

THE UNIVERSITY OF CHICAGO

THE LAW SCHOOL

ANNOUNCEMENTS

FALL 2025



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OFFICERS AND FACULTY

OFFICERS OF ADMINISTRATION

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William H. J. Hubbard, Deputy Dean
Karen Afshari, Associate Dean for Administration
Lois Casaleggi, Associate Dean for Career Services
Mark Cohen, Assistant Dean for Communications
Alison Coppelman, Associate Dean for External Affairs
Sheri Lewis, Director of the D'Angelo Law Library
Ann K. Perry, Associate Dean for Admissions and Financial Aid
Brandi Welch, Dean of Students

OFFICERS OF INSTRUCTION

Albert W. Alschuler, AB, LLB, Julius Kreeger Professor Emeritus of Law & Criminology
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Constitutional Law Institute
Omri Ben-Shahar, BA, LLB, PhD, SJD, Leo and Eileen Herzel Distinguished Service
Professor of Law; Kearney Director, Coase-Sandor Institute for Law and Economics
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William A. Birdthistle, BA, MA, JD, PhD, Professor from Practice
Curtis A. Bradley, BA, JD, Allen M. Singer Professor of Law
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Emily Buss, BA, JD, Mark and Barbara Fried Professor of Law
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Lee Fennell, BBA, MFA, JD, Max Pam Professor of Law

Daniel R. Fischel, AB, AM, JD, Lee and Brena Freeman Professor Emeritus of Law and
Business

Craig B. Futterman, BA, JD, Clinical Professor of Law

Thomas Gallanis, BA, JD, LL.M., PhD, Visiting Professor of Law

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International Law; Ludwig and Hilde Wolf Research Scholar; Professor of Political
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William H. J. Hubbard, BA, MA, JD, Deputy Dean; Harry N. Wyatt Professor of Law

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the College

Joseph Isenbergh, AB, AM, JD, Harold J. and Marion F. Green Professor Emeritus of
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Hajin Kim, BA, JD, PhD, Assistant Professor of Law

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William M. Landes, AB, PhD, Clifton R. Musser Professor Emeritus of Law and Economics; Senior Lecturer in Law

Brian Leiter, AB, JD, PhD, Karl N. Llewellyn Professor of Jurisprudence; Director, Center for Law, Philosophy, and Human Values

Jeffrey Leslie, BA, JD, Clinical Professor of Law; Paul J. Tierney Director, Housing Initiative; Faculty Director of Curriculum

Saul Levmore, BA, PhD, JD, LLD (hon), William B. Graham Distinguished Service Professor of Law

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Darryl Li, PhD, JD, Associate Professor of Anthropology and Social Sciences in the College; Associate Member, Law School

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Anna-Maria Marshall, BA, PhD, JD, Visiting Associate Professor of Law

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

Richard H. McAdams, BA, JD, Bernard D. Meltzer Professor of Law

Thomas J. Miles, BA, PhD, JD, Clifton R. Musser Professor of Law and Economics

Darrell A.H. Miller, BA, MA, JD, Professor of Law

Judith Miller, BA, MA, JD, Clinical Professor of Law

Joan E. Neal, BA, JD, Professor from Practice

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Martha C. Nussbaum, BA, MA, PhD, Ernst Freund Distinguished Service Professor of Law and Ethics

Farah Peterson, BA, JD, MA, PhD, Professor of Law

Randal C. Picker, AB, AM, JD, James Parker Hall Distinguished Service Professor of Law

Eric Posner, BA, MA, JD, Kirkland & Ellis Professor of Law; Arthur and Esther Kane Research Chair

Richard A. Posner, AB, LLB., LLD, Senior Lecturer in Law (retired)

John Rappaport, BS, JD, Professor of Law

Adriana Z. Robertson, BA, JD, PhD, Donald N. Pritzker Professor of Business Law

Julie Roin, BA, JD, Seymour Logan Professor of Law

Andrew M. Rosenfield, AB, AM, JD, Senior Lecturer in Law

Michael H. Schill, AB, JD, Harry N. Wyatt Professor Emeritus of Law

Randall D. Schmidt, AB, JD, Clinical Professor of Law

Alison Siegler, BA, JD, LLM, Lillian E. Kraemer Clinical Professor in Public Interest
Law; Director, Federal Criminal Justice Clinic

Sonja Starr, AB, JD, Julius Kreeger Professor of Law and Criminology

Geoffrey R. Stone, SB, JD, Edward H. Levi Distinguished Service Professor of Law

Lior Strahilevitz, BA, JD, Sidley Austin Professor of Law

David A. Strauss, AB, BPhil (Oxon.), JD, Gerald Ratner Distinguished Service Professor
of Law; Faculty Director, Jenner & Block Supreme Court and Appellate Clinic

Mark Templeton, AB, JD, Clinical Professor of Law; Director, Abrams Environmental
Law Clinic

Emily Underwood, BA, JD, Clinical Professor of Law; Bluhm-Helfand Director of the
Innovation Clinic

David A. Weisbach, BA, CASM, JD, Walter J. Blum Professor of Law

Diane P. Wood, AB, JD, Senior Lecturer in Law

David Zarfes, BA, MA, JD, MPA, LLM, Clinical Professor of Law; Director of Lecturer
Recruitment; Director of Corporate Lab Programs

Erica Zunkel, BA, JD, Clinical Professor of Law; Director of Clinical and Experiential
Learning

LECTURERS IN LAW

Russell Ainsworth

Jorge Alonso

Nick Arrivo

Patrick Barry

Jack R. Bierig

Andrew S. Boutros

Michael T. Brody

Dennericka Brooks

Jonathan Bunge

Dawn M. Canty

Mike Carew

Robert Cheifetz

Steven Cherny

Vince Chhabria

James A. Clark

Jay Cohen

Keith Crow

Patrick D. Curran

Ryan Dahl

Alan A. D'Ambrosio

Thad Davis
Forrest Deegan
Vikas K. Didwania
Susan Epstein
Daniel Feeney
Mark Fennell
Jane Flanagan
Matthew Ford
Alana Frederick
Michael D. Friedman
Chris Gair
Robert Gasaway
David C. Giles
Asheesh Goel
Anand Grover
Jared Earl Grusd
Catherine C. Gryczan
Maher Haddad
Scott Hechinger
Anthony G. Hirschel
David Hoffman
Rebecca T. Horwitz
Joni S. Jacobsen
Martin D. Jacobson
Amanda Johnson
James J. Junewicz
Eileen Kamerick
Tilden Katz
Michael P. Kelley
Virginia M. Kendall
Thomas L Kirsch II
Keith Klein
Richard M. Kohn
John Koski

Sean Z. Kramer
Elizabeth Kregor
Tom Kuhns
Howard A. Learner
John Z. Lee
Christopher Lentz
Karl Leonard
Sheri H. Lewis
Juan Carlos Linares
Neil Lloyd
Lyonette Louis-Jacques
Jaime Madell
Lisa Madigan
Crystal Maloney
Catherine M. Masters
Taylor A. R. Meehan
Ravi Mehta
Maureen Moran
Hal Morris
Adam K. Mortara
Philip Mowery
Lauren Myerscough-Mueller
Kim B. Nemirow
Kevin Newsom
Nick Niles
Ashley Parish
Kimball Parker
Chaka Patterson
Stephen R. Patton
Elizabeth Payne
Alexandria Poole
Ashish Prasad
Mark Premo-Hopkins
Jaime E. Ramirez

Neomi Rao	William A. Starshak
Katherine Rhoades	Tarek Sultani
Stephen Ritchie	Anagha Sundararajan
Kate Roin	Jason Sussman
Javier H. Rubinstein	John R. Sylla
Jesse H. Ruiz	Barry C. Taylor
Richard Sandor	Camilla Taylor
Michael A. Scodro	Scott Vanderlin
Ariel Scotese	Ryan J. Walsh
Michael Y Scudder, Jr.	Pete Wentz
Anthony Sexton	Emily Werth
Ajay N. Shah	James S. Whitehead
Andrew Small	Lori W. Will
Jack Snyder	Charles B. Wolf
Christopher Sontchi	Erika N. Wyatt

FELLOWS

Alexis Abboud, BA, JD, PhD, Harry A Bigelow Teaching Fellow, Lecturer in Law

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Michelle Drake, BA, JD, Transactional Fellow; Lecturer in Law

Brian M. Lipshutz, AB, JD, Harry A. Bigelow Teaching Fellow; Lecturer in Law

Eric Martínez, BA, JD, PhD, Earl B. Dickerson Fellow; Instructor in Law

Alexandria Miskho, BS, JD, Abrams Environmental Clinic Fellow; Lecturer in Law

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Philip Petrov, BA, JD, PhD, Wachtell Fellow in Behavioral Law and Economics; Instructor in Law

Adi Radhakrishnan, BA, JD, Global Human Rights Clinic Fellow

Joseph Schottenfeld, BA, JD, Harry A. Bigelow Fellow; Lecturer in Law

Jacob R. Schuhardt, BA, JD, Abrams Environmental Clinic Fellow; Lecturer in Law

James Stone, BA, JD, PhD, Harry A Bigelow Teaching Fellow, Lecturer in Law

CLINICAL FACULTY

Josh Avratin, BA, JD, Clinical Professor of Law

Craig B. Futterman, BA, JD, Clinical Professor of Law

Catherine C. Gryczan, BS, JD, Associate Director, The Institute for Justice Clinic on
Entrepreneurship

Nicole Hallett, BA, MS, JD, Clinical Professor of Law; Director, Immigrants' Rights
Clinic

Sarah Konsky, BS, JD, Clinical Professor of Law; Director, Jenner & Block Supreme
Court and Appellate Clinic

Elizabeth Kregor, BA, JD, Director, The Institute for Justice Clinic on Entrepreneurship

Jeffrey Leslie, BA, JD, Clinical Professor of Law Paul J. Tierney Director, Housing
Initiative; Faculty Director of Curriculum

Judith Miller, BA, MA, JD, Clinical Professor of Law

Anjali Parrin, BSc, MS, JD, Assistant Clinical Professor of Law; Director, Global Human
Rights Clinic

Randall D. Schmidt, AB, JD, Clinical Professor of Law

Alison Siegler, B.A., JD, LLM, Lillian E. Kraemer Clinical Professor in Public Interest
Law; Director, Federal Criminal Justice Clinic

Mark Templeton, AB, JD, Clinical Professor of Law; Director, Abrams Environmental
Law Clinic

Emily Underwood, BA, JD, Clinical Professor of Law; Bluhm-Helfand Director of the
Innovation Clinic

David Zarfes, BA, MA, JD, MPA, LLM, Clinical Professor of Law; Director of Lecturer
Recruitment; Director of Corporate Lab Programs

Erica Zunkel, BA, JD, Clinical Professor of Law; Director of Clinical and Experiential
Learning

FACULTY FROM OTHER SCHOOLS/DIVISIONS

Philip G. Berger, BComm., MS, MBA, Wallman Family Professor of Accounting,
Chicago Booth School of Business

Eric Budish, BA, MPhil, PhD, Paul G. McDermott Professor of Economics and
Entrepreneurship, Chicago Booth School of Business; Centel Foundation/Robert P.
Reuss Faculty Scholar

Jane Dailey, AB, PhD, Professor of American History and the College

Ayelet Fishbach, BA, MA, PhD, Eric J. Gleacher Distinguished Service Professor of Behavioral Science and Marketing, Chicago Booth School of Business

