisdictions from detaining non-citizens for civil immigration violations. After the Illinois Attorney General Office intervened, Will County agreed not to turn him over to ICE and released him instead. He has now reunited with his family.
Press Coverage:

- **Elvia Malagón,** *Calumet City family reunited with immigrant who had been detained in Will County,* Chicago Sun-Times, Mar. 23, 2022.
- **María Inés Zamudio,** *Activists demand the release of a Chicago immigrant being held at the Will County jail,* WBEZ, Mar. 8, 2022.
- **Jeff Vorva,** *Advocates claim Calumet City immigrant being illegally detained in Will County, pending a trial for a fatal crash he witnessed,* Chicago Tribune, Mar. 10, 2022.

In March 2023, IRC filed a lawsuit against Will County under Section 1983 for the unlawful detention. Centro de Trabajadores Unidos (CTU), one of IRC’s community partners, held a press conference to draw attention to the issue of local non-compliance with Illinois sanctuary laws.

Press Coverage:

- **Andy Grimm,** *Immigrant jailed while waiting to testify in trial sues Will County Sheriff,* Chicago Sun-Times, Mar. 2, 2023.
- **Richard Requena,** *Key witness in trial for 2017 car crash that killed a pregnant woman and her sons now sues Will County, claiming illegal detention,* Chicago Tribune, Mar. 2, 2023.
- **Evelyn Holmes,** *Immigrant files lawsuit claiming Will County Sheriff’s Office violated Illinois sanctuary laws,* Chicago Tribune, Mar. 2, 2023.

IRC is currently briefing a motion to dismiss filed by the Defendants.

**CAAL V. UNITED STATES, N.D.I.L.**

IRC represents a father and son who were separated at the US-Mexico border during the Trump Administration’s Zero Tolerance Policy. Under this policy, the government separated thousands of migrant families as a means of deterring migration and penalizing asylum seekers. Although President Biden officially rescinded this policy in 2021, these families continue to suffer from long-lasting trauma. Among thousands of families harmed by this policy.

Selvin Sr. and his then 16-year-old son, Selvin Jr., fled Guatemala after receiving multiple credible death threats from local gangs that wanted to force Selvin Jr. to join their gangs. After an arduous 18-day journey on foot, car, and bus to the border to
lawfully seek asylum, they were quickly separated and put into different detention facilities in horrendous and inhumane conditions.

The first facility was known as a **hielera**, or “icebox” in English. The last time they would see each other for 21 months was through a window that divided the rooms in this facility. Amongst the crying, yelling, and even fighting within the enclosures, this facility was freezing and provided minimal food and water, no blankets, and no opportunity to brush their teeth or take a shower.

Eventually, they were both transferred separately to what was known as a **perrera**, or “dog kennel” in English. The smell had grown so foul that people were covering their noses and mouths with their clothing. Soon, Selvin Sr. had to ask for a new pair of pants because he had lost so much weight from the lack of food. Selvin Jr. and other children were also physically assaulted by immigration officers who would kick them awake and loudly drag their batons against the chain link fences.

Selvin Jr. was not allowed to call his father and, when he pleaded to see his father, government officials mocked and laughed at him. During the six months that Selvin Jr. was detained, he was only allowed a few brief phone calls to his father.

Selvin Jr. found out about his father’s deportation when he called his family in Guatemala and heard his father’s voice. Selvin Sr. had been deported after being told by a government official that if he signed a document, his son would get to stay in the United States. The paper was in English, with no Spanish translation, and the official threatened Selvin Sr. that he would be deported if he did not sign the paper. After Selvin Sr. signed the paper, he was put on multiple flights and was eventually deported back to Guatemala.

After nearly two years of separation, Selvin Sr. reunited with his son in Chicago in 2020 after a federal court found his deportation unlawful and permitted him to return to the United States. However, the father and son still suffer from long-lasting physical and emotional trauma.

IRC filed a federal lawsuit in February 2023 under the Federal Tort Claims Act seeking compensation for their extended separation. The clinic is currently awaiting a decision on the government’s motion to dismiss.

Press Coverage:

AMEEN V. JENNINGS, NINTH CIRCUIT

Omar Ameen came to the United States as a refugee from Iraq in 2014 and settled in Sacramento with his wife and children. Then, in 2018, he was arrested by the FBI-DHS Joint Terrorism Task Force (JTTF) and placed into extradition proceedings for the murder of a police officer in Iraq. The proceedings, which spanned three years, ended with the magistrate judge refusing to certify the extradition request and ordering Omar released. The court concluded that there was no evidence that he was a member of ISIS as the government alleged and that the evidence incontrovertibly showed that he had been in Turkey applying for refugee status at the time of the murder and could not have committed it. The court further found that the government’s key witnesses were not credible.

The case garnered national attention because of its importance to the Trump Administration’s position that terrorists were entering the United States through the refugee resettlement program. In January 2020, the New York ran a piece called “The Fight to Save an Innocent Refugee from Almost Certain Death,” which reported on how the investigation into Omar had come about and why the government’s witness in Iraq might have had a motive to lie.

After losing the extradition case, the government did not release Omar, but instead placed him in removal proceedings, arguing that he lied on his refugee application and that he had connections to ISIS, which rendered him deportable. After almost a year of removal proceedings, the immigration judge (IJ) found Omar removable on several non-terrorism related misrepresentations on his refugee application (while rejecting the terrorism allegations) and granted him relief under the Convention Against Torture. Both sides have appealed to the BIA.

In January 2022, IRC and ILD filed a habeas petition challenging Omar’s detention after the IJ denied bond. In April 2022, Judge William Orrick granted the habeas petition in part and ordered the government to give Omar another bond hearing at which the government would bear the burden of proving dangerousness and flight risk by clear and convincing evidence.

Unfortunately, the IJ denied bond a second time and Judge Orrick denied our motion to enforce, in which we had argued that the second bond hearing was also constitutionally deficient. Both sides appealed to the Ninth Circuit. IRC is currently in mediation with the government to seek a global settlement of the proceedings against
Omar, including the habeas petition, his removal proceedings, and any future criminal prosecution.

**MWENDAPEKE V. GARLAND, SEVENTH CIRCUIT**

IRC represents Kibambe Mwendapeke, who came to the United States as a refugee from the Democratic Republic of the Congo (DRC) as a child and later became a lawful permanent resident. In 2016, he was convicted of “complicity to robbery in the first degree” under Ky. Rev. Stat. § 515.020 and sentenced to 10 years’ imprisonment (and served 8.5 years). DHS put him in removal proceedings, arguing his conviction was an aggravated felony crime of violence, theft offense, and attempt or conspiracy offense.

In fall 2021, IRC filed a motion to terminate removal proceedings on the grounds that his conviction was overbroad for three different grounds of removability. IRC won on two of the three grounds. However, the immigration judge (IJ) found that Kibambe had been convicted of an aggravated felony crime of violence. Because the IJ found him removable, we had a trial to determine whether Kibambe had any relief from removal. In February 2022, we won our claim of deferral of removal under the Convention Against Torture, which means that Kibambe is not at immediate risk of deportation. We appealed the IJ’s finding that he had been convicted of an aggravated felony crime of violence. The case raises important issues related to overbroad complicity offenses.

IRC students briefed the petition for review at the Seventh Circuit this year. Oral argument will be scheduled for fall.

**AFGHANISTAN HUMANITARIAN PAROLE PROJECT**

IRC continues to represent over 40 Afghans who were left behind after the US evacuation from Afghanistan in August 2021. Shortly after the applications were filed, new reports suggested that the US government was changing its policy and planned to deny the 50,000 applications for humanitarian parole it had received since August. IRC has been engaged in research related to possible claims related to the payment of USCIS fees and future denials. IRC has also continued to respond to requests for evidence for the applications and plans to pursue judicial review if and when they are denied.

**STATE DEPARTMENT FOIA**

Thousands of abused, neglected, or abandoned minors have applied for special immigrant juvenile status since 2014. If granted, SIJS allows minors to apply for green cards and stay permanently in the United States. However, the visa category that
applies to SIJS, EB-4, is oversubscribed, meaning that SIJS recipients often have to wait years before they are eligible to apply for a green card.

For every visa category that is oversubscribed, the State Department calculates a “final action date.” If the date you filed your petition is before this final action date, you can apply for your green card. For individual countries that are oversubscribed, the State Department calculates a separate final action date. However, until April 2023, the State Department calculated the final action date for Guatemala, El Salvador, and Honduras as if they were a single country.

IRC did research in an attempt to understand why the Department was calculating final action dates in a way that seemed to disadvantage minors from Central America. After being unable to find an explanation, IRC filed a freedom of information act request (FOIA) in June 2022 to determined what the State Department’s legal justification was. In April 2023, the Department of State announced that it had determined that it had been improperly calculating the final action dates in the EB-4 category in a manner that disadvantaged Central American minors. In a later stakeholders meeting, the Department explained that it had gone looking for records to explain the calculations in response to a FOIA request and could not find any responsive records. The search led them to review the policy, at which point the Department determined that it was in error. Two weeks later, the Department of State responded to IRC’s FOIA request.

Although causation between IRC’s FOIA request and the policy change cannot be conclusively determined, it appears that it was IRC’s FOIA that prompted the policy change. As a result, thousands of Central American minors will be eligible to apply for green cards years sooner than they otherwise would have been able to.

The US Department of State Announcement is linked here.

