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## CONTENTS

**OFFICERS AND FACULTY**

- Officers of Administration ................................................................. 5
- Officers of Instruction ........................................................................... 5
- Lecturers in Law .................................................................................. 9
- Fellows ............................................................................................... 11
- Clinical Faculty .................................................................................... 11
- Faculty from Other Schools/Divisions ............................................... 12
- Law School Council ................................................................. 13

**THE LAW SCHOOL**

- History ............................................................................................. 16
- Educational Mission ............................................................................ 17
- Scholarly and Research Mission ....................................................... 18
- Non-Discrimination ............................................................................. 18

**PROGRAMS OF INSTRUCTION**

- The Doctor of Law (J.D.) Degree ........................................................ 20
- Dual Degree Opportunities ................................................................ 20
- The Graduate Program ........................................................................ 22
- Professional Journals, Special Programs, and Centers ....................... 25

**PROGRAM REQUIREMENTS AND POLICIES**

- Curricular and Residency Requirements ......................................... 29
- Registration ...................................................................................... 32
- Class Attendance .............................................................................. 34
- J.D. Program Overview ...................................................................... 36
- Selecting Classes ............................................................................... 38
- Professional Skills and Experiential Learning Course Requirement ....... 40
- Clinical Programs ............................................................................. 40
- Course Policies ................................................................................... 48
- Grading Policies ................................................................................ 54
- Academic Standing ............................................................................ 54

All information as of 9/1/21: For updated information visit www.law.uchicago.edu.
SIGNIFICANT ACHIEVEMENTS OF THE CLINICAL PROGRAMS 2020-21 ........................................... 224
Abrams Environmental Law Clinic .................................................................................. 224
Civil Rights & Police Accountability Clinic .................................................................. 229
Criminal and Juvenile Justice Clinic ............................................................................ 234
Employment Law Clinic ............................................................................................. 235
Exoneration Project Clinic ........................................................................................... 238
Federal Criminal Justice Clinic ..................................................................................... 240
Global Human Rights Clinic ....................................................................................... 244
Housing Initiative Transactional Clinic ......................................................................... 250
Immigrants’ Rights Clinic ......................................................................................... 252
Innovation Clinic ......................................................................................................... 255
Institute for Justice Clinic on Entrepreneurship ........................................................... 258
Jenner & Block Supreme Court and Appellate Clinic ............................................... 260
Kirkland & Ellis Corporate Lab Clinic .......................................................................... 263

FUNDS AND ENDOWMENTS ............................................................................................... 266
Professorships .............................................................................................................. 266
Scholarship Funds ...................................................................................................... 270
Public Service Funds ................................................................................................... 281
Fellowship Funds ................................................................................................ ...... 286
Loan Funds ................................................................................................................... 286
Faculty Research Funds ............................................................................................... 288
Dean’s Discretionary and Other Funds ......................................................................... 293
Class Funds .................................................................................................................. 299
Library Funds ............................................................................................................. 301
Honors and Prizes ...................................................................................................... 306

LAW SCHOOL CALENDAR 2021-2022 ................................................................................ 309

All information as of 9/1/21: For updated information visit www.law.uchicago.edu.
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Announcements 2021-22

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 sixty 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 identity, national or ethnic origin, age, status as an individual with a disability, protected veteran status, genetic information, or other protected classes as required by 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/

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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 510, Chicago, IL 60637.

**EFFECTIVE DATE**

The content of these Announcements is accurate as of September 1, 2021. It is subject to change. Please visit [www.law.uchicago.edu](http://www.law.uchicago.edu) for the most updated information.

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PROGRAMS OF INSTRUCTION

THE DOCTOR OF LAW (J.D.) DEGREE

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

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

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 M.B.A. and Ph.D. degrees), the Harris School of Public Policy Studies (M.P.P.), and the Divinity School (M.Div.). In addition, Law School students have or are currently pursuing dual Masters’ degrees in other areas such as International Relations and Linguistics.

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

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 J.D. degree in either LAWS-prefixed classes or classes that earn credit toward the J.D. 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. Students in dual
degree programs cannot enroll in more than 14 credits in any quarter in which they are counting credits toward the J.D. degree. This includes credits/units taken in the other department. There are no exceptions to this max credit requirement.

**THE THREE YEAR J.D./M.B.A PROGRAM**

The three year J.D./M.B.A 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 J.D. degree in either LAWS-prefixed classes or classes that earn credit toward the J.D degree. Students in this program may count up to 12 credits of coursework outside the Law School (non LAWS-prefixed classes) toward the J.D. 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 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 in this program must complete 35 core credit hours.

Students cannot enroll in 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 first paragraph of the Dual Degree section). There are no exceptions to this max credit requirement.

**J.D./PH.D. PROGRAMS**

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

Students who are enrolled in concurrent J.D. and Ph.D. programs at the University of Chicago can count up to 25 credits earned outside the Law School towards their J.D. degrees. This credit is only awarded for: (1) graduate coursework undertaken in a Ph.D. 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 J.D. degrees

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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 Ph.D. program by the time they receive their J.D. may apply no more than 12 credits earned outside the Law School towards their J.D. 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 Ph.D. 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 J.D./Ph.D. 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 J.D.s. 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 J.D./Ph.D. 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.

J.D./Ph.D. 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 J.D./Ph.D. must keep in mind that American Bar Association rules require all J.D. degrees to be completed within 84 months of a student’s matriculation to law school.

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

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

THE GRADUATE PROGRAM

The Law School offers five graduate degrees:

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

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

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

1. obtained a J.D. degree from an A.B.A. approved law school in the United States,
2. completed the academic legal education in a foreign country required to take the bar examination in that country,
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 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 LL.M. degree with a large number of graduate courses in a particular field such as taxation or securities regulation. The LL.M. degree is awarded to students who have successfully completed 27 course hours (generally nine courses) over three quarters while maintaining a grade point average of 170. The law school offers five LL.M only courses: Writing & Research in the US Legal System, Constitutional Law for LLMs, Contracts for LLMs, Civil Procedure for LLMs, and Introduction to American Law & Legal System. Outside of these specific courses, LL.M. students will have all of their classes with students in the J.D. program. The M.Comp.L. degree may be awarded at the student’s discretion if the same requirements are fulfilled.

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

Admission decisions for the LL.M. program are based primarily on two factors: 1) the ability of the applicant to flourish in a demanding academic program as evidenced by the prior academic and professional record; and 2) the extent to which the applicant’s background and research interests coincide with available academic resources for the academic year for which 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. In addition, for the 2021-2022 academic year, we will 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 LL.M. applicants will have substantially higher scores.

For those candidates whose 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 applicants will have the opportunity to indicate this on their application if they do not intend to submit a TOEFL or IELTS.

**MASTER OF LEGAL STUDIES (M.L.S.)**

This one-year degree program is designed for Ph.D. students who wish to improve their knowledge of law without completing a full three-year degree. The goal of the M.L.S. program is to help Ph.D. candidates better understand the legal issues relevant to their research and to improve their research through interdisciplinary training. Graduates of the program will either become academics in their Ph.D. discipline or in law. Admissions decisions are based in part on the availability of Law School faculty for mentoring admitted students.

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

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

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

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

PROFESSIONAL JOURNALS, SPECIAL PROGRAMS, AND CENTERS

PROFESSIONAL JOURNALS

The Law School publishes 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

The Center for Law, Philosophy, and Human Values, established in 2008, sponsors speakers and conferences to support and encourage the reflective, critical and philosophical study of human values, with a particular emphasis on the conceptual, historical, and empirical foundations of the normative systems—moral, political, and legal—in which human beings live. The Center’s mission encompasses not only the traditional concerns of moral, political, and legal theory—in Anglophone, European and non-Western traditions—but also the history of thought about ethical, political, and legal questions as these bear on contemporary questions. Traditional problems of conceptual analysis and normative justification are supplemented by attention to empirical results in the human sciences as these bear on the nature and viability of various forms of normative ordering. Professor Brian Leiter directs the Center.

The Center on Law and Finance has two primary objectives. The first is to advance the research and understanding of how law interacts with—and shapes—financial systems. Leveraging the strength of the University in the fields of law, finance, and economics, the Center on Law and Finance takes the next step to be the intellectual leader on tomorrow’s core legal issues in finance—issues across a range that includes distressed investments, negotiated reorganizations, venture capital structuring, investor activism, litigation finance, and valuation disputes. The second objective is to connect our research concretely to the real world. Continuing the Law School’s commitment to the practical application of legal theory, the Center holds events that foster a meaningful dialogue between academics and practitioners. The academy is at its best when it translates scholarly work into useful information for practitioners. At the same time, the best research will be deeply informed by the experience of and insight from practitioners in the field. With the launch of the Center in 2019, we anticipate a yearly schedule of conferences, roundtables, speaker events, and seminars on various topics. These events will be designed to highlight and produce great scholarship at the Law School and to connect our faculty and alumni to each other and to other leaders in these fields.

The Coase-Sandor Institute for Law and Economics promotes one of the many interdisciplinary traditions that have thrived at the Law School, law and economics. Economics provides analytical and econometric tools, as well as theoretical frameworks, for studying how legal rules and institutions affect the way people behave. The application of economics to the analysis of legal problems has become an important part of a lawyer’s education in the United States, and the Law School has been the center of teaching and research on the application of the

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theories and methods of economics to legal questions for over 50 years. As home to many seminal figures in the field, the Law School has dominated the discipline for over 50 years. Law and economics scholars, including Nobelists Ronald Coase and Gary Becker have taught at the Law School, along with other pioneers of the field including Frank Easterbrook, Richard Epstein, William Landes, and Richard Posner. New generations of law and economics faculty continues to bring law and economics to the forefront of legal scholarship with cutting edge empirical and theoretical research agendas. The faculty teach and write in many areas of the law where law and economics has long been influential, including contract and commercial law, intellectual property law, bankruptcy, corporate law, antitrust, international trade, and civil procedure. Current faculty research has extended the powerful tools of law and economics to diverse areas of the law and public policy including health care reform, banking regulation, taxation, environmental law, international law, housing law, consumer law, and criminal law. The Institute offers a range of courses and seminars to interested students, including the Law and Economics Workshop, which meets throughout the academic year. No other law school provides comparable opportunities for study and research in this field. Under the auspices of the Institute, the Law School and the Department of Economics offer a joint degree program leading to the J.D. and Ph.D. degrees. The Institute influences research and thinking in the American academy as it oversees the editorial direction of the discipline’s two premier peer-reviewed journals, Journal of Law and Economics and Journal of Legal Studies. In addition, the Institute sponsors several interdisciplinary conferences annually to enhance collaborations between legal scholars and economists on a variety of topics. Professor Omri Ben-Shahar, renowned contract law scholar, is the faculty director of the Coase-Sandor Institute.

Created in 2020, the Constitutional Law Center will support research and scholarship on longstanding constitutional issues as an integral part of the Law School’s scholarly and research mission. The Center also shares the Law School’s commitment to free speech and intellectual inquiry that is independent of partisan fashions. The Center will promote rigorous analysis of constitutional issues and then share those ideas more broadly with the general public. The Center will host events, activities, and visitors throughout the coming years.

The Doctoroff Business Leadership Program is an innovative, certificate-granting program that provides law students with the training they will need to thrive in today’s increasingly complex business environment. 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.

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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.

Key requirements for the certificate program include:

- Completion of a core business curriculum during second and third years taught by leading Chicago Booth faculty at the Law School.
- Participation in a mentorship program. Each student is matched with a business mentor to provide guidance and counseling during the student’s three years at the Law School.
- Completion of a summer business internship between first and second years. The Law School works with students to identify and obtain challenging business internship opportunities in their field of interest.
- Participation in enrichment activities and programs that provide students with the opportunity to learn from eminent business leaders and experts across a variety of industries.

To learn more about the program and how to apply, please visit www.law.uchicago.edu/doctoroffbusinessleadership.

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

Curricular and Residency Requirements

The J.D. Program

Completion of the J.D degree from the Law School requires all J.D. students to be in residence, full-time, for nine quarters, in each of which they must successfully complete (pass and receive credit toward their J.D. degree) no fewer than nine credit hours per quarter. J.D. students must complete a minimum of 105 credit hours, including a professional responsibility class. All J.D. students must complete eight credits in courses that qualify as experiential learning to meet American Bar Association standards. After completing the first year, all J.D. 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.

Every J.D. 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) 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

1 Students who transfer into the J.D. degree program from the Law School’s LL.M. program must complete 20 core credits. Students who earn simultaneous J.D./Ph.D. 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.
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; (3) submitted by a student who has taken advantage of one or more opportunities to respond to suggestions and criticism in producing the paper; (4) not largely derivative of work undertaken for another academic degree, for a summer job, or in some other environment outside the Law School; and (5) 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.

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

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

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. 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 LL.M. PROGRAM

LL.M. students must be in full-time residence (nine credit hours per quarter) for three quarters, with no fewer than six Law School credit hours per quarter. LL.M. students must complete and pass 27 credit hours of coursework. Please note, however, that LL.M. students must earn a minimum of 30 credits from the Law School to sit for the New York bar exam. Students who have passed a state bar exam in the United States prior to matriculating in the J.D. program at the Law School may be exempt from certain required classes. Such decisions will be made on a case-by-case basis by the Dean of Students and Deputy Dean depending upon other legal coursework completed at other institutions.

THE M.L.S. PROGRAM

To earn a Master of Legal Studies (M.L.S.) degree, candidates must successfully complete and pass 27 credit hours of coursework in the Law School. The Law School requires all M.L.S. 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.

THE J.S.D. AND D.COMPL.L. PROGRAM

In order to earn the J.S.D. 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 J.S.D. Program.

A J.S.D. 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.

REGISTRATION

The Law School course registration process is fully described and governed by the online registration instructions, which are updated quarterly. Please see www.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 (www.law.uchicago.edu/students/academiccalendar). Deadlines are strictly enforced.

First-year students are assigned to sections and registered by the Registrar for all classes except their spring quarter elective. Second- and third-year students and LL.M. 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; the actual number is typically lower due to pre-registration into continuing classes, clinics, independent research projects, etc.
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.

Similar Classes

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

- Constitutional Law I and Constitutional Law for LL.M.s
- 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 Dean of Students. Students ultimately are responsible for avoiding overlapping classes.

Petitions

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

- Audit a Law Class
- Reallocate Journal Credits
- Register for an Independent Research
- Register for a Law School Class as a Non-Law Student
- Reschedule an Exam

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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.
• Take a Non-Law School Course for Credit
• Writing Requirement Petition

Other Registration Restrictions

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

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

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, the Rules and Petitions Committee may deny the student credit in the class(es), may add a memo to the student’s file, may withdraw the student’s privilege of membership in the Law School, or may take any other appropriate action.
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 sign a seating chart within one week of enrollment in any class (first class for limited enroll 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.

Faculty members are increasingly strict in interpreting what constitutes “regular” attendance. In addition, many state bar licensing boards ask whether an applicant has ever been warned about problems with lateness or absenteeism. Students have been 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.

Each spring and summer, the Law School makes a tentative determination about which classes 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 Registrar. 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 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

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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.
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.

J.D. 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 on legislation and statutory interpretation, one class on transactional lawyering, 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 J.D. students must complete classes that meet requirements set by the Law School and

All information as of 9/1/21: For updated information visit www.law.uchicago.edu.
the American Bar Association. Additionally, students must complete two writing requirements.

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 in the section on Selecting Classes.

Students also are encouraged to consult with the Deputy Dean, the Dean of Students, the Associate Director for Student Affairs and Academic Services, 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 course 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 courses is typically 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, and Corporate Tax I and II.
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 I, 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 to divide their foundational classes between the second and third years to maintain this sense of balance. Students are also encouraged to take classes that will expose them to today’s important social issues such as racial justice, gender equality, sexuality, immigration, and poverty. In addition, students are strongly encouraged to fulfill one of their writing requirements before the end of the second year.

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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.
Selecting Third Year Classes

The third year provides an opportunity for students to round out their knowledge of basic subject areas and to take courses in fields of special interest. It should also have distinct intellectual objectives, including:

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. 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.
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 J.D. 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 J.D. 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**

Before graduation, all J.D. students must successfully complete at least eight total credits in classes designated as fulfilling the experiential learning requirement set by the Accreditation Committee of the American Bar Association.

For a list of classes that will satisfy the experiential learning requirement scheduled to be offered during the upcoming academic year, students should consult my.uchicago.edu or the Office of the Registrar. Please note that a course used to satisfy the professional responsibility requirement or either writing requirement cannot also be used to satisfy the skills or experiential learning requirement.

**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:

All information as of 9/1/21: For updated information visit www.law.uchicago.edu.
(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 Project 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 & 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 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 9 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 pre-requisites, met all relevant enrollment criteria (such as language skills), and are otherwise qualified to participate in the program. Expectations regarding the duration of the student’s involvement with the clinic and total credits per quarter must be arranged with the clinical supervisor prior to enrollment.

- Students must bid or register for clinics in which they wish to participate only once (please see the quarterly registration instructions online for details on how to bid or register for specific clinics). The registration system allocates to each enrollment the default minimum credits for the quarter; adjustments based on actual work performed are reported by the clinical supervisors at the conclusion of each quarter to the Office of the Registrar. Students continuing participation in a clinic (as indicated by the clinical supervisor at the conclusion of each quarter participation) are automatically registered for the next quarter by the Office of the Registrar.
• With the exception of the 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 Project 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 credit requirements, they should be aware of the applicable conflicts policies.
minimums, the student must be sure to earn enough hours in the clinic, or the student may face serious consequences. Any student intending to earn clinical credits in a given quarter above the default minimum credits for a clinic—which to meet the nine credit hour full-time requirement or the 105 credits to graduate requirement—should provide the Registrar with written confirmation from their clinical supervisor that sufficient clinical work will be available to that student to meet the necessary hours requirement.

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

THE EDWIN F. MANDEL LEGAL AID CLINIC

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

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

Participation in the Mandel Clinic is limited to students enrolled in one of the clinical courses associated with each of the clinic projects. Currently the Mandel
Clinic has the following clinics: the Abrams Environmental Law Clinic; the Civil Rights Clinic: Police Accountability; the Criminal and Juvenile Justice Project 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 U.S. 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 U.S. Attorney’s Office for the Northern District of Illinois, the State’s Attorney’s Office (in any northern Illinois county), the State’s Office of the Attorney General, the Federal Defender Program for the Northern District of Illinois and the Public Defender’s office (in any northern Illinois county). Each field placement will be formally supervised by coordinators within each program’s office, and the faculty instructors will monitor the student’s substantive work and performance in conjunction with the field placements. In the clinical placements, students may be expected to research substantive criminal law issues, draft affirmative and responsive pleadings and
memos, interview witnesses and clients, assist lawyers with court hearings and where permitted (and with an appropriate 711 license), appear in court under the supervision of practicing attorneys.

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. 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.

CORE FACULTY REQUIREMENT

After completing the first year, all J.D. 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 http://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 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

6 Students who transfer into the J.D. degree program from the Law School’s LL.M. program must complete 20 core credits. Students who earn simultaneous J.D./Ph.D. 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.

All information as of 9/1/21: For updated information visit www.law.uchicago.edu.
14; the actual number is typically lower due to pre-registration into continuing classes, clinics, independent research projects, etc. Generally, 2Ls, 3Ls, and LL.Ms are on equal footing 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). Please note that many faculty will drop students who do not attend the first class, regardless of whether or not the class has a waitlist.

It is the student’s responsibility to make sure classes are dropped by the appropriate deadline. 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 twelve 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.

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 signature of the instructor on the auditing petition available online at: https://www.law.uchicago.edu/students/academics/petitions. Students are not permitted to audit more than one Law class per quarter.

First year J.D. 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.

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

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

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

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

LL.M. and M.L.S. 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 LL.M. or M.L.S. degree. LL.M. and M.L.S. students must take and pass no fewer than six Law School credit hours per quarter. Please note, however, that LL.M. students applying to the New York bar must complete 30 credits. In addition to the 27 credit hours LL.M. students must earn at the Law School, the New York bar permits LL.M. 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 LL.M. 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: www.law.uchicago.edu/students/petitions/nonlawcourse.

6. Petitions may be submitted through the end of the first week of class. Petitions submitted thereafter will not be considered.

7. After your petition is submitted, you will receive either an approval or denial from the Office of the Registrar via email.

8. If the petition is approved, the Assistant Registrar will enroll you and notify you once that process is complete.

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

As soon as the Booth registration is completed (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:

- https://www.chicagobooth.edu/programs/taking-courses-at-booth/law-school-students
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 www.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. 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. 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 taken 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.

All information as of 9/1/21: For updated information visit www.law.uchicago.edu.
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.

The LL.M. and M.L.S. 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 STANDING

FOR STUDENTS WHO MATRICULATED PRIOR TO THE 2019-2020 ACADEMIC YEAR:

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

FOR STUDENTS WHO MATRICULATED IN OR AFTER AUTUMN 2019:

Good Academic Standing

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

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

**J.D. HONORS**

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

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

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.

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

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

All information as of 9/1/21: For updated information visit www.law.uchicago.edu.
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.

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COURSES

Course listings are as of September 1, 2021 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 an examination given at the end of the quarter, with very minor consideration of class participation.
Autumn - Hubbard, William

Civil Procedure
LAWS 30211 - 02 (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. This class will not meet on Friday, October 8 and Friday, October 22. Make-up classes are scheduled for Monday, October 4 and Monday, October 18 from 4:15pm-6:45pm.
Autumn - Wood, Diane

Civil Procedure
LAWS 30211 - 03 (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.

Autumn - Buss, Emily

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 vertically between the federal government and state and local governments. The course will provide an introduction to constitutional argumentation, sources of constitutional analysis, and certain topics in constitutional theory.

Spring - Fahey, Bridget

Constitutional Law III: Equal Protection and Substantive Due Process
LAWS 40301 - 01 (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.

Spring - Huq, Aziz

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.

Winter - Fahey, Bridget

All information as of 9/1/21: For updated information visit www.law.uchicago.edu.
Contracts
LAWS 30511 - 03 (4)
This course is an introduction to contract law. The Contracts course deals with how contracts are formed, which contracts are valid, when a contract has been breached, and the various remedies for breach, including damages, specific performance, and restitution. The student's grade is based on a single final examination.
Winter - Posner, Eric

Criminal Law
LAWS 30311 - 01 (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.
Winter - Masur, Jonathan

Criminal Law
LAWS 30311 - 02 (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 has a final exam.
Winter - Starr, Sonja

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.
Winter - Rappaport, John

All information as of 9/1/21: For updated information visit www.law.uchicago.edu.
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 - Rappaport, John

Elements of the Law
LAWS 30101 - 01 (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 moral and political philosophy, economics, and political theory. The subjects for discussion include the nature of, and justification for, reasoning from precedent; the meaning of such notions as consent, coercion, and voluntary choice; the decision whether to impose rules or allow discretion; the problems of interpreting statutes and other authoritative texts; and the objective or subjective nature of moral judgments. The student’s grade is based on a final examination.
Autumn - Baude, William

Elements of the Law
LAWS 30101 - 02 (3)
This 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 allow discretion; 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 - 03 (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 moral and political philosophy, economics, and political theory. The subjects for discussion include the nature of, and justification for, reasoning from precedent; the meaning of such notions as consent, coercion,
and voluntary choice; the decision whether to impose rules or allow discretion; the problems of interpreting statutes and other authoritative texts; and the objective or subjective nature of moral judgments. The student’s grade is based on a final examination. Participation may be considered in final grading.

Autumn - Strahilevitz, Lior

Legal Research and Writing
LAWS 30711 - 01 (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 - Shaffer, Hannah; Davidson, Adam; Kovvali, Aneil; Wilf-Townsend, Daniel; Gocke, Alison; Morse, Michael

Legal Research, Writing, and Advocacy
LAWS 30712 - 01 (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 - Shaffer, Hannah; Davidson, Adam; Kovvali, Aneil; Wilf-Townsend, Daniel; Gocke, Alison; Morse, Michael

Legislation and Statutory Interpretation
LAWS 44201 - 01 (3)
Much legal work today involves the close reading and interpretation of statutes or similar texts. This class considers current theories and problems related to the production and interpretation of statutes. It aims to bolster students’ ability to work with statutes in law school and beyond. At the end of the class, students should have a thorough grasp of the production of statutes by the legislative branch and their use by the courts. The student’s grade is based on a final examination.
Spring - Doerfler, Ryan

Legislation and Statutory Interpretation
LAWS 44201 - 02 (3)
Much legal work today involves the close reading and interpretation of statutes or similar texts. This class considers current theories and problems related to the production and interpretation of statutes. It aims to bolster students’ ability to work with statutes in law school and beyond. At the end of the class, students should have a thorough grasp of the production of statutes by the legislative branch and their use by agencies and courts. The student's grade is based on a final examination.
Spring - Nou, Jennifer

Legislation and Statutory Interpretation
LAWS 44201 - 03 (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.
Spring - Peterson, Farah

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 take-home examination.

Winter - Huq, Aziz

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, the acquisition of rights in personal and real property, the nature of ownership of natural resources, the types of and rules governing concurrent and successive interests in property, the use of and limits on restraints on alienation, the law governing private restrictions on the use of land, the law of conveyancing, and an introduction to the law of takings and of landlord and tenant. Grades will be based on participation and a final examination.

Winter - Gallanis Jr, Thomas

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 easements and covenants, landlord and tenant, conveyancing, zoning, and takings. The student's grade is based on a final examination. Participation may be taken into account as indicated in the syllabus.

Winter - Fennell, Lee

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. 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.
Autumn - Levmore, Saul

Torts
LAWS 30611 - 02 (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. 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.
Autumn - Levmore, Saul

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. The student’s grade is based on a single 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.
Autumn - Chilton, Adam

Transactional Lawyering
LAWS 30713 – 01, 02, 03 (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.
Spring - Weisbach, David; Neal, Joan; Baird, Douglas
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. Evaluation based on legal research and writing, oral presentation and advocacy. Participation may be considered in final grading.
Autumn, Winter, Spring - Templeton, Mark; Weinstock, Robert

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. A major paper (20-25 pages) is required.
Autumn - Marshall, Anna-Maria

Accounting and Financial Analysis
LAWS 43248 - 01 (3)
This course is designed to quickly introduce you to (or, preferably, refresh your knowledge of) basic financial accounting [first two weeks of class] and then aims to
aggressively increase your ability to be a highly sophisticated user of financial statements. After taking this course, you should improve your ability to determine a firm's accounting policy for a particular type of transaction and to determine how that policy choice affects its primary financial statements. You will also learn how to question whether these effects fairly reflect the underlying economics of the firm's transactions. Asking these questions involves an interplay between accounting, economics, finance, law and business strategy. You should therefore greatly improve your ability to use an accounting report as part of an overall assessment of the firm's strategy and the potential rewards and risks of dealing with the firm. It is REQUIRED that students registering for this course have a thorough exposure to accounting course work, at least at the level provided by the Booth course Financial Accounting (B30000). Fundamentals of Accounting for Attorneys (LAWS 79112 or 53260) does not provide a sufficient foundation for this course. Students who have not taken B30000, but feel they have taken an equivalent level of accounting coursework, must petition for a waiver from Professor Berger at Philip.berger@chicagobooth.edu.

Spring - Berger, Philip

Administrative Law
LAWS 46101 - 01 (3)
This course examines the structure of the administrative state and its relations to the other branches of government as well as private citizens. It discusses the constitutional, statutory, and common law rules that govern the substance and procedure of administration action and inaction. The course focuses on some constitutional topics, including the non-delegation doctrine, presidential control over administrative agencies, and the delegation of adjudicative authority to non-Article III officers. Significant attention is paid to the Administrative Procedure Act and other statutory requirements governing agency action. Covered topics include the role of agencies in interpreting statutory and regulatory law; judicial review of agency decisions; and public participation in agency rulemaking.

Spring - Doerfler, Ryan

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 a final examination.
Winter - Strauss, David

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.
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.
Autumn - Nou, Jennifer

Administrative Law Theory and Practice
LAWS 53349 - 01 (2)
This seminar has two goals. First, it will explore in depth and from a
jurisprudential standpoint today’s administrative law controversies -- above all,
challenges to traditional non-delegation, administrative adjudication and Chevron
defERENCE doctrines. Second, the seminar will introduce practical aspects of legal
strategy, from the perspective of both advocate and client, with the aid of guest
appearances by eminent lawyers and business executives. Grades will be based on

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class participation, plus three five-page papers. Class readings will be drawn from a reading packet for the seminar consisting mainly of case decisions, briefs, and scholarly articles.

Spring - Gasaway, Robert

**Admiralty Law**  
LAWS 43224 - 01 (3)  

This course will cover the development and scope of this part of the jurisdiction of the federal courts, the role of the Supreme Court in the common law development of the substantive law of the admiralty, and several of the main elements of substantive maritime law: maritime torts, industrial accidents, collisions, salvage, and limitation of liability. The student's grade is based on class participation and a final take-home examination.  

Textbook information for this course is pending.

Autumn - Schmidt, Randall

**Advanced Advocacy: Building and Using Your Advocate's Toolbox**  
LAWS 53499 - 01 (2)  

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? "Is this the right room for an argument?" Yes, it is.

Spring - Cheifetz, Robert

**Advanced Corporate Restructuring Practice: Legal and Financial Strategies**  
LAWS 53429 - 01 (2)  

Complex corporate restructurings will almost always involve a mix of legal, business, and financial advice. This seminar will focus on identifying practical issues faced by restructuring lawyers in connection with fundamental aspects of restructuring practice, including: (i) identifying a capital structure, capital structure problems, and their solutions; (ii) the key legal relationships between a borrower and its creditors and between the creditors themselves; (iii) what happens when a
borrower is running out of cash; and (iv) the recent trend in so-called "Liability Management" transactions.

Winter - Dahl, Ryan

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 (20-25 pages), preferably written as a memo to a client. Class participation may be considered in final grading. Prerequisite: Criminal Law.

Autumn - Kirsch II, Thomas

Advanced Election Law
LAWS 53460 - 01 (3)
This seminar will explore contemporary issues and controversies in election law through recent cases and contemporary scholarship. Prerequisite: Election Law

Spring - Nou, Jennifer

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

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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).

Autumn - Patton, Stephen

Advanced Interpretation: Law and Language
LAWS 53324 - 01 (2)
This seminar invites students to develop, defend, and apply a framework for interpreting the language of law. The course materials highlight the basis for and means of the law’s commitment to an inquiry into “ordinary meaning,” identify theoretical and operational shortcomings in the inquiry, and open a dialogue about how best to deal with the problem. The dialogue is centered around a proposal to use linguistic theory and tools to better refine the inquiry into the communicative content of the language of law. We will consider traditional tools long used by judges (such as dictionaries, canons, and legislative history) and emerging tools used by linguists (such as corpus linguistic tools and human-subject survey instruments). We will then consider possible grounds for refinement in our interpretive approach to ordinary meaning, as developed in judicial opinions and in emerging scholarship on law and linguistics. The course materials include both support for and substantial critiques of the use of linguistic theory and tools. The goal of the seminar is not to convince students to embrace these emerging tools. It is to invite careful, critical thinking about how best to theorize and operationalize the inquiry into the communicative content of the language of law, and on what to do when we encounter indeterminacy. Students will be invited to come to their own conclusions. They will be asked to do so (a) by participating in class discussion of the assigned scholarly material, as
applied to a range of cases on statutory interpretation; and (b) producing a paper that outlines, defends, and applies a framework of interpretation as applied to a reported or pending case, a canon of interpretation, or some other application.

Spring - Lee, Thomas

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, poison pills, and defensive mechanisms—all in the context of particular decisions by the Delaware Court of Chancery and Supreme Court. 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 class participation and either a paper or an in-class examination.

Spring - Chandler, William; Will, Lori

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 20-25 page paper will be required for the 3-credit option for this course. For the 2-credit option for this
seminar, students will write a 10-15 page 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. Participation may be considered in final grading.

Autumn - Vanderlin, Scott; Ito, Todd

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.

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 an eight-hour take-home 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.