Michael Forster, BA, PhD, Visiting Professor, Bonn University

Dennis J. Hutchinson, AB, BA, MA, LL.M., William Rainey Harper Professor Emeritus in the College

Steven Kaplan, AB, AM, PhD, Neubauer Family Distinguished Service Professor of Entrepreneurship and Finance, Chicago Booth School of Business; Kessenich E.P. Faculty Director at the Polsky Center for Entrepreneurship and Innovation; Thomas A. Cole Distinguished Visiting Professor in Business Law

Gerald Rosenberg, AB, AM., JD, PhD, Associate Professor Emeritus, Department of Political Science

George Wu, AB, SM, PhD, John P. and Lillian A. Gould Professor of Behavioral Science, Chicago Booth School of Business; Barry and Jan Zubrow Distinguished Visiting Professor in Business

LAW SCHOOL COUNCIL

CHAIR

Lisa M. Noller, JD '95, Foley & Lardner LLP, Chicago, Illinois

LIFETIME MEMBERS

Debra A. Cafaro, JD '82, Ventas, Inc., Chicago, Illinois

Steven B. Feirson, JD '75, Dechert LLP, Philadelphia, Pennsylvania

Lillian E. Kraemer, JD '64, Simpson Thacher & Bartlett LLP (retired), New York, New York

Scott A. Levine, JD '74, PEI Funds, New York, New York

Charles B. Wolf, JD '75, Walter Mander Foundation, Vedder Price (retired), Oak Park, Illinois

TERMS EXPIRING IN 2025-2026

Douglas J. Clark, JD '89, Wilson Sonsini Goodrich & Rosati, Palo Alto, California

Clifford R. Gross, JD '88, Skadden, Arps, Slate, Meagher & Flom LLP, Washington, District of Columbia

Keith L. Halverstam, JD '00, Latham & Watkins LLP, New York, New York
Hilary K. Krane, JD '89, Creative Artists Agency, Los Angeles, California
Steven A. Marenberg, JD '80, Paul Hastings, LLP, Los Angeles, California
Gregory E. Pessin, JD '05, Wachtell, Lipton, Rosen & Katz, New York, New York
Imran M. Siddiqui, AB '96, AM '96, Talcott Financial Group, New York, New York
Elysia M. Solomon, AB '94, JD '99, Albertsons Companies, Inc., Chicago, Illinois
Bjarne P. Tellmann, JD '95, FjordStream Advisors, Munich, Germany
Mary G. Wilson, JD '92, Dentons, Chicago, Illinois

TERMS EXPIRING IN 2026-2027

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Steven Koch, JD '82, MBA '82, Bowline Group LLC, Chicago, Illinois
Pavel N. Malyi, LLM '95, Matrix Capital, Victoria Gardens, Malta
Michael D. Nolan, JD '91, Arbitration Chambers, New York, New York
Ashley C. Parrish, JD '98, King & Spalding LLP, Washington, District of Columbia
Daniel Prince, JD '04, Paul Hastings, LLP, Los Angeles, California
Amy R. Segal, JD '90, WilmerHale, Boston, Massachusetts
David M. Stone, JD '84, MBA '84, Sterilite Corporation, Townsend, Massachusetts
Paul Weidong Wang, LLM '94, JSD '99, Zhong Lun Law Firm, Beijing, China
Richard M. Weil, JD '89, Janus Henderson Group (retired), London, United Kingdom

TERMS EXPIRING IN 2027-2028

Jonathan C. Bunge, JD '88, Quinn Emanuel Urquhart & Sullivan, LLP, Chicago, Illinois
Benton J. Campbell, JD '91, Deloitte LLP, New York, New York
Keith R. Dolliver, JD '90, [Microsoft Corporation](#), Redmond, Washington
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Ian B. Edvalson, JD '95, Wilson Sonsini Goodrich & Rosati, Palo Alto, California

Thomas B. Eggemeier, JD '97, Zendesk, San Francisco, California

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THE LAW SCHOOL ANNOUNCEMENTS 2025-2026

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, gender identity or expression, national or ethnic origin, shared ancestry, age, status as an individual with a disability, military or veteran status, genetic information, or other protected classes under the law (including Title IX of the Education Amendments of 1972). The Policy on Harassment, Discrimination, and Sexual Misconduct website has additional information. <https://harassmentpolicy.uchicago.edu/>

The University official responsible for coordinating compliance with this Notice of Nondiscrimination is Bridget Collier, Associate Provost for Equal Opportunity Programs, who also serves as the University's Title IX Coordinator, Affirmative Action Officer, and Section 504/ADA Coordinator and coordinates compliance with federal, state and local regulations governing non-discrimination, including Title VI, Title VII, Title IX and VAWA. You may contact her by emailing bcollier@uchicago.edu, calling 773.702.5671, or by writing to Bridget Collier, Office of the Provost, The University of Chicago, 6030 S. Ellis Ave., Suite B, Chicago, IL 60637.

EFFECTIVE DATE

The content of these Announcements is accurate as of September 1, 2025. It is subject to change. Please visit law.uchicago.edu for the most updated information.



PROGRAMS OF INSTRUCTION

THE DOCTOR OF LAW (JD) DEGREE

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

The entering class for the JD program is limited to approximately 200 students. All students begin the program during the Autumn Quarter in September. The calendar for the academic year is located on the last page of these Announcements.

DUAL DEGREE OPPORTUNITIES

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

Students pursuing dual JD and Masters' degrees may, with the approval of the Law School Dean of Students, count up to 12 credits of coursework outside the Law School toward the JD degree and towards the quarterly residency requirement. Dual degree students must pay tuition at the Law School for eight quarters. (As with all other students, all or part of the payment of tuition may be covered by a scholarship.) In addition, they must be in residence as full-time students at the Law School for nine quarters, in each of which they must earn at least nine credits towards the JD degree in either LAWS-prefixed classes or classes that earn credit toward the JD degree. The tuition and residency requirement cannot be waived. For each quarter considered in residence at the Law School, a student must be enrolled in at least one LAWS-prefixed class. This requirement cannot be waived. After a student has met these dual degree residency requirements at the Law School, they may not be enrolled in additional

quarters beyond the requirement. Students in dual degree programs cannot enroll in more than 14 credits in any quarter in which they are counting credits toward the JD degree. This includes credits/units taken in the other department (see the conversion table in the first paragraph of the Dual Degree section). There are no exceptions to this max credit requirement.

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

THE THREE-YEAR JD/MBA PROGRAM

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

In the first year of the program, students are enrolled in Law School classes only and will complete their first-year Law School requirements during that year. In the second year, students enroll in a combination of Booth BUSN-prefixed class and LAWS-prefixed classes. In the second year, students are required to take the five LAWS-prefixed Doctoroff classes, designated as such in my.UChicago.edu. Students may take a mix of Booth and Law School courses in the third year, with particular attention to making sure that the requirements of both schools are satisfied. Students in this program must complete thirty-five core credit hours.

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

JD/PHD PROGRAMS

Candidates who wish to concurrently pursue the JD in the Law School and a PhD in another area of the University or at another University may facilitate and expedite a dual course of study. Please note, you may enroll in either a joint degree among

departments at UChicago or a degree program from an external university, but not both.

Students who are enrolled in concurrent JD and PhD programs can count up to 25 credits earned outside the Law School towards their JD degrees. This credit is only awarded for: coursework or writing of the dissertation that is (1) undertaken in a PhD program; (2) undertaken after a student has matriculated at the Law School, or if undertaken before matriculation at the Law School, is eligible for credit under [ABA Standard 311\(b\)\(2\)](#); and (3) approved by the Deputy Dean in consultation with the Dean of Students. Students permitted to count up to 25 credits toward their JD degrees also must pay tuition to the Law School for six quarters and be in residence at the Law School for six quarters. (As with all other students, all or part of the payment of tuition may be covered by a scholarship.) Of the maximum of 25 credits earned outside the Law School, this can include up to 12 credits for coursework completed before the student advanced to candidacy, with the balance of the 25 credits for work toward writing the dissertation.

Students who have not advanced to candidacy in their PhD program by the time they receive their JD may apply no more than 12 credits earned outside the Law School towards their JD degrees, must pay tuition at the Law School for at least nine quarters, and must be in residence at the Law School for nine quarters. In the event a student's PhD program does not have a formal "advanced to candidacy" status, the equivalent is that the student has finished all the required coursework and is primarily engaged in the writing of the dissertation.

Students in JD/PhD programs need to complete at least 80 credits of coursework at the University of Chicago Law School to obtain their JD degree. The 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 requirement. Note that additional requirements for graduation (except as modified in here) apply to JD/PhD students; see section 1.1 of the Student Handbook.

Students who wish to count 25 non-law credits towards their J.D. must consult with the Dean of Students, because it can impact the number of credits that may be earned through co-curricular activities (i.e. journals and moot court) and field placements.

To the extent that courses under a dual or cooperative degree program originate outside the Law School but count toward the law degree, law school credits shall be permitted only in accordance with ABA accreditation standards.

JD/PhD students planning to apply for admission to a state bar should research the current rules of the bar to determine whether their jurisdiction has any additional curricular requirements.

COOPERATIVE JD/PHD PROGRAMS

Students interested in pursuing a PhD at another University should consult with the Deputy Dean and Dean of Students to ensure that work toward that PhD may be approved for credit toward the JD degree. The approval process begins after you are admitted, independently, to both programs you wish to pursue.

JD/PhD students who plan on counting academic credits earned in their PhD program at another school must discuss their specific graduation requirements with the Dean of Students and the Deputy Dean upon matriculation at the Law School.

Students may not be enrolled in both institutions simultaneously, and they will be put on leave of absence from the Law School when pursuing PhD coursework at the other school. When enrolled at the Law School, the students must be enrolled full-time in residence and pay tuition for three consecutive quarters in the same academic year at the Law School. Students pursuing the PhD program at another school will be required to complete the 80 credits of Law School coursework in no more than six academic quarters. Ideally, the candidate's two years of intensive study at the Law School will be completed in consecutive academic years.

GRADUATE PROGRAM IN HEALTH ADMINISTRATION AND POLICY

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

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

accreditation, and much more. GPHAP also has a global health track for students interested in international law and health.

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

Any law student interested in the program is encouraged to apply before the beginning of their second year of law school. A special fellowship, the Ray E. Brown Fellowship, may be awarded to one Law student each year providing the recipient a \$1,000 stipend. For additional information on the GPHAP program and the Ray E. Brown Fellowship, please see <https://gphap.uchicago.edu/>.

THE GRADUATE PROGRAM

The Law School offers five graduate degrees:

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

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

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

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

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

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

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

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

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

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

MASTER OF LEGAL STUDIES (MLS)

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

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

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

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

In a typical year, about fifty to sixty candidates apply to the JSD program for two or three positions. In order to qualify for admission to this program, students must ordinarily have maintained at least a 178 average during their LLM year at the University of Chicago or a comparable performance at the prior law school attended.

Applicants must propose one or more Chicago faculty members to supervise a dissertation and must submit a dissertation proposal that in the opinion of the Graduate Studies Committee promises to result in a creditable contribution to legal scholarship. Candidates for admission must not contact Law School faculty members prior to their admission to the program.