**INDIVIDUAL REPRESENTATIONS**

IRC represents many individuals whose cases cannot be shared in detail due to safety and privacy concerns. In the past year, IRC won relief under the Convention Against Torture for a man from Honduras who suffered from mental illness and had previous gang membership. IRC students gathered evidence, prepared experts and fact witnesses, wrote the pre-trial brief, and did direct examination of the witnesses in the trial. The judge granted the application at the conclusion of the hearing and the government waived appeal.
IRC also represented two minors from Honduras in their applications for Special Immigrant Juvenile Status, which they qualified for because of abandonment by their biological father. IRC students conducted a hearing in state family court in April 2022, which resulted in a predicate order they needed to apply for SIJS with the Department of Homeland Security. Both applications were granted in January 2023 and both minors are now waiting for a green card to become available. They have deferred action and work authorization and will be able to apply for and attend college after they graduate from high school.

IRC represented an Afghan family in their applications for asylum and for a special immigrant visa. In March, the application for a special immigrant visa was granted and they now have pending applications for permanent residency status.

IRC represented a crime victim in her application for a U visa, a special visa available for victims of certain violent crimes. IRC successfully obtained a law enforcement certification from the prosecutor in Lake County, Indiana and submitted the U visa application.

IRC also represented a Syrian woman on her application for asylum due to threats she received from ISIS before she was airlifted out of Syria in July 2022. Her husband, a former US military contractor, is also an IRC client and has an asylum application pending. Both applications implicate various bars to asylum due to interactions with terrorist groups.

Finally, IRC represented a woman from Haiti who won asylum in September 2021 to bring her nine-year-old daughter to the United States as a derivative refugee. The unrest in Haiti, as well as custody issues, has complicated the process. We hope that she will be able to join her mother as soon as the end of the summer.

**CENTRO DE TRABAJADORES UNIDOS (CTU) LEGAL CLINIC**

IRC and CTU run a weekly legal clinic during the academic year that provides brief legal advice and assistance to community members from the south side of Chicago. To date, the clinic has assisted over 200 community members with their immigration issues. This clinic helps CTU recruit new members and organize around issues related to immigration in the city and more broadly.
The 2022-2023 academic year was another highly successful academic year for the Innovation Clinic. We had our largest enrollment yet—16 Innovation Clinic students. They completed approximately 25 projects and represented clients in a very broad range of industries: medical device developers, SaaS platforms, AI-powered products in healthcare, adoption, art and music, hospitality, security, digital tokens, health insurance, consumer products, news, food and beverage, finance, and more. The matters that the students handled gave them an unparalleled view into the emerging companies and venture capital space, at a level of complexity and agency that most junior lawyers will not experience until several years into their careers, and that is not available at most peer law schools. One attorney commented that we might be the only experiential ed program in the country that is seriously tackling startup regulatory work of the type that we do.

The Innovation Clinic’s goal is to equip students with the knowledge that they need to be the primary client point of contact on all transactions. This means that we take “learning by doing” to the extreme—students are asked to become experts on brand new topics in just a couple of weeks when they join the program so that they can lead all client calls with minimal instructor intervention. They are tasked with preparing first drafts of all documents, incorporating all instructor and client feedback, handling logistics on all transactions, and contacting and interfacing with regulators where relevant, sometimes on a no-names, exploratory basis and other times in an advocate role. In doing so, they develop extraordinarily valuable skills that will serve them well in the future. They develop the skills required to translate very complicated legal jargon into plain English and to coach and advise clients to make the best decisions for their companies taking into account all risks and benefits, and to understand the complicated technical aspects of our clients’ businesses in order to effectively advise them, in addition to basic transactional drafting skills. They also learn to interact with subject matter experts in an efficient, professional manner to supplement the services that the Innovation Clinic provides to its clients. Students leave the Innovation Clinic performing at a level well above their seniority, with a sense of self-sufficiency and confidence that enables them to tackle the biggest challenges of startup legal practice. We receive feedback nearly weekly that our students are talented, capable, and in demand! In fact, some of our clients even hire students to work for them full-time after graduation, or as fellows for summer work before they begin their law firm roles.
While the Innovation Clinic’s engagements are highly confidential and so we cannot describe them in detail, a high-level description of a representative sample of projects undertaken by the Innovation Clinic this year includes:

**TRANSACTIONAL/COMMERCIAL WORK**

- Formation of a new startup venture studio. This included equity arrangements for the employees and owners of the studio itself, employee leasing arrangements between the studio employees and startups to which they were assigned to work, and forms of documents to be used to form entities to house the startup concepts once the startups are ready to graduate from the programming and seek institutional capital. This matter gave students critical insight into startup product and company development processes as well as the early-stage investor mindset.

- Assisted a medical device startup company on its entity formation, acceleration of vesting schedules for founders, removal of an original founder, and addition of its first independent director.

- Represented an internet platform that supports independent artists by creating short films featuring the artists to promote their work, and facilitating sales of the artists’ art through its platform including through co-design arrangements, on its conversion from an LLC to a C corporation, to facilitate future fundraising efforts. Students had the experience of determining how existing documentation might limit (or not) the structure of a future transaction, learned about how tax can drive business decisions, and spent much time working with relevant regulators and third parties to accomplish the transaction. Another team of students assisted the same client by putting together two forms of agreements for use with the artists featured on the platform, one that contemplated only that the platform would create and promote content featuring the artist and sell art that the artist had already generated, and another contemplating that the platform would additionally co-design and partially fund capsule collections with the artist that could be sold exclusively on the platform. Students gained a strong appreciation for copyright law, operational aspects of an e-commerce business with no fixed location, and the balance between a contract that appropriately mitigates risk and one that will scare an unsophisticated counterparty away from a transaction.

- Represented a company that developed a proprietary nanoemulsion that masks the taste, and enhances the effectiveness, of cannabinoid powder in food and
beverage products on their conversion from an LLC to a corporation. Students received a very similar experience to the project above, with the added wrinkle of handling patent assignments and a much broader array of communications with and obtaining consents of third parties like existing commercial partners and investors.

- Represented a platform aiming to serve as a one-stop-shop for short-term rental users to arrange services for their short-term rental like photography, cooking, babysitting, drivers, and the like, by preparing a form of agreement for use with service providers and drafting terms of service and a privacy policy for the service.

- Assisted the founders of an AI-powered platform for patients with chronic disease to track, manage, and predict symptom flareups in discussing and ultimately reaching a deal among them with respect to roles and equity that was more appropriate for the company than what they had adopted through an automated tool including to contemplate a reconfiguration of the time each founder spent on the company. Students then drafted all documentation necessary to operationalize the new arrangement.

- Drafted terms of service and a privacy policy and a form of customer agreement for a novel financial literacy SaaS startup.

**REGULATORY RESEARCH AND ADVICE**

- Performed regulatory research for a novel platform facilitating connections between potential adoptive parents and birth parents thinking of adopting to advise as to how the platform could advertise without violating state laws around human trafficking that were never intended to encompass such a platform, and the scope of services that the platform could provide under various licenses in such states.

- Advised an internet security company that contemplated issuing tokens to various third-party commercial relationships as to how to structure those tokens so that they were not securities in compliance with the no-action letters issued by the Securities Exchange Commission in Turnkey Jet, Pocketful of Quarters, and IMVU.

- Performed regulatory research on current law regarding ERISA preemption of state health insurance stop-loss regulations to analyze whether a particular
regulatory strategy contemplated by the client was likely to be successful, and created a different regulatory strategy for the client as a result of the research.

- Researched Food & Drug Administration and Federal Trade Commission standards for food and beverage products making various nutrient and health claims both in their advertising and on their nutrition facts and ingredients labels to advise a client developing a novel form of electrolyte mix as to such standards to inform its advertising and product design.

**MISCELLANEOUS**

- In the spring of 2022, Innovation Clinic students submitted a comment to the Financial Crimes Enforcement Network (“FinCEN”) in response to its Notice of Proposed Rulemaking implementing the Corporate Transparency Act. The Innovation Clinic’s comment focused on aspects of the proposed regulations that would be either impossible for startups to comply with, or particularly onerous for startups as opposed to other types of small business. When FinCEN published its final rule in September 2022, the majority of the Innovation Clinic’s comments and suggestions were incorporated, and FinCEN further meaningfully responded to our remaining proposals in its notice accompanying the final rule, explaining why the other proposals were not adopted, or providing guidance as to how to interpret the language that was not changed but on which we commented in order to better advise startups. Our students have thus meaningfully impacted corporate law before even graduating. This year’s students built upon that progress to create a client alert summarizing the final rule, its impact on startups, and what startups need to know in order to comply, so that the Innovation Clinic can alert its current and former clients to these issues and potentially provide representation to them with respect to the required FinCEN filings. The Director of the Innovation Clinic has also been invited to speak at conferences such as the Transactional Clinicians Conference to shed light on issues that compliance presents for clinical legal practice.

- We continued our partnership with Gunderson Dettmer, in which the firm sends students legal topics and questions on which some of its non-specialist lawyers aren’t well versed so that students can prepare educational materials for the lawyers on those topics. This year, one student prepared an excellent memorandum summarizing the development of open-source software, and key business and legal issues surrounding open-source software. Another pair of students prepared a memorandum regarding the Committee on Foreign
Investment in the United States and issues that corporate and startup lawyers should be aware of as it pertains to cross-border transactions, including a summary of the Biden Administration’s expansion of the Committee’s authority and focus areas for Committee transaction review. These projects are a great opportunity for students to experience first-hand what it is like to educate non-specialist lawyers as a specialist within a team.

- Students continued to present at various programs sponsored by the Polsky Center for Entrepreneurship and Innovation, mHub, and others on topics such as entity formation, intellectual property considerations for startups, and negotiation basics.