Spring - Duquette, Elizabeth

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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 Moral, Political, and Legal Philosophy
LAWS 53256 - 01 (3)
Topic: NIETZSCHE AND THE HERMENEUTIC TRADITION
Hermeneutics, or the theory of interpretation, was developed in its modern form in Germany in the 18th- and early 19th-centuries by authors like Herder, F. Schlegel and Schleiermacher. Later in the 19th-century, there emerged what Ricoeur subsequently dubbed a “hermeneutics of suspicion”—an attempt to reveal the hidden meanings beneath the surface meanings people express-in figures like Marx, Nietzsche and Freud. In the first half of the seminar, we will give a close reading of Nietzsche’s On the Genealogy of Morality as an exercise in the hermeneutics of suspicion, as well as consider in some detail Nietzsche’s remarks on perspectivism and interpretation. In the second half of the seminar, we will then consider the historical background to this hermeneutics of suspicion in Romantic hermeneutics. We will also give particular attention to the development of legal hermeneutics in Savigny and then, much later, through the work of Gadamer. We will conclude by returning to the hermeneutics of suspicion, especially as illustrated by Marx. Open to philosophy PhD students without permission and to others with permission; those seeking permission should e-mail Leiter with a resume and a detailed description of their background in philosophy (not necessarily in the study of Nietzsche or hermeneutics). In the event of demand, preference will be given to J.D. students with the requisite philosophy background. (I) and (III) M. Forster; B. Leiter. This class requires a major paper of 20-25 pages.
Winter - Leiter, Brian; Forster, Michael

Advanced Trademarks and Unfair Competition
LAWS 53214 - 01 (2 TO 3)
This seminar addresses current issues in trademark law and their evolution since the latter half of the 19th century, such as trademark law’s constitutional
foundations; competing justifications of trademark rights (incentivizing manufacturers while lowering consumer search costs, fostering commercial morality, protecting property rights, vindicating speech interests, and so on); the reciprocal development of trademark doctrine and commercial practice; the interplay of trademark and First Amendment law; statutory and judicial limitations on trademark rights and those limitations’ normative underpinnings; counterfeiting, contributory infringement, and the online marketplace; and the peculiar role (especially in light of other nations’ practices) of federal registrations in the acquisition and maintenance of U.S. trademark rights. Enrollment is limited to 20 students. Previous or concurrent coursework or professional experience in intellectual property is recommended but not required. A student’s grade is based on class participation and either a series of short thought papers for two credits, or a series of longer research papers totaling at least 20 pages, or a major research paper, both for three credits.

Winter - Doellinger, Chad

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 class has a final exam.
Spring - Henderson, M. Todd

American Legal History, 1800-1870: Revolution to Reconstruction
LAWS 43263 - 01 (3)
This course examines major themes and interpretations in the history of U.S. law and legal institutions from the early Republic through Reconstruction. Topics to be discussed include changing ideas of the Constitution; the federal-state relationship; the role of the federal courts; membership and citizenship; slavery and race; the Indian Removal Act and federal relations with Native nations; and the
constitutional and legal consequences of the Civil War and Reconstruction. This class has a final exam.
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 (20-25 pages) 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

Antitrust Law
LAWS 42801 - 01 (3)
This course addresses antitrust law, which is the law that regulates competition in the marketplace. Topics include collusion, monopoly, mergers, and other anticompetitive actions, with special attention to platforms, labor market power, and recent controversies over the purpose of antitrust law.
Spring - 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,

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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

Autumn - 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 (20-25 pages) and class participation

Autumn - Landes, William; Hirschel, Anthony

Bankruptcy
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.

Spring - Macey, Joshua

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

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Behavioral Law and Economics
LAWS 51702 - 01 (3)
This seminar will explore a set of frontier issues at the intersection of law and human behavior, including people's conduct under risk and uncertainty; the commitment to fairness; social influences and peer pressure; extremism; adaptation; happiness; discrimination; and judicial behavior. Some discussion will be devoted to the uses and limits of paternalism. Grades will be based on class participation and a series of short papers.
Spring - Masur, Jonathan

Big Problems
LAWS 53377 - 01 (3)
The Big Problems course will use multidisciplinary approaches to try to understand and tackle the most important problems facing our country or the world. The first 8 weeks will be taught by the instructors and outside experts, focusing on problems such as the Zika virus, Syrian migration to Europe, cybersecurity, nuclear waste storage, opioid addiction, sex trafficking, and policing and race relations. Students will work in teams of 2 business and 2 law students to develop feasible policy or private sector solutions to a problem of their choosing and make a presentation in the last 2 weeks. Presentations will be made to instructors, outside experts and fellow students. Final grade will be based on the presentations and a companion paper (20-25 pages).
Spring - Weisbach, David; Malani, Anup

Brief-writing and Appellate Advocacy Seminar
LAWS 53268 - 01 (3)
This seminar will be devoted to the art of brief-writing and appellate advocacy. Topics will include how to select the best arguments, how to choose a theme and structure the facts and the argument, and how to write the brief in a way that it is clear, concise and persuasive on the first read. Grades will be based on two papers - an opening brief and a reply.
Autumn - Odorizzi, Michele

Business Organizations
LAWS 42301 - 01 (3)
This course will examine the law of the various ways in which businesses are organized, including partnerships, limited liability companies, and corporations, with an emphasis on corporate law. This is a foundational course, so there are no prerequisites and no familiarity with business, economics, or anything else is required. Whether you are interested in working in litigation or transactional work,
for the government, a law firm, an NGO, or a business, understanding the law of business associations is essential. This class has a final exam. Participation may be considered in final grading.

Winter - Henderson, M. Todd

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.

Spring - Levmore, Saul

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 - Casey, Anthony

Business Planning
LAWS 53194 - 01 (2 TO 3)
This seminar develops and applies the student's knowledge of taxation and corporate and securities law in the solution of a series of transactional problems involving typical steps in business formation and rearrangement. The problems include the formation of a closely held company; the transition to public ownership of the corporation; executive compensation arrangements; the purchase and sale of

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a business; and mergers, tender offers, and other types of combination transactions. Small-group discussions and lectures are employed. The student's grade is based on a final examination; students may earn an additional credit by writing a paper on a topic approved by the instructors. The student must have taken (or be taking concurrently) Business Organizations and Corporate Tax I or receive instructor approval. This class has a final exam (2 credits). To receive 3 credits students must additionally write a research paper of 10-12 pages.

Winter - Crow, Keith; Sexton, Anthony

Canonical Ideas in American Legal Thought
LAWS 57013 - 01 (3,2, 2)
This year-long research seminar is the equivalent of a research colloquium in a PhD program. During the Autumn quarter, students will read, discuss, and critique some of the most influential legal scholarship. The readings will consist of a mix of public law and private law, and various scholarly methodologies. Students will have short research and writing assignments on the readings. Students will also work with faculty to identify a topic for a substantial research paper. During the Winter quarter, the seminar will not meet in formal sessions, but each student will work on his or her research paper and will meet individually with the instructors to assess the paper's progress. During the Spring quarter, the seminar will reconvene, and students will workshop their drafts (i.e., each student will circulate his or her draft in advance and answer questions from students and faculty). Students will receive an Autumn quarter grade based on their short writing assignments, discussion facilitation, and class participation. Students will receive a separate grade for the Winter and Spring quarters based on the quality of their research papers and class participation. Every student must enroll for the entire year; students may not drop the class after the Autumn quarter. Students may only enroll with the permission of the instructors. Students interested in enrolling should email Professors Baude and Chilton a resume and a one-paragraph statement explaining why they would like to enroll in the seminar no later than midnight on August 31, 2021. Participation may be considered in final grading.

Autumn quarter 3 credits
Winter quarter 2 credits
Spring quarter 2 credits
Autumn, Winter, Spring - Baude, William; Chilton, Adam

Capital Markets Transactions
LAWS 53350 - 01 (2)
This course will delve into the major legal and practice issues presented by capital markets transactions conducted in the US, including initial public offerings, "shelf"
offerings, private placements and offerings of high yield securities. Grades will be based on five substantial take-home written assignments (20-30 pages combined) and class participation.

Winter - 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 an examination given at the end of the quarter.

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 civil rights clinics focusing on issues of criminal justice. Through the lens of live-client work, students examine how and where litigation fits into broader efforts to improve police accountability and ultimately the criminal justice system. Students provide legal services to indigent victims of police abuse in federal and state courts. They litigate civil rights cases at each level of the court system from trial through appeals. Some students also represent children and adults in related juvenile or criminal defense matters. Students take primary responsibility for all aspects of the litigation, including client counseling, fact investigation, case strategy, witness interviews, legal research, pleadings and legal memoranda, discovery, depositions, motion practice, evidentiary hearings, trials, and appeals. A significant amount of legal writing is expected. Students work in teams on cases or projects, and meet with the instructor on at minimum a weekly basis. Students also take primary responsibility for the Clinic’s policy and public education work. PAP teaches students to apply and critically examine legal theory in the context of representation of people in need. It teaches students to analyze how and why individual cases of abuse occur and to connect them to systemic problems, often leading to “public impact” litigation and other strategies for policy reform. Through our immersion in live client work, we engage fundamental issues of race, class, and gender, and their intersection with legal institutions. We instruct students in legal ethics and advocacy skills. And we seek to instill in them a public service ethos, as they begin their legal careers. Students are required to complete, prior to their third year, Evidence, Criminal Procedure I, and the Intensive Trial
Practice Workshop. Constitutional Law III is also recommended. Participation may be considered in final grading.
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. Students completing the three credit option can receive writing project credit. Participation may be considered in final grading.
Autumn - Brody, Michael

Climate Change and the Law
LAWS 53432 - 01 (3)
Climate Change and the Law will address doctrinal issues related to climate change. Students will study international climate agreements, the law of climate attribution, and other issues about how the law can be used to address the climate crisis. Readings will be posted on Canvas. Students will be evaluated on the basis of a paper and a presentation. Interested students should submit a brief statement of interest. Enrollment limited to 14.
Spring - Kim, Hajin; Macey, Joshua

Collateral Consequences of Criminal Convictions
LAWS 57508 - 01 (3)
This seminar will explore the ways in which having a criminal record changes people’s lives, as well as the broader social and public safety impact of those consequences, including distributive consequences along racial and socioeconomic lines. We will explore the many "collateral legal consequences" of criminal convictions (that is, legal consequences other than the sentence), constitutional theories for challenging those consequences, and socioeconomic hurdles facing people with records, especially those reentering society from prison. We’ll also evaluate, from an interdisciplinary perspective, various legal and policy interventions designed to help people with records overcome these obstacles and avoid criminal recidivism.
Spring - Starr, Sonja

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Communications and Advocacy for Lawyers
LAWS 53398 - 01 (2 TO 3)
No skill is more important for a lawyer than communication, and this is especially true when lawyers are engaged in public advocacy. Students in this hands-on seminar will develop skills in writing, analysis, and presentation geared toward advocacy. Students will take on the role of a spokesperson for an organization (non-profit, business, or law firm) and learn to advocate for that organization through writing op-eds, press releases, blog posts, and communications plans; preparing and delivering a presentation and slide decks; and engaging through media interviews and crisis communications. Topics covered will include creating and adjusting communications based on audience and medium; writing persuasively, especially for non-legal audiences; communications plan development, media training, and public speaking with and without preparation. Students will be expected to speak before the class and outsiders, write on a weekly basis, and edit each other’s work. Students will be graded on quality of work product, participation in class, and improvement over the class time, with the majority of the grade coming from a final presentation and slide deck and a capstone communications plan.
Winter - Nagorsky, Marsha

Comparative and International Antitrust
LAWS 42911 - 01 (3)
This course will consider antitrust law and policy questions from a comparative and international perspective. It will examine the major systems of antitrust enforcement around the world and their major differences. Such comparisons will be done with respect to institutional features as well as key areas of enforcement such as horizontal cartels, vertical distribution restraints, monopolization, and mergers. The course will then analyze the global antitrust legal system, including the externalities imposed by national law enforcement on other jurisdictions, as well as the justifications and costs of a variety of international coordination, harmonization, and joint enforcement practices and proposals. This analysis will enable us to focus on fundamental antitrust questions: What are the goals of antitrust and how can they be best achieved? What are the main differences between antitrust systems and how are they justified? What is the effect of different systems on the global antitrust legal system? Can anti-competitive practices engaged in by large multinationals be deterred by the current system? Some of the issues explored, such as the pros and cons of the harmonization of laws, have implications for other areas of law as well.
Spring - Gal, Michal

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Comparative Constitutional Studies
LAWS 50211 - 01 (2 TO 3)
In this course, we will study constitutional law and politics from a comparative perspective. It has three features that distinguish it from a more traditional comparative constitutional law course:
First, it employs the lens of plurinational and deeply divided societies. One supposed function of constitutions is to enshrine the priority of political and legal mechanisms over violence for resolving societal disputes. A focus on deeply divided societies will allow us to examine this function closely.
Second, before delving into a study of constitutional institutions and norms, the course will involve an interrogation of conceptual issues such as what makes a norm or institution ‘constitutional’ or ‘quasi-constitutional’, meaning of constitutionalism, purposes of constitutions, processes of constitution-making, constituent and constituted power, and criteria for evaluating constitutional design and resilience. Clearing this theoretical ground first should enable us to tackle the rest of the course with greater clarity.
Third, the course will study legal as well as political constitutionalism. Institutionally, apart from constitutional courts, it includes a study of other constitutional institutions (such as legislatures, executives, federal or devolved units, political parties, constitution-protection institutions such as electoral commissions, ombudsoffices, human rights and equality commissions, and anti-corruption bodies). Doctrinally, besides legal norms (found in constitutional and statutory provisions and caselaw), we will also look at political constitutional norms (such as constitutional conventions and constitutional directives) and their enforcement mechanisms.
Recommended (not required): any constitutional law/politics/theory class concerning any jurisdiction(s).
Spring - Khaitan, Tarunabh

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

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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 take-home exam. There is an option to write a research paper 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.

Spring - Ginsburg, Thomas

**Competitive Strategy**

LAWS 43280 - 01 (3)

We will apply tools from microeconomics and game theory to the analysis of strategic decision making by firms. Specific topics covered include the sources of industry and firm profitability, strategic positioning, sustainable competitive advantage, the boundaries of the firm, incomplete contracts, horizontal and vertical integration, strategic commitment, strategic cooperation, dynamic pricing, entry and exit, network effects, and platform markets. My goal in the class is to get students to think like an economist about firm strategy. The course is designed for students who are already comfortable with microeconomics at the level of Booth’s 33001 course, or most colleges’ intermediate micro classes. The class will not require calculus but prior exposure to microeconomics concepts is important. Classes will combine case analysis and discussions with lectures.

Winter - Budish, Eric

**Complex Litigation**

LAWS 43308 - 01 (3)

This is an advanced procedure course covering disputes in which the ordinary assumptions of the civil procedural system prove inadequate or otherwise unsatisfactory. We will focus generally on problems arising from the aggregation of claims, including preclusion, choice of law, and jurisdiction. The course gives particular attention to class actions and also to multidistrict litigation practice. We will consider what attributes of disputes mark them as complex cases, the kinds of strategic choices available to lawyers handling these cases, and the economics of settlement. We will also discuss the role of bankruptcy and other schemes in resolving complex litigation.

The student’s grade is based on a final examination with limited consideration of class participation.

Winter - McKenzie, Troy

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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 choice and enforcement of law in these conflicts. We will cover the competing theories of choice of law, constitutional limits on state authority, and full faith and credit. Application to international law and internet transactions may also be covered. This class has a final exam.
Spring - Chilton, Adam

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), 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 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. This includes SRP papers.
Winter - Stone, Geoffrey

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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 to be 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.
Spring - Rosenberg, Gerald

Constitutional Law I: Governmental Structure
LAWS 40101 - 01 (3)
This course will study the law governing the administrative state - the executive departments of the federal government. Among other things, we will consider the constitutional foundations of the administrative state; the statutes, especially the Administrative Procedure Act, that govern administrative agencies; presidential control of administrative agencies; the role of agencies in interpreting statutes and regulations; and judicial review of agency action. A central theme is the tension between values associated with the rule of law (such as procedural regularity, transparency, democratic accountability, and reasoned decisionmaking) and the demands of effective executive action. Students’ grades are based on a final take-home examination.
Winter - LaCroix, Alison

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.

Spring - Stone, Geoffrey

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 may take a final exam or write a major paper (20-25 pages).

Winter - 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 (20-25 pages).
Students should purchase a hardcopy edition of the required textbooks. The ebook only option does not allow offline access which may be required for the in-class proctored exam.

Autumn - 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, sexual orientation, and other characteristics, 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.

Winter - Strauss, David

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 or a series of short papers with class participation taken into account. Instructor consent required for paper to be considered for SRP certification.

Spring - Case, Mary Anne

Constitutions Lab: Myanmar
LAWS 53431 - 01 (3)
The coup d'etat earlier this year in Myanmar has created a horrific humanitarian situation. It has also brought a host of legal challenges, including: the question of who can properly represent the country at the United Nations and other international fora; the status of existing peace agreements with armed rebels; and the future constitution of the country. This Lab will grapple with these issues. It will first cover a series of background readings on the country, followed by a series of short assignments that will inform constitution-making efforts under way outside Myanmar. Enrollment is limited and by instructor approval only. Interested students should send a cv and statement of interest to Prof. Ginsburg. Group projects and memos will be the basis of evaluation. Participation may be considered in final grading.

Autumn - Ginsburg, Thomas; Gelbort, Jason

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.

Spring - Drake, Michelle

Contract Drafting and Review
LAWS 53271 – 02, 01, 01 (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, Winter, Spring - Neal, Joan

Contract Drafting and Review
LAWS 53271 - 03 (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.

Autumn - 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 (especially 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), how to choose the law and dispute resolution forum best suited to the transaction, and how to deal with crises caused by a company’s contracting partners. 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 sucessful. 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.

Autumn - 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.
Winter - 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 Compliance and Business Integration
LAWS 53406 - 01 (2)
This seminar explores the rapidly expanding scope of Corporate Compliance across industries and the evolving role of corporate compliance officers as business partners and culture champions. Study begins with a foundational overview of the relevant legal and policy mandates, proceeds to explore Corporate Compliance’s role in operational oversight and risk mitigation, and finishes with an examination of Corporate Compliance’s evolving role in enterprise risk, strategy and culture.
The first section of the course will provide insight into the legal, regulatory and risk management considerations that have driven business organizations to develop and enhance their internal programs for identifying and managing compliance risks. The second section will focus on case studies from different industries, and from the separate perspectives of business leaders, regulators, consumers and employees. The final section of the course will focus on the intersection of compliance and organizational culture, and illustrate how to leverage the tools of policy, training, and leadership engagement to build cultures of integrity. The course will include academic, regulatory and business readings as well as interactive case studies, where students will apply practical solutions to real risk and corporate integrity challenges faced by multinational organizations in a variety of sectors and explore the consequences for the compliance function. Student evaluation is based on a 3-part Group Project on a corporate compliance program’s response to a series of hypotheticals. Each student in the group will serve as a main presenter once. Each group assignment is accompanied by a short (3-5 pages) supplemental paper to be completed individually by each group member. Participation may be considered in final grading. Autumn - Deegan, Forrest

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 (20-25 pages) 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)
This course provides an overview of the application to law of the basic principles of corporate finance and financial economics. Topics include the concept of discounting and present value, portfolio theory and diversification, the theory of efficient capital markets and its applications in securities litigation, corporate capital structure and bond covenants, and the analysis of options and other derivative instruments. The principles and concepts of corporate finance are essential to understanding modern corporate transactions. Increasingly, lawyers must understand these principles in order to structure transactions in ways that achieve particular business objectives. The concepts in this class are also of great value to lawyers outside the corporate area: financial principles can be fruitfully applied to a wide variety of legal questions, ranging from estate planning to the calculation of tort awards. This class assumes no background in finance, and is aimed primarily at students with little or no prior exposure to the field (rather than those with an MBA or with an undergraduate finance major). It does not use any mathematics beyond basic arithmetic and some simple algebra. This class has a final exam. Participation may be considered in final grading.

Winter - Dharmapala, Dhammika

Corporate Governance
LAWS 53237 - 01 (2 TO 3)
Through the production of goods and services, innovation, employment and occasional misbehavior, publicly-held corporations in the U.S. exert an enormous impact on the lives of individuals and the economy in general. How (and how well) corporations are governed greatly influences what that impact will be. Since the early 1990s, there has been a significant increase in the attention given to corporate governance by investors, lawyers, academicians, politicians and the press. This seminar will provide students with a deep understanding of applicable legal, regulatory, market and political influences on corporate governance, an appreciation for the historical development of the current system of governance and insights into current “hot” issues and the continuing evolution of governance. We will discuss critical issues such as for whose benefit is a corporation to be governed and what is the proper balance of decision-making authority between

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and among shareholders, directors and CEOs and their management teams. There will be a heavy emphasis on the role of counsel to the enterprise as a whole and on the practical aspects of advising officers and directors, including the coordination of multi-disciplinary teams. Corporations and securities law courses provide highly desirable background, but are not prerequisites. Grades will be based upon: a final take-home exam (2 credits) or a full-length paper (3 credits) which can be used to satisfy WP requirements. In all instances, class participation will also be taken into account. Enrollment will be limited to 30 students, including up to an aggregate of 10 students from the LL.M. program, Chicago Booth, Harris and the Department of Economics.

Autumn - Cole, Thomas

Corporate Governance: Theory and Practice
LAWS 53245 - 01 (1)
This class provides an introduction to the foundational policy debates in corporate law, as well as some of the fundamental economic concepts that informs those debates. The key feature of the public corporation is Adolph Berle and Gardiner Means’ insight concerning the separation of ownership and control: in many cases, the managers of the firm who run the business are not the owners. This separation creates organizational problems known as agency problems. As the readings indicate, much of corporate law is directed at mitigating agency problems, including by incorporating internal governance mechanisms (such as the board of directors and shareholder voting), as well as by facilitating external governance mechanisms (such as the market for corporate control). We will explore these issues, as well as other perspectives, in depth and make them concrete with discussions of real world events and issues.

Spring - Lund, Dorothy

Corporate Tax I
LAWS 43242 - 01 (4)
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
Counterintelligence and Covert Action - Legal and Policy Issues
LAWS 53219 - 01 (3)
This seminar will focus on the constitutional and legal framework for counterintelligence and other instruments of national power that seek to neutralize and/or exploit our adversaries' intelligence activities against US national security interests. Such adversaries may include foreign intelligence services, terrorists, foreign criminal enterprises, cyber intruders, or some combination thereof. The seminar will consider both legal and policy issues raised in efforts to prevent adversarial espionage action -- overt, covert, or clandestine -- targeting US military, diplomatic, and economic interests at home and abroad. The seminar will also explore the role and overlap of covert action, roughly defined as action intended to influence events in another nation or territory without revealing the involvement of the sponsor. Although the primary focus of the seminar will be separation of powers issues and the role of executive power in counterintelligence and covert action, care will be taken to consider less frequently discussed implications for domestic and international economies and markets, as well as the extent to which economic and market considerations motivate policy making or legal decisions. The seminar will include short case studies from the Cold War and post-Cold War eras in the US, Latin America, the Middle East, and the former USSR, as well as recent events. The seminar is designed to minimize overlap with the material covered in The Law of Counterterrorism (LAWS 70704 or 43221) and National Security Issues (LAWS 70703 or 53217) by primarily focusing attention on state actors rather than nonstate actors. Grades will be based upon a final paper, occasional short response papers, and reasonable class participation.
Spring - Cowen, Stephen; Garcia, Tony

Criminal and Juvenile Justice Project Clinic
LAWS 90217 - 01 (1 TO 3)
The Project provides law and social work students the supervised opportunity to represent children and young adults accused of crime in juvenile and criminal court. Representation includes addressing the social, psychological and educational needs of our clients and their families. In addition to direct representation, students are involved in policy reform and public education including work with coalitions on issues of juvenile life without parole, youth violence, mass incarceration, and the collateral consequences of conviction. Students will participate in case selection and litigation strategies. Students will be expected to do legal research and writing including drafting motions and memoranda on various legal issues, i.e. evidentiary questions, sentencing, etc. and brief writing. Additionally, students will do pre-trial investigation and fact development including interviewing clients and witnesses. 3L students who have taken a trial practice course will have the opportunity to
argue motions and second chair hearings and trials. Policy work will include
genereal research on issues, drafting statement and position papers and attendance
at meetings. Corequisite: Evidence must be taken at some point that the student is
in the clinic.
Autumn, Winter, Spring - Conyers, Herschella

Criminal Procedure I: Investigations
LAWS 47201 - 01 (3)
This course is a study of the constitutional constraints on criminal investigation.
Under what circumstances are police permitted to stop you on the street, fish in
your pockets, or open your wallet and remove its contents? What legal rules govern
jailhouse interrogations? At what point in a criminal investigation does the right to
speak with counsel attach? In surveying the Fourth, Fifth, and Sixth Amendments
to the U.S. Constitution and their interpretation in Supreme Court jurisprudence,
we will consider answers to each of these questions. Upon completion of the
course, students will understand how the Constitution and related case law govern
the opening stages of the criminal process. This class has a final exam. Participation
may be considered in final grading.
Autumn - Gardner, Trevor

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 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
criminal 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 an eight-hour take-home examination.
Spring - Fairley, Sharon
Critical Race Studies  
LAWS 43220 - 01 (3)  
This course provides an introduction to critical race theory through reading canonical works by critical race scholars; it explores a selection of current legal debates from a critical race perspective; and it contextualizes critical race theory through the study of related movements in legal scholarship, including legal realism, critical legal studies, and social science research on discrimination and structural racism. We will attempt to identify the ways in which critical race scholarship has influenced, or should influence, legal research and law school pedagogy. Requirements for this course include thoughtful class participation and a final take-home examination.  
Spring - Hubbard, William

Cross-Border Transactions: Law, Strategy & Negotiations  
LAWS 53229 - 01 (1)  
This is a short class scheduled for Mon-Thurs., Sept. 27-30 only.  
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.  
Autumn - Sultani, Tarek

Current Debates in Antitrust, Bankruptcy, Corporate & Securities Law: The ABCS of Stakeholderism  
LAWS 53435 - 01 (2)  
After a series of pitched intellectual battles, various fields of business law each came to focus on a single constituency. Antitrust came to focus on consumer prices, instead of protecting competitors or the political process from domination by large firms. Bankruptcy came to focus on creditor interests, instead of protecting employees or local communities from the collapse of distressed firms. Corporate law came to focus on shareholder interests, instead of protecting workers, creditors, the environment, or surrounding communities. And securities regulation came to focus on investors in public companies, instead of the full range of constituencies that could benefit from improved disclosures.
But this clean allocation of responsibility has come under increasing strain. A wave of reformers has sought to extend each field to protect a broader range of stakeholders. In each area, they have been met with a fierce counterattack. Studying these debates together is worthwhile because stakeholderism can have advantages and disadvantages that cut across different fields, and because stakeholderism in one area can have complementary or contradictory effects in another.

This seminar will consider these current debates in business law. The seminar will not assume any prior knowledge of antitrust, bankruptcy, corporate law, or securities regulation. It will seek to provide useful framing concepts for students who go on to study those fields, while offering new insights and perspectives to students who have already taken those subjects. A series of reaction papers will be required. Participation may be considered in final grading.

Spring - Kovvali, Aneil

Current Issues in Criminal and National Security Law
LAWS 53221 - 01 (3)

This seminar covers a series of current issues in criminal and national security law, often comparing and contrasting the two approaches, with a focus on war power and uses of military force, drone strikes, challenges arising from acts of terrorism and national security prosecutions (including a focus on substantive terrorism offenses, espionage offenses as well as the leaking of classified information), a discussion of criminal investigative tools and intelligence activities, application of constitutional principles to terrorism investigations and prosecutions (particularly the First, Fourth, Fifth and Sixth Amendments and the application of Miranda, Quarles and Corley decisions and certain state bar rules in that context), and in other select topics, including the Classified Information Procedures Act, economic sanctions, and national security leaks. Each class will focus on a different topic, with advance reading assigned around each topic, and grading on the basis of two short reflection papers (3-5 pages each) and a final paper in the form of a U.S. Supreme Court opinion (20-25 pages, including a majority and dissent) on a select issue in criminal and national security law. Guest speakers may be invited to help facilitate discussion on certain topics.

Criminal law is prerequisite.

Winter - Scudder, Michael ; Fitzgerald, Patrick

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. Participation may be considered in final grading.

Autumn - Masur, Jonathan; Posner, Eric

Derivatives in the Post-Crisis Marketplace
LAWS 53313 - 01 (3)
In this seminar, we will explore the vital role that derivatives such as futures, forwards, options and swaps play in the financial system and the impact that post-crisis reforms have had on the derivatives marketplace. We will begin with a brief history of derivatives, an introduction to the core building blocks of the product and an overview of the agencies, regulations and statutes governing derivatives use, including the Bankruptcy Code and similar restructuring and resolution laws. We will then explore the role that derivatives played in the financial crisis and discuss the regulatory architecture put in place to mitigate the perceived risks of derivatives both in the U.S. under the 2010 Dodd-Frank Wall Street Reform and Consumer Protection Act and abroad under various regimes. In order to understand some of the law’s grey areas, we will also discuss pivotal case law, including Metavante and Lomas. Turning to the future, we will evaluate changes in the current marketplace, explore trends in derivatives use and delve into new trading architectures such as central clearing and blockchain, with a particular focus on the regulatory challenges these technologies pose and due consideration to the current tumultuous macroeconomic climate. We will touch on current events such as the Archegos meltdown and "GameStop" controversy. We will conclude with an in-depth discussion of the credit default swap auction process by reference to case studies such as Codere, Hovnanian, iHeart and Windstream. Grades will be based on a major paper (20-25 pages) on a topic of the student’s choice as well as class participation.

Autumn - Madell, Jaime
Derivatives, Repo, and Prime Brokerage - Negotiation and Practical Analysis  
LAWS 53437 - 01 (3)  
In this hands-on class, students will learn the fundamentals of the negotiation and legal structuring of derivatives and related instruments such as repo and prime brokerage. Students will engage in simulated negotiation, drafting and issue-spotting, with a focus on the challenges regularly confronted by practitioners in the private equity and opportunistic credit spaces. Class will be a mix of lecture and simulated implementation of trading programs for hypothetical clients. Grades will be based on a mix of class participation and a negotiation project.  
Spring - Madell, Jaime

Disability Rights Law  
LAWS 53426 - 01 (2)  
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, housing and financial benefits. This class requires a series of reaction papers. Participation may be considered in final grading.  
Winter - Webb, Andrew

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 of less than five pages.
Autumn - Schiller, Donald; Wyatt, 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.
Autumn, Winter, 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. 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.

Spring - Epstein, Susan

Employee Benefits Law
LAW 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 on short reaction and/or research papers. Students must submit either: a) a series of short reaction and research papers which must total at least 20-25 pages, including at least one research paper of 10 or more pages or b) a major research paper of at least 20-25 pages. There are no prerequisites required for this seminar.

Autumn - Wolf, Charles; Mowery, Philip

Employment Discrimination Law
LAW 43401 - 01 (3)
This course will examine employment discrimination law beginning with the legislative history of employment discrimination leading to the passage of Title VII and continuing to other limitations on the employment-at-will doctrine. Types of discrimination examined will include race, sex, religion, disability, age, color, national origin and sexual orientation. Emphasis will be placed on race discrimination as an example of how discrimination is proven and defended in litigation. Individual and class claims will be discussed. Special emphasis will be
placed upon such pragmatic topics as corporate internal investigations, handling agency and administrative charges of discrimination, the impact of insurance coverage, federal litigation, along with the increasing use of private mediation and arbitration. Final grade will be comprised of a research project conducted by small groups of students along with a final written exam.

Possible topics for research projects include:

- Whether current standards of proof of discrimination are sufficient or appropriate.
- Whether whistleblowers should be identified and compensated similar to SEC whistleblowers.
- How the "pipeline" may lead to discriminatory decisions in hiring and promotions.
- Are victims of discriminatory terminations fully compensated after losing employer-based medical coverage?

A key theme of the course will be to identify changes to anti-discrimination laws, which changes would be designed to more effectively reduce discrimination.

Spring - Greene, Martin

Employment Law
LAWS 43511 - 01 (2 TO 3)

This seminar is designed to provide the student with an overview of the common law principles and several of the leading federal and state statutes that govern the private-sector employment relationship. Among the topics to be covered are (1) the contractual nature of the employment relationship and the employment-at-will doctrine; (2) contractual, tort-based, and statutory erosions of the employment-at-will doctrine; (3) the contractual and common law duties and obligations owed by an employee to the employer; and (4) wage and hour and employee leave statutes, including the Fair Labor Standards Act (FLSA) and the Family and Medical Leave Act (FMLA). This seminar supplements, but will not cover the topics presented in, the Law School’s courses in Labor Law (Laws 43101), Employment Discrimination Law (Laws 43401), and Employee Benefits Law (Laws 55503), which are not prerequisites to enrollment. Enrollment will be limited to 20 students. The student’s grade will be based on a final examination. Students wishing to earn 3 credits for the class may write a 10-12+ page research paper in addition to the final exam.

Spring - Whitehead, James

Employment Law Clinic
LAWS 90216 - 01 (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

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individual cases and class actions. In individual cases, the Clinic represents clients in cases in federal court or the Illinois Human Rights Commission 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. Additionally, the Clinic is appointed each year to represent a few clients in appeals pending before the 7th Circuit Court of Appeals and in settlement conferences in the District Court for the Northern District of Illinois. 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. Students will be evaluated on their written and oral work on behalf of the Clinic’s clients. Participation is considered in final grading. Academic credit varies and will be awarded according to the Law School’s general criteria for clinical courses as described in the Law School Announcements and by the approval of the clinical faculty. Evidence is a prerequisite for 3L’s in the clinic. The Intensive Trial Practice Workshop (or an equivalent trial practice course) is recommended for 3L’s in the clinic.

Autumn, 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.

Autumn - 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.

Spring - Goel, Asheesh; Nemirov, 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 and 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, and a research paper.