PROFESSIONAL JOURNALS, SPECIAL PROGRAMS, AND CENTERS

PROFESSIONAL JOURNALS

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

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

SPECIAL PROGRAMS AND CENTERS

Established in 2019, the **Center on Law and Finance** advances the understanding of how law interacts with and shapes financial systems and connects that knowledge with the real world. Continuing the Law School's commitment to the practical application of legal theory, the Center facilitates a meaningful dialogue between academics and practitioners. To achieve these goals, the Center hosts a yearly schedule of conferences, speaker events, and seminars where leading experts on law and finance share their work and discuss forefront issues in the areas of financial transactions, financial markets, securities, private equity, venture capital, bankruptcy, and debt. Professor Anthony Casey leads the Center.

The **Center for Law, Philosophy, and Human Values**, established in 2008, sponsors speakers and conferences on a variety of topics in moral, political, and legal philosophy, often at their intersection. The Center’s mission encompasses not only the traditional concerns of moral, political, and legal theory—in both Anglophone and European—but also the history of thought about ethical, political, and legal questions as these bear on contemporary questions. Traditional problems of conceptual analysis and normative justification are supplemented by attention to empirical results in the human sciences as they relate to the nature and viability of various forms of normative ordering. Professor Brian Leiter directs the Center.

The **Coase-Sandor Institute for Law and Economics** continues the long tradition of excellence at the University of Chicago Law School as the birthplace of law and economics. The goal of the Institute is to promote the understanding and dissemination of the economic approach to law. Toward that end, Institute faculty produce research on the intersection of law and economics in the fields of contract law, corporate governance, finance, taxation, environmental regulation, energy policy, and criminal justice, among others. The Institute team provides empirical research support, promotes learning by students, faculty, and fellows, and organizes conferences and events in Chicago and beyond. Professor Omri Ben-Shahar, renowned contract law scholar, is the faculty director of the Coase-Sandor Institute.

First established as the Institute for Law and Economics in 2011, the Institute was renamed the Coase-Sandor Institute for Law and Economics in 2013 when Richard and Ellen Sandor became the principal donors to a \$10 million endowment in law and economics at the University of Chicago Law School. The Sandors made the gift in honor of Dr. Sandor’s mentor, Nobel Laureate Ronald Coase, the Clifton R. Musser Professor Emeritus of Economics at the Law School.

Created in 2020, the **Constitutional Law Institute** supports research and scholarship on longstanding constitutional issues as an integral part of the Law School’s scholarly and research mission. The Institute also shares the Law School’s commitment to free speech and intellectual inquiry that is independent of partisan fashions. The Institute promotes rigorous analysis of constitutional issues and then shares those ideas more broadly with the general public. Since the Institute’s launch, it has hosted numerous events and activities, as well as the hit podcast: *Divided Argument*, now in its fifth season. The Institute hosts a yearly schedule of conferences and podcast events and plans to welcome visiting scholars in the coming years. Professor William Baude leads the Institute.

The **Doctoroff Business Leadership Program** is a certificate-granting program that blends the best of the MBA curriculum into our prestigious, three-year Law School education and is designed to arm students with the skills and knowledge they will need to thrive as corporate attorneys, in-house counsel, business leaders, and entrepreneurs. The Program focuses on preparing law students to advise, lead, and create business enterprises large and small through rigorous training in entity formation, business combinations, capital structure and finance, business strategy, negotiation, and marketing.

A select group of business-oriented students who apply to the Program during the Law School application process are chosen to become part of the Doctoroff Business Leadership Program. As part of the Program, students are matched with an alumni business mentor, participate in a business experience and leadership enrichment activities, and are required to complete a core business curriculum taught at the Law School by leading from UChicago's world-renowned Booth School of Business.

The **Malyi Center for the Study of Institutional and Legal Integrity** is the Law School's newest center, established in 2023. The Malyi Center stimulates new research on the sources of sound institutions, their consequences, and the conditions of their endurance. The Malyi Center promotes academic research on institutions by researchers both within the University of Chicago community and beyond, and encourages real-world impact through activities such as conferences, speaker events, and visiting scholars. Professor Tom Ginsburg, a leading expert on international and comparative law, is the Malyi Center's faculty director.

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



PROGRAM REQUIREMENTS AND POLICIES

CURRICULAR AND RESIDENCY REQUIREMENTS

THE JD PROGRAM

Completion of the JD degree from the Law School requires all JD students to be in residence, full-time, for nine quarters, in each of which they must successfully complete (pass and receive credit toward their JD degree) no fewer than nine credit hours per quarter. JD students must complete and pass a minimum of 105 credit hours, including a professional responsibility class. All JD students must complete eight credits in courses that qualify as experiential learning to meet American Bar Association standards. After completing the first year, all JD students also must complete forty credits in non-clinical Law classes or “core” classes.¹ Core classes are designated each quarter in the online course schedule at registrar.uchicago.edu/classes.² Credits earned through participation in journals and the Hinton Moot Court Competition count towards the forty core credit requirement. Please note, however, that first-year classes, including electives taken during the first year, do not count towards the forty core credit requirement; the requirement is for classes taken during the second and third year. However, a student who takes a class designated a first-year elective during the student’s second or third year may count the class towards the forty core credit requirement.

Every JD student must complete at least two writing projects beyond the work required in the first-year Legal Research and Writing and Lawyering courses. At least one of these writing projects must be a “substantial research paper (SRP).” An SRP is (1)

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

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

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

A student's second, or other, writing project (WP) can, but need not, be of the SRP form. As a rough guide, the project should involve around 3,500 to 4,500 words in total,

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

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

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

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

THE LLM PROGRAM

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

LLM Thesis

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

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

The thesis must be of publishable quality and completed during the academic year in which a student is enrolled as an LLM student at the law school, extensions will not be granted. Upon successful completion of the thesis, students will be awarded four (4) credits. Registration for the thesis and the 4 credits will default to the Winter quarter. A

minimum grade of 170 is required to receive credit. The grade will appear on a student's transcript as Independent Research: Master of Laws Thesis.

LLM Students Applying for the NY Bar

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

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

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

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

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

THE MLS PROGRAM

To earn a Master of Legal Studies (MLS) degree, candidates must successfully complete and pass twenty-seven credit hours of coursework in the Law School. The Law School requires all MLS students to be in full-time residence for three quarters of no fewer than nine credit hours per quarter, with no fewer than six Law School credit

hours per quarter. Non-law coursework will not be counted toward the twenty-seven-credit hour requirement. Most MLS students complete the degree in a single academic year, but it is possible to take the required credits over two or more years.

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

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

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

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

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

Registration

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

THE JSD AND D.COMP.L. PROGRAM

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

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

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

REGISTRATION

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

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

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

Students may bid for a maximum of five classes per quarter, and must rank them in order of preference, but the maximum number of credits in which a student can be registered via the bidding process is fourteen. First-year JD students are assigned to sections and registered by the Office of the Registrar for all classes except their spring quarter Constitutional Law, Statutory, and elective classes.

Second- and third-year JD students, MLS students, JSD students taking elective classes, and LLM students register themselves for classes using a web-based registration system. Non-first-year students seeking to register for first-year required classes must contact the Office of the Registrar. Limited seats may be available in 1L classes.

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

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

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

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

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

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

Students may enroll in no more than fourteen total credits with the Director of Kirkland & Ellis Corporate Lab Clinic Programs and any other instructor who teaches in the Kirkland & Ellis Corporate Lab Clinic, including no more than nine credits in the Kirkland & Ellis Corporate Lab Clinic itself. All credits taken during the second and third years with any instructor who teaches in the Kirkland & Ellis Corporate Lab Clinic

count toward the fourteen-credit limit. Please see the online course search for the Kirkland & Ellis Corporate Lab instructors for the current year

BIDDING

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

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

COURSE REGISTRATION RESTRICTIONS

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

Similar Classes and Repetition of Classes

Certain courses will cover substantially similar material. Accordingly, students may not receive credit for both classes.³ Examples of such overlapping classes include the following (this is not meant to be an exhaustive listing of such classes):

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

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

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

Registration Petitions

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

Registration petitions are required to do the following:

- Audit a Law Class
- Reallocate Journal Credits

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.

- [Register for an Independent Research](#)
- [Register for a Law School Class as a Non-Law Student](#)
- Reschedule an Exam
- [Take a Non-Law School Course for Credit](#)
- Writing Requirement (WP/SRP) Petition

OTHER REGISTRATION RESTRICTIONS

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

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

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

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

LIMIT ON QUARTERS OF ENROLLMENT

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

permitted, even if an additional quarter would be approved by the program in the corresponding school or division at the University.

NON-LAW STUDENTS

Registration

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

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

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

Grading

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

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

Exams

Students must take exams on their own laptop computers. Students are assigned an exam number each quarter. Students are expected to take examinations as scheduled, though exceptions to this rule are made on a case-by-case basis (see

law.uchicago.edu/students/petitions/moveexam). Examinations may never be taken prior to the regularly scheduled exam administration.

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

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

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

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

CLASS ATTENDANCE

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

1. Regular class attendance is required as a condition of receiving credit for Law School classes. Each instructor may supplement this general attendance requirement by announcing a more specific attendance requirement for a particular class. It is the obligation of each student to conform to these requirements.
2. An instructor who observes a student to be in violation of the attendance requirement shall so advise the Dean of Students, who shall promptly notify the student that they are in violation of the Law School's requirement. If a student's attendance remains unsatisfactory in that class or is at any time thereafter in violation of the general attendance requirement in any other class, a student may be denied credit in the class(es), a memo may be added to the student's file, the student's privilege of membership in the Law School may be withdrawn, or any other appropriate action may be taken.

3. No student shall:

- be employed more than twenty hours per week while classes are in session;
- maintain a primary residence outside the Chicago metropolitan area while classes are in session; or
- fail to attend within one week of enrollment in any class (first class for limited enrollment classes).

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

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

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

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

CLASS PLANNING

Each spring and summer, the Law School makes a tentative determination about which classes⁴ will be offered in the following year and who will teach them. Suggestions for new class offerings should be brought to the attention of the Deputy Dean. To facilitate students' ability to plan their classes for the year, the Law School makes every effort to set the course schedule for the entire academic year prior to the beginning of the autumn quarter. Students should take note, however, that the class schedule is subject to change at any point throughout the year, and classes may be

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.

added, dropped, or their times adjusted to reflect changes in faculty availability, student enrollment, or other institutional constraints. The Law School will of course try to mitigate these changes as much as possible, while also providing notification of changes as early as is feasible.

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

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

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

While there can be no assurance that a class offered one year will be offered the following year, a standard group of classes typically is offered each year, including:

- Administrative Law

- Antitrust
- Bankruptcy and Reorganization: The Federal Bankruptcy Code
- Business Organizations/Business Associations/Corporation Law
- Constitutional Law I, Constitutional Law II, Constitutional Law III
- Copyright
- Criminal Procedure I: The Investigative Process
- Federal Criminal Procedure
- Evidence
- Federal Courts
- Securities Regulation
- Introductory Income Taxation
- Labor Law
- Classes in Law and Economics
- Legal Profession
- Public International Law
- Secured Transactions
- Corporate Tax I and II

CLASS RECORDING POLICY

Information about the class recording policy can be found at law.uchicago.edu/students/handbook/academicmatters/classrecording.

JD PROGRAM OVERVIEW

THE FIRST YEAR

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

In the Spring quarter, 1Ls will take a slate of four courses that include one class on constitutional law, one class from a menu of statutory classes, 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 JD students must complete classes that meet requirements set by the Law School and the American Bar Association. Additionally, students must complete two writing requirements.

SELECTING CLASSES⁵

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,

⁵In 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.