In addition to the impactful and meaningful work that the Innovation Clinic performs for its clients, we also enjoy a highly beneficial relationship with alumni who are willing to share their time and experience with current students. Of course, a huge component of that is our Innovation Trek, initially held over Spring Break 2022. We are pleased to share that we have successfully secured another generous gift from Douglas Clark, ’89, Managing Partner of Wilson, Sonsini, Goodrich & Rosati, to put on the Innovation Trek again over Spring Break 2024, and to take twice the number of students and make the trek a full day longer than what we originally accomplished in 2022. We are thrilled with this news and very much look forward to deepening the connections we have fostered with our alumni in the Bay Area, and thank Doug for his support. If you are interested in participating, please do reach out! More immediately, we were fortunate this year to be joined by fabulous guest speakers who added context and color to our seminar component, including Brooke Fallon of Trust Ventures who came to speak about regulatory challenges that disruptive startups face.

The feedback we receive from clients continues to glow. They are consistently impressed and amazed that the students are so hard-working, talented, and thoughtful given that their legal careers have only just begun. For example, one of our clients, who had worked with major international law firms in the past and whose parents were also sophisticated lawyers, said that their other counsel and parents could not believe that they were getting this caliber of legal services for free. Word of mouth has certainly spread—in any given quarter, the Innovation Clinic is only ultimately able to accommodate 10-15% of the work that is requested of it by prospective clients. We hope to eventually grow the program to serve more of this need.

The Innovation Clinic is grateful to all of its clients for continuing to provide its students with challenging, high-quality legal work. Our clients are breaking the mold
and bringing innovations to market that will improve the lives of people around the world in numerous ways. We are glad to aid in their success in any way that we can. We look forward to another productive year in 2023-2024!

**JENNER & BLOCK SUPREME COURT AND APPELLATE CLINIC**

The Jenner & Block Supreme Court and Appellate Clinic represented clients in several significant cases in the US Supreme Court this academic year. The Clinic’s students did important work on each of these cases—from researching legal issues, to assessing potential arguments, to developing case strategy, to drafting and editing briefs.

**US SUPREME COURT MERITS CASES**


The Clinic was co-counsel for tribal respondents in the important US Supreme Court cases upholding the constitutionality of the federal Indian Child Welfare Act. In a 7-2 opinion, the Supreme Court rejected the petitioners’ many constitutional challenges to ICWA. The Clinic represented Respondents Cherokee Nation, Oneida Nation, and Morongo Band of Mission Indians in the Supreme Court.

ICWA is a federal statute that was passed in 1978 to protect Indian children. As Justice Gorsuch explained in his concurring opinion in these cases:

*The Indian Child Welfare Act did not emerge from a vacuum. It came as a direct response to the mass removal of Indian children from their families during the 1950s, 1960s, and 1970s by state officials and private parties. That practice, in turn, was only the latest iteration of a much older policy of removing Indian children from their families—one initially spearheaded by federal officials with the aid of their state counterparts nearly 150 years ago. In all its many forms, the dissolution of the Indian family has had devastating effects on children and parents alike. It has also presented an existential threat to the continued vitality of Tribes—something many federal and state officials over the years saw as a feature, not as a flaw. This is the story of ICWA.*

*             *             *

Eventually, Congress could ignore the problem no longer. In 1978, it responded with the Indian Child Welfare Act. 92 Stat. 3096. The statute’s findings show that Congress was acutely aware
of the scope of the crisis. “[A]n alarmingly high percentage of Indian families,” Congress observed, were being “broken up by the removal, often unwarranted, of their children from them by nontribal [state] public and private agencies.” 25 U.S.C. §1901(4). And “an alarmingly high percentage of such children” were “placed in non-Indian foster and adoptive homes and institutions.” Ibid. Removal at that scale threatened the “continued existence and integrity of Indian [T]ribes.” §1901(3).

The statute Congress settled upon contains various provisions aimed at addressing this crisis. At bottom, though, the law’s operation is simple. It installs substantive and procedural guardrails against the unjustified termination of parental rights and removal of Indian children from tribal life.

In these Supreme Court cases, petitioners challenged ICWA as unconstitutional on multiple grounds. They asserted that Congress lacks authority to enact ICWA. They argued that several of ICWA’s requirements violate the anticommandeering principle of the Tenth Amendment. They argued that ICWA employs racial classifications that unlawfully hinder non-Indian families from fostering or adopting Indian children. And they challenged §1915(c)—the provision that allows tribes to alter the prioritization order—on the ground that it violates the non-delegation doctrine.

In a 7-2 decision, the Supreme Court rejected all of petitioners’ challenges to ICWA. As the majority opinion, authored by Justice Barrett, put it: “The issues are complicated—so for the details, read on. But the bottom line is that we reject all of petitioners’ challenges to the statute, some on the merits and others for lack of standing.” Justice Gorsuch wrote a separate concurrence that further explains the important considerations in this case—from protecting Indian children, to safeguarding tribal sovereignty. The decision upholding ICWA was a very important victory for Indian children, families, and tribes.

The Clinic’s students did outstanding work on these cases. The Clinic’s students analyzed some of the petitioner’s arguments, worked through strategy considerations, researched potential arguments, and did drafting work on the tribal respondents’ Supreme Court merits brief. The students’ work was all in collaboration with and under the supervision of the Clinic’s faculty members.

The Clinic was honored to be part of the team of lawyers representing tribal respondents in the Supreme Court. That team was led by the clinic’s partners at Jenner & Block, including Keith Harper and Ian Gershengorn, who argued the case in the Supreme Court.
US SUPREME COURT AMICUS BRIEFS

Perez v. Sturgis Public Schools (Supreme Court Case No. 21-887).

At issue in this case was the extent to which children with disabilities must exhaust administrative procedures under the Individuals with Disabilities in Education Act before seeking relief under other federal antidiscrimination statutes, such as the Americans with Disabilities Act. The Clinic co-authored an amicus brief on behalf of Senator Tom Harkin, Representative Tony Coelho, and Representative George Miller—all former Members of Congress who championed the rights of individuals with disabilities throughout their careers. The amicus brief explained that in passing the IDEA, Congress intended to ensure that students with disabilities and their families could enforce all of the rights and obtain all of the remedies available to them under the Constitution and the federal laws protecting students with disabilities. It further explained that both the plain language and legislative history of the IDEA make clear that its exhaustion requirements were narrow ones—and did not require exhaustion when the relief sought was unavailable under the IDEA. In a unanimous opinion by Justice Gorsuch, the Supreme Court agreed with the position taken by the Clinic and the amici, holding that the IDEA does not require exhaustion when the remedy sought is not one the IDEA provides.

Pugin v. Garland; Garland v. Cordero-Garcia (Supreme Court Case Nos. 22-23 and 22-331).

Federal law provides that noncitizens are removable from the United States if convicted of an “aggravated felony,” defined to include an offense “relating to obstruction of justice.” See 8 U.S.C. § 1101(a)(43)(S). At issue in these cases was whether “relating to obstruction of justice” requires some nexus to some pending investigation or proceeding. The Clinic co-authored an amicus brief on behalf of the National Immigration Justice Center, National Immigration Project, and Capital Area Immigrants’ Rights Coalition. The amicus brief explained that the government’s broad reading of this statute would expand this category of “aggravated felonies” to include a wide range of conduct that is not obstruction of justice, not aggravated, and not a felony. In a 6-3 opinion authored by Justice Kavanaugh, the Supreme Court held that an offense may “relate to obstruction of justice” for purposes of this statute even if the offense does not require that an investigation or proceeding be pending.
Justice Sotomayor’s dissenting opinion explained that this broad reading of the statute “opens the door for the Government to argue that many low-level offenses that fall outside of core obstruction of justice are ‘aggravated’ felonies, even though the INA reserves that label for ‘especially egregious felonies.’” Justice Sotomayor’s dissent cited the amicus brief on which the Clinic worked. See Slip Op. at 17-18 (“For example, misdemeanor convictions for failing to report a crime, presenting false identification to an officer, refusing to aid a police officer, leaving the scene of a crime, or purchasing a fake ID could be taken to count as ‘relating to obstruction of justice.’ See Brief for National Immigrant Justice Center et al. as Amici Curiae 10–25 (collecting offenses).”).

United States v. Hansen (Supreme Court Case No. 22-179).

At issue in this case was a federal law that prohibits “encourag[ing] or induc[ing]” illegal immigration. 8 U.S.C. §1324(a)(1)(A)(iv). The Ninth Circuit held that the statute criminalizes immigration advocacy and other protected speech, and thus held that the statute is unconstitutionally overbroad under First Amendment. The Supreme Court granted certiorari to review that decision.

The Clinic represented amici religious and religiously affiliated organizations that provide charitable services to undocumented immigrants as a core part of their faith. Their amicus brief explained that this statute required religious organizations to either turn away those in need based on immigration status, cease to perform certain charity and advocacy work entirely, or face the realistic possibility of criminal prosecution. In a 7-2 decision authored by Justice Barrett, the Supreme Court held that the statute forbids only the intentional solicitation or facilitation of certain unlawful acts—and thus does not violate the First Amendment. Justice Jackson’s dissent cited the amicus brief on which the Clinic worked, for the proposition that this statute can plainly chill speech even in the absence of a formal investigation or prosecution. See Slip Op. at 20-21.

The Clinic students who worked on these cases included Class of 2022 students Anna Boardman, Wilson Boardman, Ryne Cannon, Jay Clayton, Becca Hansen, Crofton Kelly, Jacob Mitchell, Lazaro Donis Munoz, Jeff Murphy, Samantha Sherman, Carolina Veniero, and Henry Walter; Class of 2023 students Tomas Villafana Arriaga, Avery Broome, Joseph Downey, Simmy Engelen, Bryan Gray, Alex Hall, Ian Howard, Narayan Narasimhan, Alex Petrillo, Adam Rowe, Charles Tammons Jr., and Erik Ubel; and Class of 2024 students Rachel Abrams and Alex Newman. The students’ work on these cases was in collaboration with and supervised by Clinic faculty members David
Strauss and Sarah Konsky, both from the Law School, and Matt Hellman, from Jenner & Block.