Winter - Kregor, Elizabeth; Gryczan, Catherine

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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.  
Spring - Kim, Hajin

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 (20-25 pages). (Please note that this paper cannot fulfill the SRP or WP requirement.)  
Autumn - Neal, Joan

Evidence  
LAWS 41601 - 01 (3)  
An examination of the federal rules governing proof at trial. On many points, the rules of most states are the same or similar (New York and California have the most differences, though even they have significant overlap with the Federal Rules). There will be somewhat more lecture than in a typical course, in order to facilitate coverage of material. Even so, certain relatively minor or easy topics will not be covered (Burdens of Proof, Presumptions, Judicial Notice), and others will be covered only briefly (e.g., Privileges, Impeachment of Witnesses). Approximately two-thirds of the term will be devoted to the two central topics in the law of evidence: relevance and hearsay (including the hearsay exceptions).  
Spring - Buss, Emily
Evidence
LAWS 41601 - 01 (3)
An examination of the federal rules governing proof at trial. On many points, the rules of most states are the same or similar (New York and California have the most differences, though even they have significant overlap with the Federal Rules). There will be somewhat more lecture than in a typical course, in order to facilitate coverage of material. Even so, certain relatively minor or easy topics will not be covered (Burdens of Proof, Presumptions, Judicial Notice), and others will be covered only briefly (e.g., Privileges, Impeachment of Witnesses). Approximately two-thirds of the term will be devoted to the two central topics in the law of evidence: relevance and hearsay (including the hearsay exceptions). This class has a final exam.
Winter - Leiter, Brian

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 counsel. The Exoneration Project is an intensive, rigorous experience designed for students who are committed to providing the best possible representation to deserving clients. Second-year students wishing to enroll in the Project are encouraged to take Evidence in their second year. Third-year students are required to complete, prior to their third year, Evidence and the Intensive Trial Practice Workshop (although we recognize that that may not be possible under current circumstances). Students are also 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. Participation may be considered in final grading.
Autumn, Winter, Spring - Leonard, Karl; Myerscough-Mueller, Lauren; Ainsworth, Russell
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. The student's grade will be based on class participation and a final exam.
Spring - Fennell, Lee

Family Law
LAWS 45001 - 01 (3)
This course will examine the state's role in recognizing and regulating personal relationships between adults and between adults and children. Throughout the quarter we will explore assumptions about family that underlie existing legal regulation, including assumptions embodied in constitutional law. All students may choose between an exam, a series of short reaction papers, and a major research paper. Students who obtain instructor permission may meet the SRP or WP requirement.
Winter - Case, Mary Anne

Federal Courts
LAWS 41101 - 01 (3)
This course covers the role of the federal courts in the federal system. Topics will include the jurisdiction of the federal courts, Congress's power over those courts, litigation against federal and state governments and their officials, and the relationships between federal and state courts. Constitutional Law I is a prerequisite, though it may be waived in special circumstances. The student's grade is based on class participation and a final take-home examination.
NOTE: Unlike in previous years, this class may not use the traditional Hart and Wechsler casebook, or any casebook.
Prerequisite: Constitutional Law I
Spring - Baude, William

Federal Criminal Justice Clinic
LAWS 90221 - 01 (1 TO 3)
The Federal Criminal Justice Clinic is the first law school clinic in the country to focus on representing indigent clients charged with federal felonies. The FCJC gives
students a unique opportunity to represent individual clients in federal court and will be taking new cases this year. FCJC students also engage in systemic reform efforts focused on combatting racial disparities and discrimination. For example, students in the FCJC’s Federal Bailwatching Project have engaged in legislative advocacy before Congress and have created the first federal courtwatching initiatives in the country.

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. During the pandemic, FCJC students continued representing clients virtually and litigated numerous successful motions for compassionate release. Students involved in appellate litigation write briefs to the Seventh Circuit and the Supreme Court and may conduct oral argument.

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 2021. The FCJC is typically a year-long clinic, but during the 2021-22 school year, the FCJC anticipates admitting additional students in Winter Quarter. 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, Zunkel, or Miller.

Autumn, Winter, Spring - Siegler, Alison; Miller, Judith

**Federal Criminal Justice Practice And Issues**

**LAWS 53386 - 01 (2)**

This practice-oriented 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.

Winter - Doss, Michael

Financial Regulation Law
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 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.
Autumn - Posner, Eric

Food Law
LAWS 53308 - 01 (3)
This seminar will examine issues relating to food law and food policy. Topic covered will include: food safety, food labeling, genetically modified agriculture, corn policy, regulation of food quality, factory farming, restaurant regulations, and more. Students will have to write an SRP paper and make a presentation in class. Participation may be considered in final grading.
Autumn - Ben-Shahar, Omri

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.
Spring - Bradley, Curtis
Fundamentals of In-House Counsel  
**LAW5 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 - Zarfes, David; Avratin, Joshua; Lutz, Nathan**

Global Human Rights Clinic  
**LAW5 90225 - 01 (1 TO 3)**

The Global Human Rights Clinic (GHRC) works to advance social and economic justice worldwide. The Clinic uses multidimensional advocacy strategies to address pressing human rights issues, including documentation and reporting, legislative and institutional reform, and litigation in domestic, regional and international tribunals. Working in project teams, students develop essential lawyering skills, including oral advocacy, fact-finding, research, legal and non-legal persuasive writing, interviewing, media advocacy, cultural competency and strategic thinking.

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GHRC clients and partners include United Nations agencies and other multinational organizations, NGOs and individuals across the globe, and national and local governments. Clinic projects vary from year to year. In 2020-2021, GHRC projects included litigation of a Petition on behalf of domestic workers before the Inter-American Commission on Human Rights; advisory support to candidates for Chile’s constitutional commission on measures to advance gender equality and women’s rights; publication of two reports on police lethal use of force policies in the U.S. and globally; design and delivery of trainings on strategic litigation and comparative foreign law to lawyers in Tanzania challenging inhumane prison conditions; and documentation to the U.N. Human Rights Council on Vietnam’s violation of its citizens’ right to freedom of expression. For more information on the Clinic’s work, visit the GHRC’s website: https://www.law.uchicago.edu/ghrc and Facebook Page: https://www.facebook.com/GHRChicago.

Students may enroll for up to three credits in the Clinic per quarter. New students to GHRC enrolled in the J.D. program should plan to take the Clinic for three quarters for a minimum of two credits each quarter, unless they receive faculty approval prior to registration. Continuing J.D. students and LLMs may take the Clinic for any allowable amount of credits and quarters. Participation may be considered in final grading.

Autumn, Winter, Spring - Flores, Claudia; Olaizola Rosenblat, Mariana

Greenberg Seminars: Ladies’ Night: Leadership from the Female Perspective
LAWS 92000 - 03 (0, 0, 1)
We will read books and other pieces of writing by female chief executive officers, politicians, athletes, and other leaders in their industries, and discuss those pieces during each session. Discussion and readings may touch on topics such as how the female experience of leadership differs depending on industry, role, and characteristics of a woman’s colleagues (for example, how the experience of a female general counsel of a professional sports team might be different from a female captain on an all-female athletic team), general perspectives on leadership styles, and others as determined throughout the year based on the ultimate readings selected.

Autumn, Winter, Spring - Underwood, Emily; Henderson, M. Todd

Greenberg Seminars: Race and Capitalism
LAWS 92000 - 04 (0, 0, 1)
Final description coming soon

Autumn, Winter, Spring - Abebe, Daniel; Huq, Aziz
Greenberg Seminars: Resignations
LAWS 92000 - 02 (0, 0, 1)
When lawyers participate in politics at the highest levels-as counselors to the
government, advisors to political leaders, and authors of sensitive policies-they can
confront competing demands from the governmental institutions and leaders they
serve, on the one hand, and the ethics of the legal profession or morality generally,
on the other. But because the demands on these lawyers are frequently shaped by
unprecedented events, it is not always clear just what legal ethics or morality
require them to do. Prompted by these conflicts, lawyers across many political
administrations have confronted calls to resign-claims that what the government
has asked of them is incompatible with the professional requirements of being a
lawyer or the demands of morality. This Greenberg will use case studies of high-
profile government lawyers who have faced those calls to untangle this dramatic
dilemma.
Autumn, Winter, Spring - Doerfler, Ryan; Fahey, Bridget

Greenberg Seminars: The Law of Space
LAWS 92000 - 05 (0, 0, 1)
This Greenberg Seminar will explore the law governing space programs and outer
space, including issues involving the International Space Station, the Moon and
other extraterrestrial bodies, lost astronauts, and any number of other topics.
Autumn, Winter, Spring - Masur, Jonathan; Fahey, Bridget

Greenberg Seminars: Wine and the Law
LAWS 92000 - 01 (0, 0, 1)
This seminar will consider the law and politics of wine production and regulation
in the US and elsewhere. There will be an empirical research component. Graded
Pass/Fail.
Autumn, Winter, Spring - Masur, Jonathan; Ginsburg, Thomas

Health Care Law and Policy
LAWS 43346 - 01 (3)
This class will cover the basics of health law, health economics and U.S. health care
policy. We will discuss the value of health, the productivity of health care and the
role of health insurance. We will also review the major sources of US health care
(physicians, hospitals, and drugs) and health insurance (including Medicaid and
Medicare). We will also discuss the common law and statutory regulation of these
providers in common law and statute, as well as regulation of health insurance in
the US. We will discuss the drivers of health care innovation and health care costs.
We will also take up timely policy topics such as Medicare for All, drug pricing,

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medical bankruptcy, racial disparities in health, and hospital mergers. My aim is to provide a survey of the many views of health care markets, regulation and reforms. This class has a final exam. Participation may be considered in final grading.

Autumn - Malani, Anup

History and Theory of Policing
LAWS 53438 - 01 (3)
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.
Spring - Rappaport, John

History of the Common Law
LAWS 43210 - 01 (3)
A survey of the development of Anglo-American legal institutions. Among the subjects covered will be the origins and growth of the legal profession, the origin and use of royal writs, the growth of the court system and the nature of trials at common law, law reporting, and the development of the common law in the American colonies and the new Republic. This class has a final exam.
Winter - Helmholz, Richard

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. Participation may be considered in final grading.

Autumn, Winter, Spring - Leslie, Jeffrey

How to Minimize and Investigate Trade Secret Theft
LAWS 53134 - 01 (2)
Trade secret theft is becoming an inevitable reality for companies across industries. This seminar provides background on the landscape of trade secret laws, and examines practical issues relating to how companies can identify and protect their trade secrets as well as issues relating to investigating suspected theft to help companies minimize the chance that theft occurs and maximize the chance of achieving legal remedies (civil and/or criminal). This seminar will focus would be on real-world legal issues, counseling, and investigations in addition to legal and practical issues that may impact trade secret litigation. The students’ grades will be based on a combination of: (1) class participation, (2) reviewing and spotting issues in practical documents, and (3) reaction papers.

Spring - Murphy, Shannon

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. A major paper (20-25 pages) is required.

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 the first challenge to indefinite detention under the PATRIOT Act, a civil rights lawsuit alleging Fourth and Fourteenth Amendment challenges against state law enforcement involved in an arrest that led to deportation, litigation against ICE detention centers for conditions of confinement during the COVID-19 pandemic, challenges to due process in removal proceedings, representation of asylum seekers and human trafficking victims, 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. Students must enroll for either 2 or 3 credits each quarter and must enroll for all three quarters.
Students will be evaluated on the fieldwork portion of course on the basis of whether they:
• Fulfill professional obligations to clients
• Work diligently and zealously towards accomplishing the clients’ goals
• Collaborate with team members and supervisor effectively
• Show willingness to learn new skills and confront new legal problems
• Show improvement in legal writing, oral advocacy, and other lawyering skills
• Willingly incorporate feedback into your work
• Use reflection to learn from clinic experiences
• Display responsibility, collegiality, and professionalism
• Meet internal and external deadlines
• Attend class prepared to discuss readings and regularly participate in classroom discussions
• Practice excellent file management and time-keeping
Autumn, Winter, Spring - Hallett, Nicole
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.  
Spring - Hallett, Nicole

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
The 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. Participation may be considered in final grading.

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.
Evaluation is based holistically on the student’s client work. Participation may be considered in final grading.
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 (20-25 pages). 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 each weekday morning from 9:00am-11:15am from August 23 - September 3. Students should plan to treat the seminar like a full time job during this period - they will spend a substantial part of each afternoon 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; Drake, Michelle

**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 are enlisted to provide students with demonstrations and critiques from varied perspectives. The class concludes with a simulated jury trial presided over by sitting state and federal court judges. This is a required class for participation in the Civil Rights-Police Accountability Clinic, the Criminal & Juvenile Justice Project Clinic, and the Exoneration Project 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 3Ls, regardless of participation in any clinic. Open to 3L J.D. students only. The faculty strongly recommend 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/day before the beginning of the Autumn Quarter. The 2021 Workshop is scheduled from September 7 through September 17, and the final trial is scheduled for Saturday, September 18. The student's grade is based on a compilation of daily performance evaluations and performance during the simulated jury trial. There is a cap of 36 students in this class, with preference given to students required to take the course. For more information regarding the Intensive Trial Practice Workshop, please email Professor Zunkel at ezunkel@uchicago.edu. This class runs from September 7 through September 18. The class does not meet on September 11/12.
Autumn - Futterman, Craig; Conyers, Herschella; Zunkel, Erica; Miller, Judith; Alonso, Jorge

**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
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 Human Rights
LAWS 43262 - 01 (3)
This course is an introduction to international human rights law, covering the major instruments and institutions that operate on the international plane. It includes discussion of the conceptual underpinnings of human rights, the structure of the United Nations System, the major international treaties, regional human rights machinery, and the interplay of national and international systems in enforcing human rights. There are no prerequisites. Grading will be on the basis of a take-home exam at the end of the quarter. Students who wish to write, in lieu of the exam, a paper sufficient to satisfy the substantial writing requirement, may do so upon approval of the topic in advance.
Winter - Ginsburg, Thomas

Introduction to American Law and Legal Institutions
LAWS 43204 - 01 (3)
This class is only open to LLM students, MLS students, and PhD students from elsewhere in the university. This course will consider a variety of legal institutions and how they interact to produce a distinctly American configuration of law. Since Tocqueville, observers have noted that Americans have a distinctly legal mode of organizing society: as he put it "Scarcely any political question arises in the United States that is not resolved, sooner or later, into a judicial question." More than citizens of other advanced democracies, they seem willing to turn to courts to resolve disputes, from those about mundane traffic accidents to major disputes of politics and public policy, and to emphasize punitive legal sanctions. The causes and consequences of this litigiousness will be explored through the lens of legal institutions. The course will begin with an introduction to the constitutional structure and then proceed to examine particular legal institutions. Subjects will include the civil and criminal jury, the role of lawyers, the political role of the judiciary, and legalistic modes of administrative regulation. The emphasis will be on how the institutions actually operate, and readings will be drawn from both legal and social scientific literature. Students may take a final exam or choose to write a major paper (20-25 pages).
Autumn - Ginsburg, Thomas

Introduction to Law and Economics
LAWS 43231 - 01 (3)
This class is an introduction to the economic analysis of law, an approach that has grown rapidly in the last thirty years and now exerts a profound influence on how law is taught and on how courts make decisions. The class will provide you with a set of tools for analyzing transactions and how they are shaped by legal rules,
through systematic exposure to the economic way of thinking about law across a variety of legal contexts. These tools are intended to complement, not to challenge, the traditional doctrinal approach to law. The objective is to equip you to use economic reasoning in an informed and critical spirit to analyze cases and transactions of the sort you may encounter in practice. More generally, you should be able to understand and critically evaluate the use of economic analysis in legal scholarship, judicial opinions, and other legal contexts. This class has a final exam. Participation may be considered in final grading.

Winter - Dharmapala, Dhammika

**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

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

Spring - Dharmapala, Dhammika

**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

All information as of 9/1/21: For updated information visit www.law.uchicago.edu.
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. Participation may be considered in final grading.

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

Judicial Opinion Writing
LAWS 52003 - 01 (3)

Judicial opinions are the means by which judges explain their rulings to the litigants and their lawyers, and in many instances (depending largely, but not exclusively, on whether the judge is writing on behalf of a court of review) to the bar as a whole, other judges, other branches of government, and/or the public at large. For those of you planning to serve as a law clerk after graduation, opinion drafting and editing likely will comprise the lion’s share of your work. For those of you planning on a career as a litigator, understanding the elements of judicial opinion writing will help you to effectively frame your arguments in your briefs and at oral argument. And for all of you, reinforcing the skills necessary to write clearly and edit wisely will serve you well whatever your future plans.

The class will begin with a careful review of the work of some well known judges, past and contemporary. The remaining sessions will proceed largely in a workshop format. For the first half of the remaining sessions, each of you will rewrite a recent, published appellate opinion that we will select. For the second half, each of you will write an appellate opinion from scratch based on a real case that we will select and that will recently have been argued. If your opinion is up for discussion for a given week, we will ask that you post it to the class site by noon on the Monday preceding the class so that we and the other students can read it. More than one student will be assigned each rewritten and original opinion, enabling the class to compare different approaches taken to the same set of problems. The point of this, as you’ll see, is entirely pedagogical; it is not to turn
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. Take-home essay exam.  
Spring - Leiter, Brian

Jurisprudence II: Problems in General Jurisprudence  
LAWS 47421 - 01 (3)  
This class builds on topics first touched upon in Jurisprudence I: Theories of Law and Adjudication, probing more deeply into the philosophical and jurisprudential issues. Among those we will consider: the objectivity of law and of morality, especially in the context of Dworkin’s theory of law and adjudication; the semantics underlying Hart’s theory of the "open texture" of language as a source of legal indeterminacy, and competing views of meaning that might resolve it; recent
approaches to the problem of theoretical disagreements in law. Other topics will be added based on student interest. Students who have not taken Jurisprudence I at the Law School must seek instructor permission to enroll (please supply information about prior study of legal philosophy).

Spring - Leiter, Brian

Kirkland & Ellis Corporate Lab Clinic
LAWS 91562 – 01, 02 (3)
The Kirkland & Ellis Lab provides students with a forum for working closely with legal and business teams at top-tier multinational companies, leading nonprofits, 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 Abercrombie & Fitch, Accenture, Baxter Healthcare, Booth School of Business New Venture Challenge (Spring Quarter), GE Healthcare, Honeywell, IBM, John Deere, Microsoft, Nike, Northern Trust, Schreiber Foods, and Verizon Communications. Corporate Lab students also will have the opportunity, should they wish, 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). Please note: (i) students are expected to remain in the Corporate Lab for a minimum of two consecutive quarters, (ii) students may not take the Corporate Lab for more than nine credits, and (iii) this offering will not count toward seminar restrictions. Student grades will be based upon participation in the classroom, appropriate attention to client services, collaborative efforts within a team environment, and quality of work product. For additional information, see the Corporate Lab website at http://www.law.uchicago.edu/corporatelab. (Reduced 2-credit option available with instructor permission.)

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

Labor Law
LAWS 43101 - 01 (3)
In his dissent in Vegelahn v. Gunter (Mass. 1896), Oliver Wendell Holmes wrote: "One of the eternal conflicts out of which life is made up is that between the effort of every man to get the most he can for his services, and that of society, disguised
under the name of capital, to get his services for the least possible return.
Combination on the one side is patent and powerful. Combination on the other is
the necessary and desirable counterpart, if the battle is to be carried on in a fair and
equal way...” This course will consider how law, mostly federal but some state, has
taken on Holmes’s charge, especially since the New Deal. We will discuss the law
of labor union formation, operation, and control in the United States, including
elections, membership, role in politics, misconduct and economic foundations.
Spring - Henderson, M. Todd

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

Law & Political Economy
LAWS 53427 - 01 (2)
This seminar will survey the recent "Law & Political Economy" ("LPE") within the
legal academy. Meetings will involve readings of foundational texts and
presentations of works in progress by outside speakers. This class requires a series
of reaction papers. Participation may be considered in final grading.
Winter - Doerfler, Ryan

Law and Economic Development
LAWS 43232 - 01 (3)
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

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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.

A major paper (20-25 pages) is required. 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. Participation may be considered in final grading.

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 certain assumptions about law or develop themes about the relationship of law, society, and justice. This seminar will explore these and related topics through seven to nine literary works of short to moderate length, including stories by authors Susan Glaspell, Kazuo Ishiguro, Herman Melville, and Toni Morrison. There will also be secondary readings. We will address specific 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.

Winter - Mcadams, Richard
Law and Public Policy: Case Studies in Problem Solving
LAWS 53218 - 01 (2)
This course examines the intersection of law and public policy and the lawyer’s role in helping to formulate and defend public policy choices, using recent, real-world problems based, in part, on the instructor’s experience as former Corporation Counsel and senior legal advisor to the Mayor of the City of Chicago. While the course will be conducted in a seminar/discussion format, a significant portion of each class will be devoted to hands-on role-playing in which students will play the role of legal advisors to an elected official, grappling with and proposing solutions to vexing issues of public policy.
While this course may be of particular interest to students who are interested in public service and public policy-making, its emphasis on developing students’ analytical and problem-solving skills and on providing hands-on, practical experience in advising clients on complex issues should be of benefit to any student, regardless of interests and career objectives. Providing legal analysis and advice and counseling clients are a critical part of almost every legal career, whether as a litigator or transactional lawyer in a private firm or as in-house counsel for a corporation or not-for-profit.
Assigned reading will include press articles, proposed legislation, briefs and pleadings, and other materials concerning the case studies/public policy issues that will be examined. Students will be expected to identify and analyze legal issues, competing legal and policy interests, and possible policy alternatives, and advise their “client” accordingly. Grades will be based on class participation and performance in role-playing exercises and short (5 page) reaction papers concerning three of the case studies that will be examined.
Autumn - Patton, Stephen

Law and Social Movements
LAWS 53423 - 01 (3)
Movements for social justice have always struggled with law as both a bulwark against change as well as a potential tool for reform or even emancipation. This course explores the complex relationship between social justice movements and law, mostly in the U.S. context. Key themes will include (1) how social movement pressures have shaped doctrinal developments across many areas of law, often in underappreciated ways; (2) debates over the role of litigation and legislation in social movement strategy, as well as civil disobedience and other forms of defying legal authority; (3) the role of lawyers in social movements and questions of leadership and accountability, including common dilemmas in lawyering practice. Case studies will be both historical (e.g., Progressive Era, Civil Rights Movement) and contemporary (e.g., Occupy, Movement for Black Lives). Attention will also be
paid to parallels and differences with conservative and right-wing legal movements.

Grading will be based on weekly discussion questions, class participation, and a final research paper on a topic of the student’s choice (20-25 pages).

Winter - Li, Darryl

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 Iris Chaoui-Boudrane, at ichaouib@envifi.com.

This class requires a major paper (20-25 pages). Participation may be considered in final grading.

Autumn - Sandor, Richard

Law of/for Artificial Intelligence
LAWS 53425 - 01 (3)
Course description coming soon.

Winter - Huq, Aziz

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 a take-home assignment. 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 class has a final take-home exam.

Winter - Sylla, John Richard

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.

Spring - Peterson, Farah

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

Spring - Alberts, Barry

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. Using materials from casebooks, the Model Rules of Professional Conduct, cases or 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 of how to handle particularly difficult issues encountered in the practice of law and the rules and 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
The 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 20 pages in length on a topic relating to professional responsibility chosen by and of particular interest to the student. Attendance is mandatory.

Winter - Morris, Hal

Legal Profession: Ethics in Government and Public Interest Legal Practice
LAWS 53104 - 01 (3)
This seminar, which satisfies the professional responsibility requirement, will address the ethical rules and principles that govern public interest and government attorneys. Among the topics that will be explored is the challenge of defining who the client is in government practice and how that interplays with conflict of interest rules. Time will also be devoted to exploring the nature of the attorney-client relationship, candor requirements and various other duties and obligations imposed upon government and public interest attorneys, whether they litigate cases or not. Real world scenarios will be used to illustrate the various ethical issues attorneys face each day. The class will meet once a week. A student’s grade will be based upon the quality of in-class participation, a take-home final exam and a 10 page paper on a topic of the student’s choosing in consultation with the Instructor.

Spring - Peters, Lynda

Legislation and Statutory Interpretation
LAWS 44201 - 04 (3)
Much legal work today involves the close reading and interpretation of statutes or similar texts. This class considers current theories and problems related to the production and interpretation of statutes. The class encompasses political theory and public choice approaches to the legislative process as they relate to legal interpretation. It aims to bolster students’ ability to work with statutes in law school and beyond. At the end of the class, students will have a thorough grasp of the production of statutes by the legislative branch and their use by the courts.

Spring - Epstein, Richard

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.

This class requires a major paper. Participation may be considered in final grading.

Winter - Taylor, Camilla

Life (and Death) in the Law
LAWS 53348 - 01 (2)
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.

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.

Winter - Masters, Catherine; Clark, James

Local Government Law
LAWS 43228 - 01 (3)
This course examines the law regarding the provision of public goods and services at the state and local level. It explores the way in which local government law
addresses the issues of what services a local government should provide, which residents should receive those services, who pays for the services provided, and how these decisions are reached. In the process, it explores the relationship among federal, state, and local governments, with particular emphasis on judicial analysis of the constitutional and statutory basis of those relationships. This class has a final exam.

Autumn - Roin, Julie

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.

Spring - Fishbach, Ayelet

Mass Incarceration and Reform
LAWS 53439 - 01 (3)
This seminar will survey 21st Century movements to achieve criminal reform in the arenas of pretrial detention, jury selection, discovery, exculpatory evidence, sentencing, and more. Our focus will be doctrinal rather than policy-based, emphasizing the legal, constitutional, and legislative underpinnings of these reform efforts. This seminar will familiarize students with key constitutional provisions.
that have served as bulwarks for criminal reform movements, including equal protection, due process, and the Sixth Amendment, and will highlight the social and historical forces that animated these reforms. We will investigate the evolution of each law reform, for example, watching how battle-lines were drawn and redrawn by trial courts, courts of appeals, and the U.S. Supreme Court during the federal sentencing revolution that began in 2005. In addition, this seminar will look at criminal reform through 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 will also discuss the next frontiers for reform. Readings will include cases, statutes, sentencing guidelines, law review articles, and practitioners’ motions/briefs. There are no prerequisites. Grading will be based on a combination of class participation and a final paper, which will require students to research and write either a judicial opinion or a legislative proposal enacting a new criminal reform.

Spring - Siegler, Alison

Mergers and Acquisitions
LAWS 53107 - 01 (3)
This course will delve into the primary legal issues confronted by an M&A lawyer in a major US law firm or legal department. The course will examine acquisitions of public and private companies.
Prerequisite: Business Organizations
Spring - Junewicz, James

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.
Students should purchase a hardcopy edition of the required textbook "The Law Governing Lawyers". The ebook only option does not allow offline access which may be required for the in-class proctored exam.
Autumn - Nozette, Mark

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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 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 we will discuss and revise 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 9-10) during the quarter, is an optional supplement to the Hinton Moot Court Competition. 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. Participation may be considered in final grading. This is a short class that meets on Saturday/Sunday, October 9 and 10 only.
Autumn - Lansky, Madeline; Horwitz, Rebecca

Moot Court Boot Camp
LAWS 95030 - 02 (1 TO 2)
Moot Court Boot Camp is an opportunity for students to develop skills and gain hands-on experience in appellate oral advocacy and writing. In preparation for this condensed weekend course, students will prepare and submit argument outlines for two different cases. During the weekend course, students will participate in a series of workshops with an opportunity to perform multiple oral arguments before a variety of faculty and practitioners who will provide guidance and feedback. The writing component of the course will include a short, written assignment that we will discuss and revise during class. Through writing assignments and class discussion, students will work on developing essential writing skills such as how to devise strategically framed issue statements, compelling headings, and powerful conclusions. Students will also learn how to maximize the effectiveness of their advocacy by articulating themes in writing that are carried through in their oral argument. This class, which will meet during the weekend of October 9-10, is an optional supplement to the Hinton Moot Court Competition.
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. Participation may be considered in final grading. This is a short class that meets on Saturday/Sunday, October 9 and 10 only.

Autumn - Whitehead, James; Patton, Stephen

Negotiation
LAWS 81123 - 01 (3)
Course description coming soon
Spring - Ruiz, Jesse

Network Industries
LAWS 43233 - 01 (3)
This course addresses the regulation of natural monopoly. Historically, the industries that match with that description have been public utilities (think electricity and telecommunications) but modern platform industries (say Google, Facebook and the like) also are naturally relevant. The emphasizes the substantive law and pays little attention to the procedural questions addressed in Administrative Law, which should be taken at some point, but which is not a prerequisite for this course. The student's grade is based on a final examination. The syllabus for the last version of the course is located at http://picker.uchicago.edu/NetIndus/Syllabus.htm.
Spring - Picker, Randal

Partnership Taxation
LAWS 44301 - 01 (3)
A study of the principles of the taxation of partnerships (including entities classified as partnerships) and their partners, with an emphasis on the tax consequences of the formation, operation and dissolution of partnerships. Matters discussed include contributions to and distributions from partnerships, the treatment of leverage, allocations of partnership income and loss to the partners, capital accounts, disguised sales, transfers of partnership interests, liquidations, taxation of service partners, mixing bowls, anti-abuse rules and other aspects of partnership taxation. Prerequisite: Introductory Income Tax. This class meets at 300 E. Randolph - Baker and McKenzie
Spring - Haddad, Maher
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 an in-class final examination. Students from all backgrounds -- technical or not -- are encouraged to enroll.
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.
Spring - Cherny, Steven; Curran, Patrick

Philosophy of Animal Rights
LAWS 53128 - 1 (3)
A close study of some recent philosophical classics about animal ethics and animal rights, including Christine Korsgaard’s Fellow Creatures, Sue Donaldson and Will Kymlicka’s Zoopolis, and a manuscript of my own, Justice for Animals, that is due at the end of 2021. We will also read some of the recent work by scientists such as Frans De Waal, Mark Bekoff, and Victoria Braithwaite on animal cognition.
Autumn - Nussbaum, Martha

Poverty and Housing Law Clinic
LAWS 91301 - 01 (3 TO 4)
This clinic, conducted over two sequential quarters, exposes students to the practice of poverty law by giving them the opportunity to work on housing cases at Legal Aid Chicago, the Midwest’s largest provider of free civil legal services to
people who are living in poverty or otherwise vulnerable. Students may be asked to attend administrative grievance hearings, represent tenants facing unwarranted evictions, and prevent landlords from performing lockouts or refusing to make necessary repairs. All students will be expected to interview clients, prepare written discovery, conduct research, and draft motions. In addition to working 12 hours a week at LAF, students will attend a weekly two-hour class to learn about subsidized housing programs, eviction actions, housing discrimination, representing tenants with disabilities, the intersection between domestic violence and housing, and the extensive and often misunderstood connection between criminal law and housing.
Winter, Spring - Wood, Lawrence

Presence: Performance Skills for Lawyers
LAWS 53498 - 01 (2)
This seminar examines the performance, improvisation, storytelling, and engagement skills necessary to help you excel as an attorney and beyond. Through a series of interactive 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 express yourself to each class.
This is a performance skills course, so in-class participation, discussion, and presentations will be the basis for evaluation.
Autumn - Marchegiani, Paul

Pretrial Litigation: Strategy and Advocacy
LAWS 52410 - 01 (3)
This seminar will focus on 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; draft pretrial motions; 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 be based on performance in mock exercises and written work product. This class requires a series of research papers (20-25 pages).
Winter - Fields, Barry
Privacy and Modern Policing
LAWS 53463 - 01 (3)
Law enforcement in modern criminal investigations uses sophisticated tools to obtain voluminous, often private, information. These tools can include forensic searches of phones and social media accounts; stingrays; precise location information obtained from phones and social media accounts; wiretaps of phone and social media accounts; and network intrusions/hacking. This course will explore the challenges of trying to regulate these cutting-edge methods. Students will become familiar with the tools used, their benefits to law enforcement, and their privacy challenges. We will evaluate the costs and benefits of different approaches to regulating law enforcement’s use of these tools—not only to privacy and to law enforcement capabilities but also with respect to separation of powers and other institutional concerns. Students will prepare several short papers, each about 4-5 pages in length, that will require some outside research. Participation will be considered in the final grading.
Autumn - Didwania, Vikas

Privacy Law
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

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 the written assignments. Business Organizations and Contracts are prerequisites. This class requires a series of reaction papers. Participation may be considered in final grading.
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.
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 and a casebook; we may also read supplemental materials from time to time. Grades will be based on an in-class final exam, several short response papers, and a class participation component. This seminar will fulfill the professional responsibility requirement.
Winter - Feeney, Daniel; Weidner, Brant; Koski, John

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

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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 10-13 pages based on a case study and class participation. 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. Participation may be considered in final grading.

Autumn - Jacobson, Martin

Project Finance in Emerging Markets
LAWS 53417 - 01 (3)
This course will explore the principles of project finance and their application to projects in emerging markets, with a particular focus on Latin America. The class will include various case studies and will include the review of core contracts and a discussion of common legal issues that arise in the cross-border context.