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

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

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

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

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

Selecting Third Year Classes

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

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

Courses in Your Final Quarter

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

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

Additionally:

- (1) Students graduating in autumn who need to complete autumn coursework may not register for exam classes because final grades are due to the University prior to the start of final exams.
- (2) Depending on the academic calendar for the specific year, students graduating in winter might be able to register for exam classes, provided that:
 - a. The exams are take-home and self-scheduled or scheduled sufficiently early in the exam period; and
 - b. The student agrees to take the exam(s) at least one day before final grades are due to the University; and
 - c. The faculty member agrees to grade the exam so as to meet the University's grading deadline.

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

- (3) The Law School offers no summer quarter classes for purposes of graduation, and students may not take summer quarter classes in other University units and apply them towards the JD degree without written permission from the

Dean of Students. Students may, however, register for an independent research at the Law School, complete pending Law School work from prior quarters or enroll in classes required to fulfill graduation requirements of a dual degree other than the JD degree and therefore officially graduate at the end of the summer quarter.

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

EXPERIENTIAL LEARNING COURSE REQUIREMENT

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

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

CLINICAL PROGRAMS

Second- and third-year students obtain practical training through the Law School's clinical and experiential programs, in which students represent clients and engage in other lawyering roles under the supervision of full-time clinical teachers, faculty, and practicing attorneys. The Law School's clinical and experiential programs give students an opportunity to learn litigation, legislative advocacy, and transactional skills. Students learn through classroom instruction, simulation, and representation of clients

under the close supervision of the clinical teachers and attorneys. The program is intended to join the academic study of law with experience in interviewing clients, investigating facts, developing strategies, conducting negotiations, dealing with adverse parties, drafting legislation and lobbying legislators, drafting contracts, and participating in court proceedings.

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

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

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

(2) INNOVATION CLINIC

(3) KIRKLAND & ELLIS CORPORATE LAB CLINIC

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

(5) INSTITUTE FOR JUSTICE CLINIC ON ENTREPRENEURSHIP

(6) EXONERATION PROJECT CLINIC

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

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

- No more than sixteen credits shall be awarded for clinical work.
- The maximum number of credits students may earn for a given clinic shall be nine, except for clinics that only run for two quarters, in which students may

earn up to seven credits. (Currently, these are the Poverty and Housing Law Clinic and the Prosecution and Defense Clinic.) An Independent Research project may not be used to evade applicable maximums or other rules regarding clinic participation. Students may enroll in no more than fourteen total credits with the Director of Corporate Lab Programs and any other instructor who teaches in the Kirkland & Ellis Corporate Lab Clinic, including no more than nine credits in the Kirkland & Ellis Corporate Lab Clinic itself. All credits taken during the 2L and 3L years with any instructor who teaches in the Kirkland & Ellis Corporate Lab Clinic count toward this fourteen-credit limit.

- Students may enroll in a clinic for no more than three credits in any one quarter, with the following exception: a clinic that mandates two quarters of enrollment, and does not permit more than two quarters of enrollment, may offer one three-credit quarter and one four-credit quarter. Currently, these are the Poverty and Housing Law Clinic and the Prosecution and Defense Clinic.
- Students are awarded one credit for work averaging four hours per week per quarter, subject to the applicable maximums set forth above. Students are expected to keep a record of the time they spend in practical work done in conjunction with the clinic. Within the Edwin F. Mandel Legal Aid Clinic only, students may enroll in multiple Mandel clinical projects simultaneously with written permission of the relevant clinical supervisors. No other simultaneous enrollments in multiple clinics are permitted. Subject to the rules on simultaneous clinic enrollments, students may enroll in more than one clinic during their time at the Law School. If there is more demand for a clinic than supply in any given year, a student who has not yet had a clinical opportunity shall receive preference over a student who has already participated in one clinic and seeks to enroll in a different one.
- The authority to confirm enrollment in a clinic is vested in the respective clinical supervisor(s) who ensure(s) that students have completed all the necessary prerequisites, met all relevant enrollment criteria (such as language skills), and are otherwise qualified to participate in the program. Expectations regarding the duration of the student's involvement with the clinic and total credits per quarter must be arranged with the clinical supervisor prior to enrollment.
- Students must bid or register for clinics in which they wish to participate only once (please see the quarterly registration instructions online for details on how to bid or register for specific clinics). The registration system allocates to each

enrollment the default minimum credits for the quarter; adjustments based on actual work performed are reported by the clinical supervisors at the conclusion of each quarter to the Office of the Registrar. Students continuing participation in a clinic (as indicated by the clinical supervisor at the conclusion of each quarter participation) are automatically registered for the next quarter by the Office of the Registrar.

- With the exception of the Kirkland & Ellis Corporate Lab Clinic, grades for clinical work are posted once, for all quarters of involvement, at the conclusion of the student's involvement with the clinic, and students receive the same grade for all quarters. For the Kirkland & Ellis Corporate Lab Clinic, grades are posted each quarter, and students may receive different grades for each quarter.
- Each clinic has a seminar component that students may be required to take during their participation in the clinic. Please check the schedule for meeting days/times, as students may not register for other offerings that meet contemporaneously.
- Students who are hired to work in a clinic over the summer are treated as returning clinic students in the autumn quarter and may continue with their clinic work during the following academic year. These students are automatically pre-registered by the Office of the Registrar (as indicated by the respective clinical supervisor) and therefore do not need to bid nor register themselves for the same clinic for the following autumn quarter.

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

Police Accountability; Criminal and Juvenile Justice Clinic; Employment Law Clinic; Federal Criminal Justice Clinic; Housing Initiative Transactional Clinic; Immigrants' Rights Clinic; and Global Human Rights Clinic.

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

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

THE EDWIN F. MANDEL LEGAL AID CLINIC

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

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

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

INNOVATION CLINIC

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

KIRKLAND & ELLIS CORPORATE LAB CLINIC

This transactional clinic provides students with a forum for working closely with legal teams at various major companies in the following sectors (subject to change): technology, consulting, telecommunications, and emerging businesses. This clinic aims to teach practical legal skills and knowledge both by having students work on actual projects and through classroom instruction and discussion. In addition, students will have the opportunity to hear from, and interface with, seasoned practitioners from leading law firms. This class mirrors a real-world work experience: Students will receive hands-on substantive and "client"-development experience and will be expected to manage and meet expectations (e.g., deadlines) while exercising a high level of

professionalism. As a result, this class is likely to involve a significant time commitment (with a substantial amount of work to be completed outside of class), and students will get out of the Lab what they put into it. Student grades will be based upon participation in the classroom, appropriate attention to "client" service, collaborative efforts within a team environment, and quality of work product.

JENNER & BLOCK SUPREME COURT AND APPELLATE CLINIC

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

THE INSTITUTE FOR JUSTICE CLINIC ON ENTREPRENEURSHIP

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

THE EXONERATION PROJECT CLINIC

The Exoneration Project Clinic represents clients who have been convicted of crimes of which they are innocent. The clinic assists clients in asserting their claims of actual innocence in state and federal court. Student participants are involved in all aspects of post-conviction litigation, including selecting cases, uncovering and developing new evidence of our clients' innocence, and filing and litigating post-conviction petitions,

habeas petitions, clemency petitions, and motions for forensic testing. The goals of the Exoneration Project Clinic are not only to correct individual injustices that have resulted in the conviction of innocent persons, but also to shed light on more widespread problems in the criminal justice system. The Clinic also seeks to encourage more interest among the bar for representing clients in need of post-conviction assistance.

POVERTY AND HOUSING LAW CLINIC

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

PROSECUTION AND DEFENSE CLINIC

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

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

The goal of the course is to familiarize students with the legal procedures and issues which arise in a typical criminal case as well as ethical and other social justice issues (such as race and poverty) routinely considered by all criminal justice attorneys and courts. The clinic provides students with a unique combination of substantive criminal law and procedure, ethics, trial practice (through participation in courtroom exercises built around a single federal criminal case), and hands-on experience through a clinical placement. Each student in the clinic is responsible for securing a field placement and participating in a pre-screened externship program with a federal or state prosecutor or defender office for the winter and spring quarters (January through May). Examples include the US Attorney's Office for the Northern District of Illinois, the State's Attorney's Office (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 twenty students. In some seminars, enrollment is limited to a smaller number. All seminars are considered biddable classes. The deadline to drop biddable classes without a "W" is typically the Friday of the second week of classes. Please refer to the Academic Calendar for the exact deadlines each quarter. Once the deadline has passed, under no circumstances can a "W" be removed from a student's record.

CORE FACULTY REQUIREMENT

After completing the first year, all JD students must complete forty credits in non-clinical Law classes or “core” classes.⁶ Core classes are designated each quarter in the online course schedule at registrar.uchicago.edu/classes.⁷ Credits earned through participation in journals and the Hinton Moot Court Competition count towards the forty core credit requirement. Please note, however, that first year elective courses taken during the first year do not count towards the forty core credit requirement; courses designated as first year electives taken after the first year, however, count towards the forty 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 fourteen; the actual number is typically lower due to pre-registration into continuing classes, clinics, independent research projects, etc.** Generally, 2Ls, 3Ls, and LLMs are on equal footing for purposes of registration. Please note, however, that faculty may choose to alter the priority system for their particular class based on the particular nature of the class. In some instances, 3L or JD students may 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

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

accommodate the students on the waitlist who attend the first class. **A student who wishes to drop a biddable class (whether a seminar or a course that was included in the bidding process) must do so by the date and time specified by the Office of the Registrar.** (See Academic Calendar for each quarter's deadline at law.uchicago.edu/students/academiccalendar). Please note that many faculty will drop students who do not attend the first class, regardless of whether or not the class has a waitlist.

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

GREENBERG SEMINARS

Greenberg Seminars, open only to Law School students, are designed to afford students the opportunity to engage in informal discussions with Law School faculty members on a range of topics. The groups, normally limited to 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 and do not count toward the forty core credit requirement.

AUDITING LAW CLASSES

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

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

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

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

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

CLASSES OUTSIDE THE LAW SCHOOL

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

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

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

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

LLM and MLS students may take non-Law School classes with an approved petition, but the credits for courses taken outside of the Law School will not count towards the twenty-seven credits required to graduate with the LLM or MLS degree. LLM and MLS students must take and pass no fewer than six Law School credit hours per quarter. Please note, however, that LLM students applying to the New York bar must complete thirty credits. In addition to the twenty-seven credit hours LLM students must earn at the Law School, the New York bar permits LLM students to take up to three additional credits in "other courses related to legal training" in another school at the University of Chicago. For further information regarding New York bar requirements for LLM students, please consult with the Director of Graduate Programs.

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

1. Go to my.UChicago and click on the Class Search link.
2. Choose a department from the list, set the course level to "graduate" and click the SEARCH button.
3. Review the list of classes offered by the department and select a graduate level class that you would like to take.
4. Email the instructor of the class in which you seek to enroll. In some cases you will need the professor's approval to register, and you should establish with the professor whether you will be taking the class Pass/Fail or for a letter grade.

5. Complete the online petition to take a non-Law School class for credit. The petition is available on the Law School website at:
law.uchicago.edu/students/petitions/nonlawcourse.
6. Petitions may be submitted through the end of the first week of class. Petitions submitted thereafter will not be considered.
7. After your petition is submitted, you will receive either an approval or denial from the Office of the Registrar via email.
8. If the petition is approved, the Assistant Registrar will enroll you and notify you once that process is complete.