**Kirkland & Ellis Corporate Lab Clinic**

Founded in 2009, the Kirkland & Ellis Corporate Lab (the “Lab”) provides students with “real-world” experience and context to prepare them to become well-rounded attorneys with sound knowledge and judgment.

Lab students undertake a wide variety of assignments from the legal and business teams of significant public corporations, many of which are household names. Through this work and through classroom instruction, students in the Kirkland & Ellis Corporate Lab acquire the necessary legal and interpersonal skills and knowledge to excel in their future legal practice.

During the 2022-2023 academic year, Lab students successfully completed in excess of 130 projects for some 25 largely publicly traded companies across a wide range of legal disciplines, e.g., contract drafting and commercial transactions, labor and employment, intellectual property and copyright, artificial intelligence, and litigation risk assessment. Specific examples include the following:

- Memorandum for a global healthcare company addressing privacy concerns in connection with operation of a marketing sweepstakes;
- Guidance for a sports agency addressing an NFL player’s rights to his image and likeness under the NFLPA group licensing program;
- Detailed report to a national supermarket chain on the current regulatory landscape surrounding pharmacy benefits managers and the most significant pending litigation;
- Presentation to the board of directors of a Fortune 100 corporation on best practices to meet public disclosure requirements;
- Preparation of master service agreements, privacy policies, consulting agreements, and SaaS agreements;
- Drafting of a privacy statement consistent with California law for a leading consulting firm;
- Development of NDA agreements, referral agreements, and other transactional documents for a leading insurance company; and
- Presentation to the full Compliance team of a national retailer on lessons learned from three corporate scandals (Wells Fargo, US Soccer Federation, and General Motors), and prescriptive policy guidance resulting therefrom.

Included in the Lab’s client roster are the following:

- Accenture
- A.T. Kearney
- IBM
- Koch Industries
- Kraft Heinz
- Meijer Groceries
- Nike
- Owens Corning
- 3M
- Ulta Beauty
- Victoria’s Secret

Joining the roster this past academic year were Jones Lang LaSalle ("JLL") and The Motley Fool ("TMF").

- JLL, a leader in global commercial real estate services, was founded in the United Kingdom, and maintains offices in 80 countries, thereby providing our students with exposure to legal transactions in the commercial real estate sector.
- TMF, a private financial and investing advice company, was founded in Alexandria, Virginia, and employs over 300 people worldwide. TMF provided students with exposure to complex financial and securities law assignments.

The Lab also worked with more than 25 entrepreneurs on an individual basis and through an ongoing collaboration with the Booth School’s New Venture Challenge and Social New Venture Challenge. Specific assignments included the following:

- Instruction to Booth students on options for entity formation, stock grants and options, and required organizational documents; and
- Preparation of employment agreements, non-disclosure agreements, founders’ agreements, and other documents for launching a startup business.

Beyond the essential clinical training, the Lab hosts an ongoing speaker series throughout the academic year that brings to campus experienced practitioners, business
leaders, and other esteemed guests to discuss topical business and legal issues, substantive areas of law, and other topics of interest to the speakers and students. Recent speakers have included senior executives from Amazon, Coinbase, Google, IBM, Microsoft, and the US Treasury Department Office of Foreign Assets Control, and partners from Kirkland & Ellis, Cleary Gottlieb, Dechert, Morgan Lewis, and Sidley.

Other enrichment activities include twice-yearly cross-border negotiation training exercises with the law schools of Tel Aviv University and Reichman University.

The Lab is hoping to host a conference in the next academic year that will bring together Law faculty and industry leaders to discuss the intersection of artificial intelligence and law. This follows prior Lab conferences, \textit{viz.}:

- \textit{Have U.S. Laws and Regulations Kept Up with Market Forces? The New World of Securities, Financial Markets, and Regulation}
- \textit{Are Markets Efficient? Legal Implications of Economic Theories of Market Behavior}
- \textit{Competing Globally in the New Dodd-Frank Era: How Will U.S. Markets and Institutions Reinvent Themselves?}
- \textit{FCPA Corporate Compliance Programs and Third-Party Vetting: Toward a Determination of Compliant Practices}
- \textit{Supply Chain Integrity and Corporate Social Responsibility: A New Legal and Enforcement Landscape}
- \textit{Data Privacy and Cybersecurity: A New Legal and Enforcement Landscape}

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Funds and Endowments

Professorships

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

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

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

The Donald M. Ephraim Professorship in Law and Economics was created in 2019 through the generosity of the Donald M. Ephraim Family Foundation. The professorship is named after Donald M. Ephraim (JD 1955) and was established to fund and promote the field of Law and Economics at the University.

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

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

The Mark and Barbara Fried Professorship in Law was established by Mark (JD 1956) and Barbara (AB 1954, JD 1957) Fried in 2006 to be used for the support of a faculty member at the Law School who takes special responsibility for a Chicago Policy Initiative or whose teaching, research, or direction of students is, in the opinion of the dean of the Law School, otherwise focused on an impact of the law on a pressing social problem.
The William B. Graham Professorship in Law was established in 1980. It was made possible through the generosity of William B. Graham, a member of the Class of 1936 and a trustee of the University.

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

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

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

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

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

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

The Arthur and Esther Kane Research and Teaching Chair Fund was established in 2014 by Arthur (AB 1937, JD 1939) and Esther Kane to provide support for two faculty members at the Law School. One faculty member shall be designated the Arthur and Esther Kane Research Chair and the other shall be designated the Arthur and Esther Kane Teaching Chair. Such designations shall be made for a period of years to be determined by the dean of the Law School.
The Kirkland & Ellis Professorship in Law was established in 1984 by members of the law firm of Kirkland & Ellis LLP and its partner Howard G. Krane (JD 1957).

The Lillian E. Kraemer Faculty and Public Interest Fund for the Law School was established in 2020 by Lillian Kraemer (JD 1964) to establish and endow a fund to enhance the commitment of the Law School to support students interested in careers in the public or not-for-profit sectors. This Fund will provide support for the Lillian E. Kraemer Professor of Public Interest Law or the Lillian E. Kraemer Clinical Professor of Public Interest Law, one or more faculty positions known as the Lillian E. Kraemer Teaching and Research Scholars, as well as continued funding of the Lillian Kraemer Post-Graduate Public Interest Fund.

The Howard G. Krane Distinguished Professorship was established in 2015 by Hilary Krane (JD 1989) and George Bulkeley (PhD 1992) and Marie Krane and Robert Bergman (LAB 1967), in honor of Howard G. Krane (JD 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 (JD 1920).

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

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

The Richard M. Lipton Professorship in Tax Law was established in 2021 by Richard M. Lipton (JD 1977) to support a faculty member at the Law School who has attained distinction in the field of tax law.

The Karl N. Llewellyn Professorship in Jurisprudence was established in 1973 by former students, colleagues, family, and other friends of Professor Llewellyn, a member of the Law School faculty from 1951 until his death in 1962.
The Seymour Logan Professorship in Law was established by Mrs. Seymour Logan and the Logans’ children as a memorial to Seymour Logan (JD 1944).

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

The Bernard D. Meltzer Professorship in Law was established in 2000 to honor the distinguished service of Bernard D. Meltzer (AB 1935, JD 1937) at the Law School. Professor Meltzer served on the faculty of the Law School for more than 50 years.

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

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

The Donald N. Pritzker Professorship in Business Law was established in 2015 by Penny Pritzker, Tony Pritzker (MBA 1987), and J.B. Pritzker in honor of their late father Donald Pritzker (JD 1959), a distinguished alumnus of the Law School. The Professorship will recognize faculty eminence in the area of business law, with a particular focus on entrepreneurialism, intellectual property, and technology.

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

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

The Ruth Wyatt Rosenson Professorship in Law was created in 1984 by Ruth Wyatt Rosenson in memory of her husband Harry N. Wyatt (JD 1921).

The Allen M. Singer Professorship in Law was created through a bequest from Allen M. Singer (JD 1948).

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

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

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

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

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

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

**The Barry and Jan Zubrow Distinguished Visiting Professorship in Business Law** was established in 2014 by Barry (MBA 1979, JD 1980) and Jan Zubrow to provide support for a visiting professor in the Law School who will help foster business education at the school.

**Scholarship Funds**

**The Adams Scholarship Fund** was created in 2023 by Katherine L. Adams (JD 1990 and Forwood C. Wiser III to provide scholarship support to deserving students at the Law School.

**The Barry S. Alberts Scholarship Fund** was established in 2020 by Barry Alberts (JD 1971) to provide scholarship support for deserving students in the Law School.

**The Peter A. Altabef Scholarship Fund** was established in 2018 by Mr. Peter A. (JD 1983) and Mrs. Jennifer Altabef to provide scholarships for deserving students at the University of Chicago Law School.

**The Elements Fund for Student Scholarship** was established by an anonymous donor in 2018 to provide scholarship support for deserving students at the Law School.
The Elle D’Amore Angel Scholarship Fund was established in 2020 by family and friends in memory of Elle D’Amore (JD 2022) to provide scholarship support for deserving students at the University of Chicago 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 Class of 1925 and founder of Baker & McKenzie, to provide scholarship support for deserving students at the University of Chicago Law School.

The Donald Bernstein and Jo Ellen Finkel Scholarship Fund was established in 2017 by Mr. Donald S. Bernstein (JD 1978) and Dr. Jo Ellen Finkel to provide scholarship support for deserving students at the University of Chicago Law School.

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

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

The Richard W. Burke Scholarship Fund was established in 2004 by Richard W. Burke (JD 1958) to provide scholarship support for deserving students at the University of Chicago Law School.

The Debra A. Cafaro Scholarship Fund was established in 2013 by Debra A. Cafaro (JD 1982) to provide scholarship support for deserving students at the University of Chicago Law School.