Spring - Ramirez, Jaime

Prosecution and Defense Clinic
LAWS 91201 - 01 (3 TO 4)
The Prosecution and Defense Clinic is designed to provide students with an opportunity to learn about the criminal justice system through: (1) a 2-quarter seminar taught by a former Assistant United States Attorney and a career criminal defense attorney; 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 will provide students with a unique combination of substantive criminal law and procedure, ethics, trial practice (through participation in courtroom exercises built around federal criminal cases), 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 placement program with a federal or state prosecutor or defender office for the winter and spring quarters (January through
Field placements 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. Students must comply with the placement’s requirements regarding hours and assignments, which will be considered part of the course grade. In the 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. Students receive up to 7 credits for the course.

Winter, Spring - Noller, Lisa; Armour, Molly

Psychological Dimensions of Criminal Law
LAWS 57506 - 01 (1)
This mini-seminar will explore experimental work on psychological dimensions of criminal law theory and doctrine. Topics of discussion will include theories of punishment, elements of crime, and legal doctrines that impose and absolve criminal liability. This class requires a series of reaction papers. Participation may be considered in final grading. Pre-requisite: Criminal Law. This is a short class that meets on October 13, 15, 18, 20, and 22.
Autumn - Sood, Avani

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

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Public Corruption and the Law
LAWS 53208 - 01 (2 TO 3)
This seminar will focus on how governments use the law to prevent and catch public corruption, how the law is sometimes used to protect public corruption, and how one should determine the optimal response to corruption and its consequences. We will examine the substantive criminal laws and sentencing schemes used in the best public corruption prosecutions, ranging from RICO and "honest services" fraud to bribery and extortion laws. We will also examine the laws that create, authorize, or prevent the most effective investigative tools used by law enforcement against public corruption, including wiretap laws and related privacy issues. We will study several key topics within public corruption law, including patronage, its effect on democratic institutions, and its status under the First Amendment; campaign finance reform and whether money in campaigns is protected speech or a corrupting influence (or both); and the relationship between transparency, online access to information, and corruption. We will also consider an economic analysis of public corruption, including questions about whether the level of democracy, and the pervasiveness of corruption in the culture, affect the cost-benefit analysis.
Constitutional Law I and II are recommended pre-requisites.
Winter - Hoffman, David

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.
Autumn - Ginsburg, Thomas

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. Students need not have prior training other than introductory Criminal Law.

Spring - Starr, Sonja

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 (20-25 pages).

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. For many reasons it is typical today for an investor to own real estate with one or more other investors in a joint venture. 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

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objectives. Final grade will be based on three or four short projects and class participation.
Autumn - Small, Andrew

Regulation of Drug, Devices, Biologics, and Cosmetics
LAWS 43359 - 01 (3)
This course explores legal and policy issues in the federal regulation of drugs, medical devices, biologics, and cosmetics. It will examine substantive standards applicable to these products and procedural issues in the enforcement of these standards. It will also address the tension between state and federal regulation in this area, constitutional constraints on such regulation, the conflict between state tort law and federal regulation, and a variety of other issues relating to the development and marketing of regulated products. These issues are particularly timely and important in light of the COVID-19 pandemic. The student's grade is based on class participation and a final examination or major paper.
Spring - Bierig, Jack

Regulation of Sexuality
LAWS 43229 - 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 or a series of short papers, with class participation taken into account.
Spring - Case, Mary Anne

Responses of Law and Legal Institutions to the Impacts of Racial Segregation in Chicago
LAWS 53311 - 01 (3)
Chicago is among the most racially segregated major cities in America and also has one of the greatest disparities in poverty rate by race. Racial segregation in Chicago is the product of governmental policies & socio-economic trends. Such segregation has in turn given rise to many social justice issues that impact Chicago communities.
This three-credit seminar is designed to examine social and legal problems in Chicago that are connected to racial segregation in the city. In doing so, the seminar will provide an opportunity to evaluate how different areas of law interact

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with and effect a complex web of social problems. This seminar will meet once a
week, for two hours.
The introductory sessions will provide an overview of the historic drivers of racial
segregation in Chicago, key contemporary racial, socio-economic, administrative
and political dynamics in the City. Each subsequent session will be led by a
different faculty member or external expert and focused on exploring the ways key
laws, policies, and legal institutions within a particular area of law create or
exacerbate social ills related to racial segregation. Sessions in prior years have
focused on criminal law, policing, environmental justice, human rights, corporate
law, education, & housing. Each session will present a tailored mix of legal
document, interdisciplinary insights, & practical perspectives on the way law and
legal institutions redress or reinforce a particular social challenge in contemporary
Chicago. Some sessions will feature guest speakers to convey the real-world effect
of legal institutions on a community.

Students will be assessed in the following ways: 1) weekly reactions to the
readings in advance of the week’s seminar; 2) a final research paper (20-25 pages);
and 3) class participation.

Winter - Weinstock, Robert

Retail Law and Transactions
LAWS 81024 - 01 (2 TO 3)
This seminar addresses the principal legal issues and commercial challenges facing
the retail sector. Particular attention will be paid to relations with vendors and
other third-party business associates, and customers, the effect of the evolving
economy on these relations, and the challenges and opportunities brought about by
globalization, technology, social media, and e-commerce. Students will develop an
understanding of key corporate, IP, contracting, sourcing, regulatory and other
legal issues and practice pitfalls. The instructors will emphasize the practical
interplay and tension between commercial realities and legal requirements, and
strive to demonstrate the increasing professional burdens and responsibilities to
which "in-house" counsel are subject. At times, the instructors will use a case-study
format to emphasize identification and resolution of key issues and risks
experienced by retailers, as well as to highlight examples of retailers both thriving
and struggling to adapt to change. The instructors also will use actual contracts,
retailer policies and practices, litigation materials and internal-investigation
documents. The class will participate in multiple role-playing scenarios, including
contract negotiations and a crisis management reenactment. Final grade will be
based on: substantial out of classroom work, group projects.

Spring - Afendoulis, Peter
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. Because this is a 1L elective, it will be graded on the curve usually applied to courses (as all 1L electives are).
Spring - Epstein, Richard

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

Securities Regulation
LAWS 42401 - 01 (3)
We will examine in detail the law regulating the issuance and sale of securities (that is, stocks, bonds, and other financial instruments) in the United States. Topics will include: public offerings, private placements of stock, secondary sales of securities, and securities fraud litigation.
Spring - Malani, Anup

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.

Autumn - Henderson, M. Todd

State Courts and Civil Justice Reform
LAWS 53440 - 01 (3)
State courts play an essential role in law and policymaking in the United States, hearing vastly more cases than the federal courts and providing the main site for the adjudication of many common types of dispute. This seminar will explore the world of state courts, with a focus on civil litigation. We will examine the structure of state courts; how their dockets, procedures, and institutional design differ from federal courts; and the role they play in the implementation of public policy. The course will pay particular attention to one of the defining problems in contemporary state courts: the dramatic rise in the number of unrepresented litigants over the last three decades. We will consider a variety of reforms that have been proposed to improve the delivery of civil justice in state courts, including the establishment of "Civil Gideon" rights, the adoption of new norms and duties for judges, and the use of computerized forms of dispute resolution. Final grades will be based on a series of short research papers and class participation.

Spring - Wilf-Townsend, Daniel

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 (under 10 pages) 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 - Feirson, Steven; Jacobsen, Joni

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. A final paper is also
required.
Winter - Wu, George

Structuring Financial Instruments
LAWS 53223 - 01 (2 TO 3)
This seminar introduces tax, legal, accounting and economic principles relevant to
the structuring of complex financial instruments—such as forwards, swaps and options
to convertible bonds and other securities with embedded derivatives. Throughout
the seminar, different products designed to achieve similar economic goals will be
examined to highlight the significance of structuring choices and the range of
techniques available. For example, there are various products that can be used to
approximate the economics of buying an asset, without an actual purchase of that
asset. The seminar will examine how these products are treated differently for tax,
securities law, commodities law, bankruptcy, accounting and other purposes,
notwithstanding their economic similarity. Students will develop the ability to
optimize transactions by selecting among existing financial instruments or
inventing new ones. The seminar will also include discussion of policy issues. No
specific prerequisites, but introductory income tax recommended, and knowledge of securities law and bankruptcy law helpful. The seminar will be assessed via a) a series of reaction papers (2 credits) or b) via a full-length research paper (3 credits). Class participation and attendance will be considered in the final grading.

Autumn - Sussman, Jason

Structuring Venture Capital, Private Equity, and Entrepreneurial Transactions
LAWS 43225 - 01 (3)
Course covers tax, legal, & economic principles applicable to series of interesting, complex, current entrepreneurial transactions, utilizing venture capital (VC) or private equity (PE) financing, including (1) new business start-up, (2) growth-equity investment in existing business enterprise, (3) leveraged buyout of private or public company (including going-private transaction), (4) use of both double-tax C corp and flow-through single-tax S corp, partnership, or LLC for variety of VC or PE financed transactions, (5) devising equity-based exec comp program, (6) PE financed restructuring or workout (in or out of bankruptcy) for troubled over-leveraged enterprise and utilizing troubled corp’s NOL post-restructuring, (7) exit scenarios for successful VC or PE financed enterprise (such as IPO, series of SEC rule 144 stock sales, sale of company, or merger of company into larger enterprise), & (8) forming VC, PE, or LBO fund.
Substantive subjects include federal income tax, federal securities regulation, state corp, partnership, & LLC law, federal bankruptcy law, fraudulent conveyance law, & other legal doctrines, as well as accounting rules (for exec comp and acquisition accounting) & practical structuring issues (including use of common & preferred stock, subordinated or mezzanine debt, convertible debt & preferred stock, warrants, options, & substantial-risk-of-forfeiture stock), all reviewed in transactional context, with discussion of policy underpinnings & likely future evolution.
No specific prerequisites, but introductory income tax strongly recommended, entity taxation desirable, & knowledge of corp law, securities regulation, bankruptcy, & accounting helpful. However, course book & course book appendix contain sufficient discussion & supplemental material so student can (with careful reading) adequately comprehend these topics. Grade based on final in-class examination. Instructor consent not required.
Spring - Ritchie, Stephen; Carew, Mike

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

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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

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 Business of Law
LAWS 53186 - 01 (2)
This course examines the legal profession as a business. We will evaluate the structure of current law firm practice, with a focus on the ethical and financial constraints under which law firms operate in the United States. The course will begin with a study of the historical development of the modern large law firm. We will investigate the peculiar ways in which law firms hire, evaluate, promote, and retain lawyers. We will also consider the rise over the last generation of the multinational law firm, and why some firms choose to grow to globe-spanning size while others retain a much smaller footprint. The role of technological innovation in shaping law firm organization will also be studied.

Spring - Mckenzie, Troy

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 - Casey, Anthony

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 commerce power, internal improvements, the market revolution, federal and state regulation of slavery, the role of the federal courts, and the development of national identity.
Spring - LaCroix, Alison

The Internet Economy
LAWS 53454 - 01 (2 TO 3)
The Internet is contributing to economic growth that exceeds the pace of the Industrial Revolution of the 1800s. The Internet is transforming the global economy, creating enormous value for founders, firms, investors, and consumers. Today, the seven most valuable public companies in the world-- Apple, Microsoft, Amazon, Alphabet, Facebook, Tencent, and Alibaba- all compete in the Internet Economy. At the same time, there is also an unprecedented number of so-called Unicorns, start-ups valued at more than a billion dollars, trying to disrupt these platforms and ecosystems, as well as every other sector of the economy. The emergence of these highly funded private companies alters the structure and dynamics of the market in seismic ways. This seminar seeks to explore many of the most important historical and current trends and themes in the Internet and technology economy and ecosystem. We will explore the incentives of the major constituencies in the ecosystem, including firms (and the difference in incentives between founders, managers, employees), investors (the difference between private and public market incentives), consumers, and politicians, and other constituents. We will examine the overall structure and competitive dynamics of firms within the overall Internet economy, focusing on critical horizontal and vertical markets. To aid in our discussion, we will explore a range of business and legal concepts,
with a specific focus on how decision-makers apply (or not) these concepts in real life. Specifically, we will explore concepts related to corporate finance, competitive strategy, economics, and behavioral economics, psychology, and history. We will also explore the legal and policy structure, foundation, and issues that serve as the backdrop for the Internet economy. Evaluation will be based on a paper (10-15 pages) and short weekly class preparation (2 credits). Students may earn 3 credits by doing an extra short assignment.

Autumn - Grusd, Jared

The Law of Future Interests
LAWS 43293 - 01 (3)
This course will deal with the creation and utility of interests in real and personal property that take effect in the future. Class gifts, powers of appointment, charitable bequests, conditional limitation, and the rule against perpetuities will be among the subjects covered. Special attention will be paid to the enactment and construction of modern statutes affecting these subjects. For students who intend to enroll in the Law School’s course in Trusts and Estates, this offering should provide important grounding. Students who took Estate Planning and Drafting may not take this course. This class has a final exam.

Autumn - Helmholz, Richard

The Law of Police
LAWS 43292 - 01 (3)
This course will comprehensively survey the law governing police in the United States, beyond what is already extensively covered in Criminal Procedure I: The Investigative Process (so a student may take both courses). Topics include state and local law creating and empowering public and private police; class action lawsuits to challenge stop and frisk policies under the Fourth Amendment; class action lawsuits to challenge racial profiling under the Equal Protection Clause, especially regarding car stops; Fourth Amendment and state statutory law on police use of deadly force and local use-of-force policies; collective bargaining law regarding arbitration of police discipline and use-of-force policies; the First Amendment and statutory law of policing public protests; section 1983 lawsuits against the police and qualified immunity; federal and state law for prosecuting the police; the law of injunctive relief against police; and the policy choice between reform and abolition. The grade is based on a final examination.

Winter - Mcadams, Richard
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. Students can do an exam and a 10-12 page paper to earn 3 credits, or they can do exam only for 2 credits, or major paper for 3 credits with possible SRP credit. Participation may be considered in final grading. Criminal Procedure is suggested as a pre-requisite, but not required. Autumn - 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. Spring - Davidson, Adam

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.
Spring - Scodro, Michael; Madigan, Lisa

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 - Casey, Anthony

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 - Casey, Anthony
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, Toxic Torts and Environmental Injustice  
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). Throughout the course, students will learn about how individuals and groups, including low-income and people-of-color communities, have sought redress for the toxic exposures they have faced. 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 research papers is required. Participation may be considered in final grading.  
Winter - 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
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. Enrollment is limited to 12 students.
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 disinheretance; (6) the creation, modification, and termination of trusts; (7) the particular rules applicable to charitable trusts; (8) the fiduciary duties of trustees, the principles governing trust investments, and the emerging use of directed trusts; and (9) the nature of a beneficiary’s interest in trust, the range of the trustee’s discretion, and the rights of a beneficiary's creditors, with special reference to discretionary, spendthrift, and asset protection trusts. The provisions of the Uniform Trust Code, Uniform Probate Code, and other uniform laws will be emphasized. The final examination will be open book.
Spring - Gallanis Jr, Thomas

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 15-20 pages in length) and a moot court presentation.
Autumn - Konsky, Sarah; Scodro, Michael

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 three-hour examination.
Spring - Roin, Julie

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 - Casey, Anthony

Workshop: Constitutional Law
LAWS 63612 - 01 (1, 1, 1)
This workshop, conducted over three sequential quarters, exposes students to current academic work in constitutional law and theory and other areas of public law. Workshop sessions are devoted to the presentation and discussion of papers from outside speakers, at six to eight sessions to be conducted regularly throughout the academic year. Enrollment may be limited. This workshop may be taken for fulfillment of the Substantial Research Paper graduation requirement. Grading is based on a substantial paper (or two shorter papers) plus brief reaction papers on each of the workshop papers. As an alternative to writing a long paper, you may write two or more extended reaction papers (i.e., 10-12 pages) to the papers

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presented in the workshop. You have to get our approval in advance for this option. We encourage it if you find that you have a lot to say about some of the workshop papers. If you wish to receive Writing Project (WP) credit for this option, you must submit a draft of each of the two long response papers to us and satisfactorily incorporate our suggestions. Participation may be considered in final grading.

Autumn, Winter, Spring - Peterson, Farah; Fahey, Bridget

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 (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). Please note: class sessions will be remote-only, but workshops will be required in-person meetings for students.

Autumn, Winter, Spring - Dharmapala, Dhammika

Workshop: Legal Scholarship
LAWS 68711 - 01 (3, 1, 2)
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, something all the more important in the age of Zoom. 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 and its presentation as well. The full year version may fulfill the WP or the SRP.

Autumn, Winter, Spring - 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. The topics are therefore varied. Sessions are devoted to the presentation and discussion of papers by faculty members from other institutions. Students must enroll for the entire year and will receive one pass/fail credit. Students are required to read the papers, attend the workshop, ask questions, and to post questions to the online discussion board. 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. A series of reaction papers will be required for this workshop. Participation may be considered in final grading.

Autumn, Winter, Spring - Doerfler, Ryan; Fairley, Sharon; Ginsburg, Thomas; Kim, Hajin; Macey, Joshua

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 or short reaction papers commenting on the works-in-progress presented.

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.

Autumn - Duquette, Elizabeth; Scotese, Ariel

★★★★
The Law School

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

The Quadrangle 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 12 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 Cheetah, 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 www.lib.uchicago.edu/law/. D’Angelo staff members work closely with patrons to locate materials throughout the University of Chicago Library system, online, and around the world. 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 Services

Student Life

Student Activities and Organizations

More than seventy 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., Neighbors, Public Interest Law Society); and social activities (e.g., Law School Musical, Wine Mess).

The University of Chicago Law Review, founded in 1933, publishes eight times a year 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 Does Election Law Serve the Electorate?; Policing the Police; Law and the Disruptive Workplace; Law and Urban Institutions Ten Years After The Wire; Law in the Era of #MeToo, What’s the Harm? The Future of the First Amendment, and Law for the Next Pandemic. Each fall the Legal Forum hosts a symposium at which the authors of the articles present their work.

The Chicago Journal of International Law is a student-edited forum for discussion and analysis of international law and policy issues. CJIL is committed to publishing timely and concise scholarly work written by academics, judges, practitioners, policymakers, and students. The journal is published twice yearly, in
the fall and spring, and in winter quarter, holds 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. UChiBLR 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 an annual Symposium from which to draw potential scholarship. The symposia focus on a new theme in business law each year, and articles for the two annual issues are sourced from it.

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 fourteen students advance to the semifinal round, where they brief and argue another case. A panel of faculty judges presides over the semifinal arguments and selects the four best advocates. In the spring, the four finalists work in teams on a new case and appear before a panel of distinguished federal judges. This panel selects the Hinton Moot Court champions and the Llewellyn Cup recipients. Semifinalists from the previous year constitute the Hinton Moot Court Board and organize and run the competition.

Students writing comments for any of the 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 LL.M. 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 Civil Liberties Union (ACLU), for students interested in exploring issues of civil liberty;
the American Constitution Society (ACS), a local chapter of a national organization dedicated to maintaining a rigorous exchange of ideas about the law with a focus on its effects on the lives of ordinary people;
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;

All information as of 9/1/21: For updated information visit www.law.uchicago.edu.
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;
Neighbors, whose members spend two hours a week volunteering in the local community and conduct quarterly service drives;
OutLaw, a group that provides support and sponsors programs regarding the legal status of bisexuals, lesbians, and gay men;
the Public Interest Law Society, for students interested in public service issues;
Spring Break of Service, an organization of students who provide pro bono legal services in areas of need during Spring Break;
the South Asian Law Students Association, concerned with the interests of South Asian students of the Law School; 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, and 2015-2016 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.

All information as of 9/1/21: For updated information visit www.law.uchicago.edu.
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. Rev. Dr. Maurice Charles, Dean of Rockefeller Memorial Chapel, serves as Director of the Spiritual Life Office. Descriptions of many of the religious organizations are 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 employers in the August program, followed by a virtual Public Service Interview Program, a smaller winter program for 1Ls, 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. More than 2,000 term-time, summer, and permanent jobs are posted 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 on-line 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.

98 percent of the Class of 2020 found employment within the tracking period, and one student chose to pursue an advanced degree. Of those employed, almost 63 percent entered private practice, 31.2 percent obtained judicial clerkships, 5.5 percent obtained positions in public service and government, and 0.5 percent entered business. During the summer of 2020, a small number of students had their original summer job cancelled due to the COVID-19 pandemic and all those who sought additional summer employment secured another position. For the Class of 2021, most opportunities – more than 83 percent – were in the private sector, 12.3 percent of these positions were with government agencies and public interest organizations, 3.2 percent were in the corporate sector, and 1.4 percent were research assistants for faculty. For the Class of 2022, more than 31 percent of the class worked for government agencies or public interest organizations, more than 33 percent were employed at the Law School as research assistants to faculty members or working in one of the Law School clinics, almost 22 percent of this class worked in the private sector at a law firm or business, and 13 percent accepted judicial internships.

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 interest work is multifaceted, the common goal is to educate, inspire, and support present, former, and future students in their efforts to pursue a career that incorporates a commitment to public service work.

The Office of Career Services is designed to assist students interested in public 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 interest career-related programs developed by student-run groups including the Chicago Law
Foundation, Defenders, and the Public Interest Law Society. In addition, the resource center in the Office of Career Services houses a combination of hard copy and electronic materials to assist students and graduates who are pursuing public interest opportunities. Public interest-minded students also benefit from public interest speakers, faculty and public interest mentoring programs, a Public Interest Alumni Network, and an online index of public interest curricular offerings. The Office of Career Services is a member institution of PSJD which offers comprehensive, current information on a broad range of pro bono and public service opportunities 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 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 interest employers including the Equal Justice Works Career Fair and Conference, the Chicago Area Law School Consortium Public Interest Organization Reception, and the Midwest Public Interest Law Career Conference. Each year, many public service employers come to our campus to recruit. Additional public interest employers who cannot visit our campus participate in a virtual Public Service Interview Program, or request that resumes be forwarded from first-, second-, and third-year students interested in summer or permanent positions. Many of the term-time, summer, and permanent jobs that are posted annually through our web-based job postings service come from public interest employers.

The Law School awards public service scholarships for entering students and public interest fellowships to graduating students, which allows them to spend a year working on public interest legal issues. The Law School also offers guaranteed funding for qualifying public 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 is 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. 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 public computer kiosks with printers on the 2nd, 4th, 5th, and 6th floors of the Law Library. These kiosks may be used to print, access email, and access the Internet, including legal research through Lexis/Nexis and Westlaw. **Note: Access to the Library public computers may be restricted due to COVID-19 related regulations.**
Most study areas in the Library are wired for connection to the campus network. Wireless network access is also available, except in the classrooms. Any student with a properly configured computer is able to access the Library on-line catalog, email, the Internet, campus network databases, Lexis/Nexis, and Westlaw.

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

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).

All information as of 9/1/21: For updated information visit www.law.uchicago.edu.
For further information on nursery, elementary, and secondary schools, contact the Family Resource Center at 773.795.5437.

**UNIVERSITY OF CHICAGO STUDENT HEALTH CARE**

**HEALTH INSURANCE REQUIREMENTS**

The University requires all registered students to carry adequate health insurance to cover, among other costs, hospitalization and outpatient diagnostic and surgical procedures. Additionally, if the student resides in Chicago during the academic year, the insurance must cover medical care provided in the Chicago area for both emergency and non-emergency medical situations. In keeping with this requirement, each year all insurance eligible students are automatically enrolled in the University Student Health Insurance Plan (U-SHIP). Students may add dependents before the enrollment/waiver deadline. Students wishing to waive out of U-SHIP coverage must provide proof of alternate comparable coverage before the enrollment/waiver deadline. Students who do not waive the insurance by the deadline will remain enrolled in the U-SHIP plan and are responsible for the annual premium. Detailed information about the U-SHIP plan, can be found at [https://wellness.uchicago.edu/student-insurance/u-ship/](https://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, tetanus/diphtheria, 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 starting on the first day of the 2021 Autumn Quarter. This requirement applies to all students participating in in-person classes, research, or other activities in the U.S., 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 [https://wellness.uchicago.edu/medical-services/immunizations/](https://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 Policy
- 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 2021-2022 is $70,710 for students for the nine-month academic year. A student who is required to withdraw for disciplinary reasons shall not be entitled to any reduction of tuition or fees.

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

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

Expenses

Expenses for books, supplies, room, board, laundry and cleaning, clothing, recreation, travel and incidentals will vary depending on individual taste and circumstances. A single student may expect to pay about $31,854 in expenses for the academic year.

Financial Aid for J.D. 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. Qualified 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 PLUS (Grad PLUS) Loans. A complete description of the current terms of these loan programs and the application steps are available online at financialaid.uchicago.edu/graduate.

**LL.M. STUDENTS**

Unmarried students should expect a minimum total budget of tuition and living expenses in excess of $93,806 with concomitant increases to those with dependents. Scholarship funds (partial tuition waivers) to support students in the LL.M. program are exceedingly limited. Grants are available only in a small portion of the total cost, therefore applicants requiring financial aid should make every effort to obtain assistance from their governments, employers, families, or other outside sources.

**J.S.D. STUDENTS**

The majority of students in the J.S.D. 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. 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.

All information as of 9/1/21: For updated information visit www.law.uchicago.edu.
The University of Chicago

Information for Applicants to the J.D. 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 U.S. law schools. The Official Guide is available on LSAC’s website (www.lsac.org). Applicants may also access the Standard 509 disclosure data and employment data collected by the American Bar Association for each U.S. law school on the ABA’s website (www.americanbar.org).

Application Procedure and Admissions Policy

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

Completing the Application. Applicants must submit their applications electronically through the LSAC Electronic Application, available at www.lsac.org. The application fee is $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 www.lsac.org. For more information and guidance on the required application materials, please visit www.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 the FAFSA and UChicago Need Application. Please visit www.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.

**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 www.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 (www.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 J.D. degree. In making transfer decisions, the Admissions Committee relies heavily on first-year grades and the quality of the student cohort at the law school attended. 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 www.law.uchicago.edu/transfer for more information on transferring to the Law School and for an outline of the application process and relevant deadlines.

❖ ❖ ❖ ❖
STUDENT BODY

INFORMATION ABOUT THE STUDENT BODY, 2020-2021

DEGREES CONFERRED BETWEEN SUMMER 2020 to SPRING 2021

FOR THE DEGREE OF MASTER OF LAWS

Javiera Aviles
Kobi Barkan
Silvia Bonomelli
Ya-Ting Chiang
Roman Cincelli
Alessio D’Alessandro
Ine G. Deblaere
Eserhan Eser
Kota Fujii
Dario Galli
Nannan Gao
Oyetade Zuliath Gbajumo
Lucas Griebeler da Motta
Divya Hirawat
Ming-Ying Hsu
Sten Anne Joop Hulsink
Ningwei Jiang
Jakob M. Jürgensen
Mun Yin Ingrid Lau
Dario Panza
Malavika Parthasarathy
Jiwen Peng
Henrique Drumond Carvalho Rojas
Yasunao Shibata
Fernanda Villela Viana
Minxi Zhao

FOR THE DEGREE OF MASTER OF LEGAL STUDIES

Daniel Aaron Epstein
Cong Zhang

FOR THE DEGREE OF DOCTOR OF JURISPRUDENCE

Adi Grinapell

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FOR THE DEGREE OF DOCTOR OF LAW

Daniel Hb Abrams*  
Ambreen J. Ahmad  
William B. Altabez§  
Ethan H. Ames  
Megan A. Anderson  
Alexandra Kaitlyn Aparicio*  
Kristen T. Arabaci*  
Stephen Michael Ark  
Joshua Jim William Armstrong**†‡  
Morgan Arthur*  
Evelyn Cecilia Ayay  
Neeloy A. Azad  
Caleb Daniel Bacos  
Ian Ulysse Baize**†‡  
Natalie Barakat  
Thomas More Barrett  
Michael Edward Belko  
Thomas A. Benson  
Haylee N. Bernal  
Patrick Berning-O’Neill*  
Allison E. Bitz  
Joseph Samuel Bonafede*  
Paul Samuel Boswell*  
Samuel James Hovland Breske§  
Ethan D. Briggs  
Daly Charles Salovaara Brower*  
Jeremy Lee Brown***†‡  
Rachel Amie-Elysia Brown*  
John C. Bugnacki  
Maya Michelle Bulkeley-Krane  
Andrew G. Burchett  
Stephen Carpinello  
Sara Margaret Castiglia*  
Victor Miguel Cedeño  
Donna Chen  
Julia T. Chiao  
Taiyee Chien**†‡  
Dane Antone Christensen§  
Divine S. Collins  
Elizabeth Sara Conard  
Benjamin Philip Constine  
Caroline Lynn Cordell*  
Paola Valentina Correia  
Zachary S. Cracknell§  
Kurtis Cronican  
Mark Willekes Cronin  
Christy Baile Crouse*  
Kyle Curry*  
Brenna Darling*  
Gabe A. Davis  
Parielle Marylin Lacy Davis  
Simon de Carvalho**†‡§  
Megan Sue Delurey*  
Robert Ames DeNunzio*  
William Justice Donnelly*  
Tyler David Downing*  
Reagan Francis Drake  
Kenton Prescott Eliot  
Tatum Ellis*  
Matthew C. Estes†‡  
Ugonna Eze  
Benjamin Harry Feis§  
Brian P. Ferrell*  
Michael J. Fiedorowicz*  
David C. Finkel  
Clare E. Fogarty

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<td>Monika Rose Weisman</td>
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Alyssa Wu  
Qi Xie*  
Melanie B. Yeames*  
Erica Zhao  
Julian Li-Ying Zhu*  
Annahita Ziai  

* Honors  
** High Honors  
*** Highest Honors  
† Order of the Coif  
‡ Kirkland & Ellis Scholar  
§ Doctoroff Business Leadership Program

## Schools, Colleges, and Universities Represented in the Student Body during 2020-2021

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### States and Countries Represented in the Student Body during 2020-2021

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FACULTY PUBLICATIONS 2020-2021

DANIEL ABEBE

Vice Provost, Harold J. and Marion F. Green Professor of Law, Walter Mander Teaching Scholar, Associate Member of the Department of Political Science, Faculty Affiliate of the Center for the Study of Race, Politics, and Culture

Journal Articles & Book Sections


ALBERT ALSCHULER

Julius Kreeger Professor Emeritus of Law & Criminology

Other Publications


DOUGLAS G. BAIRD

Harry A. Bigelow Distinguished Service Professor of Law

Book

Chinese translation, Elements of Bankruptcy (Fa lù chu ban she, 2020) (with Yangguang Xu & Shimin Wu).

Journal Articles and Book Sections


WILLIAM BAUDE
Professor of Law, Faculty Director, Constitutional Law Institute

Journal Articles & Book Sections


Other Publications
 Summary, Judgment (regular contributor) (with Adam Chilton).

 The Volokh Conspiracy (regular contributor).


OMRI BEN-SHAHAR
Leo and Eileen Herzl Professor of Law, Kearney Director of the Coase-Sandor Institute for Law and Economics

Books

Journal Articles and Book Sections

Other Publications


EMILY BUSS

*Mark and Barbara Fried Professor of Law*

**Journal Articles and Book Sections**


Other Publications


MARY ANNE CASE

*Arnold I. Shure Professor of Law*

**Journal Articles and Book Sections**

“Beyond Identitarian Accommodation as a Remedy For Indirect SOGI Discrimination,” in *Indirect Discrimination and Sexual Orientation or Gender Identity* 42 (Harvard Human Rights Program 2020).


Other Publications

ANTHONY CASEY

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

Books


Journal Articles & Book Sections


Other Publications


ADAM S. CHILTON

Professor of Law, Walter Mander Research Scholar

Journal Articles and Book Sections


Other Publications

Summary, Judgment (regular contributor) (with William Baude).

"Biden’s Commission is Examining Supreme Court Term Limits. Those Could Have Unintended Consequences," The Washington Post, April 1, 2021 (with Daniel Epps, Kyle Rozema & Maya Sen).


JANE DAILEY

Professor, American History

Books

White Fright: The Sexual Panic at the Heart of America’s Racist History (Basic Books, 2020).

Other Publications


DHAMMIKA DHARMAPALA

Paul H. and Theo Leffmann Professor of Law

Journals

Editor, Journal of Law and Economics.
Journal Articles & Book Sections


“A New Measure of Foreign Rule Based on Genetic Distance,” 59 Economic Inquiry 622 (2021).


Other Publications


RYAN D. DOERFLER
Professor of Law

Journal Articles and Book Sections


Other Publications


“Reform the Court, but Don’t Pack It,” The Atlantic, August 8, 2020 (with Samuel Moyn).


FRANK H. EASTERBROOK
Senior Lecturer in Law

Journal Articles & Book Sections

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

Journal Articles and Book Sections


Other Publications
Defining Ideas (regular contributor).
Hoover Digest (regular contributor).