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

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

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

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

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

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

ADDING/DROPPING COURSES

For classes not governed by the rules applicable to biddable courses, students must complete all adds or drops to their class schedule by the end of the Instructor Approval Add/Drop period for each quarter specified in the Academic Calendar. The deadline is strictly enforced. After the Instructor Approval Add/Drop period ends, there can be no changes in a student's enrollment except in extraordinary circumstances. A student who demonstrates extraordinary circumstances and obtains permission from the Dean of Students to drop a class after the deadline will receive a "W" (up to the last day of classes) or a failing grade (after the last day of classes) on their transcript for that course. As a rule, a "W" will not be removed from a student's record once the deadline has passed. Failure to complete a class without dropping, will result in a failing grade. Permission to drop a class after the deadline will not be granted (even with a "W") if:

1. the class was included in the bidding process and oversubscribed at the time of registration;
2. the student has received 50% or more of the final grade;
3. the instructor objects to the drop;
4. the student will have less than nine credits for the quarter;
5. the student has begun the final exam; or
6. the request fails to meet the aforementioned "extraordinary circumstances" condition.

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

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

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

GRADING POLICIES

The grading scale at the Law School is as follows:

180-186 A

174-179 B

168-173 C

160-167 D

155-159 F

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

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

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

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

ACADEMIC STANDING

GOOD ACADEMIC STANDING

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

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

ACADEMIC PROBATION

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

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

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

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

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

ACADEMIC DISMISSAL

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

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

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

APPEALS FOR ACADEMIC DISMISSAL

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

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

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

JD HONORS

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

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

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

RANKING

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

ORDER OF THE COIF

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

KIRKLAND & ELLIS SCHOLARS

In recognition of a very generous gift to the Law School's Centennial Capital Campaign, the Law School designates outstanding students as Kirkland & Ellis Scholars. Beginning with the Class of 2009, students with grades in the top five percent of the class are so designated at the end of their first year or second year of study. Additional students will be added to this group during the third year of study so that by graduation, ten percent of the class will have been designated Kirkland & Ellis Scholars. Once a student receives the designation, it is not removed. A student must be in residence the entire year at the Law School in order to be eligible for the Kirkland & Ellis Scholar designation.



COURSES

Course listings are as of August 12, 2025, 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- Miller, Darrell

Civil Procedure

LAWS 30211- 02 (4)

Civil Procedure introduces students to the process of civil litigation, focusing on the phases of the federal civil action such as pleading, discovery, motion practice, trial, and appeal. It also provides an introduction to jurisdiction, joinder, and other doctrines that control where, when, and with whom civil litigation happens. The student's grade is based on an examination given at the end of the quarter.

Autumn- Bray, Samuel Lamar

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

Contracts

LAWS 30511- 01 (4)

This course is an introduction to commercial and consumer law and lays the foundation for advanced study in commercial transactions, corporations, consumer contracts, insurance, labor and employment law, and investment securities. Substantively, the Contracts course deals with how contracts are formed, which contracts are enforceable, when a contract has been breached and the various remedies for breach. The course is also designed to introduce the student to the common law methodology and to compare the it with the techniques of statutory interpretation, particularly in connection with the Uniform Commercial Code. This class has a final exam. Participation may be considered in final grading.

Winter- Ben-Shahar, Omri

Contracts

LAWS 30511- 02 (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 Andrew

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- Baird, Douglas

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- Rappaport, John

Criminal Law

LAWS 30311- 02 (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- 03 (4)

This course addresses the doctrines of criminal liability and punishment, and the moral and social problems of crime, criminal punishment, and arbitrary and discriminatory enforcement. The definitions of crimes and defenses are considered in light of the purposes of punishment and the role of the criminal justice system, including police and correctional agencies. The student's grade is based on a single final examination.

Winter- Mcadams, Richard

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 Patrick

Elements of the Law

LAWS 30101- 02 (3)

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

Autumn- Strauss, David A

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

Autumn- Strahilevitz, Lior

Legal Research and Writing

LAWS 30711- 01,02,03,04,05,06 (1,1)

All first-year students participate in the legal research and writing program, which provides an introduction to the key tools and methods of lawyering. Students will develop several skills core to legal practice, including legal research, application of law to facts, and effective communication of legal reasoning and analysis through written

work. The course work includes two major writing assignments: a fall "closed" and winter "open" memo. Both memos require students to identify relevant facts, weigh legal arguments available to each side, and assess which side is likely to prevail on each issue. All research required for the closed memo will be provided by the Bigelow Fellows. The open memo assignment requires students to research the relevant cases, statutes, and other sources of law using an electronic legal database. After submitting the final draft of their open memos, students will transition to the transactional module taught by members of the Law School's clinical faculty. Participation may be considered in final grading.

Autumn, Winter- Chawla, Kiran; Lipshutz, Brian; Peters, Austin; Schottenfeld, Joseph R.; Abboud, Alexis J.; Stone, James Daniel

Legal Research, Writing, and Advocacy

LAWS 30712- 01,02,03,04,05,06 (2)

This experiential class provides first-year students with lawyering skills including brief writing and oral advocacy. As part of this skills-oriented lawyering course, students will research and draft an appellate brief based on a factual scenario that mirrors real life cases encountered in day-to-day practice. During the brief-writing process, students will be introduced to the Federal Rules of Appellate Procedure and the basic rules of professional conduct that govern formal court submissions. After completing the brief, students will focus on developing their presentation skills and attend a lecture on oral advocacy by a federal appellate judge. The class culminates in the formal Bigelow Moot Court, in which students argue before a three-judge panel of law professors and distinguished attorneys who will provide students with (1) an opportunity for self-assessment, and (2) individualized feedback on their oral advocacy. Each of the experiential components of the Lawyering class builds upon the competencies that students have developed throughout the first-year legal writing program and provides them with an introduction to basic lawyering skills.

Spring- Chawla, Kiran; Lipshutz, Brian; Peters, Austin; Schottenfeld, Joseph R.; Abboud, Alexis J.; Stone, James Daniel

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. 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

Property

LAWS 30411- 02 (4)

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

Winter- Huq, Aziz

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, and the various types of concurrent and successive interests in land. Grades will be based on a final examination and class participation.

Winter- Kim, Hajin

Torts

LAWS 30611- 01,02 (4)

This is a 1L four-credit course on how the (mainly judge-created) legal system deals with injury to person or property. Special stress is put on the legal doctrines governing accidental injury, including negligence and strict liability. Topics include the legal approach to questions of causation, the occasionally obligation to rescue others, the assignment of liability when multiple parties are involved, and products liability.

Grades are based on a single final examination.

Autumn- Levmore, Saul

Torts

LAWS 30611- 03 (4)

This is a 1L four-credit course on how the (mainly judge-created) system deals 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 occasional obligation to rescue others, the assignment of liability when multiple parties are involved, and products liability.

Grades are based on a single final examination.

Autumn- Miles, Thomas John

ADDITIONAL FIRST YEAR COURSE OFFERINGS

Civil Procedure II

LAWS 30221-01 (3)

This course builds on Civil Procedure by further exploring topics such as discovery, jury trial, joinder, class actions, multi-district litigation, subject matter jurisdiction, removal procedure, venue, transfer, and cases interpreting the Rules of Decision Act and the Rules Enabling Act (commonly known as the "Erie Doctrine"). We will also study a unique administrative rulemaking process: the promulgation of the Federal Rules of Civil Procedure under the Rules Enabling Act. The student's grade is based on an examination given at the end of the quarter, with minor consideration of class participation. Prerequisite: Civil Procedure.

Spring- Hubbard, William H J

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 and how the Constitution organizes the spaces of overlap between them, including the administrative state. We will also study the Constitution's system of federalism, which distributes power between the federal government, state, local, and Native governments. The course will provide an introduction to constitutional argumentation, sources of constitutional meaning, and certain topics in constitutional theory. This course will have a final exam. Participation may be considered in final grading. Open to 1L students only.

Spring- Fahey, Bridget Anna

Constitutional Law III: Equal Protection and Substantive Due Process

LAWS 40301- 01 (3)

This course considers the history, theory, and contemporary law of the post-Civil War Amendments to the Constitution, particularly the Equal Protection and Due Process Clauses of the Fourteenth Amendment. The central subjects are the constitutional law governing discrimination on the basis of race, gender, sexual orientation, and the recognition of certain fundamental rights. Throughout, students consider foundational questions, including the role of courts in a democracy and the question of how the Constitution should be interpreted. The student's grade is based on a final examination. Participation may be considered in final grading. Open to 1L students only.
Spring- Lakier, Genevieve

Criminal Procedure I: The Investigative Process

LAWS 47201- 01 (3)

This course covers the constitutional law regulating the investigatory process, including searches, seizures, and confessions. The grade is based on a final examination. This course is open to 1Ls only.
Spring- Davidson, Adam Amani

Federal Criminal Law

LAWS 46501- 01 (3)

This course serves as a 1L Elective in Statutory Interpretation. The course surveys the substance and structure of federal criminal law. A central theme of the course is the appropriate scope of federal jurisdiction over crime. The offenses covered are among the most frequently used by federal prosecutors: mail and wire fraud, financial crimes, narcotics trafficking, firearms offenses, violent crimes, offenses related to national security, public and private corruption, and obstruction of justice. The course explores the complex constitutional issues and statutory interpretation challenges involved in federal criminal prosecutions. During Spring Quarter, this class is for 1L students only..This class has a final exam.
Spring- Fairley, Sharon Renee

Legislation and Statutory Interpretation

LAWS 44201- 01,02 (3)

This class covers the theory and the practice of statutory interpretation, along with relevant aspects of the legislative process. Students will leave this class with the tools

they need to interpret legislative and similar texts. They will also develop a thorough grasp of the production of statutes by the legislative branch and their use by the courts. The grade is based on a final examination. Participation may be considered in final grading.

Spring- Peterson, Farah

Transactional Lawyering

LAWS 30713- 01 (3)

A substantial portion of legal advice is given in a transactional setting, in the sense that the lawyer is assisting in structuring future activity. For example, a lawyer may advise a client who wants to start a business, a nonprofit that wants to expand its services, or a government that wants to enter into a contract. Lawyers in this role approach law and legal advice differently than lawyers engaging in litigation with respect to disputes that have already occurred. Transactional lawyers instead focus on achieving the client's various future goals, which may include considerations of relational dynamics, risk allocation, minimizing litigation, and legal compliance. This course provides an introduction to giving legal advice in a transactional setting and an introduction to basic transactional concepts. To do so, we will use as our case study a small organic craft brewery that we will advise through a series of transactional issues encountered during its early stages. These are issues that this real-world business actually faced, including forming a legal entity, securing important intellectual property rights, obtaining the necessary regulatory approvals for the business, negotiating a key supply agreement, leasing the property on which to locate the business, hiring an important employee, establishing internal governance/decision-making processes for the entity, raising money from small investors, and borrowing some additional money from a lender. Accordingly, the course is a broad introduction to several legal topics rather than an in-depth focus on any particular doctrinal subject. Importantly, we will learn that there are many possible ways to structure many of these individual transactions and we will assist our client in picking the optimal structures. This class has a no laptop or other electronics policy (unless otherwise approved by professor or for an approved SDS accommodation). This class has a final exam.