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

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

The Irwin N. Cohen Scholarship was created in 1968 by friends of the late Judge Irwin N. Cohen (LLB 1930).

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

The Andrew D. and Eleanor C. Collins Scholarship Fund was established in 1969 by a bequest under the will of Eleanor C. Collins.
The Jack Corinblit/Martin M. Shapero Scholarship Fund was established in 1984 by Jack Corinblit (JD 1949) and Martin M. Shapero, his law partner to provide scholarship support for deserving students at the University of Chicago Law School.

The Lawrence J. Corneck Scholarship Fund was established in 2006 by Lawrence J. Corneck, a member of the Class of 1971, to provide scholarship support for deserving students at the University of Chicago Law School.

The Jennifer Ann Coyne Scholarship Fund was established in 2017 in honor of Jennifer Ann Coyne (JD 1990) to provide scholarship support for deserving students at the University of Chicago Law School.

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

The Decalogue Society of Lawyers Scholarship Fund was established in 1975 by the Decalogue Society of Lawyers in memory of Paul G. Annes (JD 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 provides scholarship support for deserving students at the University of Chicago Law School.

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

The Professor William L. and Mary Louise Eagleton Scholarship was established in 2012 by Richard and Joyce Eagleton to provide scholarship support for deserving students at the University of Chicago Law School.

The Donald E. Egan Scholarship Fund was created in 1997 in memory of Donald E. Egan (JD 1961) by his family and friends, including members of the Class of 1961 and the firm of Katten, Muchin & Zavis, where he was a partner. The fund provides scholarship support for deserving students at the University of Chicago Law School.

The EGL Fellowship Program was created by the EGL Charitable Foundation and Greg (AB 1992, JD 1995) and Daniella Lipper Coules in 2008 to provide scholarship support for deserving students at the University of Chicago Law School.
The Nancy Lieberman Scholarship Fund was established in 2002 by Nancy Lieberman (JD 1979) to provide scholarships for students in the Law School.

The Owen Fairweather Scholarship Fund was established as an endowed 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 (JD 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 (JD 1928), in memory of his wife. In 1985, it was perpetuated in their memory by their children and other members of their family to provide scholarship support for worthy and deserving students.

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

The George W. Friede 1931 Scholarship Fund was established by a gift and bequest of the late George W. Friede (JD 1931) to provide scholarship support for deserving students at the University of Chicago Law School.

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

The Grant R. Folland Memorial Scholarship was created in memory of Grant R. Folland (JD 2008) by his family, colleagues, and friends, as well as the law firm Jenner & Block, where he practiced. The fund provides scholarship support to deserving students at the University of Chicago Law School.

The Fox Family Scholarship Fund was established by Laura Fox (JD 1987) and Bennet Van de Bunt to support students at 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 provides scholarship support for deserving students at the University of Chicago Law School.

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

The Joseph E. Green Scholarship Fund was created in 1997 with a bequest from the estate of Mr. Green, a member of the Class of 1921. The fund is used to provide financial aid to deserving students.
The Frank and Bernice J. Greenberg Scholarship Fund was established in 1985 through the estate of Frank Greenberg (AB 1930, JD 1932) to provide financial support to deserving students.

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

The George and Mary Gregory Memorial Scholarship Fund was established in 1969 by Chris D. Gregory (AB 1927, JD 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 (JD 1959) by his wife Judith, members of his family, friends, and classmates. The fund provides scholarship support to deserving students at the University of Chicago Law School.

The Mori Hamada & Matsumoto Fellowship Fund was established in 2014 by the firm Mori Hamada & Matsumoto to support a fellowship for a student, or students, at the Law School.

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

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

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

The George L. and Janet Hecker Scholarship Fund was established in 1997 by George L. Hecker (PhB 1931, JD 1933) to provide scholarship support for deserving students at the University of Chicago Law School.

The Joseph and Marion Heffernan Scholarship Fund was created in 1995 by William C. Heffernan (JD 1978) in memory of his parents. The fund provides scholarship support to students.

The James C. Hormel Public Interest Law Scholarship Program Fund was established in 2014 by the Honorable James C. Hormel (JD 1958) to provide scholarship support for deserving students at the University of Chicago Law School.
The Stuart Cardell Hyer Scholarship Fund was established in 1972 as a memorial to Stuart C. Hyer (JD 1955), by his parents Ebba Cardell Hyer and Stanton E. Hyer (JD 1925).

The Martin D. and Mary A. Jacobson Scholarship Fund was established by Martin (JD 1976) and Mary Jacobson in 2005 to provide scholarship support for deserving students at the University of Chicago Law School.

The Ruth and Seymour Keith Scholarship Fund was established in 2003 by Gerald Goodman (JD 1959) to provide scholarships for students in the Law School.

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

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

The Jack and Genevieve Krakauer Scholarship Fund was established in 2015 by a bequest under the will of Jack S. Krakauer (AB 1943, JD 1948) to provide scholarship support for students in the Law School.

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

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

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

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

The Allen Hart Lippitz Memorial Fund was established in 1987 by Ivan and Golda Lippitz in honor of their late son, an outstanding student who aspired to a career in law. The fund provides scholarship supports for deserving students at the University of Chicago Law School.
The John S. Lord and Cushman B. Bissell Scholarship Fund was established in 1979 by the firm of Lord, Bissell & Brook to honor its founding partners, John S. Lord and Cushman B. Bissell.

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

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

The Marisa Christina Maleck Memorial Scholarship Fund was established in 2023 in honor of Marisa Maleck (JD 2011) by Marisa’s colleagues and friends King & Spalding and fellow graduates of the Law School. The Fund provides scholarship support for deserving students at the Law School.

The Pavel Malyi Scholarship Fund was established in 2022 by Pavel Malyi (LLM 1995) to provide support for deserving candidates to the Master of Laws program.

The Mark Claster Mamolen Scholarship Fund was established in 2015 through a bequest from Mark C. Mamolen (JD 1977) to provide scholarship support for students at the Law School.

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

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

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

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

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

The Victor McQuistion Scholarship Fund was created in 1986 from the estate of Victor McQuistion, a member of the Class of 1921, by his widow Ethel McQuistion. The fund provides financial aid for deserving students.
The Byron S. and Jeanette R. Miller Working Students Assistance Fund was created in 1996 by Byron (AB 1935, JD 1937) and Jeanette (AB 1936, JD 1937) Miller.

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

The Momtazee Scholarship Fund was established in 2019 by John Momtazee (JD/MBA 1997) and Dr. Callene Momtazee (AB 1995, A.M. 1997) to provide scholarship support for deserving students at the University of Chicago Law School.

The Phil C. Neal Scholarship Fund, previously known as the Class of 1967 Scholarship Fund, was established in 2007 by members of the Class of 1967 on the occasion of their 40th Reunion. In 2017, on the occasion of their 50th Reunion, the fund was renamed in honor of Phil C. Neal, who was a professor at the Law School for 21 years, starting in 1961, and served as its sixth dean from 1963 to 1975. The new Phil C. Neal Scholarship Fund received critical support from many of Dean Neal’s friends, family members, and former students.

The Emily Nicklin Scholarship Fund was established in 2017 by Emily Nicklin (JD 1977). The fund provides scholarship support for deserving students at the University of Chicago Law School.

The Leonard G. Nierman Fund was established by Mr. Nierman’s mother Pauline, his wife Bernys, and sons Paul and James through the Eli A. Nierman Foundation as a memorial to Mr. Nierman, a member of the Class of 1936. The funds are awarded as a scholarship.

The Nolan Scholarship Fund was created in 2022 by Michael Nolan (JD 1991) to support scholarships for deserving students in the Law School’s LLM Program.

The Rachel Nussbaum Animal Law Fund was established in 2022 by Martha Nussbaum. The fund provides scholarship support for deserving students at the Law School.

The Mitchell Offenhartz Memorial Scholarship Fund was established in 2019 by Adam H. Offenhartz (JD 1989) in honor of his father, Mitchell Offenhartz. The fund provides scholarship support to meritorious students in the Law School.

The Benjamin and Rita Ordower Scholarship Fund was established in 2005 in honor of Benjamin (PhB 1932, JD 1934) and Rita Ordower by Mark Ordower (JD 1966) and Lawrence Ordower.
The Roger Orf and Lisa T. Heffernan Law Scholarship Fund was established in 2014 by Roger Orf (MBA 1977, JD 1979) and Lisa T. Heffernan (MBA 1980) to support students in the Law School. In 2017 Mr. Orf and Ms. Heffernan renewed their scholarship support with a gift to the Law School Alumni Scholarship Fund. This gift provides scholarship support for deserving students at the University of Chicago Law School.

The Tony Patiño Fellowship Fund was established in 1983 at the University of Chicago Law School in memory of Antenor Patiño, Jr., to provide scholarship support for deserving students at the University of Chicago Law School.

The Anna Pinedo Scholarship Fund was established in 2020 by Anna Pinedo (JD 1993) to provide merit based scholarship support for Law School students.

The George B. Pletsch Scholarship Fund was established in 1985 by the Grover Hermann Foundation as a memorial to George B. Pletsch (AB 1942, JD 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 provides scholarship support for deserving students at the University of Chicago Law School.

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

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

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

The Ritchie Family Scholarship Fund was established in 2018 by Stephen Ritchie (JD 1988) and Miriam Rosenberg Ritchie (JD 1989) to provide scholarship support for deserving students at the Law School.

The Jaison and Jamie Robinson Fund was established in 2022 by Jaison (JD 2009) and Jamie Robinson to support deserving students at the Law School.

The Andrew M. Rosenfield Scholarship Fund was established in 2021 by Andrew M. Rosenfield (JD 1978). The fund provides scholarship support for deserving students at the University of Chicago Law School.
The Ruth Wyatt Rosenson Scholarship Fund was established in 1989 as an endowed scholarship by a bequest from Mrs. Rosenson, in memory of her husband Harry N. Wyatt (PhB 1918, JD 1921).