SHARON FAIRLEY

Professor from Practice

Other Publications

National Center for Civil and Human Rights/Auschwitz Institute for the Prevention Of Genocide And Mass Atrocities Law Enforcement Training Module: Introduction To Civilian Oversight Of Law Enforcement (Summer 2020).

LEE ANNE FENNELL

Max Pam Professor of Law

Journal Articles & Book Sections


"Remixing Resources," 38 Yale Journal on Regulation 589 (2021).


Other Publications


CLAUDIA M. FLORES

Clinical Professor of Law, Director, Global Human Rights Clinic

Other Publications


"Gender-Sensitive and Gender-Effective Strategies in Preventing and Countering Violent Extremism,” Global Human Rights Clinic and Mandel Legal Aid Clinic, University of Chicago Law School (2020).

CRAIG B. FUTTERMAN

Clinical Professor of Law

Journal Articles and Book Sections

Other Publications

TOM GINSBURG

Leo Spitz Professor of International Law, Ludwig and Hilde Wolf Research Scholar, Professor of Political Science

Journal Articles and Book Sections


Other Publications


"Does Disqualification Work?" Persuasion, May 3, 2021 (with Aziz Z. Huq).

"Hong Kong’s Crisis and the Turn toward Extraterritorial Law,” *ProMarket*, July 2020.


NICOLE HALLETT

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

**Other Publications**

*Blog for the Public Good* (contributor).


RICHARD H. HELMHOLZ

Ruth Wyatt Rosenson Distinguished Service Professor of Law

Journal Articles & Book Sections

"Brian Tierney,” 95 Speculum 1250 (2020) (with Stanley Chodorow & Kenneth Pennington).


DANIEL HEMEL

Professor of Law

Journal Articles & Book Sections


All information as of 9/1/21: For updated information visit www.law.uchicago.edu.
Other Publications


M. TODD HENDERSON

*Michael J. Marks Professor of Law*

**Books**


**Journal Articles and Book Sections**


“Congress’s Commissioners,” 38 *Yale Journal on Regulation* 175 (2021) (with Brian D. Feinstein).
Other Publications


“How to Deal with Corporate Wokeism,” Newsweek, May 7, 2021.

“I Owe the Life I Have Today to the U.S.’s Decision a Century Ago to Welcome a Syrian Woman and Her Family,” Time, August 5, 2020.


WILLIAM H. J. HUBBARD

Professor of Law

Journals

Editor, Journal of Legal Studies.

Books


Journal Articles and Book Sections


AZIZ HUQ

Frank and Bernice J. Greenberg Professor of Law

Journal Articles & Book Sections


Other Publications


“Until Trump leaves, he still has tons of power to harm the country,” The Washington Post, January 12, 2021.


VALERIE B. JARRETT
Distinguished Senior Fellow

Other Publications
"We Need a President Who Understands the Challenges of Working Women,” Fortune, November 2, 2020.

HAJIN KIM
Assistant Professor of Law

Journal Articles and Book Sections

“Scaling Up Solutions for a Sustainability Transition,” 3 One Earth 89 (2020).
ALISON L. LACROIX

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

Books


Journal Articles and Book Sections


Other Publications


GENEVIEVE LAKIER

Professor of Law

Journal Articles & Book Sections


Other Publications


BRIAN LEITER
Karl N. Llewellyn Professor of Jurisprudence, Director of the Center for Law, Philosophy, and Human Values

Journal Articles & Book Sections


Other Publications
Brian Leiter’s Law School Reports, Primary Contributor.

SAUL LEVMORE
William B. Graham Distinguished Service Professor of Law

Journal Articles & Book Sections


LYONETTE LOUIS-JACQUES
Foreign and International Law Librarian and Lecturer in Law

Journal Articles and Book Sections


Other Publications
COVID-19 Reports on Latin America and the Caribbean No. 8 - Special Update on Haiti (Monitoring COVID-19 in Latin America and the Caribbean, Latin American Law Interest Group, Foreign, Comparative, and International Law Interest Section, American Association of Law Libraries) (October 2, 2020).


JOSHUA MACEY
Assistant Professor of Law

Journal Articles and Book Sections


Other Publications


ANUP MALANI
Lee and Brenna Freeman Professor of Law

Journal Articles and Book Sections


Other Publications


"Devising a vaccine strategy for India," Hindustan Times, January 7, 2021.

“Modi govt should choose a vaccination policy that benefits India, not just the 45+,” The Print, April 14, 2021 (with Sabareesh Ramachandran, Satej Soman & Alice Chen).

JONATHAN MASUR
John P. Wilson Professor of Law, Director of the Wachtell, Lipton, Rosen & Katz Program in Behavioral Law, Finance and Economics

Books
Cannons and Codes in War in Law and Literature (Oxford University Press, 2021) (edited with Alison L. LaCroix, Martha C. Nussbaum & Laura Weinrib).


Journal Articles & Book Sections


Other Publications

RICHARD H. MCADAMS
Bernard D. Meltzer Professor of Law

Journal Articles & Book Sections
JUDITH MILLER
Clinical Professor of Law

Journal Articles and Book Sections

Other Publications

JENNIFER NOU
Professor of Law

Other Publications

MARTHA C. NUSSBAUM
Ernst Freund Distinguished Service Professor of Law and Ethics

Books


French Translation, Not for Profit: Why Democracy Needs the Humanities (Flammarion, 2020).

Journal Articles & Book Sections


Other Publications

FARAH PETERSON
Professor of Law

Journal Articles and Book Sections

"The Patriot Slave: The Dangerous Myth that Blacks in Bondage Chose Not to be Free in Revolutionary America,” 89 American Scholar 32 (2020).

RANDAL C. PICKER
James Parker Hall Distinguished Service Professor of Law

Other Publications


ERIC A. POSNER
Kirkland & Ellis Distinguished Service Professor of Law, Arthur and Esther Kane Research Chair

Journal Articles & Book Sections


Other Publications


“The End of Amateur Hour for the NCAA,” Project Syndicate, April 7, 2021.


JOHN RAPPAPORT

*Professor of Law*

**Other Publications**


JULIE ROIN

*Seymour Logan Professor of Law*

**Journal Articles & Book Sections**


GERALD N. ROSENBERG

Associate Professor Emeritus, Department of Political Science and the College

Journal Articles & Book Sections


RANDALL D. SCHMIDT

Clinical Professor of Law

Books


ALISON SIEGLER

Clinical Professor of Law, Director, Federal Criminal Justice Clinic

Journal Articles and Book Sections


Other Publications


“Written Statement of the Federal Criminal Justice Clinic,” in *Congressional Record for the House Committee on the Judiciary Subcommittee on Crime, Terrorism, and*

SONJA B. STARR

Julius Kreger Professor of Law & Criminology

Journal Articles and Book Sections


GEOFFREY R. STONE

Edward H. Levi Distinguished Service Professor of Law

Books


Journal


Journal Articles & Book Sections


Other Publications


LIOR STRAHILEVITZ
Sidley Austin Professor of Law

Books


Journal Articles & Book Sections


DAVID A. STRAUSS
Gerald Ratner Distinguished Service Professor of Law, Faculty Director of the Jenner & Block Supreme Court and Appellate Clinic

Journal

Journal Articles and Book Sections


Other Publications


MARK TEMPLETON
Clinical Professor of Law, Director, Abrams Environmental Law Clinic

Journal Articles and Book Sections


Other Publications


DAVID WEISBACH
Walter J. Blum Professor of Law

Journal Articles and Book Sections

DIANE P. WOOD

Senior Lecturer in Law

Journal Articles & Book Sections


ERICA ZUNKEL

Clinical Professor of Law, Associate Director of the Federal Criminal Justice Clinic

Journal Articles and Book Sections


"Rethinking Federal Bail Advocacy to Change the Culture of Detention," July 2020 The Champion 46 (2020) (with Alison Siegler).

Other Publications

“Biden administration needs to walk on second chances for prisoners,” USA Today, May 1, 2021 (with James Zeigler).


★ ★ ★ ★
SIGNIFICANT ACHIEVEMENTS OF
THE CLINICAL PROGRAMS 2020-21

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

ABRAMS ENVIRONMENTAL LAW CLINIC

WATER

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 U. S. 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 U. S. Steel, alleging multiple violations of U. S. Steel’s discharge permits; the City of Chicago filed suit shortly after. The federal government and the state of Indiana filed their own, separate case and immediately proposed a consent decree to settle all legal issues against U. S. Steel. On behalf of Surfrider, the Clinic filed extensive comments on the proposed consent decree, arguing that both the technical requirements and the monetary penalty proposed were inadequate.
Throughout 2018 and 2019, as the governments considered the comments from Surfrider and others, U. S. Steel continued to violate its permit. Nevertheless, in November 2019, the federal and state governments moved for entry of a revised, though substantively similar, consent decree. Again Surfrider opposed on similar grounds. During 2020-21, the Abrams Clinic responded to a reassignment of judges, filed an amended complaint in intervention, and participated in several status conferences. As of the end of this academic year, we await the court’s decision on several pending motions. 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 U. S. 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 illegal withdrawals of 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 its impact on aquatic life or installing sufficient equipment to protect aquatic life consistent with federal regulations. After the Clinic drafted and sent a notice of intent to sue to Trump Tower, the State of Illinois
filed its own case in the summer of 2018, and we successfully moved to intervene in that case. We continue to pursue our public nuisance claims and are in the midst of intensely adversarial discovery, with a student set to argue a motion to compel soon.

Representing Recovery on Water (ROW), a rowing team for breast-cancer survivors, the Clinic has been working to improve water quality on Bubby Creek, a heavily polluted stretch of the Chicago River, since 2014. Working closely with ROW members to understand their experiences, clinic students have drafted a petition to the Illinois Pollution Control Board to upgrade water quality standards in the area, presented to U.S. EPA and Illinois EPA officials, and have participated in discussions with the City of Chicago about strengthening the CWA permit governing its combined sewer discharges.

The Clinic drafted portions of a comment filed in October 2020 by the National Parks Conservation Association and Save the Dunes to U.S. EPA regarding plans for remediation of groundwater contamination at the Bailly Generation Station coal plant, which abuts the Indiana Dunes National Park. The comment advocated for improved groundwater monitoring, additional restrictions on land use, enrollment in particular state programs, and assurance of sufficient financial resources to cover environmental costs, all with an eye to ensuring parts of property can be incorporated into the neighboring national park once remediation is complete.

In the fall of 2020, the Clinic drafted a 50-page analysis of the extent of the Illinois executive branch’s authority to require that drinking water utilities implement policies to protect low-income customers during and after the COVID-19 emergency and identify possible methods to ensure customers have water service. The memo examined consumer protections (such as a disconnection moratorium, a reconnection mandate, and flexible credit practices), executive and regulatory actions in Illinois to date, and approaches in other states. Advocates used this research as the basis for a bill that was introduced in the Illinois General Assembly.

The Clinic convened a process in 2018 with Current, a nonprofit water innovation hub, and Gerald Keenan, former Chairman of the Illinois Pollution Control Board, to develop a framework in Illinois for a market-based water quality trading program, the Illinois Nutrient Trading Initiative (INTI), to address excessive phosphorous and nitrogen in Illinois waters. In 2020 and 2021, the Clinic produced a white paper that discusses the viability of a market-based solution in Illinois and the core elements needed to enable cost effective nutrient reductions from wastewater treatments plants and the agricultural sector. The Clinic co-hosted a stakeholder workshop on the white paper to discuss barriers, opportunities, and areas of consensus.
Energy

Social Cost of Carbon

The Abrams Clinic has continued representing Michael Greenstone, Director of the Energy Policy Institute at Chicago and former Chief Economist at the Council of Economic Advisers under President Obama, in his work to advocate for the use of a realistically calculated Social Cost of Carbon (SCC) in regulatory proceedings. The SCC is an estimate of the environmental, health and societal externalities imposed by the emission of a ton of carbon dioxide, and it is estimated at approximately $125 per ton. Under President Obama, agencies were directed to use the SCC for federal agency rulemakings. After President Trump assumed office in 2017, his Administration consistently refused to use the SCC or used an artificially low figure for it. President Biden has signed an executive order reinstating an Obama-era interagency working group to determine an appropriate, updated SCC for federal rulemakings.

The Clinic drafted three amicus briefs on Professor Greenstone’s behalf this past academic year. In a challenge to President Trump’s Safer Affordable Fuel-Efficient (SAFE) Vehicles Rule that rolled back fuel standards for cars and light trucks, we argued that EPA and NHTSA manufactured an arbitrarily low social cost of carbon, which led to a flawed cost-benefit analysis and undermined the justification for the rule. The agencies erred by considering only direct domestic impacts to the territorial United States of carbon emissions—both failing to account for U.S. citizens, investments, and military assets abroad, and undermining the nation’s role in leading a global solution to climate change. They also discounted inappropriately the benefits in the future of carbon reductions now. In challenges to decisions by the Office of Surface Mining Reclamation and Enforcements (OSMRE) to expand coal mining leases—one before the U.S. Court of Appeals for the Ninth Circuit and one before the U.S. District Court for the District of Montana—we argued that OSMRE wrongly rejected using the SCC and that it violated National Environmental Policy Act requirements because it monetized and trumpeted economic benefits of the project but did not quantify downstream costs of coal combustion.

The Clinic also filed a comment on the Trump EPA’s Proposed Rulemaking related to Benefit-Cost Analysis (BCA) under the Clean Air Act (CAA) in the summer of 2020. In May 2021, the Biden EPA rescinded this rule.
Energy Justice

The Abrams Clinic continued to work with Soulardarity, a grassroots non-profit working to bring community solar—a solar-electric system that provides power and/or financial benefit to more than one subscriber—to low-income and people of color communities in Highland Park, Michigan. Highland Park lost many of its streetlights after DTE Energy, the local utility company, repossessed them when the town fell behind on its payments. With our representation, Soulardarity regularly intervenes in cases before the Michigan Public Service Commission, which regulates investor-owned utilities like DTE. In these cases, students conduct discovery, draft written testimony, cross-examine utility executives, and file multiple briefs on Soulardarity’s behalf. The Clinic’s representation has elevated the concerns of this community organization and forced both the utility and the regulator to consider issues of equity to an unprecedented degree. This year, we participated in two contested cases and commented in two other MPSC proceedings.

In October 2020, the Abrams Clinic intervened in DTE’s Voluntary Green Pricing (VGP) program case. We argued that (1) DTE’s proposals for certain new renewable energy offerings were underdeveloped and insufficient to address the needs of low income customers and (2) DTE failed to meet its overdue obligation to propose a community solar pilot or program. As part of making our case, we presented the testimony of a low-income, Black customer, which we believe is the first time such a witness has testified in an MPSC proceeding. In June 2021, the Commission approved a settlement agreement in which DTE (1) will provide $900,000 of funding for three community solar projects and (2) will create a Low Income Solar Council that will assist in the planning for community solar projects and that will be staffed, in part, by low-income community members.

In April 2021, we intervened in DTE’s securitization case to oppose DTE’s proposal to securitize the remaining book value on its River Rouge coal-fired power plant. While the Commission ultimately approved DTE’s proposal, Soulardarity lay a marker that the public should not foot the bill for DTE’s imprudent and environmentally-damaging investments and that DTE needs to develop and implement a sufficient transition plan for the River Rouge community.

With regard to non-litigation matters, in the fall of 2020 we submitted comments urging the Commission’s Staff to consider public health and environmental justice when reviewing future utility integrated resource plans. We sent a letter to the Michigan Advisory Council on Environmental Justice urging it to coordinate with the Michigan Department of Environment, Great Lakes, and Energy on environmental justice matters in these cases. In May 2021, we presented
information about various community solar models and their benefits at a stakeholder session on New Technologies and Business Models. We spoke to an audience of about 70 people, including representatives of utilities and renewable developers, about the benefits of community-owned community solar and how to serve better low-income, people-of-color communities.

**LAND CONTAMINATION AND LEAD**

The Abrams Clinic continues to represent residents in East Chicago, Indiana who live or lived on or adjacent to the U.S.S. Lead Superfund site. This year, the Clinic worked closely with the East Chicago/Calumet Coalition Community Advisory Group (the “CAG”) to advance the CAG’s goals for cleanup of the USS Lead Superfund Site and the former Dupont site. We worked with experts to understand and to explain to residents the extent and severity of groundwater contamination at the site. We investigated potential sources of air pollution and various legal bases by which the residents and local officials could address them. Our team also answered a variety of legal and practical questions based on various EPA actions and statements and on inquiries we received from CAG members.

The Clinic has continued its fight against lead contamination since publishing *Poisonous Homes: The Fight for Environmental Justice in Federally Assisted Housing* with Earthjustice and the Shriver Center on Poverty Law in June 2020. We have advocated for U.S. EPA and the Department of Housing and Urban Development to implement our recommendations and followed up on a damning report about East Chicago by HUD’s Office of Inspector General. We have investigated systematic problems with lead in the drinking water in day care facilities and schools in Illinois, as well as various liability theories for addressing different types of lead contamination.

**ENDANGERED SPECIES**

The Abrams Clinic represents the Center for Biological Diversity (CBD), Fishable Indiana Stream for Hoosiers, Hoosier Environmental Council, and Prairie Rivers Network in support of their work advocating for legal protection of the lake sturgeon. Lake sturgeon were once abundant in the Great Lakes and other watersheds such as the Mississippi River, but their populations have dwindled severely because of overexploitation and the effects of hydroelectric facilities, pollution, and invasive species. They have been extirpated from many of their historical spawning tributaries and, in some cases, from entire river drainages. If no action is taken, lake sturgeon face extinction. In February 2019, the Clinic sued the U.S. Department of the Interior and the U.S. Fish & Wildlife Service (USFWS) for their failure to make a timely decision on CBD’s petition to list the lake sturgeon as threatened or endangered under the Endangered Species Act. As of the end of the
academic year, litigation continues in the U.S. District Court for the Northern District of Illinois.

Working with an attorney at the Western Environmental Law Center, students identified mistakes made by the Bureau of Land Management (BLM) when issuing the Resource Management Plans (RMP) and Resource Management Plan Amendments (RMPA) for BLM’s Buffalo and Miles City Field Offices that govern fossil fuel extraction in those areas. Specifically, BLM and the U.S. Fish & Wildlife Service did not complete proper consultation and reinitiate consultation regarding the pallid sturgeon—a highly endangered fish species—when issuing the two RMPAs. Students marshalled the factual evidence and legal standards to draft a request for the agencies to reinitiate their consultation.

STUDENTS

Twenty 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, and arguing motions. Of the 15 graduating students, five are immediately entering into government and public interest positions—four with an environmental focus; five students secured clerkships.

CIVIL RIGHTS & POLICE ACCOUNTABILITY CLINIC

The Clinic’s fight for police accountability continues. Our work remains centered on the federal civil rights consent decree over the Chicago Police Department (CPD) that we won in 2019. It hasn’t been easy. CPD continues to fight change. The Fraternal Order of Police has doubled down on denial and resistance to any public oversight, whatsoever. And notwithstanding our community-based clients’ power to enforce the consent decree, the CPD continues to fight for secrecy, deny the reality of abuse, and keep the community on the outside looking in.

While officers have shot and killed fewer people and appear to have engaged in fewer instances of violence as a result of the decree, CPD continues to inflict violence against Black people at ten times the rate of white people. In addition, CPD’s self-reported uses of force grossly underrepresent the Department’s actual uses of violence. 2020-21 saw mass public demonstrations and protest against racism and police violence. The Clinic found that officers reported only a tiny fraction of the instances of violence that they perpetrated in the protests. Officers refused to file required force reports even in incidents in which our clients videotaped officers beating protestors over the head with their batons. Despite
video, no officer has been stripped of their powers as a result of failing to report force used against people raising their voices in protest.

Notwithstanding CPD resistance to change, Clinic students are holding the City’s feet to the fire. We have engaged in enforcement efforts, flowing from CPD’s unjustified violence against hundreds of people engaged in protest in Chicago. The public hearings in federal court that we initiated last summer resulted in a powerful report from Chicago’s Office of Inspector General, a forthcoming report from the Independent Court Monitor, and months-long court-supervised negotiations to revise CPD policies and practices related to activities protected by the First Amendment. While negotiations continue, we have already made meaningful changes to CPD policy that have the potential to protect all people exercising their First Amendment rights, including the right to protest. We are actively engaged in efforts to develop policy that prevents retaliatory arrests, prohibits unnecessary force, and requires swift accountability for officers who violate the rights of people engaging in peaceful protest.

Jocelyn Sitton, Marie Plecha, and Daniel Lastres have been leading a separate consent decree enforcement action to put an end to CPD’s practice of targeting Black and Brown families for violent raids of their homes, and pointing assault rifles at young children as a matter of standard practice. After social worker Anjanette Young fought to obtain and courageously released a horrifying video that the City of Chicago had fought to suppress of twelve armed male officers breaking into her home and holding her naked at gunpoint and in handcuffs, while she repeated pled that they were in the wrong home, Clinic students worked with Ms. Young and a coalition of community-based groups to draft and introduce the Anjanette Young ordinance into City Council. The ordinance draws from the lived experience of Chicago victims of these raids, data on CPD raids that we were able to uncover with the help of CBS 2 in Chicago, and research on national best practices for obtaining and executing search warrants. The Mayor and CPD continue to resist giving any public hearing on the ordinance. They also are vigorously fighting the Clinic’s efforts to enforce the decree, claiming that the decree somehow exempts CPD excessive and discriminatory force when it is perpetrated in peoples’ homes.

Vatsala Kumar and Alexandra Green have championed the Clinic’s advocacy to rewrite all of the CPD’s policies on the use of force, as a part of the Community Use of Force Working Group appointed as a result of the consent decree. The CPD rejected every one of the 155 substantive recommendations by the Working Group. In response, we published a scathing public letter in the Chicago Sun Times calling out the Mayor and CPD’s attempts to appropriate the Working Group to check the
boxes off of community engagement requirements in the consent decree, without having any intention of engaging, much less following the recommendations of the group. Our public advocacy forced CPD to the bargaining table, overseen by the Independent Court Monitor. Through that process, we succeeded in winning a number of critical (if still imperfect changes) that restrict police force only to circumstances in which it is necessary, require officers to attempt to de-escalate conflict before resorting to force, and limit police force only to the least amount necessary under the circumstances. We also won dramatic policy changes that restrict police force against people with disabilities, youth, and other people especially vulnerable to harm and the overhaul of CPD policies on the use of Tasers and dogs as force options. While we forced meaningful change that has the potential to save lives and reduce harm, CPD still has a long way to go, before it will have a policy that truly prioritizes the sanctity of all human life.

Similarly, Erik Zimmerman has spearheaded Clinic efforts with the community consent decree coalition to compel CPD to enact and implement a policy that provides officers with clear guidelines on foot pursuits. Erik’s research demonstrated the inherent dangerousness of CPD pursuits, racial discrimination in those pursuits, and their all too common violent and even deadly ends. CPD has averaged seven foot chases a day, with nearly 30% of those chases resulting in police violence and 94% of the people targeted being Black. There have been 30 instances of deadly police force in foot chases in the last nine months of 2020 alone. Even though the City has long been on notice of the extreme dangers associated with CPD foot chases, it had resisted the Clinic’s efforts to implement any policy on foot pursuits until it found itself mired in headlines after Chicago police officers killed 13-year-old Adam Toledo and Anthony Alvarez after questionable foot pursuits. Clinic students continue to question how many people would be alive today if the Mayor and CPD hadn’t resisted putting in place a basic policy on foot pursuits, and we continue to fight to ensure that CPD implements an appropriate policy on foot chases, as opposed to simply implementing a policy that persists in encouraging officers to engage in unnecessary foot chases.

Perhaps the most telling barometer of the state of police reform in Chicago is the Mayor’s and CPD’s active resistance to Clinic efforts to end incommunicado detention of people locked in the bowels of CPD stations vulnerable to abuse. The City continues its all-out resistance to granting people in custody their right to a simple phone call. Mikaila Smith and Erik Zimmerman have led a team of students that seeks a writ of mandamus, on the behalf of the Cook County Public Defender, the National Lawyers Guild, and a number of community-based organizations, to order CPD to provide people in custody with prompt phone access, as required by law. At the same time, the Clinic succeeded before the state
General Assembly, which passed, as a part of the 2021 Illinois Safe-T Act, a law that guarantees people in police custody phone access “as soon as possible,” and in no event longer than three hours from being taken into custody. We have drafted a similar Chicago ordinance, which has been introduced into City Council by Alderman Leslie Hairston.

The Clinic has also succeeded in challenging provisions in Chicago police collective bargaining agreements that impede transparency and accountability. Building off of last summer’s victory in the Illinois Supreme Court, in which the Court struck a provision in Chicago’s collective bargaining agreement with the Fraternal Order of Police that required the City to destroy police misconduct records that are more than five years old, the Illinois Legislature passed a bill that was drafted by Clinic students more than four years ago word-for-word that requires the permanent retention of all records that relate to complaints of police misconduct in Illinois. With the Governor’s signature, it has now become the law in Illinois. Clinic students supported by the generous guidance of the Akerman Law Firm have also begun consent decree enforcement efforts to ensure that the City exercises required “best efforts” to eliminate other obstacles to accountability and transparency from the new collective bargaining agreement, presently under negotiation.

Clinic students also made substantial progress in the fight for community oversight over police in Chicago. Building from work of previous Clinic students, including the ongoing contributions of clinic alum Sarah Kinter, student advocacy by Alexandra Green, Vatsala Kumar, and Erik Zimmerman have placed Chicago on the precipice of historic legislation. The Clinic has supported the unification of two powerful community coalitions in the advocacy for a single ordinance and a public referendum, Empowering Communities for Public Safety. This advocacy has earned the pledged support of a veto-proof of City Council. The Mayor and Police Superintendent nonetheless continue their fight to resist community oversight and have endeavored to stall any vote in City Council.

Taking lessons learned in the Chicago police consent decree process, we are actively working with Clinic alum Isabella Nascimento (now at the ACLU in Minneapolis) to coordinate with people who have been most impacted in Minneapolis to ensure that they will play a leading and empowered role in the process of change there—a process ignited by Officer Derek Chauvin’s murder of George Floyd, the Minneapolis Police Department’s (MPD’s) efforts to cover up that murder that were eerily similar to efforts to cover up Chicago Police Officer Jason Van Dyke’s murder of 17-year-old Laquan McDonald in Chicago, and the
United States Department of Justice’s investigation into a pattern and practice of civil rights violations by the MPD.

While our consent decree victories have no doubt propelled us to take on a greater share of public impact litigation and policy work, we have also maintained our commitment to work with individual clients in need. For example, the Clinic student team of Laura Herrera, James Jones, Gabe Slater, and Harsha Tolappa has made significant strides with Corey Batchelor in his fight for justice in his civil rights wrongful conviction lawsuit, arising from Chicago police detectives’ abuse of him when he was only 19-years-old. The Detectives coerced him into giving a false confession to a murder that he did not commit. This work grew from Clinic student victories won twenty years ago that led to the appointment of a special prosecutor that investigated and documented the pattern and practice of police torture that occurred over more than two decades under the leadership of disgraced Chicago Police Commander Jon Burge. In addition to taking the deposition of one of Commander Burge’s so called “ass kickers” who coerced Corey Batchelor to falsely confess, Laura Herrera led the student team in winning our right to conduct discovery on the pattern and practice of Chicago police torture that caused his wrongful conviction. The student team, together with recent Clinic alum, Lee Stark, have fought for and developed powerful evidence of a Chicago police practice of using staged polygraph examinations as part of its procedures to systematically coerce false confessions from people like Corey in CPD custody. We expect expert discovery and a jury trial to occur in the coming academic year.

Finally, on the topic of wrongful convictions, Clinical Professor Craig Futterman was appointed to a committee to work with Cook County State’s Attorney Kim Foxx to review the integrity of the convictions of nearly twenty people who gave incriminating statements to a group of Chicago police detectives who framed innocent people, including the Englewood Four for serious crimes that they did not commit and engaged in a pattern of perjury to cover up their abuse. The Clinic established an independent review committee from the State’s Attorney’s Office and drafted procedures to revisit these convictions that draw from best practices around the United States. Relatedly, Alex Braverman and Elise LeCrone have launched new investigations into claims of police torture brought before the Illinois Torture Commission.

Professor Futterman has also been appointed to work with his Clinic students on a legislative committee for the State of Illinois to explore the elimination of police qualified immunity, a doctrine that immunizes police officers from liability for constitutional violations.

All information as of 9/1/21: For updated information visit www.law.uchicago.edu.
Criminal and Juvenile Justice Clinic

On April 24, 2021, Criminal & Juvenile Justice Clinic presented a virtual daylong symposium. The program was the culmination of six months’ work by CJJC and Crown School students. Students developed and vetted topics and panelists with the goal of promoting broad discussions between institutional stakeholders, academics, RJ practitioners, and Chicago communities.

Sessions included:

- Defining Restorative Justice: Minister Attorney M. Michelle Day of Nehemiah Trinity Rising; Judge Colleen Sheehan, Circuit Court of Cook County; and Professor Mikail Lyubansky, University of Illinois at Urbana Champaign;

- What is a Peace Circle?: Tomas Ramirez, Seeds and Roots Executive Director; and

- Why Restorative Justice?: Professor Adriaan Lanni, Harvard Law School; Judge Sophia Hall, Circuit Court of Cook County; and Professor Annalise Booth, Northwestern Law School.

The centerpiece session, A Restorative Justice Experience, was a discussion between Father David Kelly of Precious Blood Ministry, Xavier McElrath-Bey, previously incarcerated for murder and currently Co-Executive Director at the Campaign for the Fair Sentencing of Youth and Cinthya Martinez, the sister of the young man who was killed.

Law and social work students facilitated Breakout discussions with moderators from the judiciary, Chicago Public Schools and faith and community-based practitioners.

The symposium was attended by approximately 200 people and overwhelmingly well received. To view the symposium, visit https://youtube.com/playlist?list=PLptOcZu9Tc4i-CSu0WyVgnEtZzJE08SfK

People v M.A.

M.A., a 24-year-old woman, was charged in a sixteen-count indictment with offenses ranging from attempted murder to possession of a weapon by a felon. (She had previously pled guilty to a drug offense.) A gas station security camera captured the shooting. At the time CJJC began representing M.A. she was in the CCDOC with a $100,000.00 bond.
Professor Herschella Conyers and Professor Judith Miller did a lunch talk inviting students to act as jurors and view the videotape. The “verdict” was split.

Students first drafted a Motion to Reduce Bond. At the hearing on the motion, we asked the judge to review the video. After watching, the Judge reduced the bond and M.A.’s family was able to post $500.00 to secure her release pending trial.

We asserted the defenses of self-defense and necessity. Students drafted a Motion-in-Limine seeking to introduce evidence of the complaining witness’ prior bad acts. Students’ fact investigation discovered several postings by the complaining witness boasting of or threatening violent acts. The court granted our motion in part allowing CJJC to introduce evidence of three prior bad acts. Before trial, the State had offered M.A. a plea deal of sixteen years. After the complaining witness testified, the State amended its offer to four years. M.A. rejected the offer. At the conclusion of a bench trial, M.A. was found not guilty on all counts.

EMPLOYMENT LAW CLINIC

During the past academic year, the Employment Law Clinic has continued its work in both individual and class employment discrimination cases as well as handling a few appeals in the U.S. Court of Appeals for the Seventh Circuit.

INDIVIDUAL CASES

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

Robert Alamo worked as a firefighter for the City of Chicago for a number of 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. The case is currently set for trial in September 2021.
Gesiakowski v. MMBC and the LaSalle Network (N.D. Ill.)

The Employment law Clinic was appointed as settlement counsel for plaintiff, Barbara Gesiakowski in a disability discrimination and retaliation case. Ms. Gesiakowski was subjected to a hostile work environment because of a disability. When she complained about it, she was discharged. The case was pending before the District Court on defendants’ motions to dismiss when the Court agreed to appoint settlement counsel for Ms. Gesiakowski. After being appointed, students in the Employment Law Clinic met with Ms. Gesiakowski, drafted her settlement demand, and then fully participated in the settlement conference before a Magistrate Judge. At the settlement conference, the parties were able to reach a settlement.

CLASS ACTIONS

The Employment Law Clinic also continues to handle a number of class action employment discrimination cases. Examples of these class actions include:

Porter v Pipefitters Association Local Union 597 (N.D. Ill.),

In Porter, plaintiffs claim that Local 597 discriminated against a class of African-American union members by operating hiring systems (a Hiring Hall and a Referral Hall) that disadvantaged African-American pipefitters with respect to their work hours and other benefits of employment.

After years of litigation, the Court denied Local 597’s motion for summary judgment on plaintiffs’ claim that the union engaged in intentional race discrimination in implementing the hiring systems. The parties thereafter agreed to a settlement of the class action. Under the terms of the settlement, Local 597 paid $3,000,000 to resolve the claims of the class and the class representatives, as well as the claims of the Clinic and its co-counsel for attorneys’ fees and costs. The settlement also includes significant non-monetary relief, including a change in the percentage of pipefitters hired from the Referral Hall, increased fines to contractors for violations of the Referral Hall system, increased efforts to recruit African-Americans to Local 597’s Apprenticeship Program, and quarterly reports to the Court, a court-appointed consultant, and class counsel on the progress made in implementing the non-monetary terms of the settlement.