Spring- Neal, Joan E

Transactions

LAWS 30716-01,02 (3)

A great deal of legal advice is given by lawyers who assist in structuring transactions. Transactional lawyers may help, for instance, to raise capital for a new venture, to launch a business, or to achieve entities' other long-term goals. Legal advice of this kind is essential not only for companies, but also for non-profit organizations and governments. This class offers an introduction to transactional concepts and explains how lawyers help build things, get projects done, and regulate commerce. This class has a final exam. The course will follow the lifecycle of a business, from the earliest stages of conceiving ideas for a business, forming a legal entity, and raising seed money, through expanding operations with investments from venture capital funds, to going public via initial public offerings. From there, the course explores the ways in which other financial entities interact with businesses, such as hedge funds that trade their shares, mutual funds and exchange-traded funds that own large blocks of equity, and private equity funds that acquire firms in leveraged buyouts. The course concludes with ways in which corporate equity can be sold and companies go bankrupt. Throughout this arc, transactional attorneys provide counsel at every stage in the process, including as lawyers for the governmental agencies that regulate American businesses. This class has a final exam.

Spring- Birdthistle, William Anthony

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 prerequisites, 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. Class evaluation is based on: Legal research and writing, oral presentation and advocacy.

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

Accounting for Entrepreneurs: From Start-up through Exit

LAWS 48219- 01 (3)

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

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

Selected topics:

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

This course will have a final exam. Participation may be considered in final grading.

There will be an additional fee for use of Harvard Business Publishing (4 items). This is a required purchase for the course.

Spring- Berger, Philip Gary

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 exam.

Autumn- Nou, Jennifer H

Administrative Law

LAWS 46101- 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 examination.

Autumn- Strauss, David A

Admiralty Law

LAWS 43224- 01 (3)

This course will cover the development and scope of this part of the admiralty and maritime jurisdiction of the federal courts, the role of the Supreme Court in the common law development of the substantive law of the admiralty. The course will also explore

the source of the substantive admiralty law and the substantive law in a few areas: e.g., the rights of maritime workers in workplace injury and death cases, and ship owners right to limit their liability. The student's grade is based on class participation and a final examination.

Autumn- Schmidt, Randall David

Adv. Tpcs Moral, Political, and Legal Phil: Is Morality Objective or Created? Nietzsche, Plato, Greeks

LAWS 53256-01 (3)

Full Class Title: "Advanced Topics in Moral, Political, and Legal Philosophy: Is Morality Objective or Created? Nietzsche, Plato and the Greeks". Nietzsche claims that "genuine philosophers" (unlike "philosophical laborers" like Kant and Hegel, who simply "press into formulas" existing moralities) are creators of value, or, as he puts it, "commanders and legislators: they say, 'Thus it should be,' they determine first the 'where to?' and 'what for' of a people" (Beyond Good and Evil, section 211). If Kant and Hegel are not "genuine philosophers" in this sense, then who is? Homer? The Presocratics? Plato? Nietzsche? And what values then does Nietzsche create? The first half of the seminar will examine Nietzsche's reasons for treating moralities as historical artifacts, that can be explained in terms of the psychological needs of particular peoples at particular times, rather than timeless or objective standards governing human conduct. We then consider the possibility that Nietzsche is a "genuine philosopher," a "creator of values," and try to understand what that means. In the second half of the seminar, we consider whether several major Greek figures--Homer, whom Nietzsche lauds; the Presocratics, whom he, likewise, admires; and Plato, about whom Nietzsche is decidedly more ambivalent--created new values. Nietzsche readings will include excerpts from Daybreak, The Gay Science, Thus Spoke Zarathustra, Beyond Good and Evil, On the Genealogy of Morality, and Twilight of the Idols, as well as his early lectures on Philosophy in the Tragic Age of the Greeks and "Homer's Contest." From the Greeks, we will consider portions of Homer's Iliad, Plato's Apology and Crito, as well as selections from Heraclitus and Parmenides. This class requires a major paper of (6000-7500 words). For SRP credit students will have to do additional work in consultation with the instructors. JD students and graduate students from departments other than philosophy must request permission to enroll from Prof. Leiter.

Winter- Forster, Michael N; Leiter, Brian

Advanced Administrative Law

LAWS 53385-01 (2 TO 3)

This seminar will explore contemporary issues and controversies in administrative law through recent cases, contemporary scholarship, and in-depth case studies. One aim of the course is to help participants develop greater familiarity with regulatory materials and a more grounded understanding of the practical development of regulatory policy. Students will have the option between writing a major paper of 6000-7500 words for 3 credits or a series of reaction papers (3,000-3,500 words) for 2 credits. Class participation may also be considered in final grading.

Prerequisite: Administrative Law

Winter- Nou, Jennifer H

Advanced Advocacy: Building and Using Your Advocate's Toolbox

LAWS 53499-01 (3)

The seminar will illustrate the many ways in which an argument is much more than just "the automatic gainsaying of anything the other person says." We will explore not only the many forms of argument (persuasion, evidence-based, push/shove, Talmudic, misdirection), but also the many considerations necessary to win (forum, timing, deposition vs. trial, insurance coverage, leverage). We will use arguably (and inarguably) the best sources to build an advocate's toolbox: classical (Bible, Talmud, Quintilian's Institutes of Oratory); 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, Would I Lie to You?, and Headline Rewrite.

There are three double-spaced four page papers that should be 1200 words each. There is one six page, single-spaced letter that should be 3500-3600 words. Participation will be considered in final grading.

Spring- Cheifetz, Robert David

Advanced Antitrust

LAWS 53488-01 (2)

In this seminar, students read the most important recent antitrust cases along with commentary, with emphasis on tech platforms. Prerequisite is Antitrust. Students who

have not taken Antitrust may enroll with the consent of the instructor. This seminar will have a final exam. Participation may be considered in the final grading.

Spring- Posner, Eric Andrew

Advanced Civil Procedure: Aggregate Litigation - A Judicial Perspective

LAWS 53553-01 (2)

The class will explore various types of aggregate litigation, including class actions and multidistrict litigation, with a focus on how judges determine whether claims or cases should be aggregated and how such litigation should be managed. This class will have a final exam.

Prerequisite: Civil Procedure.

Instructor: Judge John Z. Lee.

Spring- Lee, John

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 her client advising the client of potential criminal charges that may be brought against him and of a viable defense strategy) and a final paper (6000-7500 words), in the form of a judicial opinion or a prosecution memorandum. Class participation may be considered in final grading. Prerequisite: Criminal Law.

Autumn-Kirsch, Thomas

Advanced Evidence: Key Legal Principles and Their Practical Application

LAWS 53339-01 (2)

This class teaches students to how to identify and argue evidentiary issues that typically arise in real -world trials and hearings through role-playing exercises in which students argue for and against the admission of evidence and conduct direct and cross-examinations of expert and other witnesses. Completion of the Law School's course on Evidence is a prerequisite. Classes will consist of: (1) a lecture concerning evidentiary issues and principles that typically arise in trials and administrative proceedings, which will focus not only on the relevant law, but also practical considerations and practice tips and real-world anecdotes and illustrations; (2) role-playing problems in which students will argue in support of and against evidentiary objections and motions in limine, and conduct brief directs and cross-examinations laying the foundation for and opposing the admissibility of various types of evidence; and (3) feedback concerning the role-playing performances and discussion of the issues they raise. Topics that will be covered include: the authentication and admissibility of exhibits, including laying the foundation for the admission of business records, summaries, demonstratives, and other types of exhibits; objections, motions in limine and offers of proof; identifying and overcoming hearsay objections; experts and opinion testimony, including admissibility, expert disclosures and reports, and the structure and strategy of expert directs and cross-examinations; and impeachment and rehabilitation. Typical assignments will include reading one or two key cases and/ or excerpts from leading texts and preparing for the role-playing problems for that class. Grades will be based on class participation and role-playing performances (70%) and three short (5-page) written assignments (10% per assignment, 30% in total). Prerequisite: Evidence.

Winter- Patton, Stephen R

Advanced First Amendment Law

LAWS 53469-01 (3)

This seminar will explore some of the most interesting and contentious questions in contemporary First Amendment litigation. Topics covered will include: defining and regulating commercial speech; the regulation of social media platforms; the First Amendment and intellectual property law; and the meaning of viewpoint discrimination. Students must have taken Constitutional Law II to participate in the seminar.

Grading will depend on class participation and final research paper (6000-7500 words).

Spring- Lakier, Genevieve

Advanced Issues in Delaware Corporate Law

LAWS 43203-01 (1)

Taught by Vice Chancellor Lori Will of the Delaware Court of Chancery and Prof. Anthony Casey, 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, it is a focused course on how corporate law is made in Delaware and the policy reasons underlying its law. The course will consider issues like why (and whether) Delaware occupies a dominant position in corporate law, risks and rewards of change of control and conflict transactions, and director oversight/risk assessment in an increasingly politicized world. Grades will be based on an essay-based take-home examination.

Spring-Will, Lori; Casey, Anthony Joseph

Advanced Legal Research

LAWS 53264-01 (2 TO 3)

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

Autumn-Vanderlin, Scott

Advanced Legal Research

LAWS 53264-01 (2 TO 3)

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

For two credits the research paper should be a minimum of 3500 words. For three credits the research paper should be a minimum of 6000 words.

Winter- Lewis, Sheri

Advanced Seminar on Human Trafficking: Legal, Ethical, and Global Perspectives

LAWS 53517- 01 (3)

This advanced seminar delves into the multifaceted dimensions of human trafficking, examining its complex legal, ethical, and global implications. Through a combination of theoretical analysis, case studies, and real-world examples, students will gain a comprehensive understanding of the intricate web of factors contributing to this pervasive human rights violation. Led by a seasoned expert with over three decades of experience in law and extensive international engagement, this course offers a unique opportunity to explore the nuances of human trafficking beyond surface-level overviews. The seminar begins by scrutinizing each state's obligations under the Palermo Protocol, dissecting the legal frameworks designed to combat trafficking and their practical implications. From there, the discussion delves into the insidious mechanisms of coercion and psychological control that perpetuate this form of modern slavery, examining the unique victimization and trauma endured by trafficked individuals. A critical focus of the course is the role of corporate entities within the global supply chain and their potential complicity in facilitating trafficking. Students

will explore the intersections between corporate practices, labor exploitation, and human trafficking, exploring the ethical responsibilities of businesses in combating this phenomenon. Furthermore, the seminar addresses the influence of public corruption in perpetuating trafficking networks. In the latter part of the course, students will explore a diverse range of legal solutions aimed at combating human trafficking, both domestically and globally. Through comparative analysis and examination of international legal frameworks, the student will gain a global perspective on the issues presented domestically and globally. The student will submit a paper (6000-7500 words) at the end of the course on a topic of her choosing addressing a legal shortfall and proposing an alternative or effective solution. Participation may be considered in final grading.

Winter- Kendall, Virginia Mary

Advanced Topics in Corporate Reorganizations

LAWS 53472- 01 (3)

LAWS 53118-01 (2 TO 3)

This 2-3 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. Students may earn a 3rd credit by writing an additional 3000 word paper.

Spring- Baird, Douglas; Sontchi, Christopher Scott

AI and the Law

LAWS 53515-01 (1)

This will be a survey class about the current status of AI Law and recent developments. We will cover relevant topics including privacy, information security, data protection, intellectual property rights and use of AI in general business operations. We will also cover ethical concerns about responsible use of AI and upcoming regulations that will be enacted and how they will implicate AI use.