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

The David M. Rubenstein Scholars Program was established in 2010 by David M. Rubenstein (JD 1973). The gift provides entering students with full-tuition scholarships covering all three years of their studies. These scholarships are predominantly merit-based and extend through the Class of 2028.

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

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

The Jonathan A. Siegel, ’83, and Dr. Judy F. Siegel Scholarship Fund was established in 2023 by Jonathan A. Siegel (JD 1983) and his wife, Dr. Judy F. Siegel, to provide scholarships for students at the Law School

The Allen M. Singer Scholarship Fund was created in 2017 through a bequest from Allen M. Singer (JD 1948).

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

The Harold N. Solomon Scholarship Fund was established in 2005 in loving memory of Harold N. Solomon (JD 1931) by his son, William A. Stone to provide scholarship support for deserving students at the University of Chicago Law School.

The Edmund A. Spencer Scholarship Fund was established in 1994 with a bequest from the estate of Mr. Spencer, a Chicago CPA/attorney who was one of the first specialists in federal income taxation. The fund provides scholarship support for deserving students at the University of Chicago Law School.

The James and Ann Spiotto Scholarship Fund was established in 2012 by James and Ann Spiotto, both members of the Class of 1972, to provide scholarship support to students in the Law School.
The Stepan Company Scholarship Fund, established in 1972 by the Stepan Company, provides scholarship support for deserving students at the University of Chicago Law School.

The George J. Stigler Fund, established in 1982 by George P. Shultz, provides scholarship support for deserving students at the University of Chicago Law School.

The Stonewall Scholarship Fund was created in 1989 and provides scholarship support for deserving students at the University of Chicago Law School.

The Kenneth Talle Scholarship Fund was established in 2014 to provide scholarship support at the Law School to a worthy and deserving law student.

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

The Alfred B. Teton Civil and Human Rights Scholarship Fund was created with a bequest to the Law School by Judge Alfred B. Teton (AB 1935, JD 1936), who served in the United States Department of Justice early in his career and later became Judge of the pro se Circuit Court of Cook County. The fund provides scholarship support for deserving students at the University of Chicago Law School.

The Tierney Family Scholarship Fund was established in 2017 by Michael P. Tierney (JD 1979) and Ms. Susan E. Ryder to provide scholarship support for deserving students at the University of Chicago Law School.

The Unterman Family Scholarship Fund was established in 2004 by Thomas E. (JD 1969) and Janet M. Unterman. The fund provides scholarship support for deserving students at the University of Chicago Law School.

The Bill Von Hoene Scholarship Fund was established in 2013 by Chaka and Tracey Patterson in honor of William A. Von Hoene, Jr. (JD 1980) to support scholarships at the Law School.

Maurice Walk Centennial Scholarship Fund was established in honor of the Law School’s centennial to commemorate Maurice Walk, a member of the Class of 1921, who was born in the same year that the Law School was founded. The fund provides scholarships for students at the Law School. Recipients shall be designated as Walk Scholars.
The Fred B. Weil and Joan Kochman Weil Scholarship Fund was established in 2014 to provide scholarship support for law students.

The William W. Wilkow Scholarship Fund was established in 1984 by the law firm of Wilkow & Wilkow, P.C., in honor of William W. Wilkow (JD 1948), and provides scholarship support for deserving students at the University of Chicago Law School.

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

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

The Zubrow Scholars Program Fund was established in 2014 by Barry (MBA 1979' JD 1980) and Jan Zubrow to provide scholarship support for deserving students at the University of Chicago Law School.

Public Service Funds

The Abrams Environmental Law Fund was established in 2011 by James (JD 1987) and Wendy Abrams. The Fund provides ongoing support for the Abrams Environmental Law Clinic at the Law School.

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

The Bluhm-Helfand Clinical Fellowship Fund was established in 2014 by Leslie Bluhm (JD 1989) and David Helfand (MBA 1990) to support a clinical fellow who will provide legal input and advice to entrepreneurship activities across campus.

The Penny Brown & Jeffrey C. Rappin Public Interest Summer Fellowship Fund was established in 2013 for summer public interest fellowships at the Law School.

The Herbert Caplan Fund for Clinical Support was created in 2015 by Herbert L. Caplan (AB 1952, JD 1957) to provide travel grants to law students working at the Global Human Rights Clinic.
The Jim and Patrice Comey Public Interest Fellowship Fund was created in 2012 by James (JD 1985) and Patrice Comey to provide post-graduate public interest fellowship support at the Law School.

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

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

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

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

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

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

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

The James C. Hormel Public Service Fund was created in 1986 by Mr. Hormel, a member of the Class of 1958 and dean of students at the Law School from 1961 to 1967, to support the James C. Hormel Public Service Program at the Law School. This program is designed to encourage participation by students and graduates in public service activities.
The Charles M. Jacobs Fund for Human Rights and Social Engagement in the Law School was created in 2011 by Charles (AB 1953, JD 1956) and Cerise Jacobs to support law student summer internships through its JD-International Human Rights (IHR) Summer Program.

The Jenner & Block Supreme Court Fund was established in 2016 by the law firm Jenner & Block. The fund provides ongoing support for the Jenner & Block Supreme Court and Appellate Clinic at the Law School.

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

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

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

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

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

The Lillian Kraemer Post-Graduate Public Interest Fund was established in 2014 by Lillian Kraemer (JD 1964) to provide post-graduate public interest fellowship support at the Law School.

The Kraus-Weigle Fund was created in 1989 by Helen R. Weigle (AB 1935), Alice Weigle Kraus, Douglas M. Kraus (JD 1973), and Babs Weigle Maltenfort in memory of Maurice S. Weigle (PhB 1933, JD 1935). The fund supports students and graduates of the
Law School who pursue careers dedicated to the public interest, in government, non-profit organization, or comparable employment, with preference to those working toward the protection of the rights and welfare of children.

**The Kreisman Initiative on Housing Law and Policy** was established by David (AB 1960, JD 1963) and Susan Kreisman in 2013 to support housing-related research and engagement, including post-graduate support to Law School students looking to pursue careers and scholarship in the housing field. The initiative was expanded in 2018 in partnership with the University’s Mansueto Institute for Urban Innovation, to include new programs aimed at advancing housing scholarship, building a community of scholars who will grow the program’s scope and impact, and creating research opportunities for graduate students, faculty, and practitioners.

**The Law School Public Interest Fund** was established in 2019 by Peter Kolker (JD 1966) to provide support for students pursuing public interest opportunities at the Law School.

**The Mark Claster Mamolen Fund for Public Interest** was established in 2015 through a bequest from Mark C. Mamolen (JD 1977) to provide post-graduate fellowship support to Law School students engaged in women’s issues or social justice work.

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

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

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

**The Jonathan L. Mills Fund** was established in 2014 at the direction of Jonathan L. Mills (JD 1977). The fund is to be used to provide support for the work of the Abrams Environmental Law Clinic.

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

The Gary H. Palm Clinical Education Fund was established in 2016 by the friends and family of Professor Palm (JD 1967), in his memory, to provide financial assistance to clinical students during their summer internships. Professor Palm was a professor in the Mandel Legal Aid Clinic for more than 30 years.

The Prosecutorial and Public Interest Fund was established in 2022 to provide support, either as scholarships or as post-graduation loan forgiveness, to students and graduates who have demonstrated an interest in a career as a prosecutor or a career in public interest.

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

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

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

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

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

The Edgar Wayburn Fellowship Fund was established with support from Daniel Greenberg (JD 1965) and Susan Steinhauer. The Fund supports an annual summer fellowship at Earthjustice for a current student at the Law School.
The Hubert L. Will Fund for Clinical Legal Education was established in 1995 by the family and friends of Judge Will (AB 1935, JD 1937), whose distinguished legal career included 34 years as a U.S. District Court judge. The fund is used to support the work of students in the Law School’s Mandel Legal Aid Clinic in the area of criminal justice or in such programs that, in the opinion of the dean, would best reflect the creativity, integrity, and the concern for the individual exemplified in the career and values of Judge Will.

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

**FELLOWSHIP FUNDS**

The Earl B. Dickerson Fellowship Fund was established in 2019 to support the Dickerson Fellows program at the Law School.

The Ernst Freund Fellowship in Law and Philosophy Fund was established in 2017 by Professor Martha C. Nussbaum. The Fund provides an annual fellowship for Law School students or graduate students in the Philosophy PhD program, and is designed to help the winning candidate deepen their understanding of connections between the law and philosophy, in the process developing, with faculty supervision, a publishable paper.

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

**LOAN FUNDS**

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

The Robert Binninger Memorial Loan Fund was established in 1986 through a bequest from Mr. Binninger to provide loans to law students at the University.
The Bernhardt Frank Loan Fund was established in 1952 by Louis H. Silver (JD 1928) in honor of his brother-in-law, an outstanding appellate lawyer.

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

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

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

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

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

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

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

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

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

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

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

The Julius Rosenthal Loan Fund was established in 1903 in memory of Julius Rosenthal by the late Judge Julian W. Mack, formerly a professor in the Law School.
The Frederick and Edith Shaffer Sass Loan Fund was established by Frederick Sass, Jr. (PhB 1930, JD 1932) and Louis Sass (S.B. 1932) in memory of their parents.

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

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

The Ben and May Shapiro Loan Fund, established by Robert B. Shapiro (JD 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. (JD 1927) and Florence Stenn.

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

Faculty Research Funds

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

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

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

The Frank Cicero, Jr. Faculty Fund was created by Frank Cicero, Jr. (JD 1965) on the occasion of his 25th Reunion. The proceeds of the fund are used to recruit, encourage, and support outstanding faculty members.
The Douglas Clark and Ruth Ann McNees Faculty Research Fund was established in 2017 by Mr. Douglas J. Clark (JD 1989) and Ms. Ruth Ann McNees to support faculty research.