In late 2020, the District Court granted final approval of the settlement and ordered the distribution of the settlement proceeds. The District Court retained jurisdiction over the case for the next five years in order to monitor the progress on the non-monetary terms of the settlement.
**CTU v. CBOE (Turnaround Class Action) (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 school teachers and 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 is 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 has engaged in a pattern and practice of discrimination. In particular, 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 actually selected.

In 2020, both parties moved for summary judgment. In early 2021, the District Court denied both parties’ motions for summary judgment. The case will now proceed to trial sometime in 2022.

**APPELLATE CASES**

In addition to trial level cases, the Employment Law Clinic represents clients in a number of appeals in the U.S. Court Appeals for the Seventh Circuit. In some of these appeals, the Employment Law Clinic is recruited by the Court to represent pro se appellants in their appeals. In other appeals, the Clinic is contacted and asked to participate as an amicus curiae. Students working on these appeals write the briefs and present oral argument to the 7th Circuit. The students are supervised in these appeals by both Randall Schmidt and James Whitehead.

**Reed v PF of Milwaukee (7th Cir.)**

In this case, Melvin Reed tried to file a discrimination complaint against Planet Fitness of Milwaukee. The Clerk of the court refused to accept his filing because the District Court in a prior case entered an order barring him from filing new cases until he paid $5,000 in sanctions. The Clerk sent Mr. Reed a letter explaining why the Clerk’s Office would not accept his proposed filing. After receipt of that letter, Mr. Reed filed a motion with the District Court seeking to have the “no-file” order lifted. In response, the District Court entered an order denying Mr. Reed’s motion but notified him that his inability to pay the sanctions could be a basis to vacate the

All information as of 9/1/21: For updated information visit www.law.uchicago.edu.
no file order. That order was sent by the court to an incorrect address even though the court had Mr. Reed’s current address. When the court finally re-mailed the order to Mr. Reed’s correct address, the 90-day period to file his complaint had expired. Nevertheless, Mr. Reed filed another motion and additional information about his inability to pay the sanction. The Court then granted this motion to lift the no-file order and the Clerk accepted Mr. Reed’s discrimination complaint for filing.

After the complaint was filed, defendant filed a motion to dismiss on the basis that the complaint was filed beyond the filing deadline. In response, Mr. Reed argued that the deadline should be tolled because of the court’s error in mailing its order to an incorrect address. The District Court rejected Mr. Reed’s request for equitable tolling and granted the defendant’s motion to dismiss.

Mr. Reed filed a pro se appeal. The Employment Law Clinic filed an amicus brief in support of his argument that the District Court erred in refusing to toll the filing period in light of the fact that Mr. Reed’s failure to file on time was the result of the court sending the key order to the wrong address. The case is now set for oral argument on October 5, 2021, and the 7th Circuit has asked the Employment Law Clinic, as amicus, to argue the case on behalf of Mr. Reed.

EXONERATION PROJECT CLINIC

The Exoneration Project’s mission to achieve freedom for innocent men and women continued during the 2020-21 academic year. That work was complicated by the COVID-19 pandemic which led to an expansion of our efforts at securing executive clemency for the Project’s clients. However, despite the challenges associated with litigating during the pandemic—including the closure of many courts—the Project was able to achieve a number of significant victories for many of our clients. Students were directly involved in work on many of these cases.

EXONERATIONS

In spite of the pandemic, multiple Project clients were exonerated over the past year and another was awarded a Certificate of Innocence.

Project client Keith Walker was exonerated in August of 2020 and released from prison after serving more than 25 years. Walker was tortured—including by the use of electric shocks—into falsely confessing to a murder he did not commit. In 2020, the Illinois Attorney General agreed that Walker’s conviction should be vacated and he was released from prison.
Project client Jackie Wilson was granted a new trial in 2018 on the basis of evidence that his “confession” was the product of torture. The Illinois appellate court upheld the grant of a new trial. That trial—Wilson’s third—took place in 2020. At trial, a witness who was an Assistant State’s Attorney himself, lied under oath and the prosecution immediately moved to dismiss all charges against Wilson. The State’s Attorney’s Office subsequently fired the Assistant State’s Attorney who perjured himself. A judge has ordered an investigation into the matter by a Special Prosecutor. Wilson was granted a Certificate of Innocence in December 2020.

About two dozen Project clients were exonerated after the Project introduced evidence that they were framed by former Chicago Police officer Ronald Watts, who himself would go to prison on corruption charges. All told, the Project’s work on behalf of individuals framed by Watts has led to over 100 exonerations. Many of those clients have also been awarded Certificates of Innocence.

Project client Tyrone Hood, whom the Project has represented for well over a decade, was granted a Certificate of Innocence in 2021. Hood was released from prison after his sentence was commuted by the Illinois Governor in 2015 and he was subsequently exonerated. The trial court originally denied Hood’s petition for a Certificate of Innocence and the Project appealed. The appellate court reversed and Hood was granted the Certificate.

LITIGATION ON BEHALF OF VICTIMS OF POLICE MISCONDUCT

The Project is working on multiple efforts aimed at bringing justice to innocent victims of systemic police misconduct. We continue to represent a host of clients who were framed by Sgt. Watts (discussed above). The Project is also working to address serious allegations of police misconduct involving members of the Mount Vernon, New York Police Department.

The Project has dozens of cases pending in state courts in jurisdictions across the country in which the Project’s client was the victim of police misconduct and other forms of official misconduct.

Similarly, over the past year, the Project has represented clients before the Illinois Torture Inquiry and Relief Commission.

OTHER STATE COURT LITIGATION

Over the past year, the Project has filed multiple post-conviction petitions in courts across Illinois and Indiana. The Project has successfully defeated motions by the State to dismiss post-conviction petitions in several cases. The Project has also engaged in discovery in many cases pending in State trial courts.
Following litigation, the Project secured a new trial for a client in Indiana and another client in New York. In addition, following contested litigation, the Project secured DNA testing for a client in Illinois.

The Project has also had a busy year in the appellate courts. The Project won appeals on behalf of at least six clients over the past year. We have also filed briefs in several other appeals that remain pending.

The Project also continues to investigate many other potential post-conviction cases and intends to file new post-conviction petitions in the coming year.

**JUVENILE SENTENCING ISSUES**

Over the past year, the Project has been involved in several cases regarding the unconstitutional sentencing of juvenile offenders. The Project successfully secured the release of a client who had been serving a life sentence. Similarly, following a sentencing hearing and an appeal, a Project client’s sentence was reduced from 100 years to 25 years. Another client was awarded a new sentencing hearing that we anticipate litigating in the coming months. In addition, the Project is currently engaged in litigation against the Illinois Prisoner Review Board (“PRB”) in an effort to force the PRB to begin complying with a statute regarding parole eligibility for youthful offenders.

**EXECUTIVE CLEMENCY**

During the pandemic, the Project has greatly expanded its focus on executive clemency, *i.e.*, pardons and sentence commutations by the Governor. The Project filed clemency petitions for many clients. Several of them were released from prison as a result. Additional petitions remain pending and the Project anticipates filing even more in the coming months.

**FEDERAL CRIMINAL JUSTICE CLINIC**

**FEDERAL BAILWATCHING PROJECT**

The FCJC is currently leading the federal bail reform movement, with Professor Siegler spearheading a multi-faceted Federal Bailwatching Project aimed at revealing and reducing high rates of federal pretrial jailing and accompanying racial disparities. The Federal Bailwatching Project attacks the problem from all angles through legislative and policy advocacy, data-driven courtwatching, stakeholder engagement, and systemic litigation.

Bail reform legislation written by Professor Siegler, Professor Zunkel, and FCJC students was recently introduced in Congress. The [Federal Bail Reform Act of 2020](http://www.law.uchicago.edu)
is a complete rewrite of the current federal bail law and would institute a number of reforms, narrowing the detention eligibility net and eliminating retrograde presumptions of detention that are a product of the failed War on Drugs. Professor Siegler testified before Congress about the need for legislative change in 2019. The FCJC also contributed a call for a statutory fix to a recent Justice Roundtable report.

To further elevate national attention and galvanize change, Professor Siegler and FCJC 3L Kate Harris published an op-ed, How Did the “Worst of the Worst” Become Three Out of Four, N.Y. Times (Feb. 24, 2021), in which they called on the Biden Administration “to prioritize federal bail reform and reduce sky-high rates of pretrial jailing” to “decrease mass incarceration [and] advance racial justice.”

This year, Professor Siegler also created a four-site courtwatching project, mobilizing FCJC students and clinic students at four other law schools to watch hundreds of federal bail hearings remotely via Zoom in federal district courts in Baltimore, Boston, Miami, and Salt Lake City. The remote environment enabled cross-country collaboration with clinic students from Harvard, Boston University, University of Maryland, and Campbell law schools. The students observed hearings, gathered data, and created an incredibly rich dataset that is unlike anything any researcher has previously generated on state or federal bail proceedings. The FCJC has partnered with Professor Sonja Starr and the Coase-Sandor Institute, who are in the process of cleaning, validating, and analyzing the data. FCJC students are now writing a report about our bailwatching data to demonstrate to Congress and federal judges that the current system jails too many people unnecessarily and creates racial disparities. We hope that our findings will change hearts and minds, persuading Congress to pass a new law and convincing federal judges to lock fewer presumptively innocent people in jail. This study builds on Professors Siegler’s and Zunkel’s pilot courtwatching project in 2018–2019, which they discuss in this article: Rethinking Federal Bail Advocacy to Change the Culture of Detention, The Champion (July 2020).

To convince stakeholders of the need for change, Professor Siegler has given speeches about the federal bail crisis to thousands of federal public defenders and hundreds of federal judges and Pretrial Services Officers. Professor Siegler and FCJC summer students recently created a presentation about the clinic’s four-site bailwatching data for a national federal judicial conference. During the 2021-22 academic year, we plan to continue transforming the federal bail landscape through systemic litigation.

COMPASSIONATE RELEASE, COVID-19, AND CLEMENCY WORK

The FCJC continued its post-conviction compassionate release work to advocate for the release of people in federal prisons. Under the supervision of Professor

All information as of 9/1/21: For updated information visit www.law.uchicago.edu.
Zunkel, the FCJC expanded its work this year to fight for justice for Chicago stash house clients who are serving lengthy mandatory minimum sentences, in spite of the U.S. Attorney’s Office in Chicago disavowing the practice. This work built on the FCJC’s innovative stash house litigation, a multi-year endeavor that exposed—and effectively eliminated—racial discrimination in an entire category of federal cases. Two articles about the clinic’s stash house litigation were published this year: Alison Siegler & William Admussen, Discovering Racial Discrimination by the Police, 115 Nw. U. L. Rev. 987 (2021), and Becky Beaurpe Gillespie, Power in Numbers, University of Chicago Law School Record (June 30, 2021).

The FCJC filed compassionate release motions on behalf of three clients and, for one of those clients, also filed a Seventh Circuit appeal arguing that our client’s sentence was unlawful. 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 briefing, we argued that our stash house clients should be released immediately for several “extraordinary and compelling” reasons: their sentences are excessive, their sentences would be much lower today, and they have rehabilitated. We also argued that our clients are vulnerable to COVID-19 for various reasons, including their age and underlying health conditions. Federal prosecutors opposed release in all three cases. The Chicago Tribune profiled one of the FCJC’s compassionate release clients, Dwayne White, on the front page of the paper in March 2021: Annie Sweeney & Jason Meisner, ‘Stash House’ Stings Have Been Discredited. Now, the Convicted See a Chance for Redemption, Chi. Trib. (March 5, 2021). In late December 2020, the FCJC submitted a clemency petition on Mr. White’s behalf to then-President Trump.

FCJC students spent countless hours scouring our clients’ case records, reaching out to our clients and their families and friends to verify release plans, conducting legal research, and drafting compassionate release motions. All told, students filed motions totaling 161 pages with 217 pages of exhibits. One motion was granted and the judge reduced our client’s sentence by thirteen months. We are awaiting a decision in the other two cases. To get the word out about the Department of Justice’s intransigence to second chances under the new federal compassionate release law, Professor Zunkel co-authored an op-ed in USA Today: Erica Zunkel & James Zeigler, Biden Administration Needs to Walk the Walk on Second Chances for Prisoners, USA Today, May 1, 2021.

In addition to representing stash house clients, the FCJC continued its compassionate release advocacy on behalf of people who are particularly
vulnerable to COVID-19 in federal prisons. This year, judges granted release to two of the FCJC’s clients: one who is 73 years old and has dementia, chronic diastolic heart failure, a cancerous kidney mass, Type II diabetes, hypertension, and a host of other health problems; and another who is 70 years old and has Type II diabetes, hyperlipidemia, and gastroesophageal reflux disease. Our clients are now safe from COVID-19’s deadly spread in the BOP and have been reunited with their families. The FCJC’s COVID-19 compassionate release work is profiled in this video: https://www.youtube.com/watch?v=pFYUd0qrHgA&feature=youtu.be.

COVID COURTS

The FCJC also began a new project challenging unconstitutional pandemic-related court practices. Under the supervision of Professor Miller, students focused on a public trial challenge to video hearings and developed innovative materials to support defense attorneys who are fighting new court procedures in the wake of COVID.

The FCJC’s public trial challenge argues that COVID-era courts violate the First and Sixth Amendments when they deny the public video access to video hearings and instead limit non-participants to audio feeds. This practice effectively leaves the press and public listening outside the virtual courthouse door, in violation of the Constitution. The FCJC’s intervention appears to be the first of its kind.

Barring the press and public from watching court creates two problems. First, it devastates public advocacy for changing the criminal legal system. The Supreme Court recognizes that the ability to watch court is foundational to the fairness in the criminal system: “To work effectively, it is important that society’s criminal process satisfy the appearance of justice, and the appearance of justice can best be provided by allowing people to observe it.” Second, barring a person’s friends and family from watching what happens in court critically undermines the support they can offer.

The FCJC quickly identified that this public trial issue would present litigation challenges. Raising a public trial challenge in any individual case risks a judge remedying the violation by returning everyone to in-person court. Especially during the pandemic, such a “solution” would be worse than the problem. The FCJC overcame this challenge by representing independent journalist Aaron Cantú in a petition that asked the Chief Judge to modify the Eastern District of Virginia’s public trial procedure to comply with the First Amendment. Mr. Cantú covers the criminal system and the courts, with a special focus on prosecutorial accountability.

FCJC students spent months researching and investigating not only the substantive legal questions but also the best procedural vehicle for raising this issue
without putting defendants at risk. The resulting petition masterfully applies pre-
“Zoom era” case law to the novel situation of widespread online hearings. The
challenge argues that audio-only access is not an adequate substitute for watching a
video hearing and actually seeing what the judge and parties can see. Audio-only
access violates the historic openness of the courts to the press and public and
likewise violates the very purpose of that openness, namely, public accountability.
Without video, the press and public cannot observe things like the demeanor of the
judge, lawyers or defendant; the visible demographic characteristics of a criminal
defendant, prosecutor, or judge; the “architecture” of the online courtroom; or even
to spot defects in the videoconference technology—any of which could affect the
fairness of the proceedings. The petition concludes the First Amendment right of
access to criminal proceedings guarantees the public a right to access video of the
hearings, and that the Court’s order violates that right.

GLOBAL HUMAN RIGHTS CLINIC

This year the Global Human Rights Clinic (GHRC or “the Clinic”) continued to
strengthen human rights around the world through the multi-dimensional
advocacy strategies of documentation and reporting, legislative and institutional
reform, and litigation in domestic, regional and international tribunals. As in past
years, GHRC engaged in innovative, necessary and timely project collaborations
with individual clients and organizational partners to advance social and economic
justice across the globe.

In the past year, GHRC has continued its litigation of a class-wide petition before
the Inter-American Commission on Human Rights (IACHR) on behalf of all
domestic workers in the United States, receiving a favorable admissibility decision
from the Commission in October 2020; provided advisory support and training to
candidates for Chile’s constitutional commission on measures to advance gender
equality and women’s rights; published two widely-cited reports on global police
lethal use of force policies and laws (relied on most recently by the UN Office of the
High Commissioner for Human Rights in its report on law enforcement and
discrimination against people of African descent); designed and delivered multiple
trainings on strategic litigation and comparative foreign law to lawyers in Tanzania
challenging inhumane prison conditions; and submitted a report to the U.N.
Human Rights Council documenting Vietnam’s violation of its citizens’ right to
freedom of expression. These and other initiatives were featured in multiple media
outlets throughout the year, including The Guardian, The Chicago Tribune, and
The World.

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Below is a more detailed description of selected GHRC 2020-21 projects, all aimed at promoting the rule of law and protecting human rights necessary to meet contemporary global challenges. This year GHRC focused its efforts on promoting human rights in the context of criminal justice and policing; women’s equality and non-discrimination; and freedom of expression and privacy. GHRC also provided non-governmental organizations with critical training on human rights documentation and treaty interpretation to support emergency work in environments experiencing acute human rights violations, such as Myanmar.

Unlike previous years, GHRC’s work this past year was conducted remotely due to the COVID-19 pandemic travel restrictions.

CRIMINAL JUSTICE AND POLICING

Studies and Advocacy on Human Rights and Police Use of Lethal Force

In June of 2020, GHRC released a report on *Deadly Discretion: The Failure of Police Use of Force Policies to Meet Fundamental International Human Rights Law and Standards*, which found that the 2018 police department use-of-force policies in the United States’ 20 largest cities failed to meet basic international human rights standards on police use of force. Following publication of *Deadly Discretion*, the Guardian newspaper commissioned GHRC to conduct a global study evaluating police use of force laws and policies around the world in accordance with human rights standards. Students in the Clinic spent much of the summer and fall of 2020 collecting and analyzing lethal use of force laws and policies of the 29 wealthiest countries (by GDP) in the world. A summary of the study, *Global Impunity: How Police Laws & Policies in the World’s Wealthiest Countries Fail International Human Rights Standards* was published in a feature in the *Guardian* and, recently, the complete study was published in a special issue of the *Georgia Journal of International & Comparative Law*. This comprehensive analysis found that, globally, the most highly resourced countries in the world have failed to comply with basic human rights standards that require force by law enforcement to be proportional, responsive to an immediate threat, grounded in law and subject to meaningful systems of accountability. This finding highlights enduring concerns about state failures to properly constrain police discretion.

Alongside the drafting and publication of the aforementioned articles, GHRC students participated in advocacy efforts to amplify the results of the study, including through tailored submissions and presentations to the UN Office of the High Commissioner for Human Rights (OHCHR) and the Inter-American Commission on Human Rights (IACHR). The global study was relied on most
recently by the OHCHR in its much anticipated July 2021 report on racism in law enforcement against Africans and Afro-Descendants.

**Report on Prison Labor in the United States**

The Clinic continued work with the American Civil Liberties Union Human Rights Program (HRP) and the Campaign for Smart Justice (CSJ) on a public report investigating prison labor practices in the United States. The report will carefully document low wages, paycheck deductions, unsafe and poor working conditions, and lack of real vocational and technical training for many low-skill prison jobs, as well as licensing restrictions and discrimination in hiring that frustrate re-entry for the formerly incarcerated.

This past year GHRC has carried out the final stage of fact-finding for the report, delayed by the COVID-19 pandemic. This final stage involved 120 in-depth interviews with formerly and currently incarcerated persons in the form of questionnaires and telephone interviews on their experiences in the prison labor program. The Clinic is currently incorporating the data collected from these interviews and expects to publish the report in October 2021.

**Freedom of Expression and Privacy**

**Training and Legal Strategy Support to Civil Rights Attorneys in Tanzania**

The Clinic continued its work with Freedom House to build the capacity of its attorney partners in Tanzania on strategic litigation. In the previous academic year, the Clinic developed a training manual and module on strategic litigation to introduce the concept and guide inexperienced advocates on developing strategic litigation aimed at preservation and expansion of civic space as well as addressing other civil and human rights violations. Over the past few years, President Magufuli of Tanzania has undertaken increasingly aggressive steps to limit certain rights in Tanzania, enacting, in particular, legislation and regulations that curtail and criminalize opposition speech and the work of the media. The Freedom House office in Tanzania, with other civil society partners, determined that courts in the country remain a relatively untapped source for advocates to resist these efforts. While these organizations are aware of the promise of strategic litigation, many need additional support.

To support Freedom House’s work in Tanzania and the region more broadly, the Clinic consulted advocates in the region and produced a training module and manual on strategic litigation appropriate to the Eastern Africa context. This past year, Clinic students delivered the three-day training to multiple groups of
Tanzanian lawyers and human rights defenders over the course of the academic year in a virtual format. Attorneys who attended these trainings received “CLE” credit for doing so.

GHRC also provided legal research support to attorney partners on planned and pending strategic litigation cases throughout the year. The GHRC student team provided legal teams with extensive comparative foreign and international law research on prisoners’ welfare rights, solitary confinement, corporal punishment, and overpopulation of cells, as well as the restriction of the right to vote of incarcerated peoples. The team also did work on corporal punishment in public schools and the permissibility of a state-sponsored student loan program to garnish student wages.

**Shadow Report on Restrictions to Freedom of Online Expression in Vietnam**

Project 88 is a new but impactful NGO documenting arrests, harassment and detention by the government of Vietnam of Vietnamese citizens exercising their freedom of expression. This past year GHRC partnered with Project 88 to submit a report to the UN Human Rights Council (HRC) documenting Vietnam’s violation of its human rights obligations related to freedom of opinion and expression, specifically online expression. The report is intended to guide the HRC’s evaluation of Vietnam when that country’s human rights record comes under review as part of the Universal Periodic Review (UPR) process.

In the process of writing the report, GHRC students interviewed over a dozen human rights defenders -- lawyers, journalists, artists and activists -- who were subjected to harassment, imprisonment and torture for their online expression of dissenting political views. The report drafted by the students combines findings from these in-depth interviews with an analysis of Vietnam’s legal framework. The report lays out evidence and arguments demonstrating that Vietnamese laws, as written and applied, violate the country’s international human rights obligations. The report is currently being submitted to the UN HRC.

**Technical Advice on Litigation Addressing Privacy Infringements by Closed Captioned TV (CCTV) Surveillance in South Africa.**

Closed captioned video-surveillance systems (CCTV) are commonly used in South Africa, particularly in its major urban areas. The CCTV surveillance networks are largely privately-owned with the stated intention of reducing South Africa’s high crime rate and assisting the South African Police Service with crime prevention. Though such systems have received broad support, advocates are concerned at the
lack of appropriate safeguards that ensure protection of privacy rights and non-discrimination. ALT advisory, a public interest advisory firm based in South Africa focusing on data privacy, requested that GHRC develop an analysis of international standards relevant to CCTV surveillance and data retention. The GHRC team conducted this analysis and also provided the ALT Advisory with comparative foreign law research to serve as a foundation for potential litigation. Finally, the GHRC team presented its findings and analysis in a virtual international conference on human rights in the digital age, RightsCon.

WOMEN’S EQUALITY AND NON-DISCRIMINATION

Siti Aisah and Others v. United States, Petition Before the IACHR on Behalf of Domestic Workers in the United States

The GHRC, with the ACLU as co-counsel, continues to litigate Siti Aisah and Others v. US before the Inter-American Commission on Human Rights (IACHR) alleging that the United States violates the rights of domestic workers under the American Declaration of Human Rights and requesting appropriate remedies in the form of legal and policy reform. This filing is part of a fourteen-year-long litigation effort before the IACHR, originally filed by GHRC Director and Clinical Faculty, Professor Claudia Flores, when she was a staff attorney at the ACLU.

In the fall of 2020, the IACHR issued a decision finding in favor of the Petitioners and declaring the Petition admissible (a decision similar to surviving a motion to dismiss in US courts). In its admissibility decision, the IACHR rejected the US governments’ arguments on admissibility and also requested Petitioners submit further briefing on its Article II argument that the US has violated prohibitions against non-discrimination by excluding domestic workers (who are 90% women and overwhelmingly immigrants or people of color) from most labor and employment protections. GHRC drafted and filed the merits brief in March 2021, a 331-page document laying out how the United States violates in law and practice the right of domestic workers to equality and non-discrimination, as well as their rights under nine other articles of the American Declaration—including the right to life and bodily integrity, the right to health, the right to privacy and the right to judicial remedies. GHRC will now request a hearing for the fall of 2021 on the merits. In the meantime, GHRC is supporting efforts to advocate for the passage of the national Domestic Worker Bill of Rights currently pending before Congress.
Assistance to Candidates for the Constitutional Assembly in Chile

This past year Chile has engaged in a long-awaited process to draft a new national constitution to replace the one put in place in the 1980s by military dictator Augusto Pinochet. The GHRC partnered with the United Nations Entity for Gender Equality and the Empowerment of Women, also known as UN Women, to provide women candidates to the constitutional commission technical knowledge and guidance on integrating gender equality and rights in their new constitution. In consultation with the UN Women country office in Chile, the GHRC team carried out comparative foreign legal research on an array of subjects related to gender equality in constitutions and relevant to the Chilean context--including the rights of domestic workers and indigenous women. GHRC then designed and delivered trainings on these subjects to the women candidates to Chile’s constituent assembly. The team developed two trainings: the first one, on “Promoting constitutional provisions on gender equality,” took place in February 2021, and the second one, on “The rights of indigenous women in constitutional processes,” took place in April 2021. The students and faculty on the project team delivered all trainings in Spanish.


On May 14, GHRC organized and hosted a conference, Making Gender Equality a Reality: Women’s Rights and Constitutional Change in the Americas. This daylong virtual conference brought together leaders on women’s equality in the Americas from over ten countries in the Western Hemisphere to share and reflect on the challenges, opportunities, and impact of constitutional change on women’s rights. The conference included a keynote address by Ambassador Julissa Reynoso, Co-Chair of the White House Gender Policy Council, Former U.S. Ambassador to Uruguay and Chief of Staff to the First Lady. Panels discussed gender in governance, sexual and reproductive rights, intersectional advocacy, and substantive equality. The GHRC student team kicked off this daylong event with their own presentation on the challenges, opportunities, and impact of constitutional change on women’s rights, as gleaned from their year-long research on these questions as well as their experience supporting the Chilean process. The daylong conference was recorded and can be found here.
Human Rights Capacity Building

Training for Myanmar Activists on Collecting Testimony of Human Rights Violations

Following the military coup in Myanmar in early 2021, GHRC designed and (virtually) delivered a training for activists in Myanmar on how to collect testimony and documentation from victims of human rights violations in accordance with international standards and best practices. The training provided much-needed information on documentation that would meet evidentiary standards of domestic and international tribunals. Trainees were exposed to fundamental concepts -- including confidentiality, “do no harm,” and informed consent--and had the opportunity to put those concepts into practice through facilitated simulations. The training material was later circulated among other activists in Myanmar and is currently being used by fact-finders to document ongoing violations domestically.

Training to Freedom House’s Emergency Assistance Program on International Human Rights Treaty Obligations

GHRC designed and delivered a training for program officers in Freedom House’s Emergency Assistance Program on how to interpret human rights standards in the International Covenant on Civil and Political Rights (ICCPR) and the International Covenant on Economic, Social and Cultural Rights (ICESCR). The Emergency Assistance Program requested this training to ensure their internal systems accurately identified human rights violations in a manner consistent with legal principles. The training included interactive portions where participants had to analyze case studies and answer questions about how to apply legal interpretations of the relevant human rights.

Housing Initiative Transactional Clinic

The Housing Initiative Transactional Clinic worked on many innovative affordable housing and community development transactions during the 2020-2021 school year:

Housing Opportunities and Maintenance for the Elderly (H.O.M.E.). H.O.M.E. is a longstanding nonprofit organization with a mission of helping Chicago’s low-income seniors to live independent and socially engaged lives. In conjunction with another Chicago-area nonprofit, The Resurrection Project (TRC), H.O.M.E. is embarking on the development of ‘Senior Village II,’ which will provide

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multifamily affordable housing through an innovative intergenerational housing model. The clinic’s work to date has consisted of drafting and negotiating the agreement with the project architect, as well as drafting and negotiating the joint venture agreement between H.O.M.E. and TRC. The joint venture agreement addressed issues of governance and decision making, financing, roles in the development and post-development operations of the site, and the economic split between the parties, and will provide the framework for the transaction as the parties begin to line up the financing for the construction of the project.

**LUCHA.** The clinic began work this year with LUCHA, a service-oriented and affordable housing nonprofit on the City’s west side. LUCHA engaged the clinic to draft and negotiate a joint venture agreement with Evergreen Real Estate Group for the development of a multifamily housing project with up to 220 affordable rental units, a community center, and healthcare and childcare facilities. The project will be located at the westernmost end of The 606’s Bloomingdale Trail, on the City’s west side, on a parcel that formerly was the site of the Magid Glove factory.

**Greater Chatham Initiative - Artists on the Nine.** The Greater Chatham Initiative (GCI) is a nonprofit on Chicago’s south side that is engaged in the City of Chicago’s Retail Thrive program to improve commercial spaces in Chicago neighborhoods. GCI is working with a large-scale developer and manager of apartment housing to build out four units of formerly abandoned commercial space on the first floor of an apartment building in Chatham. The clinic had earlier negotiated the master lease and subleases for the space, and this academic year negotiated the construction contract and financing documents for the build out. Because the building is part of a designated historic district, the design of the commercial storefronts is being developed with an eye towards honoring the historic features of the neighborhood. This work is ongoing and the clinic anticipates closing on financing in the third quarter of 2021.

**Oak Park Regional Housing Center.** The Oak Park Regional Housing Center (OPRHC), a storied organization from the western suburbs of Chicago, began working with the clinic this year for the first time. The Housing Center was founded in 1972 as a grassroots effort by community activists, with the mission of embracing racial diversity in the face of rapid changes to the racial makeup of Oak Park and surrounding communities. The clinic’s work with OPRHC has consisted of negotiation of a joint venture agreement with an established nonprofit affordable housing developer to create a mixed-income, mixed-use development at the site of the historic Laramie State Bank building in Chicago’s Austin neighborhood on the west side. The project will bring new units of affordable housing and new
commercial opportunities to the neighborhood, as well as preserve and restore an Art Deco architectural gem.

**Logan Square Housing Co-operative.** The clinic has worked with the residents of Logan Square Housing Co-op on various matters over the years, including bylaws and corporate governance issues, and retaining contractors for building renovations and improvements. This year, the clinic was engaged to negotiate the loan documents and to close on the co-op’s refinancing of its blanket mortgage. A successful closing was completed by our students in May.

**Pilsen Housing Co-op.** Artists and long-time residents of Chicago’s Pilsen neighborhood organized to fight displacement from gentrification through the establishment of a resident-owned, limited equity housing cooperative called Pilsen Housing Cooperative (PIHCO). This academic year, the clinic negotiated a purchase contract for PIHCO’s next building acquisition, as well as a joint venture agreement with a for-profit developer to jointly rehab the building under the City of Chicago’s Affordable Requirements Ordinance. The rehab planning is ongoing and the clinic anticipates a closing in the third or fourth quarter of 2021.

**18th & Wabash Corporation – The Studios.** The 18th & Wabash Corporation engaged the clinic to close on a new source of project rental assistance from the Illinois Housing Development Authority for its 170-unit, supportive housing development known as The Studios. The clinic negotiated the subsidy documents, prepared closing deliverables, and successfully closed on the transaction in February.

In addition to the projects described above, the clinic served additional clients through counseling and advice on property management issues, resident services issues, nonprofit tax compliance, nonprofit governance, financing structuring, site evaluation, and leasing structures. Community organizations receiving the clinic’s advice and counsel on these matters included Community Male Empowerment Project, Sol House Cooperative, Chatham Park Village Cooperative, Qumbya Co-op, Voice of the People of Uptown, Liberty Temple Church, and Saint John Temple Community Development Corporation, among others.

**Immigrants’ Rights Clinic**

The Immigrants’ Rights Clinic (IRC) launched in January 2020, and despite the relatively short time it has been in existence, has notched several successes.
In a case of national importance, IRC represents the first person detained under a provision of the PATRIOT Act, which allows the government to detain a non-citizen indefinitely if the government determines that the individual poses a risk to national security. In December 2019, the district court judge ordered that the government had to prove that IRC client, Adham Hassoun, was a danger to national security, and later held that the government had to do so by clear and convincing evidence. IRC students reviewed over 21,000 pages of discovery, drafted multiple briefs on issues relating to discovery, appeared before the district court at oral argument, and prepared to examine witnesses at the evidentiary hearing. On the eve of the evidentiary hearing, the government moved to cancel the hearing because it could not meet its burden of proof to show that Mr. Hassoun was a danger to national security, but it argued that the court should find in favor of the government anyway, because their decision to detain Mr. Hassoun indefinitely was insulated from any kind of judicial review.