Students will work on a group project and present novel solutions that either utilize AI to solve legal problems or that use legal proposals to solve issues with AI. Class participation in discussions will also be a principal basis for evaluation. This is a short

class meeting October 6-9. The last day to drop this class without a W is by the end of the day on October 6.

Autumn- Sultani, Tarek

AI Lab

LAWS 53551-01 (3)

We will create an AI product with a group of 9 students. To do so, we will collect a dataset about landlords/tenant law, run that dataset through an AI framework provided by SixFifty, and launch the product publicly. Students will be graded on their effort to build the AI product during the term. Participation may be considered in final grading.

Autumn- Parker, Kimball Dean

American Indian Law

LAWS 43278- 01 (3)

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

This course will have a final exam or students may write a major paper (6000-7500 words). Participation may be considered in the final grading.

Winter- Henderson, M. Todd

Animal Law

LAWS 53129-01 (3)

This seminar offers a practical examination of litigation, legislation and regulatory efforts on behalf of animals at the local, state, and national level. The course will address the historical status of animals in the law; the current application of laws to captive animals, wildlife, and farm and other domesticated animals; legislative efforts and citizen initiatives to strengthen animal protection laws; the role of international

treaties and agreements concerning trade in animals and animal products; and the limitations on implementation and enforcement of animal protection laws. Emerging areas of animal law, and the impacts of free speech, religious expression, and other constitutional protections for animal protection advocates and animal use industries will be explored. The course will also address key concepts in animal ethics theory, and the movement to obtain legal recognition of the rights of animals.

This class requires a major paper of 6000-7500 words. Participation may be considered in final grading.

Spring- Arrivo, Nicholas

Anthropology and Law

LAWS 53306- 01 (3)

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

Winter- Fennell, Christopher

Antitrust Law

LAWS 42801- 01 (3)

This course provides an introduction to the law of antitrust. The course focuses on the practices by which competing firms eliminate, or are alleged to eliminate, competition among themselves. The practices considered include formal cartels, price-fixing conspiracies, conscious parallelism, resale price maintenance, and mergers to monopoly and other types of horizontal merger. The course also looks at the practices by which firms, either singly or in combination, exclude actual or potential competitors from their

markets, by means of practices such as boycotts, predatory pricing, tying arrangements and vertical integration. The grade is based on a final 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 Cluny

Antitrust Law

LAWS 42801- 01 (3)

This course provides an introduction to the law of antitrust, often called competition law in other countries. The course focuses both on the practices by which competing firms eliminate, or are alleged to eliminate, competition among themselves, and on exclusionary practices engaged in by dominant firms. The collusive practices considered include formal cartels, price-fixing conspiracies, conscious parallelism, trade association activities, resale price maintenance and related vertical restrictions, mergers to monopoly, and other types of horizontal merger. In addition, the course covers the practices by which firms, either singly or in combination, exclude actual or potential competitors from their markets, by means of practices such as boycotts, predatory pricing, tying arrangements, vertical integration, and price discrimination. Finally, the course looks at the new antitrust challenges raised by the Big Tech firms.

This class has a final exam.

Winter- Wood, Diane P

Bankruptcy

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. The class has a final exam.

Autumn- Baird, Douglas

Bankruptcy

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. If you took Bankruptcy with Buccola LAWS 43234, you may not take this class.

Winter- Casey, Anthony Joseph

Blockchain, Crypto, and the Law

LAWS 53479- 01 (3)

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

Grades will be based on a paper, a group project concerning the topics taught in the class, and participation.

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

Winter- Ford, Matthew; Roin, Katharine Amanda

Building Legal Change: Moving Advocacy Outside of Court

LAWS 53510- 01 (3)

The Zealous curriculum envisions lawyers as advocates for systemic change, teaching students the foundational skills they need -- the fundamentals of communication, language, collaboration, campaigns, storytelling, and messaging -- to be effective change agents. The curriculum is designed to appeal to and accommodate students who are committed to social justice and public interest law, as well as students who are unsure about what type of law they want to practice, or if they want to practice at all. The curriculum is not based in hypotheticals. Through immersive and interactive exercises, learning experiences, discussions, creation of art and story, and skill-building sessions, the curriculum is centered around collaboratively devising strategy, message,

and story to support each student's social justice issue of choice. As lawyers, we learn to advocate in the courtroom, yet there are countless opportunities for advocacy outside those four walls. Lawyers who know how to harness their advocacy skills beyond the courtroom--using powerful language and messaging strategies, reaching new audiences, collaborating effectively with communities, and leveraging media and storytelling--can influence the thinking of policymakers, social influencers, and public opinion in critical ways. These are powerful levers to drive social justice change. At a time of social and racial justice reckoning, litigators must have the skills, strategy, and knowledge to be intentional and effective advocates for the issues that animate them. That education starts here. This seminar will have substantial out-of-class work, group projects, etc. Participation may be considered in final grading.

Winter- Hechinger, Scott

Business and Transactional Legal Research

LAWS 53548- 01 (3)

The purpose of this course is to enhance students' knowledge of legal sources and develop their ability to research the law related to corporate and securities, as well as conduct market and company research. The course will also give students the tools to conduct transactional legal research. The course will cover the skills needed to complete common research tasks a corporate and M&A lawyer performs and give the students an opportunity to gain experience with those tasks. To receive credit for this course, students must complete research assignments (40 percent of grade), complete a due diligence report on a company of their choosing (50 percent of grade), and attend and participate in course meetings (10 percent).

Winter- Erbacher, Ariel Alice

Business Organizations

LAWS 42301- 01 (3)

This course will examine the variety of ways in which businesses in the United States are organized through entities such as sole proprietorships, partnerships, and corporations. We will consider the interests and incentives of shareholders, officers, directors, creditors, and other individuals and organizations that participate in common business relationships, as well as the state and federal regulations and case law that govern those interactions. The course will also include an introduction to the basic principles of corporate finance, mergers and acquisitions, and the federal securities laws. This class has a final exam. Participation may be considered in final grading.

Autumn- Birdthistle, William Anthony

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.

Spring- Casey, Anthony Joseph

Business Organizations

LAWS 42301- 01 (3)

This is an introductory course on the law of the governance of business organizations, with a focus on corporations. Specific topics will include fiduciary law, shareholder voting, derivative suits, control transactions, mergers and acquisitions, and corporate governance. This class has a final exam.

Winter- Buccola, Vincent Sidney Joseph

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 law review articles from the twentieth century, as well as newer papers that extend and apply those canonical ideas to modern legal problems. The readings will consist of a healthy mix of public law and private law, and various scholarly methodologies. In Winter Quarter, the class will not meet, and students will work on their final papers (6000-7500 words). In Spring Quarter, the students will present their papers to the class and receive feedback from faculty and their peers.

Autumn quarter 3 credits Winter quarter 2 credits Spring quarter 2 credits

Students who are interested in enrolling should send a resume to sbray@uchicago.edu and jmasur@uchicago.edu.

Autumn, Winter, Spring- Masur, Jonathan; Bray, Samuel Lamar

Capital Markets Transactions and the Underwriting Process

LAWS 53350- 01 (3)

This course will delve into the major legal and practice issues presented by major capital markets transactions conducted in the US, including initial public offerings, "shelf" offerings, private placements, offerings of Rule 144A high yield securities, the underwriting and SEC review processes, NYSE and NASDAQ governance requirements and due diligence investigations. Grades will be based on five substantial take-home written assignments (6000-9000 words combined and performed by student teams), class participation, and a final examination. Prerequisites:Corporations/Business Organizations. Securities Regulation is recommended, but not a prerequisite.

Winter- Junewicz, James

Civil Procedure (for LLMs)

LAWS 30211-01 (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.. The student's grade is based on a final exam. Participation may be considered in final grading.

Winter- Casey, Anthony Joseph

Civil Rights Clinic: Police Accountability

LAWS 90913- 01 (1 TO 3)

The Civil Rights and Police Accountability Project (PAP) is one of the nation's leading law school civil rights clinics focusing on issues of race and criminal justice. We strive to be a grassroots, ground-up, community-based law school clinic. There are three core components to our clinic: (1) We represent people abused by police who have no other means to access justice. (2) We engage multifaceted strategies to improve policy and practice-to facilitate positive change. (3) We collaborate in non-litigation, community-driven projects that address police accountability and public safety. Students provide legal services to indigent victims of police abuse in federal and state courts from trial through appeals. Some students also represent children and adults in related juvenile or criminal defense matters. Currently, much of PAP's work revolves around monitoring and enforcing two historic consent decrees-one in federal court to address the Chicago Police Department's pattern and practice of excessive and discriminatory violence and

the other in state court to end the practice of incommunicado detention of people at CPD stations. Some students are partnering with the Cook County Public Defender's Office to eliminate systematic barriers to justice for public defender clients, create a community defender office, and improve service delivery to individual clients. Other students are working to prevent human rights violations by law enforcement of patients at the University of Chicago's Trauma Center. PAP continues to represent individual survivors of police abuse in federal and state court and investigates complaints of police torture before the Illinois Torture Commission. Students work in teams and take primary responsibility for all aspects of our work. A significant amount of legal writing is required. Students must take Evidence, Crim Pro I, and the Intensive Trial Practice Workshop before their third year. Con Law III is also recommended.

Autumn, Winter, Spring- Futterman, Craig

Civil Rights Litigation

LAWS 43291- 01 (3)

This course focuses on section 1983 of the United States Code, a Reconstruction-era statute that enables private parties to sue any other person who "under color" of law deprives them of the "rights, privileges, or immunities secured by the Constitution and laws" of the United States. Class participants will become familiar with the theoretical, procedural, and practical aspects of civil rights litigation, including constitutional and statutory claims, defenses and immunities, and available remedies, including attorney fees. Related U.S. Code provisions concerning discrimination in housing, contractual relations, employment, and voting are examined where relevant. Evaluation will be by exam, written exercise , and class participation.

The paper (2300-3000 words) will consist of a practical lawyering task such as drafting a complaint, a motion, a memorandum in opposition, or similar work, along with related research.

Prerequisite: Civil Procedure; Constitutional Law (recommended but not required)

Winter- Miller, Darrell

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 major paper (6000-7500 words) and may receive WP credit. Participation may be considered in final grading.

Winter- Brody, Michael Timothy

Comparative Constitutional Law: Speech & Assembly

LAWS 53522- 01 (3)

Freedoms of speech and assembly are core to democracy, yet have come under extraordinary pressure in recent years in the United States and many other countries. This seminar starts with the premise that our particular way of doing things is not the only one. It will review the comparative literature on constitutional design, and then explore how these two core freedoms are understood, adjudicated, and practiced around the world. The aim of the seminar is to familiarize students with the diversity of models of free expression and assembly around the world, and to critically examine them. Each student will pick a country to focus on as we work through the material, selected in conjunction with the instructor. Readings may change over the course of the quarter. A major paper (6000-7500 words) is required as well as short reaction paper. Participation may be considered in final grading.

Autumn- 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.

This class has a final exam and a required series of reaction papers. Participation may be considered in final grading.

Winter- Budish, Eric

Complex Civil Litigation

LAWS 53492-01 (2)

This course will explore the major procedural issues that arise in complex civil litigation. We will focus primarily on multi-party, multi-jurisdictional disputes, with particular emphasis on topics such as class actions, multidistrict litigation (MDL) practice, and other methods of aggregating claims and parties. Once we master the relevant doctrine and policy, we will consider the strategic choices available to lawyers handling complex cases, the myriad ways to resolve complex litigation, and the role of judges in supervising and managing aggregate litigation. The course format is a combination of lecture (including guest lecturers from the bench and bar) and class discussion. The course will be particularly useful to students planning careers in public or private civil litigation or seeking judicial clerkships. The course grade will be based on a combination of class participation and a final exam.