The Containerboard Cy Pres Antitrust Research Fund was established in 2020 and facilitated by Michael J. Freed (JD 1962). The Fund supports student engagement in faculty research pertaining to the application and enforcement of the United States antitrust laws.

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

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

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

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

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

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

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

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

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

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

The David and Celia Hilliard Research Fellowship was established in 2013 by David (JD 1962) and Celia Hilliard to provide support for a faculty member at the Law School.

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

The Rod Howard Faculty Research Fund was established in 2018 by Mr. Rod J. Howard (JD 1982) to support the research efforts of Law School faculty in public constitutional law related to the area of election law and voting rights.

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

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

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

The Daniel P. Kearney Faculty Research Fund was created in 1995 by Mr. Kearney, a member of the Class of 1965, in honor of his 30th Reunion. Income from the fund is used to support faculty research in the field of corporate governance.
The Daniel and Gloria Kearney Fund was established by Daniel (JD 1965) and Gloria Kearney in 2006 to provide support for the director or co-director of the Law and Economics Program at the Law School.

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

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

The Paul H. Leffmann Fund was established in 1990 by Mr. Leffmann (PhB 1927, JD 1930) to support research in the Law School.

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

The Malyi Center for the Study of Institutional and Legal Integrity Fund was established by Pavel Malyi (LLM 1995) in 2022 to provide support for the Malyi Center at the Law School. The Malyi Center is intended to mobilize the unique intellectual resources of the University of Chicago to stimulate new research on the sources of sound institutions, their consequences, and the conditions of their endurance.

The Mark Claster Mamolen Teaching and Research Scholars Fund was established in 2015 through a bequest from Mark C. Mamolen (JD 1977). The fund assists in providing teaching and research support for the faculty.

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

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

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

The Charles J. Merriam Faculty Fund was established in 1979 by Mr. and Mrs. Charles J. Merriam to support distinguished faculty, visiting faculty from other schools, or individuals from public or private practice who teach at the Law School. Mr. Merriam was a member of the Class of 1925.
The Clifton R. Musser Law Lectureship Fund was established in 1956 with a gift from the General Service Foundation to bring to the Law School a former government official to reflect on some phase of the problems of government at the local, state, or federal level.

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

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

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

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

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

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

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

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

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

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

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

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

The Paul J. Tierney Clinical Program Fund was established in 2009 by Michael Tierney (JD 1979), in honor of his father Paul J. Tierney, to provide support for a faculty member whose work gives students practical training and also serves clients who are otherwise underserved or underprivileged.

The Weil Faculty Research Fund was established in 2014 by Richard (JD 1989) and Britney Weil to provide support for faculty research at the Law School.

The Jerome S. Weiss Faculty Research Fund was established in 1980 through the generosity of Gertrude Weiss Goodwin in memory of her late husband Jerome S. Weiss, a member of the Class of 1930. Mr. Weiss's partners in the Chicago law firm of Sonnenschein Nath & Rosenthal LLP, as well as friends of Mr. Weiss, have made substantial contributions to the fund.
The Ludwig and Hilde Wolf Teaching and Research Scholar Fund was established in 2009 by Charles Wolf (JD 1975) to provide support for a faculty member of the Law School.

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

**Dean’s Discretionary and Other Funds**

The Richard Badger ’68 Student Support Fund was established in 2019 by classmates and friends to honor Richard Badger (JD 1968) upon his retirement from the Law School. This fund will provide support to JD and LLM students in the form of scholarships as well as emergency student funding.

The Adams Wiser Dean’s Discretionary Fund was established in 2015 by Katherine Leatherman Adams (JD 1990) and Forwood C. Wiser III. This fund will provide expendable support for the environmental law clinic and/or diversity and inclusion efforts at the Law School.

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

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

The Class of 1962 Photo Archive Fund was established in 2017 by the Class of 1962 on the occasion of their 55th “Double-Nickel” reunion. The fund provides support for the Law School’s photographic archives.

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

The David P. Currie Fund was established in 2010 in memory of Professor David P. Currie. The fund is used at the discretion of the dean for the benefit of the Law School.
The Doctoroff Business Leadership Program Fund was established in 2013 by Daniel (JD 1984) and Alisa Doctoroff (MBA 1983) to provide ongoing support for the Business Leadership Program at the Law School.

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

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

The Ephraim Scholars Program Fund was established in 2016 by the Donald M. Ephraim Family Foundation to provide support for one to three law students annually to prepare them to participate in the law and economics debates of the future. Students will receive funds to support a legal research paper or project and/or to gain access to data resources.

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

The S. Richard Fine Fund was established through a bequest in 2019 by Richard Fine (JD 1950) to be used in the discretion of the Dean of the Law School for faculty recruitment and retention and for financial aid to the students.

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

The Kathryn Ball Gaubatz Memorial Fund was established through a bequest in 2017 by Ms. Kathryn Ball Gaubatz (A.M. 1968) to provide support for the Moot Court programs at the Law School. Mr. John T. Gaubatz received his JD from the Law School in 1967.
The General Counsel Forum Fund was established in 2017 by the law firm of Bartlit Beck, and several of its partners, to provide expendable, annual support for the General Counsel Forum at the Law School.

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

The Daniel and Susan Greenberg Law School Fund was established in 1986 by Daniel (JD 1965) and Susan Greenberg in honor of the late Honorable Benjamin Landis, a member of the Class of 1930.

The Greenberg Seminars Program Fund was first established in 2004 by Dan Greenberg (JD ’65) and Susan Steinhauser through The Greenberg Foundation to establish and maintain the Greenberg Seminars in the Law School. In 2017, an endowed fund was established to support the program in perpetuity. Hosted in the homes of faculty members, these popular interdisciplinary seminars focus on far-ranging topics, and are taught jointly by faculty from the Law School and faculty from another discipline within the University.

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

The Elmer and Harriet Heifetz Memorial Fund was established in 2001 by Harriet Heifetz in memory of her husband Elmer (JD 1937), to underwrite special faculty and student conferences and events held at and/or sponsored by the Law School exuding the qualities of integrity, fidelity, and humility within the legal community.

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

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

The Karl R. Janitzky Memorial Fund supports the academic mission of the Law School. It was established in 2003 through a bequest from Karl Janitzky (AB 1938, JD 1940).
The Mr. and Mrs. Elliott A. Johnson Fund was established in 1993. The fund is utilized by the dean of the Law School to support the central mission of the institution, allowing the dean to address pressing needs and unique opportunities as they arise.

The Kapnick Leadership Development Initiative for Law Students was established in 2013 by Scott (JD/MBA 1985) and Kathleen (JD 1984) Kapnick to support law students as part of the Harry L. Davis Leadership Laboratory at Chicago Booth.

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

The Kirkland & Ellis Inquiry and Impact Fund was established in 2015 by the firm of Kirkland & Ellis LLP and its partners to name and provide ongoing support for the Kirkland & Ellis Corporate Lab at the Law School.

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

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

The Law School Centennial Cornerstone Fund was created in celebration of the founding of the School.

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

The Daniel Levin and Fay Hartog-Levin Fund was established in 2014 by Daniel Levin (JD 1952) and Fay Hartog-Levin to provide unrestricted support for the Law School. In recognition of this gift, the reflecting pool in the Laird Bell Quadrangle at the Law School was renamed the Levin Reflecting Pool.

The Saul Levmore Fund was established in 2010 in honor of the tenure of Saul Levmore as dean of the Law School. The fund is used to support faculty research, student scholarship, and other Law School initiatives.
The Frank D. Mayer Fund was established in 1985 through a gift from the Nathan and Emily Blum Foundation in honor of Mr. Mayer (JD 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 Thomas McLaughlin Dean's Discretionary Fund was established in 2018 through the estate of Mr. Thomas J. McLaughlin (JD 1960) for general Law School support.

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

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

The Martha C. Nussbaum Fund was established in 2018 by Martha C. Nussbaum to support the Martha C. Nussbaum Student Roundtables at the University of Chicago Law School.

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

The Mark A. Orloff Endowed Fund was established in memory of Mark A. Orloff (JD 1982) in 2014 by a gift from Ann E. Ziegler (JD 1983). Expendable income from the fund is used to support the activities of the Doctoroff Business Leadership Program.

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.

The Richard and Ellen Sandor Endowed Fund for Law and Economics was established in 2013 by Richard and Ellen Sandor to provide ongoing support for the Coase-Sandor Institute for Law and Economics at the Law School.
The Schiff Hardin LLP Fund for Leadership and Professionalism was established in 2017 to support programs and initiatives related to professionalism and leadership at the Law School.

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

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

The James A. Squires and Karen E. Jones Squires Dean’s Discretionary Fund was established in 2021 by James Squires (JD 1992) and Karen Jones Squires to support the priorities of the Law School at the direction of the Dean.

The Stanton Chicago Principles Fund was established by the Stanton Foundation in 2017 to support programmatic activities to advance the principles outlined in the University’s Report of the Committee on Free Expression as decided annually by a Chicago Principles Committee, which will consist of the Provost, the Dean of the College, and Professor Geoffrey R. Stone, Edward H. Levi Distinguished Service Professor of Law or the Dean of the Law School.

The David and Pamela Stone Law School Dean’s Discretionary Fund was established in 2016 by David (JD 1984, MBA 1984) and Pamela Stone for urgent priorities at the discretion of the Dean of the Law School, including, but not limited to, student scholarship support.

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

The Wachtell, Lipton, Rosen & Katz Program in Behavioral Law, Finance, and Economics was established in 2016 by the law firm Wachtell, Lipton, Rosen & Katz. The goal of this program is to bring academic rigor and cutting-edge methods to understandings of behavioral economics and how they influence law and finance.