On June 29, 2020, the district court granted Mr. Hassoun petition for release, writing that “[d]istilled to its core, Respondent’s position is that he should be able to detain Petitioner indefinitely based on the executive branch’s say-so, and that decision is insulated from any meaningful review by the judiciary. The record in this case demonstrates firsthand the danger of adopting Respondent’s position. Respondent’s position cannot withstand constitutional scrutiny.” After winning his habeas case, Mr. Hassoun was resettled in Rwanda where he has started a new life as a free man. A news article about this case can be found here. In 2021, the clinic won sanctions against the government for its misconduct in the case.

IRC continues to litigate issues related to national security and detention/removal. IRC has joined the legal team of Omar Ameen, a refugee of Iraq who the government falsely accused of being a member of ISIS. After trying and failing to extradite Mr. Ameen to Iraq based on murder charges that a magistrate judge found were not supported by probable cause, the government has now initiated removal proceedings to strip him of his refugee status. IRC is litigating issues related to due process in removal proceedings as, similar to the Hassoun case, the government has refused to disclose the underlying evidence that constitutes its allegations of terrorism. An in-depth magazine feature about Mr. Ameen’s case can be found here.

IRC also litigates issues related to immigration detention in Illinois and nationwide. In February, IRC won a petition for habeas corpus on behalf of an Illinois resident who had been convicted of a non-violent property offense and detained for over a year in immigration detention after completing his sentence. The petition raised important issues related to due process, such as the standard
that immigration courts must use to determine whether someone is subject to mandatory detention, and how long the government can detain a non-citizen during removal proceedings. IRC students argued the case in both federal court and immigration court. In addition, IRC filed a habeas petition in state court under *Padilla v. Kentucky*, arguing that IRC’s client did not receive adequate advice on the immigration consequences of pleading guilty to a criminal offense. The petition sought to challenge an Illinois appellate decision that is inconsistent with federal case law.

In a related project, IRC partnered with the National Immigrant Justice Center (NIJC) to create a guide for criminal defense attorneys and immigration attorneys that outlines the immigration consequences of the most commonly-charged Illinois state crimes. The guide will allow thousands of non-citizens to receive adequate advice on the immigration consequences of their criminal convictions each year. The clinic also plans to partner with the Office of the Cook County Public Defender to provide trainings to public defenders on the guide and its contents.

In response to the coronavirus pandemic, IRC partnered with a bi-national border rights organization, Al Otro Lado to file a lawsuit against the Department of Homeland Security seeking similar information for two detention centers in California. IRC won a preliminary injunction against DHS in September, requiring the agency to release the records on an expedited basis. IRC has also filed a lawsuit against the Jerome Combs Detention Center in Kankakee, Illinois for records related to a coronavirus outbreak in the facility in December/January.

In another case, IRC beat a claim of qualified immunity in a lawsuit in which IRC represents a former long-time resident of the United States suing the state troopers who turned him over to border patrol and caused his subsequent deportation. Qualified immunity has received national attention of late as a doctrine that has allowed police officers to violate people’s constitutional rights with impunity. It is rarely overcome in court, making IRC’s victory particularly important. The Court 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. IRC students conducted depositions and drafted the motion for summary judgment and opposition. The case will go to trial this coming year.

IRC has strengthened its work on behalf of and in partnership with community organizations in Chicago. IRC partnered with Organized Communities Against Deportation to write a report detailing the loopholes in Chicago’s Welcoming City Ordinance that prevents most cooperation with ICE. In particular, the report examined CPD’s practice of gathering massive amounts of digital data about
Chicago’s residents, which then can be used to target immigrants for deportation. You can read the report here and an AP article about the report here. IRC also participated in a national convening of tech law experts challenging the use of digital technology by ICE.

IRC has also partnered with Beyond Legal Aid and Centro de Trabajadores Unidos (CTU) to staff a biweekly legal clinic in which IRC students assist southside community members in understanding their legal options and filling out forms for immigration benefits. The clinic has also undertaken the representation of one community member on her naturalization application and another community member’s application for a U visa, a special visa available for victims of crime. Through the CTU clinic, IRC students have advised and/or represented dozens of community members on the southside of Chicago. In addition, in February 2021, IRC staffed a DACA clinic that assisted a dozen individuals apply for deferred action so they could remain in the United States.

Finally, every year, IRC takes on the representation of several individual asylum-seekers and human trafficking victims. This year, IRC won asylum for a woman from Haiti in March 2021 and represented a human trafficking survivor as a witness in criminal proceedings in Savannah, Georgia, leading to his certification for a T visa for trafficking survivors.

INNOVATION CLINIC

The Innovation Clinic enjoyed a very successful and productive year despite pandemic-related challenges, representing startup and venture capital clients in a broad array of industries on an even broader array of matters. The 11 Innovation Clinic students completed approximately 35 projects and represented clients in the following industries: medical devices, campaign finance reform, recycling technology, content creation and management, streaming, sexual assault evidence collection reform, quantum computing, consumer products, insurance, SaaS platforms, artificial intelligence, traditional software, telehealth, fashion technology, cannabis, biotech, and personal services, among others. 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

- Represented a quantum computing startup negotiating its first six-figure customer contract with a Fortune 500 company.
• Represented an insurance company marketing a first-of-its-kind insurance product in obtaining $500,000 in seed funding.
• Negotiated equity arrangements amongst founders, employees and advisors of, and prepared all other closing deliverables required to form entities for, a biotech startup developing a novel method of removing certain substances from the bloodstream and another biotech startup developing a novel approach to treating autoimmune disease.
• Drafted and negotiated software licenses, SaaS agreements, terms of service and privacy policies for various startups, including a new streaming platform for independent content creators and a platform for potential clinical trial participants to find relevant clinical trials.
• Drafted a library of forms of NDAs for general use by startups at the Polsky Center for Entrepreneurship and Innovation.
• Spun out a line of business for a startup making adaptive clothing for pregnant women and people who are injured, disabled, or chronically ill.
• Prepared all documentation to form a non-profit foundation and apply for 501(c)(3) status on behalf of several University of Chicago Law professors raising awareness of poverty in India.

REGULATORY RESEARCH AND ADVICE
• Advised venture capital client as to whether portfolio company’s proposed use of untraditional payment mechanisms to mitigate worker misclassification risk could form a basis for industry disruption.
• Researched New York Bottle Bill rules and regulations to determine whether a startup pioneering a program to incentivize New York residents to recycle more would be subject to such rules and regulations and if so, how.
• Conducted an assessment of the relevant regulatory climate for a venture capital firm on behalf of one of its portfolio companies to design a response to efforts to ban the product in certain jurisdictions.
• Developed training materials for a telehealth startup to coach its providers on the distinction between coaching and medical advice, and advised other telehealth startups on structuring matters relevant to companies employing doctors and nurses and operating in multiple states.
**MISCELLANEOUS**

- Presented at the Polsky Center for Entrepreneurship and Innovation, mHub and the Chicago Bar Association on topics such as entity formation, intellectual property considerations for startups, artificial intelligence, employment law matters and negotiation basics.

- Enabled one of our clients to attain Qualified New Business Venture status in Illinois, making the client more attractive to investors in the state.

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. This year, although we could not travel to our clients’ offices or have speakers in person, we had guests join us remotely from across the country to impart their wisdom. We heard from partners and associates at law firms specializing in startup and venture capital matters, the founder of gener8tor (one of the country’s largest accelerators), a lifelong founder and venture capital investor who is also an alumnus of the Law School, and held a general counsel roundtable featuring folks working at companies ranging from a local startup that just raised a Series A round of financing to Facebook.

The Innovation Clinic also strove to stay relevant to the most pressing matters of the day. When it became clear that the pandemic was not going to end after a two-week lockdown, our students quickly became telehealth experts and advised startups around temporary suspensions of licensure requirements, telehealth specific informed consent, structuring considerations for non-doctor owned telehealth startups, providing hybrid telehealth and at-home healthcare services, and many more questions that required fast, actionable responses so that these startups could take advantage of this sudden market expansion. Although our work has always served the needs of founders from all backgrounds, we also strove to make ourselves more readily available to those historically underrepresented in the startup and venture capital community. This year, startups whose leadership teams had more women than men comprised 45% of our clients, and startups where people of color represented at least half of the leadership team comprised 45% of our clients. Finally, while the Innovation Clinic has not traditionally done any work for non-profits, we built out this capability earlier this year to enable us to take more engagements in the social new venture space.

Perhaps the most telling fact of the Innovation Clinic’s success is the feedback we receive from clients. One client that has received $7 million in venture capital funding despite consistent regulatory challenges, including legislative initiatives to ban her product in several states, said that “without your help, we would have
been dead in month 2 of the company.” Another client called the Innovation Clinic “a saving grace for us” and said that they “literally had zero worries since the [Innovation Clinic] stepped in.” Our talented, hard-working, thoughtful students enable us to serve our clients at the highest levels while catalyzing regulatory change necessitated by the current innovation ecosystem in the United States.

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, including underserved populations. We are glad to aid in their success in any way that we can. We look forward to another productive year in 2021-2022! Look out for a big announcement from us later this year.

**INSTITUTE FOR JUSTICE CLINIC ON ENTREPRENEURSHIP**

The Institute for Justice Clinic on Entrepreneurship (IJ Clinic) continued to be a lifeline for small businesses in Chicago in 2020-21 through our in-depth representation of low-income entrepreneurs, advocacy for economic liberty, and outreach for small businesses throughout the city. Particularly during the COVID-19 pandemic, entrepreneurs and small business owners struggled to navigate a changing economic and regulatory landscape. The IJ Clinic’s students and attorneys were able to provide invaluable guidance to both clients and lawmakers so that the small businesses that are key to our economic future can survive and even flourish.

The IJ Clinic’s clients included a variety of businesses founded by low-income entrepreneurs in Chicago. For example, we represented

- a worker cooperative owned by street vendors to operate a shared kitchen
- a designer sneaker and handbag company founded by a man who learned his craft in a prison workshop and determined to build a company around his talents when he came home
- a coffee shop and roastery founded by friends in their neighborhood of Back of the Yards after they tried and failed to convince big-name coffee shops to open in the neighborhood
- a worker-owned bicycle messenger service that delivers orders for restaurants

All information as of 9/1/21: For updated information visit www.law.uchicago.edu.
• a healing business that coordinates yoga, meditation, acupuncture, counseling, and other healing practices for customers on site and online

• a detergent company that has developed a formula for a plant-based, gentle laundry detergent, which is now sold all over the country

The IJ Clinic’s clients mean everything to their founders and to their communities. In the past year, as businesses struggled to stay open or to pivot in ways that allowed them to survive regulatory restrictions, our students counseled them through decisions big and small. Students’ significant achievements in this kind of counseling are hard to list here. But their creativity, their insight, their dedication, their wisdom, their knowledge of complex bodies of law, and their care for delivering actionable advice made it possible for our clients to survive and in fact to reach new milestones in their businesses.

Details of our clients’ decisions and dealings are confidential, of course. But here is a sampling of some of the major projects students worked on for clients in the past year:

• After years of strategic planning and hoping, a client purchased the building that they had been renting for years. Students coordinated the real estate acquisition, the government grant protocols, and the loan transaction, as well as advising the client organization along the way.

• Students counseled a client through the process of negotiating angel investments and analyzing a term sheet for a major investment.

• Students created a system for a client to analyze advertising and labeling claims to figure out if they comply with legal guidelines.

• A student drafted a brief convincing the U.S. Trademark Office to reverse its decision denying a client’s trademark application.

• Students reviewed all the construction agreements and government permitting procedures for a client building out a new store location.

• Students helped a client navigate the transaction to buy core intellectual property it had been licensing.

• Students redesigned the ownership classes of a company owned by dozens of workers.

• Students analyzed delicate trademark conflicts and devised strategies for clients trying to protect their marks.
• Students researched intricate regulatory schemes related to customs and tariffs, workplace safety procedures, and medical devices.

In addition to their accomplishments working with clients, several students contributed crucially to the IJ Clinic’s legislative agenda.

• Students drafted key provisions in a bill that would require Illinois to conduct a sunrise review process before enacting new occupational licensing laws, and the students negotiated the bill with lawmakers and the state’s administrative agency.

• The IJ Clinic was one of the leaders in reforming the cottage foods law in Illinois this year, so that entrepreneurs can sell homemade foods outside of farmers markets. Students had researched other states’ laws, drafted language for the bill, and negotiated with stakeholders and opponents.

• Students led the effort to reform restrictions on home-based businesses in Chicago, researching the law in other cities and drafting amendments strategically. Thanks to their efforts, entrepreneurs in Chicago are allowed to use more space in their homes to start businesses.

Lastly, the IJ Clinic continues to shine a spotlight on entrepreneurship on the South Side of Chicago. While many news stories about the South Side focus on crime or poverty, the IJ Clinic lifts up the models of innovation and inspiration among the South Side’s entrepreneurs. The South Side Pitch is a competition for those innovators that culminates in a wonderful evening for the finalists to face off before a panel of expert judges and the standing room only audience, a la Shark Tank. In 2020, we re-invented the competition to focus on established businesses on the South Side, not start-ups. In a time when customers were feeling disconnected from small businesses, and small businesses were wondering if they could survive the pandemic, we used our virtual competition to expose hundreds of Chicagoans to the semi-finalists and finalists whose businesses contribute so much to their South Side neighborhoods.

**Jenner & Block Supreme Court and Appellate Clinic**

The Jenner & Block Supreme Court and Appellate Clinic represented clients in a number of significant cases in the U.S. Supreme Court and U.S. Court of Appeals for the Seventh Circuit this academic year. All of the Clinic’s students did
important work on the Clinic’s cases—from researching legal issues, to assessing potential arguments, to developing case strategy, to drafting and editing briefs.

**U.S. SUPREME COURT CASES**

The Clinic is co-counsel for Respondents Charles Gresham, *et al.*, in *Cochran, et al., v. Gresham, et al.*, and *Arkansas v. Gresham, et al.*, Supreme Court Case Nos. 20-37 and 20-38. At issue in the cases is whether the Secretary of Health and Human Services’ approval of Medicaid demonstration projects in Arkansas and New Hampshire that condition health insurance coverage on satisfying work requirements was arbitrary and capricious, in violation of the Administrative Procedure Act.

As Respondents explained in their briefing:

Settled principles of administrative law decide this case. The Secretary of Health and Human Services approved work-requirement projects in Arkansas and New Hampshire under Section 1115 of the Social Security Act. That narrow provision allows the agency to waive certain statutory requirements of Medicaid for “experimental, pilot, or demonstration” projects “likely to assist in promoting the objectives” of the program. 42 U.S.C. § 1315(a). In turn, the “objectives” of Medicaid are set forth in the text: Congress enacted Medicaid for the express purpose of enabling States to “furnish ... medical assistance” to families and individuals “whose income and resources are insufficient to meet the costs of necessary medical services.” *Id.* § 1396-1. The Secretary therefore was required to consider whether the proposed projects were likely to advance that purpose. He failed to do so. His approvals were thus arbitrary and capricious, in violation of the Administrative Procedure Act.

*See* Brief for Respondents at 1.

On April 5, 2021, the Court issued an order stating that “[u]pon consideration of the motion of petitioners to vacate the judgments of the court of appeals and remand, to remove the cases from the March 2021 argument calendar, and to hold further briefing in abeyance, these cases are held in abeyance pending further order of the Court.”

In addition, the Clinic filed a petition for *certiorari* raising an important question of statutory interpretation that has divided the federal courts of appeals. The Controlled Substances Act (“CSA”) imposes sentencing enhancements based on an offender’s prior felony convictions. 21 U.S.C. § 841(b)(1)(A). A “felony” is defined, for purposes of the CSA, as “[a]n offense that is punishable by imprisonment for more than one year under any law of the United States or of a State.” *Id.* § 802(44).
The question presented in the Clinic’s petition was whether an offense is “punishable by imprisonment for more than one year” when the maximum term permitted by the applicable statutory sentencing scheme at the time of conviction was one year or less. The Court denied the petition for certiorari. The case was *Dozier v. United States*, Supreme Court Case No. 20-136.

**SEVENTH CIRCUIT CASES**

The Clinic also is representing clients in two pending Seventh Circuit appeals, both of which raise significant questions under the Fourth Amendment.

In the first case, a federal agent instructed state parole officers to conduct two searches of the Clinic’s client, Mark Price. Neither of those searches would have been constitutional if the federal agent had conducted them himself. But instead, the federal agent called state parole officers to the scene, handed them the keys to the car Price had driven, and asked them to initiate an investigation of the vehicle. Once that search was finished, the federal agent asked the parole officers to conduct a search of Price’s home—which they did, with the federal agent waiting outside. The district court denied Price’s motions to suppress evidence uncovered in the searches, and he was convicted of federal firearms offenses.

The Clinic was appointed to represent Price on appeal. In the appellate briefing, Price argued that the searches violated the Fourth Amendment. Price argued that it is unconstitutional for a federal agent to use state parole officers as pawns to conduct searches that he could not legally conduct, and that these searches further were unreasonable under the totality of the circumstances. Price therefore argued that the fruits of these unconstitutional searches should have been suppressed. Price also argued that the trial evidence was insufficient to sustain his conviction and that the district court erred in applying sentencing enhancements in the case. The case is *United States v. Price*, Seventh Circuit Case No. 20-3191.

In the second case, a police officer conducted a traffic stop of the car being driven by the Clinic’s client, Rapheal Seay. The officer did not personally witness any traffic violations giving him probable cause or reasonable suspicion for the stop. The district court held that the stop was permissible, however, because a different officer previously had witnessed Seay committing traffic violations. Based on evidence uncovered in a search following the stop, a jury convicted Seay of a single federal firearm offense.

The Clinic was appointed to represent Seay on appeal. In the appellate briefing, Seay argued that the traffic stop violated the Fourth Amendment. Seay argued that the government failed to carry its burden of establishing that information known to other officers not present at the scene of the stop could be imputed to the officer.
who conducted the stop under the Fourth Amendment’s collective knowledge doctrine. Seay explained that the government failed to establish any clear chain of communication between an officer with probable cause based on something he observed at one location, and the different officer who conducted a traffic stop at a different location. Moreover, the officer making the traffic stop could not identify who told him what. Seay therefore argued that the evidence uncovered following the stop and during the resulting search should have been suppressed. The case is *United States v. Seay*, Seventh Circuit Case No. 21-1104.

These Seventh Circuit appeals have not yet been argued and remain pending.

**Kirkland & Ellis Corporate Lab Clinic**

The Kirkland & Ellis Corporate Lab successfully completed in excess of 100 projects during the 2020–2021 academic year in collaboration with a wide range of companies, including A.T. Kearney, Abercrombie & Fitch, Accenture, Allstate, Archer Daniels Midland, Baxter, Crate & Barrel, GrubHub, Honeywell, IBM, John Deere, Koch Industries, Kraft Heinz, Meijer, Microsoft, Nike, Schreiber Foods, Sony Electronics, The 3M Company, Ulta Beauty, Verizon and various start-up companies, both on an individual basis and in connection with the Booth School of Business (including both the New Venture Challenge and the Social New Venture Challenge).

Additionally, the Lab engaged new clients, including AMRI Global and several early stage ventures.

The Lab continues to enjoy great success due in large part to the interesting projects and high-quality work that draw ambitious students and leading organizations to come together to collaborate on solving cutting-edge legal and business problems. During the past academic year, the Lab worked on many contract drafting projects, including the creation of several master service agreements, employment agreements, terms of use, and joint venture agreements, among other forms.

The Lab also conducted legal research and drafted a second opinion on behalf of a client embroiled in an ongoing dispute over whether a business relationship was terminable at will or only upon the occurrence of specifically enumerated events. In delivering this opinion, the Lab analyzed underlying partnership and limited liability company agreements, as well as a joint venture agreement, distribution agreement, and supply agreement.
The Lab’s clients continued to face significant challenges due to the COVID-19 pandemic. As a result, the Lab was often tasked with helping its clients navigate the unique legal ramifications of the crisis on their operations. Companies asked for, and the Lab delivered, guidance on emerging workplace safety regulations, privacy concerns germane to the remote work landscape, and rapidly changing guidelines on how and when to safely reopen. Additionally, the Lab conducted substantial research on COVID-19’s implications on force majeure clauses, and reviewed and analyzed numerous force majeure clauses in client contracts, and in several instances, drafted new force majeure clauses to be incorporated into contracts going forward.

In addition to the foregoing, the following is a representative sampling of the many projects undertaken by the Lab over the past academic year:

**Policy Research**
- Drafted a memorandum for an international technology company advising on various issues pertaining to ownership and licensing of copyrights with respect to a spinoff corporation
- Drafted a memorandum for an insurance company regarding novel issues presented by the use of artificial intelligence systems in the claims adjustment process
- Drafted a memorandum for an energy company on rights and obligations associated with installation of utilities on properties owned by railroad companies throughout the Midwest

**Contract Drafting**
- Drafted a diligence request list and term sheet for a small acquisition by a national retailer
- Drafted terms and conditions for in-store WiFi use for a national retailer
- Drafted licensing, consulting, master service, and settlement agreements for various large corporations
- Assisted numerous startup clients with drafting corporate bylaws, employment agreements, non-disclosure agreements, and other documents relating to launching a startup business

Beyond substantive projects, the Lab continued to host its acclaimed Speaker Series program. The Speaker Series provides Lab students with an opportunity to hear from leading practitioners (from both law firms and corporations) on core areas of law (e.g., the fundamentals of a specific type of transaction), topical business-and-law issues, and the real-world concerns critical to young attorneys’

All information as of 9/1/21: For updated information visit www.law.uchicago.edu.
success (e.g., client relations and professional best practices). In addition to many other esteemed practitioners, the following industry leaders participated in the Speaker Series over this past academic year:

- Neil Hirshman, Sean Kramer, Dan Lewis, Jaime Madell, Dennis Meyers, Linda Meyers, (Kirkland);
- Brendan Heneghan (IBM);
- Jason Sussman (Pritzker);
- Eileen Kamerick (Board member of several NYSE listed companies);
- Andrew Boutros (Seyfarth Shaw);
- Luis Alvarez (University of Virginia Law School Foundation);
- Chuck Senatore (Devonshire Investors);
- Susie Shin (Zulkie Partners);
- Kai Lo (Amazon);
- Forrest Deegan (Abercrombie);
- Phil Caruso (Kearny);
- Kirby Smith (Wachtell);
- Gaurav Sud (Aon Transaction Solutions);
- William Ridgeway (Counsel at Skadden, Arps; Former Assistant U.S. Attorney)

In addition, the Lab is hosting the tenth annual Transactional Challenge for rising second-year law students to provide exposure to corporate practice during the first law school summer. The Challenge, which allows students to compete in a series of real-world corporate transactional exercises, concluded on July 9th, 2021, and a winner and finalist have been announced. The Challenge also gives participating students an opportunity to network with senior in-house counsel and law firm partners as part of several post-Challenge events.
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 (J.D. 1975) and the firm of Sidley Austin LLP to support a distinguished scholar of business to participate in the Law School’s business law efforts, including the Doctoroff Business Leadership Program.

The 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 (J.D. 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 (J.D. 1977) and Sylvia M. Neil to employ, support, and attract established and distinguished faculty to the Law School.

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

The Mark and Barbara Fried Professorship in Law was established by Mark (J.D. 1956) and Barbara (A.B. 1954, J.D. 1957) Fried in 2006 to be used for the support of a faculty member at the Law School who takes special responsibility for a Chicago Policy Initiative or whose teaching, research, or direction of students is, in the opinion of the dean of the Law School, otherwise focused on an impact of the law on a pressing social problem.
The William B. Graham Professorship in Law was established in 1980. It was made possible through the generosity of William B. Graham, a member of the Class of 1936 and a trustee of the University.

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

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

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

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

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

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

The Arthur and Esther Kane Research and Teaching Chair Fund was established in 2014 by Arthur (A.B. 1937, J.D. 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 (J.D. 1957).
The Lillian E. Kraemer Faculty and Public Interest Fund for the Law School was established in 2020 by Lillian Kraemer (J.D. 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 Visiting Professorship in Business Law was established in 2015 by Hilary Krane (J.D. 1989) and George Bulkeley (Ph.D. 1992) and Marie and Robert Bergman (LAB 1967), in honor of Howard G. Krane (J.D. 1957). The fund will provide support for a visiting professor in the Law School who has attained distinction in the field of business law.

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 (J.D. 1920).

The Paul H. & Theo Leffmann Professorship in Commercial Law was established in 1997 through a gift from the Leffmann Foundation. The professorship is named after Paul H. Leffmann (Ph.B. 1927, J.D. 1930) and his wife, and is awarded to a professor who has attained distinction in the field of commercial law.

The Edward H. Levi Distinguished Service Professorship in Law was established during the 1978–79 academic year with a gift from an anonymous member of the University’s Board of Trustees. The professorship is named in honor of Edward Hirsch Levi (Ph.B. 1932, J.D. 1935), Glen A. Lloyd Distinguished Service Professor and president emeritus, dean of the Law School from 1950 to 1962, and a member of the Law School faculty from 1936 until his death in 2000.

The Richard M. Lipton Professorship in Law was established in 2021 by Richard M. Lipton (J.D. 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 (J.D. 1944).
The University of Chicago

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

The Bernard D. Meltzer Professorship in Law was established in 2000 to honor the distinguished service of Bernard D. Meltzer (A.B. 1935, J.D. 1937) at the Law School. Professor Meltzer served on the faculty of the Law School for more than 50 years.

The Clifton R. Musser Professorship in Economics was established in 1970 by members of Mr. Musser’s family to provide a permanent professorship in economics 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 Law was established in 2015 by Penny Pritzker, Tony Pritzker (M.B.A. 1987), and J.B. Pritzker in honor of their late father Donald Pritzker (J.D. 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 (Ph.B. 1935, J.D. 1937) to help attract and sustain first-rate law faculty.

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

The Ruth Wyatt Rosenson Professorship in Law was created in 1984 by Ruth Wyatt Rosenson in memory of her husband Harry N. Wyatt (J.D. 1921).

The Allen M. Singer Professorship in Law was created through a bequest from Allen M. Singer (J.D. 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 (J.D. 1929).
The Sidley Austin Professorship in Law was established in 2008 by members of the law firm Sidley Austin LLP.

The Leo Spitz Professorship in International Law was established by the will of Leo Spitz (J.D. 1910), in memory of his parents Caroline and Henry Spitz.

The John P. Wilson Professorship in Law was established in 1929 with funds contributed for the John P. Wilson Memorial Foundation by John P. Wilson, Jr. and Anna Wilson Dickinson as a memorial to their father, a member of the Chicago Bar.

The Wilson-Dickinson Professorship in Law was established in 1974 by the trustees of the University, with funds from the John P. Wilson Memorial Fund, to honor the memory of the donors of the John P. Wilson Memorial Fund, John P. Wilson, Jr. and Anna Wilson Dickinson.

The Harry N. Wyatt Professorship in Law was created by Harry N. and Ruth Fox Wyatt. Mr. Wyatt was a member of the Law School Class of 1921 and Mrs. Wyatt was a member of the College Class of 1927.

The Barry and Jan Zubrow Distinguished Visiting Professorship in Business Law was established in 2014 by Barry (M.B.A. 1979, J.D. 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 Barry S. Alberts Scholarship Fund was established in 2020 by Barry Alberts (J.D. 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. (J.D. 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 in memory of Elle D’Amore (J.D. 2022). It will be used to provide scholarship support to a 2L or 3L student at the Law School, with a preference for a student who has contributed significantly and positively to student life at the Law School and demonstrated an ongoing commitment to furthering the rights of underserved populations, such as advocating for women’s rights, racial justice and disability rights, among others.

All information as of 9/1/21: For updated information visit www.law.uchicago.edu.
The Russell Baker Scholarship Fund was established in 1981 by the partners of Baker & McKenzie in this country and abroad in honor of the late Russell Baker, a graduate of the Class of 1925 and founder of Baker & McKenzie, for the support of foreign and upper-class students.

The Donald Bernstein and Jo Ellen Finkel Scholarship Fund was established in 2017 by Mr. Donald S. Bernstein (J.D. 1978) and Dr. Jo Ellen Finkel to attract and support J.D. students with distinguished academic records, with a preference given to those students with a demonstrated need for financial aid.

The James B. Blake Scholarship Fund was established in 1951 as a memorial to James B. Blake (J.D. 1907) by his friends.

The Harry C. Bull Scholarship Fund was established in memory of Harry C. Bull (J.D. 1985) and his daughters, Madeline and Alexandra, by their friends and family in 2002.

The Richard W. Burke Scholarship Fund was established in 2004 by Richard W. Burke (J.D. 1958) to provide scholarships for students in the Law School and research stipends and support for students interested in pursuing public interest careers.

The Debra A. Cafaro Scholarship Fund was established in 2013 by Debra A. Cafaro (J.D. 1982) to provide full tuition for three students each year at the University of Chicago Law School.

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

The Clinton Family Fund and Douglas G. Baird Fund was established in 2004 by The Clinton Family Fund in honor of Douglas G. Baird for the support of student scholarships.

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

The Marcus Cohn Scholarship Fund was established in 1995 by Mr. Cohn (A.B. 1935, J.D. 1938). Proceeds of the fund are used to provide scholarship support for students in the Law School.

The Andrew D. and Eleanor C. Collins Scholarship Fund was established in 1969 by a bequest under the will of Eleanor C. Collins.
The Jack Corinblit/Martin M. Shapero Scholarship Fund was established in 1984 by Jack Corinblit (J.D. 1949) and Martin M. Shapero, his law partner. The fund provides scholarship support to a second- or third-year law student.

The Lawrence J. Corneck Scholarship Fund was established in 2006 by Lawrence J. Corneck, a member of the Class of 1971, to provide scholarship aid to worthy and deserving students at the Law School.

The Jennifer Ann Coyne Scholarship Fund was established in 2017 in honor of Jennifer Ann Coyne (J.D. 1990). This scholarship is awarded each year by the faculty in conjunction with the Dean of Students to support a member of the third-year class who has demonstrated exceptional integrity and high principle in the study of law and dedication to the advancement of women in the profession.

The George T. Crossland Scholarship Fund was established in 1997 by a bequest under the will of George T. Crossland (J.D. 1911) to provide scholarships to students in the Law School.

The Decalogue Society of Lawyers Scholarship Fund was established in 1975 by the Decalogue Society of Lawyers in memory of Paul G. Annes (J.D. 1923).

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

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

The Professor William L. and Mary Louise Eagleton Scholarship was established in 2012 by Richard and Joyce Eagleton to provide scholarship support to a second or third year Law School student who intends to pursue a career devoted to public service and the law.

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

The EGL Fellowship Program was created by the EGL Charitable Foundation and Greg (A.B. 1992, J.D. 1995) and Daniella Lipper Coules in 2008 to support an Israeli LL.M. student at the Law School.

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

The Owen Fairweather Scholarship Fund was established as an endowed scholarship fund in 1987 by the firm of Seyfarth, Shaw, Fairweather & Geraldson and the friends and colleagues of Mr. Fairweather in memory of Owen Fairweather (J.D. 1938).

The Edith R. and David H. Feldman Scholarship Fund was first established in 1974 as the Edith R. Feldman Fund by David H. Feldman (J.D. 1928), in memory of his wife. In 1985, it was perpetuated in their memory by their children and other members of their family to provide scholarship support for worthy and deserving students.

The Robert S. Fiffer Memorial Scholarship Fund was established in 1975 by the family and friends of Mr. Fiffer, a member of the Class of 1947.

The George W. Friede 1931 Scholarship Fund was established by a gift and bequest of the late George W. Friede (J.D. 1931). The scholarship is awarded to qualified students who are graduates of a college or university in the state of Oregon or who have been domiciled in that state for the three years preceding the award of the scholarship.

The Friedman & Koven Scholarship Fund was established in 1981 by the partners of Friedman & Koven to provide scholarships in the Law School.

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

The Fox Family Scholarship Fund was established by Laura Fox (J.D. 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 supports a scholarship for a student who shows both financial need and significant potential.

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

The Joseph E. Green Scholarship Fund was created in 1997 with a bequest from the estate of Mr. Green, a member of the Class of 1921. The fund is used to provide financial aid to deserving students.

The Frank and Bernice J. Greenberg Scholarship Fund was established in 1985 through the estate of Frank Greenberg (A.B. 1930, J.D. 1932) to provide financial support to deserving students.

The Ernest Greenberger Scholarship Fund was established in 2002 by Stacia Greenberger in memory of her husband Ernest, a member of the Class of 1947. The fund will ease the financial burden of students attending the Law School.

The George and Mary Gregory Memorial Scholarship Fund was established in 1969 by Chris D. Gregory (A.B. 1927, J.D. 1929) in honor of his parents, to provide scholarships in the Law School.

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

The 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 (J.D. 1929). The fund provides scholarship support to students of the Law School.

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

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

All information as of 9/1/21: For updated information visit www.law.uchicago.edu.
The George L. and Janet Hecker Scholarship Fund was established in 1997 by George L. Hecker (Ph.B. 1931, J.D. 1933) to provide scholarship support for students in the Law School, with preference for those who received their undergraduate degrees from the College at the University of Chicago.

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

The James C. Hormel Public Interest Law Scholarship Program Fund was established in 2014 by the Honorable James C. Hormel (J.D. 1958) to provide scholarship support to law students who exhibit a strong commitment to public interest and public service.