The Wadmond Dean’s Discretionary Fund was established by the estate of Lowell (JD 1924) and Mary Elita Wadmond in 1997 to further the education and scholarly missions of the Law School.
The Wolf Family Student Philanthropy Fund was established in 2014 on behalf of the Walter S. Mander Foundation by Charles B. Wolf (JD 1975) and Peter B. Wolf (JD 2010). The fund supports the Wolf Family Student Philanthropy Program at the Law School, which educates law students about the importance of philanthropy and encourages giving by providing matching gift challenges for the annual Graduating Students’ Class Gift campaign.

CLASS FUNDS

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

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

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

The Class of 1949 Fund was established by members of the Class of 1949 to provide scholarship support at the Law School, or to further the central mission of the Law School at the discretion of its dean.

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

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

The Class of 1955 Scholarship Fund was established by members of the Class of 1955 in honor of their 55th Reunion to provide scholarships in the Law School.

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

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

The Class of 1959 Scholarship Fund was established by members of the Class of 1959 on the occasion of their 50th Reunion. The fund is utilized to provide scholarship support to students of the Law School.
The Class of 1969 Fund was established by members of the Class of 1969 as part of their 25th Reunion celebration. The fund supports the central academic mission of the Law School by providing unrestricted support for its programs.

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

The Class of 1979 Michael Bernstein Fund was established by members of the Class of 1979, on the occasion of their 10th Reunion, in memory of their classmate. Mr. Bernstein was killed in the downing of PanAm Flight 103 over Lockerbie, Scotland while on a mission for the U.S. Department of Justice. The fund is used to provide loan forgiveness and other support for Law School alumni who enter the public service.

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

The Class of 1987 Fund was established by members of the Class of 1987. The fund is used by the dean to support the central educational and scholarly mission of the Law School.

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

The Class of 1995 Scholarship Fund was established by members of the Class of 1995 in honor of their 20th Reunion to provide scholarships in the Law School.

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

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

Library Funds

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

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

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

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

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

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

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

The Benjamin B. Davis Library Fund was established by his wife Janice and his son Muller in 1984. The fund to honor Mr. Davis (JD 1923) is for library materials on family law and domestic relations.

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 (JD 1908) and George B. McKibbin (JD 1913), by Mrs. Essington and Mrs. McKibbin.

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

The Jerome N. Frank Memorial Library Fund was established in 1961 by the friends of Judge Jerome N. Frank (JD 1913).
The William and Irene Friedman Memorial Book Fund was established by Judith Friedman Gillispie, on behalf of the William J. and Irene J. Friedman Foundation, in memory of Mr. and Mrs. Friedman. The fund supports acquisitions in the D'Angelo Law Library and in the Joseph Regenstein Library.

The Ilse and Robert Friend Memorial Fund was established in 2013 through the gift of Ilse and Robert (JD 1937) Friend to provide support for the Law Library.

The Ernst Freund Memorial Book Fund was established by Nancy Freund White in memory of her father. The fund supports the D'Angelo Law Library with a special emphasis on materials relating to judicial conduct and legal ethics and responsibility.

The Muriel and Maurice Fulton Law Library Fund was established in 1978 by Maurice (AB 1940, JD 1942) and Muriel Fulton. The fund is used to acquire recreational collections, including movies and magazines, which are placed in the Fulton Reading Room.

The Muriel and Maurice Fulton Book Fund in Law and Economics was established in 1978 by Maurice (AB 1940, JD 1942) and Muriel Fulton.

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

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

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

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

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

The David Horwich Memorial Law Library Fund was established in 1965 in memory of David Horwich for furthering the study of Ethics and Law.
The Kellstadt Foundation Law Library Fund was established in 1984 in honor of Leo H. Arnstein, a member of the Class of 1928. The fund supports acquisitions in the area of business and corporate law.

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

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

The Ira Sydney Kolb Memorial Book Fund was established in 1998 by Ethel B. Kolb in memory of her husband Ira S. Kolb (AB 1930, JD 1932).

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

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

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

The Lawrence E. Lewy Memorial Book Fund was established by Donald L. Lewy in memory of his father and provides support for the acquisition and preservation of books and other library materials for the D'Angelo Law Library.

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

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

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

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

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

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

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

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

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

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

The James Nelson Raymond Memorial Fund was established in 1934 by Mrs. Raymond.

The Richard W. Renner Law Library Fund was established in 2022 by Richard W. Renner, JD '77, for the Law Library's acquisition of books and/or journals or their electronic equivalents concerning intellectual property law, particularly trademark and unfair competition law.
The Max Rheinstein Comparative Law Library Fund was established in 1974 by alumni and friends of the Law School in honor of the late Max Rheinstein, Max Pam Professor Emeritus of Comparative Law. The fund supports the Comparative Law Collection of the D’Angelo Law Library.

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

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

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

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

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

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

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

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

The Edwin P. Wiley Law Library Fund was established in 1969 by Mr. Wiley, a member of the Class of 1952.
The Frederic Woodward Law Library Fund was established in 1961 by friends of Frederic Woodward, formerly a member of the faculty of the Law School and a Vice-President of the University.

The Judith M. Wright Fellowship Fund was established in 2013 in honor of Judith M. Wright’s many years of service to the University of Chicago Law School. The fund will support an intern program at the D’Angelo Law Library.

HONORS AND PRIZES

The Douglas Baird Prize in Commercial Law was established in 2013 by Steven Kaplan and Carol Rubin in honor of Douglas Baird, Professor of Law at the University of Chicago. The award is given to the student who has demonstrated outstanding work in the field of commercial law as reflected in classroom achievement or scholarship.

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

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

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

The Herbert L. Caplan Award Fund was established in 2006 by Herbert L. Caplan (AB 1952, JD 1957). The Fund encourages and supports the scholarship of students through the funding of two annual prizes: The Herbert L. Caplan Prize for Creative Legal Thinking and The Herbert L. Caplan Prize for Reform in Public & Constitutional Law.

The Chicago Chapter of the Order of the Coif is an honor society founded to encourage and to advance the ethical standards of the legal profession. Its members are elected each spring from the 10% of the graduating class who rank highest in scholarship.
The Ronald H. Coase Prize for excellence in the study of law and economics was established in 1982 through the gifts of Junjiro Tsubota, a member of the Class of 1967. The award is made by the dean of the Law School on the basis of recommendations from the editors of the Journal of Law and Economics, the Journal of Legal Studies, and the University of Chicago Law Review.

The Gene & Joy Dye Prize in International and Comparative Law was established in 2022. The award is given to the outstanding student comment or note published in Chicago Journal of International Law.

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

The Donald M. Ephraim Prize in Law and Economics recognizes an early-career scholar in the field of law and economics whose work has advanced the state of knowledge in the field and whose intellectual impact has the potential to reach the legal academy, legal profession, and beyond.

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

The Kirkland & Ellis Corporate Lab Award of Excellence recognizes Corporate Lab students who, in the opinion of Lab faculty, have demonstrated consistent leadership and excellence in corporate and transactional practices.

The Edward H. Hinton Memorial Cup for excellence in appellate advocacy is given to the winners of the Moot Court Competition.

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

The Mark Mamolen Prize for Achievement in Business is awarded in memory of Mark Mamolen (JD 1977). The prize is awarded annually to student(s) who excel in the area of business law as determined by performance in the Business Organizations course.

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 Law
School’s clinical education program, in both the quality of the work done and the conscientious exercise of their professional responsibilities.

The Thomas R. Mulroy Endowment for Excellence in Appellate Advocacy was established in 1987 by Thomas R. Mulroy (JD 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 Phil C. Neal Memorial Award was established in 2017 by the law firm of Neal Gerber & Eisenberg LLP, in memory of Phil C. Neal, Dean of the University of Chicago Law School from 1963 to 1975, and a founding partner, in 1986, of the Chicago law firm Neal Gerber & Eisenberg LLP. The award recipient is selected by the dean of the Law School, and is presented to a second year law student who has demonstrated overall academic excellence, leadership, integrity, and a keen understanding of the lawyer’s ethical responsibility to the profession and the community.

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

The Sidley Austin Prize is awarded to a student in each section of the first year legal research and writing program whose brief was judged to be most outstanding and deserving of recognition.
LAW SCHOOL CALENDAR 2023-2024

AUTUMN QUARTER

August 8-24: Intensive Contract Drafting Workshop
September 6-12: JD Pre-Orientation
September 11-23: Intensive Trial Practice Workshop
September 14-21: JD Orientation
September 18-20: Kapnick Initiative Events for Class of 2026
September 14-21: LLM Orientation
September 26: Autumn Quarter Classes Begin
November 20-24: Thanksgiving Break
December 4: Last Day of Autumn Quarter Classes
December 5-6: Reading Period
December 7-13: Autumn Quarter Exams
December 14 – January 1: Winter Break

WINTER QUARTER

January 2: Winter Quarter Classes Begin
January 15: Martin Luther King, Jr. Day (Law School Closed)
March 1: Last Day of Winter Quarter Classes
March 2-3: Reading Period
March 4-9: Winter Quarter Exams
March 10-15: Spring Break

SPRING QUARTER

March 18: Spring Quarter Classes Begin
May 10: Last Day of Spring Quarter Classes for Non-1L Students
May 13: Reading Period for Non-1Ls
May 14-18: Exam Period for Non-1Ls
May 16: Last Day of 1L Spring Quarter Classes
May 17: 1L Elective Exam
May 18-19: Reading Period for 1Ls
May 20-24: 1L Exams - Non-1L Elective Classes
May 27: Memorial Day
June 1: Convocation and Diploma & Hooding Ceremony
For the most accurate and up-to-date calendar information, please see law.uchicago.edu/students/academiccalendar.