The Stuart Cardell Hyer Scholarship Fund was established in 1972 as a memorial to Stuart C. Hyer (J.D. 1955), by his parents Ebba Cardell Hyer and Stanton E. Hyer (J.D. 1925).

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

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

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

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

The Jack and Genevieve Krakauer Scholarship Fund was established in 2015 by a bequest under the will of Jack S. Krakauer (A.B. 1943, J.D. 1948) to provide scholarship support for students in the Law School.

The David and Susan Kreisman Scholarship Fund was established in 2011 by David (A.B. 1960, J.D. 1963) and Susan Kreisman to provide scholarships to students in the Law School.
The Ellen Liebman Scholarship Fund was established in 2014 by Steven Koch (J.D. 1982) in memory of Ellen Liebman to provide scholarship support to meritorious students in the Law School.

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

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

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

The John S. Lord and Cushman B. Bissell Scholarship Fund was established in 1979 by the firm of Lord, Bissell & Brook to honor its founding partners, John S. Lord and Cushman B. Bissell.

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 Mark Claster Mamolen Scholarship Fund was established in 2015 through a bequest from Mark C. Mamolen (J.D. 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 (J.D. 1937) to provide scholarships for students attending the Law School.

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

The Mayer Brown Scholarship Fund was established in 2006 by the law firm and its partners and associates.
The McDermott Will & Emery Scholarship Fund was established in 2004 to provide support of student scholarships. It is supported by gifts from members of the firm.

The Victor McQuistion Scholarship Fund was created in 1986 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 (A.B. 1935, J.D. 1937) and Jeanette (A.B. 1936, J.D. 1937) Miller.

The Robert H. and Ina M. Mohlman Fund was established in 1986 by Mr. Mohlman (A.B. 1939, J.D. 1941) for the benefit of students at the Law School.

The Momtazee Scholarship Fund was established in 2019 by John Momtazee (J.D./M.B.A. 1997) and Dr. Callene Momtazee (A.B. 1995, A.M. 1997) to provide scholarships students in the joint J.D. and M.B.A. degree program.

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 (J.D. 1977). The fund provides scholarships to students in the Law School, with a preference for students who are participating in the Chicago Law Scholars Program or who otherwise have an undergraduate degree from the University of Chicago.

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. Preference will be given to a student who exhibits interest in a career in patent law.

The Mitchell Offenhartz Memorial Scholarship Fund was established in 2019 by Adam H. Offenhartz (J.D. 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 (Ph.B. 1932, J.D. 1934) and Rita Ordower by Mark Ordower (J.D. 1966) and Lawrence Ordower.

The Roger Orf and Lisa T. Heffernan Law Scholarship Fund was established in 2014 by Roger Orf (M.B.A. 1977, J.D. 1979) and Lisa T. Heffernan (M.B.A. 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 will be used to award a high-award scholarship in the name of Roger Orf and Lisa T. Heffernan, supporting Law School students who are financially disadvantaged and have demonstrated outstanding academic achievement.

The Tony Patiño Fellowship Fund was established in 1983 at the University of Chicago Law School in memory of Antenor Patiño, Jr. In keeping with his philosophy and his intention to help his fellow law students, the fellowship is "trying to identify leaders, people of character and capability."

The Anna Pinedo Scholarship Fund was established in 2020 by Anna Pinedo (J.D. 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 (A.B. 1942, J.D. 1944), who was a prominent member of the legal profession and who served for many years as a director and officer of the Foundation. The fund supports moral obligation scholarships which are awarded annually as determined by the dean of the Law School.

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

The James Nelson Raymond Fellowship Fund was established in 1930 by Anna Louise Raymond in memory of her husband James Nelson Raymond.

The James Nelson Raymond Scholarship Fund was established in 1930 by Anna Louise Raymond in memory of her husband James Nelson Raymond.

The Reuben & Proctor Scholarship Fund was established in 1982 by the law firm of Reuben & Proctor to provide scholarships in the Law School.

The Ritchie Family Scholarship Fund was established in 2018 by Stephen Ritchie (J.D. 1988) and Miriam Rosenberg Ritchie (J.D. 1989) to provide scholarship support for deserving students at the 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 (Ph.B. 1918, J.D. 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 (J.D. 1973). The gift provides entering students with full-tuition scholarships covering all three years of their studies. These scholarships are predominantly merit-based. The original gift was awarded to the six Classes of 2014 through 2019. The gift was renewed for the three Classes of 2020 through 2022.

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

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

The Allen M. Singer Scholarship Fund was created in 2017 through a bequest from Allen M. Singer (J.D. 1948).

The Daniel C. Smith Scholarship Fund was created in 1992 by Daniel C. Smith (A.B. 1938, J.D. 1940). Proceeds from this endowed fund are used to provide financial aid to deserving and academically promising students at the Law School.

The Harold N. Solomon Scholarship Fund was established in 2005 in loving memory of Harold N. Solomon (J.D. 1931) by his son, William A. Stone. Mr. Solomon, primarily a trial lawyer, had a career that spanned seven decades, including an appointment as a special war crimes prosecutor in post-war Leipzig, Germany. The scholarship is awarded annually to students demonstrating both financial need and the highest moral and ethical standards.

The Edmund A. Spencer Scholarship Fund was established in 1994 with a bequest from the estate of Mr. Spencer, a Chicago CPA/attorney who was one of the first specialists in federal income taxation. Proceeds from the fund are used to provide scholarships to academically promising students in the Law School who are dependent in whole or in part upon their own efforts to provide the means of obtaining a legal education.

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

The Stepan Company Scholarship Fund, established in 1972 by the Stepan Company, is awarded on the basis of academic achievement and financial need to a third-year student who is likely to make a constructive contribution to society either as a practicing lawyer or in other leadership capacities within the profession. Paul H. Stepan is a member of the Class of 1970.

The George J. Stigler Fund, established in 1982 by George P. Shultz, is awarded to students in the academic areas where Stigler’s activities have been influential, namely, Business School, Law School, and the Department of Economics.

The Stonewall Scholarship Fund was created in 1989 and is awarded to a Law School student who is likely to use their legal education to further gay and lesbian rights.

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

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

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

The Tierney Family Scholarship Fund was established in 2017 by Michael P. Tierney (J.D. 1979) and Ms. Susan E. Ryder to support extraordinary students at the Law School, with preference given to those students who have demonstrated interest in pursuing judicial clerkships.

The Unterman Family Scholarship Fund was established in 2004 by Thomas E. (J.D. 1969) and Janet M. Unterman. The fund provides scholarship for public-interest minded students and/or award fellowships to students pursuing public interest work during the summer.

All information as of 9/1/21: For updated information visit www.law.uchicago.edu.
The Bill Von Hoene Scholarship Fund was established in 2013 by Chaka and Tracey Patterson in honor of William A. Von Hoene, Jr. (J.D. 1980) to support scholarships at the Law School.

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 Wang & Yan Scholarship Fund was established in 2018 by Paul Weidong Wang (L.L.M. 1994, J.S.D. 1999) to provide scholarships for students at the Law School.

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

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

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

The S. K. Yee Scholars Fund was established in 1983 by the S. K. Yee Scholarship Foundation in honor of General Yee, Chairman of the Board of the United Chinese Bank of Hong Kong. These 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 (M.B.A. 1979’ J.D. 1980) and Jan Zubrow to recruit and support students who show exceptional promise in Business and Law.

PUBLIC SERVICE FUNDS

The Abrams Environmental Law Fund was established in 2011 by James (J.D. 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 (J.D. 1974) to support students and graduates of the Law School who pursue careers or summer employment dedicated to the public interest, in government, non-profit organizations, or comparable opportunities.

All information as of 9/1/21: For updated information visit www.law.uchicago.edu.
The Bluhm-Helfand Clinical Fellowship Fund was established in 2014 by Leslie Bluhm (J.D. 1989) and David Helfand (M.B.A. 1990) to support a clinical fellow who will provide legal input and advice to entrepreneurship activities across campus.

The 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 (A.B. 1952, J.D. 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 (J.D. 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 A.B. in 1944 and her J.D. in 1946. Raymond Feldman received his J.D. in 1945.

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

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

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

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

The Bernard Heerey Family Foundation Student Fellowship Program provides support to Heerey Fellows who work in the public interest during the summer following their first year of Law School.
The James C. Hormel Fund was created in 2004 by James Hormel, a member of the Class of 1958, to support scholarships awarded to students who appear most likely to pursue summer employment or post-graduate careers in public interest or in public service.

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

The Charles M. Jacobs Fund for Human Rights and Social Engagement in the Law School was created in 2011 by Charles (A.B. 1953, J.D. 1956) and Cerise Jacobs to support law student summer internships through its JD-International Human Rights (IHR) Summer Program.

The 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 (Ph.B. 1944) and the Marilyn and Thomas Karsten Foundation. The fund honors the memory of Thomas Loren Karsten (Ph.B. 1937, J.D. 1939), whose long career included distinguished public service. Through the Law School’s public service program, the fund helps to ease the financial burden faced by students and graduates considering careers in public service.

The Miriam Hamilton Keare Environmental Law Fund (ELF) was created in 1989 by Miriam Hamilton Keare (J.D. 1933) to support student research, bring speakers to the Law School, 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 (J.D. 1980) to support students and graduates of the Law School who pursue careers dedicated to the public interest and/or to support scholarships awarded to students at the Law School.

The John M. Kimpel Fund was created in 1995 by Mr. Kimpel, a member of the Class of 1974, to provide support for summer internships for law students in the Mandel Legal Aid Clinic.

All information as of 9/1/21: For updated information visit www.law.uchicago.edu.
The Lillian Kraemer Post-Graduate Public Interest Fund was established in 2014 by Lillian Kraemer (J.D. 1964) to provide post-graduate public interest fellowship support at the Law School.

The Kraus-Weigle Fund was created in 1989 by Helen R. Weigle (A.B. 1935), Alice Weigle Kraus, Douglas M. Kraus (J.D. 1973), and Babs Weigle Maltenfort in memory of Maurice S. Weigle (Ph.B. 1933, J.D. 1935). The fund 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 (A.B. 1960, J.D. 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 (J.D. 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 (J.D. 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 (J.D. 1980) and Alison Whalen (J.D. 1982) to provide post-graduate public interest fellowship support at the Law School.

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

The Mikva Fellowship Program Fund was established in 2014 by the Kanter Family Foundation in honor of Abner Mikva (J.D. 1951) to establish and support a one-year postgraduate public interest law fellowship.
The Jonathan L. Mills Fund was established in 2014 at the direction of Jonathan L. Mills (J.D 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 (J.D. 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 John N. Shephard Fund for Clinical Legal Education was established in 1995 by Mr. Shephard, a member of the Class of 1941. The proceeds of the fund are used to support the educational experience of students working in the Mandel Legal Aid Clinic at the Law School.

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

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

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

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

The Edgar Wayburn Fellowship Fund was established with support from Daniel Greenberg (J.D. 1965) and Susan Steinhauser. The Fund supports an annual summer fellowship at Earthjustice for a current student at the Law School.

All information as of 9/1/21: For updated information visit www.law.uchicago.edu.
The Hubert L. Will Fund for Clinical Legal Education was established in 1995 by the family and friends of Judge Will (A.B. 1935, J.D. 1937), whose distinguished legal career included 34 years as a U.S. District Court judge. The fund is used to support the work of students in the Law School’s Mandel Legal Aid Clinic in the area of criminal justice or in such programs that, in the opinion of the dean, would best reflect the creativity, integrity, and the concern for the individual exemplified in the career and values of Judge Will.

The Bobette and James Zacharias Fund was established in 1982 by family and friends in honor of James L. Zacharias, a member of the Class of 1935, on the occasion of his 70th birthday. The fund provides support for the work of the Mandel Legal Aid Clinic.

FELLOWSHIP FUNDS

The 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 Ph.D. 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, D.C. for mid-career training of employees of the Federal Trade Commission and the Antitrust Division of the Department of Justice. Under the original terms, the Kramer Fellowship Program was offered in alternate years with the Institution for Social Policy Studies at Yale University. In 1997, Harvard Law School was selected as the alternate school. In addition, the fund is available to support Law School conferences.

LOAN FUNDS

The Harry A. Bigelow Loan Fund was established in 1929 by the Class of 1929 in honor of the late Dean Bigelow.

The Robert Binninger Memorial Loan Fund was established in 1986 through a bequest from Mr. Binninger to provide loans to law students at the University.

The Bernhardt Frank Loan Fund was established in 1952 by Louis H. Silver (J.D. 1928) in honor of his brother-in-law, an outstanding appellate lawyer.

All information as of 9/1/21: For updated information visit www.law.uchicago.edu.
The Ernst Freund Loan Fund was established in 1922 by the late Professor Ernst Freund and since his death has been augmented by other contributions.

The Raphael and Rose, Joseph A. and Martha Bloch Golde Loan Fund was established in 1955 by provision of the will of the late Joseph A. Golde (J.D. 1915), in memory of his parents.

The James Parker Hall Loan Fund was established by the alumni of the Law School in memory of the late Dean Hall.

The Ronald G. Hillebrand Memorial Loan Fund was established in 1962 by the Class of 1962 and other friends of Ronald G. Hillebrand in his memory. It is available to third-year, married students of the Law School.

The Harold S. Lansing Loan Fund was established in 1972 in memory of Mr. Lansing, a member of the Class of 1928, through the generosity of his friend and classmate Harold J. Green.

The Glen A. Lloyd Student Aid Fund was established in 1975 by friends of Glen A. Lloyd in his memory. Mr. Lloyd, former Chairman of the Board of Trustees of the University, was a member of the Class of 1923.

The Louis M. Mantynband Loan Fund was established by his partners in memory of Mr. Mantynband, a member of the Class of 1920.

The Floyd R. Mechem Loan Fund for law students was established in 1921 by the late Professor Floyd R. Mechem.

The Esther Jaffe Mohr Memorial Loan and Scholarship Fund was established in 1966 in memory of Mrs. Mohr (J.D. 1920), a distinguished Chicago lawyer, by Judith Mohr Joyce, Elaine Goodman Mohr (J.D. 1954), and David L. Mohr (J.D. 1959). Preference is to be given to women.

The Harvey Puchowitz Loan Fund was established in 1955 by friends of Harvey Puchowitz (J.D. 1954) in his memory.

The Anna Louise Raymond Loan Fund was established in 1932 for the benefit of students in the Law School, with preference to be given to women.

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

The Frederick and Edith Shaffer Sass Loan Fund was established by Frederick Sass, Jr. (Ph.B. 1930, J.D. 1932) and Louis Sass (S.B. 1932) in memory of their parents.
The Earl K. Schiek Loan Fund was established through the generosity of the late Mr. Schiek, a member of the Class of 1920.

The Alta N. and Channing L. Sentz Loan Fund for worthy and deserving students was established in 1971 by a bequest under the will of Channing L. Sentz, a member of the Class of 1908.

The Ben and May Shapiro Loan Fund, established by Robert B. Shapiro (J.D. 1935) in memory of his parents, is available to students, preferably in the Law School, who depend in whole or in part on their own efforts to secure an education.

The Florence and Irving Stenn Loan Fund was established in 1970 by Irving N. Stenn, Sr. (J.D. 1927) and Florence Stenn.

The Richard M. Stout Clinical Loan Fund was established in 1997 by Richard M. Stout (J.D. 1944) to provide interest-free loans to students working in the Mandel Legal Aid Clinic who, upon graduation, plan on entering some form of public-interest law.

**FACULTY RESEARCH FUNDS**

The Ameritech Fund in Law and Economics was established in 1986 by the Ameritech Foundation to underwrite research, writing, and scholarship in the field of law and economics.

The Russell Baker Scholars Fund for the support of faculty research was established in 1981 by the partners of Baker & McKenzie in this country and abroad in honor of the late Russell Baker. Mr. Baker, a member of the Class of 1925, was the founder of Baker & McKenzie.

The Walter J. Blum Faculty Research Fund was created in 1988 by Professor Blum’s friends, admirers, and former students in honor of his long and distinguished career. The fund provides support for faculty research in the areas of taxation, corporate finance, and reorganization.

The Frank Cicero, Jr. Faculty Fund was created by Frank Cicero, Jr. (J.D. 1965) on the occasion of his 25th Reunion. The proceeds of the fund are used to recruit, encourage, and support outstanding faculty members.

The Douglas Clark and Ruth Ann McNees Faculty Research Fund was established in 2017 by Mr. Douglas J. Clark (J.D. 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 (J.D. 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 of economics emeritus at the Law School. In 2005, the fund was changed to support a professorship in law and economics.

The James H. Douglas, Jr. Fund for the Study of Law and Government was created in 1988 in memory of Mr. Douglas, a trustee of the University, by his colleagues at the firm of Gardner, Carton & Douglas LLP, clients, and other friends. The fund supports scholarship in law and government at the Law School.

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

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

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

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

The Burton and Adrienne Glazov Faculty Fund was created in 1990 by Burton (J.D. 1963) and Adrienne Glazov in honor of the graduation from the Law School of their daughter, Alison (J.D. 1990). The proceeds of the fund are used to support the recruitment and retention of outstanding teachers and scholars for the faculty.

The Dwight P. Green, Sr. Fund for Studies in Criminal Justice was established in 1973 by Dwight P. Green (J.D. 1912) for support of the Law School’s continuing research and teaching program in crime control and criminal justice.

The Harold J. Green Faculty Recruitment and Retention Fund was created in 1989 by Marion Green, the Green family, and the Harold J. Green Foundation in memory of Harold J. Green (Ph.B. 1927, J.D. 1928). The proceeds of the fund are used to provide housing support and salary supplements for the recruitment and retention of outstanding teachers and scholars for the faculty of the Law School.
The Robert Helman Law and Public Policy Fund was established in 2007 by Robert Helman to support the work or recruitment of a faculty member or distinguished visitor or jurist engaged in work at the University of Chicago Law School on a matter of public policy.

The David and Celia Hilliard Research Fellowship was established in 2013 by David (J.D. 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. (J.D. 1965) in honor of his 25th Reunion. The fund provides support for the recruitment, encouragement, and support of outstanding members of the faculty.

The Rod Howard Faculty Research Fund was established in 2018 by Mr. Rod J. Howard (J.D. 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 (J.D. 1965) and Gloria Kearney in 2006 to provide support for the director or co-director of the Law and Economics Program at the Law School.

The Samuel J. Kersten Faculty Fund was established in 1985 by the Samuel J. Kersten Family Foundation for the purpose of supporting faculty research at the Law School. The gift was made in honor of Bernard G. Sang (J.D. 1935) in celebration of the 50th anniversary of his graduation.
The Jerome F. Kutak Faculty Fund was established in 1985 through the generosity of Mr. Kutak, a member of the Class of 1928, to support distinguished Law School faculty.

The Paul H. Leffmann Fund was established in 1990 by Mr. Leffmann (Ph.B. 1927, J.D. 1930) to support research in the Law School.

The Carl S. Lloyd Faculty Fund was established in 1973 by Carl S. Lloyd, a member of the Class of 1920, to assist in providing faculty support.

The Mark Claster Mamolen Teaching and Research Scholars Fund was established in 2015 through a bequest from Mark C. Mamolen (J.D. 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 (J.D. 1975) in honor of his uncle, Walter Mander.

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

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

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

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

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

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

The George J. Phocas Fund was established in 1994 by Mr. Phocas (A.B. 1950, J.D. 1953) to support faculty research. The proceeds of the fund support research in the field of private international law.
The Max Rheinstein Research Fund in Family Law was created in 1977 in honor of Professor Rheinstein by his friends and former students to underwrite faculty research in the field of family law.

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

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

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

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

The Ulysses S. and Marguerite S. Schwartz Memorial Fund was established in 1974 by the friends and family of Ulysses and Marguerite Schwartz. The fund is used to support visits to the Law School 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 (J.D. 1919), Bernard Nath (J.D. 1921), and Samuel R. Rosenthal. Income from the fund is used at the discretion of the dean of the Law School.

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

**The Paul J. Tierney Clinical Program Fund** was established in 2009 by Michael Tierney (J.D. 1979), in honor of his father Paul J. Tierney, to provide support for a faculty member whose work gives students practical training and also serves clients who are otherwise underserved or underprivileged.

**The Weil Faculty Research Fund** was established in 2014 by Richard (J.D. 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 (J.D. 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 (J.D. 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 (J.D. 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 (J.D. 1951), through a gift from Samuel Chutkow (J.D. 1920) and the friends and classmates of Arnold Chutkow, to support the
student Moot Court Competition. In 1981, it was also designated as a memorial to Samuel Chutkow.

The Norton Clapp Fund was created in 1986 by Mr. Clapp, a member of the Class of 1929. As an endowed fund, it is to underwrite special needs of the Law School as determined essential and appropriate by the dean.

The 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 (J.D. 1969) in honor of his firm and in celebration of his 25th Reunion. Proceeds of the fund are used at the discretion of the dean to support the central scholarly mission of the Law School by underwriting initiatives undertaken by its students and faculty.

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

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

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

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

The 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. (J.D. 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 (J.D. 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 (J.D. 1956) and Mrs. Fried (A.B. 1954, J.D. 1957) in honor of Jo Desha Lucas, professor of law emeritus and former dean of students. The fund is used to further the educational and scholarly missions of the Law School.

The **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 J.D. 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 (Ph.B. 1932) and the Goldberg family in memory of Mr. Goldberg (Ph.B. 1926, J.D. 1927). The fund is used to promote diversity within the student body.

The **Daniel and Susan Greenberg Law School Fund** was established in 1986 by Daniel (J.D. 1965) and Susan Greenberg in honor of the late Honorable Benjamin Landis, a member of the Class of 1930.

The **Greenberg Seminars Program Fund** was first established in 2004 by Dan Greenberg (J.D. ’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 (J.D. 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 (J.D. 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 (A.B. 1938, J.D. 1940).

**The Mr. and Mrs. Elliott A. Johnson Fund** was established in 1993. The fund is utilized by the dean of the Law School to support the central mission of the institution, allowing the dean to address pressing needs and unique opportunities as they arise.

**The Kapnick Leadership Development Initiative for Law Students** was established in 2013 by Scott (J.D./M.B.A. 1985) and Kathleen (J.D. 1984) Kapnick to support law students as part of the Harry L. Davis Leadership Laboratory at Chicago Booth.

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

**The 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 (J.D. 1964) in 1993, in anticipation of the 30th anniversary of her graduation. The fund is used by the dean of the Law School to meet the needs of faculty and students and to address opportunities and problems as they arise.

**The Lawver Dean’s Discretionary Fund** was established by the estate of Aloha Lawver, wife of Jesse Lawver (J.D. 1929), in 1998 to support the Mandel Legal Aid Clinic, the library, and student scholarships.

All information as of 9/1/21: For updated information visit www.law.uchicago.edu.
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 (J.D. 1941) to provide support for interaction between students, faculty, and judges, including but not limited to the appointment of Edward H. Levi Distinguished Visiting Jurists.

The Daniel Levin and Fay Hartog-Levin Fund was established in 2014 by Daniel Levin (J.D. 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 (J.D. 1929), a friend and counselor of Mr. and Mrs. Blum. The fund underwrites projects in the Center for Studies in Criminal Justice at the Law School.

The Thomas McLaughlin Dean’s Discretionary Fund was established in 2018 through the estate of Mr. Thomas J. McLaughlin (J.D. 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 (J.D. 1955) and was endowed in 1990 on the occasion of Mr. Nussbaum’s 35th Reunion and in honor of his brother Michael (J.D. 1961), and his sons Peter (J.D. Yale 1985) and Andrew (J.D. 1991). Currently, the proceeds of the fund are utilized at the discretion of the dean to support the central mission of the Law School.

The 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 (LL.B. 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 (J.D. 1982) in 2014 by a gift from Ann E. Ziegler (J.D. 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 (J.D. 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 (J.D. 1984, M.B.A. 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.

All information as of 9/1/21: For updated information visit www.law.uchicago.edu.
The Stout Family Fund for Women, Entrepreneurship, and the Law was established in 2000 by Jon (J.D. 1971) and Patricia Stout to support and advance women’s entrepreneurship at the Law School.

The 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 (J.D. 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 (J.D. 1975) and Peter B. Wolf (J.D. 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 paracurricular 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 (J.D. 1927) to provide support for the D’Angelo Law Library.

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

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

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

The George Gleason Bogert Memorial Law Library Fund was established in 1979 in memory of Professor Bogert, the James Parker Hall Professor from 1936 to 1950 and a member of the faculty from 1925 until his death in 1977.

The Louis G. Cowan Law Library Fund was established in 1961 by Mr. Cowan, a 1927 graduate of the Law School and 1931 graduate of the College.

The Benjamin B. Davis Library Fund was established by his wife Janice and his son Muller in 1984. The fund to honor Mr. Davis (J.D. 1923) is for library materials 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 (J.D. 1908) and George B. McKibbin (J.D. 1913), by Mrs. Essington and Mrs. McKibbin.
The Barbara Brown Fink Memorial Law Library Book Fund was established in 1982 by Eli E. Fink (J.D. 1930). The fund supports book acquisitions in the areas of constitutional law and civil liberties and may also be used to purchase other formats at the discretion of the Law Librarian.

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

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

The Ilse and Robert Friend Memorial Fund was established in 2013 through the gift of Ilse and Robert (J.D. 1937) Friend to provide support for the Law Library.

The Ernst Freund Memorial Book Fund 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 (A.B. 1940, J.D. 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 (A.B. 1940, J.D. 1942) and Muriel Fulton.

The Lewis R. Ginsberg Endowed Book Fund was established in 1997 by Mr. Ginsberg, a 1956 graduate of the Law School. The fund supports acquisitions and preservation of books and information resources related to business law, including federal securities regulations.

The Jacob I. Grossman Memorial Library Fund was established in 1975 by a bequest under the will of Jacob I. Grossman.

The William B. Hale 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.

All information as of 9/1/21: For updated information visit www.law.uchicago.edu.
The Wallace Heckman Memorial Fund was established in 1929 by Mrs. Heckman in memory of her husband, business manager of the University from 1903 to 1924.

The David Horwich Memorial Law Library Fund was established in 1965 in memory of David Horwich for furthering the study of Ethics and Law.

The Kellstadt Foundation Law Library Fund was established in 1984 in honor of Leo H. Arnstein, a member of the Class of 1928. The fund supports acquisitions in the area of business and corporate law.

The Elaine and Samuel Kersten, Jr. Law Library Fund was established in 1978 through the gift of Mr. and Mrs. Kersten.

The KixMiller, Baar & Morris Law Library Fund was established in 1991 by Arnold I. Shure (Ph.B. 1927, J.D. 1929) and Frieda Shure. It honors the careers of William KixMiller (Ph.B. 1908, J.D. 1910), Arnold R. Baar (Ph.B. 1912, J.D. 1914), and George Maurice Morris (J.D. 1915), civic leaders 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 (A.B. 1930, J.D. 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 (J.D. 1929).

The Wendell M. Levi Law Library Fund was established in 1987 by a bequest from the estate of Wendell M. Levi (J.D. 1915).

The Lawrence E. Lewy Memorial Book Fund 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. The fund was established as a bequest by Leon M. Liddell, a 1946 graduate of the college.

The Thomas Leon and Minnie Morris Liddell Law Library Fund provides support for the acquisition and preservation of books and other library materials for the D'Angelo Law Library. The fund was established as a bequest by Leon M. Liddell, a 1946 graduate of the college.

The Edwin Thomas and Martha Davenport Morris Law Library Fund provides support for the acquisition and preservation of books and other library materials for the D'Angelo Law Library. The fund was established as a bequest by Leon M. Liddell, a 1946 graduate of the college.

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

The Thomas Owens Memorial Book Fund was established by Tom's friends and colleagues in honor of the 21 years that he worked in the D'Angelo Law Library.

The Abra and Herbert Portes Law Library Book Fund was established in 1987 by Ann, Gerald, Michael, and Joshua Yutkin in honor of the 50th wedding anniversary of Abra and Herbert (J.D. 1936) Portes.

The Herta Prager Law Library Fund was established in 1991 by Katharine Prager Darrow (A.B. 1965) and Peter H. Darrow (J.D. 1967) in memory of Mrs. Darrow’s mother Mrs. Prager (J.D. 1940), who served as law librarian for Northwestern University, the New Jersey State Library, and the United States Circuit Court of Appeals for the Second Circuit. The fund supports the D'Angelo Law Library, with a special emphasis on European materials.

The Ernst Wilfred Puttkammer Law Library Fund in Criminal Law was established in memory of Mr. Puttkammer by Mrs. Puttkammer in 1979. Mr. Puttkammer was a member of the Class of 1917 and a professor at the Law School from 1920 until 1956.
The James Nelson Raymond Memorial Fund was established in 1934 by Mrs. Raymond.

The Max Rheinstein Comparative Law Library Fund was established in 1974 by alumni and friends of the Law School in honor of the late Max Rheinstein, Max Pam Professor Emeritus of Comparative Law. The fund supports the Comparative Law Collection of the D'Angelo Law Library.

The Maurice A. and Rose Rosenthal Library Fund was established in 1978 through the gift of Maurice A. (A.B. 1925, J.D. 1927) and Rose Rosenthal.

The Adolph A. Rubinson Law Library Fund was created by Mr. Rubinson’s family in his memory in 1998. Mr. Rubinson was a 1932 graduate of the College and a 1934 graduate of the Law School.

The Samuel Schoenberg Memorial Book Fund was established in 1990 by Irene T. Schoenberg in memory of her husband, Samuel Schoenberg (Ph.B. 1933, J.D. 1935). The proceeds of the fund are used for the acquisition of library materials.

The Joseph Young Sieux Book Fund was established as a memorial fund in 1995 by Mrs. Kimmy Au Sieux and her family in honor of Mr. Sieux, a member of the Class of 1927. The proceeds of the fund are used for the acquisition of materials for the D’Angelo Law Library.

The Allen Sinsheimer, Jr. Law Library Fund was established in 1992 in memory of Mr. Sinsheimer (A.B. 1935, J.D. 1937) by his brothers Richard and Robert and by his friend Lillian Cohen. The fund is used at the discretion of the dean of the Law School and the law librarian to purchase materials for, and to preserve the collection of, the D’Angelo Law Library.

The David M. Sloan Library Fund was established as a memorial fund in 1973 in honor of David M. Sloan (A.B. 1948, J.D. 1951) by his family and friends. In 1985, it became a permanent source of support for the D’Angelo Law Library.

The Sheldon and Elizabeth Tefft Law Library Fund 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 (LL.B. 1917) to give awards or prizes from time to time for a valuable and important contribution, proposal, or suggestion for the improvement and betterment of the processes, techniques, and procedures of our government or any of its branches or departments at the city, state, or federal level.

The Herbert L. Caplan Award Fund was established in 2006 by Herbert L. Caplan (A.B. 1952, J.D. 1957). The 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 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 Fund in Law and Economics was established in 2015 by the Donald M. Ephraim Family Foundation to create a cash prize, distributed annually to the most-deserving paper in law and economics or quantitative legal analysis by a student or a junior faculty member.

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 (J.D. 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 (J.D. 1928), Senior Counsel of the Chicago firm of Hopkins and Sutter, to fund the Thomas R. Mulroy Prizes for Excellence in
Appellate Advocacy, which are awarded annually to the most outstanding participants in the Law School’s Moot Court Competition.

The 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 (J.D. 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 2021-2022

AUTUMN QUARTER

August 23-September 3: Intensive Contract Drafting
August 30 - September 3: J.D. Pre-Orientiation
September 7-18: Intensive Trial Practice Workshop
September 9-13: J.D. Orientation
September 13-15: Kapnick Initiative Events for Class of 2024
September 9-15: LLM Orientation
September 17-18: 2L Re-Orientiation
September 20: Autumn Quarter Classes Begin
November 19: Last Day of Autumn Quarter Classes
November 22-26: Thanksgiving Break
November 29: Reading Period
November 30-December 7: Autumn Quarter Exams
December 8-31: Winter Break

WINTER QUARTER

January 3: Winter Quarter Classes Begin
January 17: Martin Luther King, Jr. Day (Law School Closed)
March 3: Last Day of Winter Quarter Classes
March 7: Reading Period
March 8-13: Winter Quarter Exams
March 14: Spring Break Begins

All information as of 9/1/21: For updated information visit www.law.uchicago.edu.
**SPRING QUARTER**

March 21: Spring Quarter Classes Begin  
May 13: Last Day of Spring Quarter Classes for Non-1L Students  
May 16: Reading Period for Non-1Ls  
May 17-21: Exam Period for Non-1Ls  
May 19: Last Day of 1L Spring Quarter Classes  
May 20: 1L Elective Exam  
May 21: Reading Period for 1Ls  
May 23-27: 1L Exams - Required Classes  
May 30: Memorial Day  
June 4: Convocation and Diploma & Hooding Ceremony

For the most accurate and up-to-date calendar information, please see [http://www.law.uchicago.edu/students/academiccalendar](http://www.law.uchicago.edu/students/academiccalendar).