Prerequisite: Civil Procedure.

Spring- Patterson, Chaka M.

Compliance and Regulatory Strategy

LAWS 53317-01 (2)

Companies and individuals face potentially draconian global regulatory exposure based upon increasingly strict expectations that companies have state of the art governance, risk and compliance programs. Plus, the emergence of new technologies such as artificial intelligence, blockchain technology, decentralized finance and cryptocurrencies, coupled with regulatory uncertainty creates further compliance challenges. By placing students in the context of a corporate executive, board member or counsel, students will learn the fundamental principles and tools to prepare them to both design compliance programs and engage with regulators to mitigate these risks. While many of these principles apply to all industries, we will explore these issues primarily through the lens of the financial services sector, which includes banks, brokerage firms, investment companies and investment advisers. Students will also learn the fundamentals of regulatory regimes overseeing these businesses, as well as strategies for successfully engaging the regulators. We will explore how the design and execution of these programs can avoid or limit potential liabilities from regulatory and

criminal authorities, as well as how a firm can enhance its brand, meet the expectations of its board of directors and create value for its shareholders. The grade is based on a series of short reaction papers, attendance and class participation. While courses which contain elements of securities or financial services regulation would be helpful, they are not required. However, the course should be limited to students who have completed their first year, whether in the Law School, the Booth School of Business or other graduate level programs at the university.

Spring- Senatore, Charles Vincent

Conflict Management in Government Contracts

LAWS 53539-01 (2)

This course analyzes the complex negotiations with government agencies regarding their contracts. How do we negotiate what appears to be contracts of adhesion? Material covers methods of procurement; types of contracts; sealed bidding or negotiation (competitive proposals); the problems of offer, acceptance and consideration; affirmative action programs such as minority business enterprises, women business enterprises, and disadvantaged business enterprises; as well as the authority of government agents to contract. The materials also focus on the problems of contract performance, including changes; delays and suspensions of work; contract termination either for contractor default or for government convenience; and equitable adjustments and allowable costs. We will review case studies, negotiation exercises, and course readings throughout the semester. We will have guest lecturers who are either practicing attorneys, government lawyers, or government contractor executives. This class has a final exam. Participation may be considered in final grading.

Prerequisite: Contracts.

Autumn- Shah, Ajay

Conflict of Laws

LAWS 41501-01 (3)

Countries (and states) often have different laws. This course examines the legal doctrines that determine whose law applies to a case or transaction. We will cover competing theories of choice of law, as well as constitutional limits on state authority, recognition of judgments, and contractual choice-of-law clauses. This class has a final exam. Participation may be considered in final grading.

Autumn- Bursset, Christian

Constitutional Cases in a Time of Perceived Crisis

LAWS 53457-01 (2)

The numerous constitutional clashes we see playing out before our eyes, and the widespread perception that we are in the midst of a constitutional crisis, shine a spotlight on the courts as the primary venue for openly debating constitutional structure and values-and on lawyers' crucial role in defending (and often unwittingly undermining) that structure and those values. Today's clashes and perceptions of crisis highlight a pivotal distinction between what we will call "constitutional litigation"-high stakes litigation that impacts how people across the country structure their constitutional thought, personal affairs, political horizons, and interactions with government-and litigation that merely happens to turn on positive law entrenched by the Constitution. One central theme and thesis of this class is that constitutional cases, in the sense of society- and legal-thought-structuring cases, are and ought to be decided by unwritten, politically neutral principles-regardless of whether they arise under the Constitution, under broad statutory frameworks, or under legal principles akin to general common law. Another central theme posits that lawyers and judges learn to develop and apply such neutral principles in the crucible of politically turbocharged cases by advocating and adjudicating jurisprudentially demanding cases that lack a political valance. It uses the Supreme Court's decision in *Warhol Foundation v. Goldsmith* as a central case study to illustrate this thesis. Finally, the class posits that insights gleaned from non-political, non-jurisprudential disciplines-such as mathematics, visual art, and economics-are essential to developing the liberal, logical, politically neutral principles that undergird constitutional structure and reify constitutional values as articulated in our founding documents. A series of reaction papers is required. Participation may be considered in final grading.

Students who have taken LAWS 53457/01 Constitutional Crisis, Liberal Amendment, and the Practice of Law may not register for this seminar.

Spring- Gasaway, Robert Richard; Sundararajan, Anagha; Parrish, Ashley Charles

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 seven weeks of the quarter, each court will be assigned two hypothetical cases raising issues under the Equal Protection Clause of the Fourteenth Amendment. All cases must be decided with opinion (concurring and dissenting opinions are permitted). The decisions may be premised on the "legislative history" of

the Equal Protection Clause (materials on that history will be provided) and on any doctrines or precedents created by the "Justices" themselves. The "Justices" may not rely, however, on any actual decisions of the United States Supreme Court. The seminar is designed to give students some insight into the problems a Justice confronts in collaborating with colleagues, interpreting an ambiguous constitutional provision, and then living with the doctrines and precedents he or she creates. Enrollment will be limited to three courts. Since the members of each court must work together closely under rigid time constraints, students must sign up as five-person courts. This seminar will not have regularly-scheduled classes (except for introductory and concluding meetings), but you should not underestimate the time demands. It is a very demanding seminar. If more than three courts sign up, I will select the participating courts by lot. To be eligible for participation in the seminar, students should send me an e-mail (gstone@uchicago.edu) by Friday November 7, including the names and e-mail addresses of all five "Justices." This seminar will not have regularly-scheduled classes (except for an introductory meeting), but you should not underestimate the time demands. It is a very demanding seminar. If more than three courts sign up, I will select the participating courts by lot and I will email you by Monday, November 10, to let you know whether your court has been selected.

Winter- Stone, Geoffrey Richard

Constitutional Law for LL.M. Students

LAWS 70801-01 (3)

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

Spring- Rosenberg, Gerald N

Constitutional Law I: Governmental Structure

LAWS 40101- 01 (3)

This course provides an introduction to the U.S. Constitution. We will focus on the separation of powers and federalism, including Congress's enumerated powers, the scope of executive power, judicial review, and the ability of each branch to check the others. In the course of covering those substantive topics, we will also discuss constitutional interpretation, both by judges and by others. The student's grade is based on class participation and a final in-class examination.

Winter- Nou, Jennifer H

Constitutional Law I: Governmental Structure

LAWS 40101- 02 (3)

This course provides an introduction to the U.S. Constitution's structural provisions. Topics to be covered include the nature of constitutional interpretation; the function of judicial review; the roles of the states and the federal government in the federal structure (federalism); and the allocation of powers among the legislative, executive, and judicial branches (the separation of powers).

This class will have a final exam.

Winter- LaCroix, Alison

Constitutional Law II: Freedom of Speech

LAWS 40201- 01 (3)

This course explores the doctrine and theory of the constitutional law of freedom of speech. The subjects for discussion include advocacy of unlawful conduct, defamation, invasion of privacy, heckler vetoes, commercial speech, obscenity and pornography, offensive speech, symbolic expression, protest in public places, and government subsidies of speech. Students who have completed Constitutional Law IV are ineligible to enroll in this course. The grade is based on a final examination and class participation.

Autumn- Lakier, Genevieve

Constitutional Law II: Freedom of Speech

LAWS 40201- 01 (3)

A study of the doctrine and theory of the constitutional law of freedom of speech. The subjects for discussion include advocacy of unlawful conduct, defamation, invasion of privacy, commercial speech, obscenity and pornography, offensive speech, symbolic expression, protest in public places, regulation of campaign finance, and selective

government subsidies of speech. Students who have completed Constitutional Law IV are ineligible to enroll in this course. This class has a final exam.

Spring- Stone, Geoffrey Richard

Constitutional Law III: Equal Protection and Substantive Due Process

LAWS 40301- 02 (3)

This course considers the application of the Fourteenth Amendment to the Constitution over time, particularly focusing on constitutional equality (mostly under the Equal Protection Clause), and individual liberty (mostly under the Due Process Clause). The central subjects will include the Court's treatment of racial segregation and desegregation, as well as other issues of discrimination on the basis of race, sex, and so on; and unenumerated fundamental rights such as the right to contract, the right to marry, the right to an abortion, and so on. We will also consider basic questions about constitutional interpretation and the role of the Supreme Court. This class has a final exam.

Spring- Baude, William Patrick

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. This class has a final exam.

Participation may be considered in final grading.

Winter- Huq, Aziz

Constitutional Law V: Freedom of Religion

LAWS 40501- 01 (3)

This course explores religious freedom in America, especially under the first amendment. It is recommended that students first take Constitutional Law I. Students who have completed Constitutional Law IV are ineligible to enroll in this course. The grade is based on a substantial paper (6000-7500 words) or a series of short papers with class participation taken into account. Instructor consent required for paper to be considered for SRP certification. Participation may be considered in final grading.

Spring- Case, Mary Anne

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. Up to 4 LLMS may be enrolled in this class.

The instructors of this class have worked with the Law School's library to have the textbooks available. Therefore, purchasing a textbook is not necessary. If you'd like to purchase the textbook, you can do so at the University bookstore.

Autumn- Drake, Michelle M.

Contract Drafting and Review

LAWS 53271- 03 (3)

This seminar will serve as an introduction to contracting drafting and how such drafting differs from other types of legal writing. We will start with the basic "anatomy of a contract," discussing the meaning, use and effect of various provisions. The seminar will address not only legal drafting issues, but also how to understand a client's practical business needs in order to effectively use the contract as a planning and problem solving tool. Students will draft specific contract provisions and a complete contract, and will learn how to read, review and analyze contracts with an eye toward both legal and business risk issues. Many/most of the exercises simulate working with a fictional client. Grades will be based upon class participation, a series of substantial out-of-class weekly drafting exercises, and two longer capstone assignments. Up to 4 LLMS may be enrolled in this class.

Autumn- Neal, Joan E

Contract Drafting and Review

LAWS 53271- 01 (3)

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

Spring- Drake, Michelle M.

Contract Drafting and Review

LAWS 53271- 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. Up to 4 LLMS may be enrolled in this class.

Winter- Neal, Joan E

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. Up to 4 LL.M.s may be enrolled in this class.

Winter-Drake, Michelle M.

Contract Law for LL.M. Students

LAWS 70850- 01 (3)

The main objective of this course is to give you experience reading and interpreting common law contracts cases, as well working with the Uniform Commercial Code (the state statutory law that governs transactions in the sale of goods), its Official Comments, and the cases that interpret it, so that you will be able to work with both the common law and the Code when you enter practice. We will look at the materials from two perspectives: First, we will adopt a doctrinal perspective, working to identify and understand the relevant rules as well as the policies behind them. Second, we will think about the doctrines from a transactional/counselling perspective. This will require us to think carefully about both how to draft contractual language and counsel and communicate with clients about what they (and often their employees) are obligated to do not do in the shadow of the contracts they enter into and the legal rules that are used to interpret them. Finally, in the last two weeks of the course we will shift our attention from contracts to contracting relationships, looking at a variety of theories and boots on the ground contracting mechanisms that can be employed to improve the implementation of contracts and the realizing of contractual value.

Evaluation via written assignments and discussion posts and class participation.

Spring- Bernstein, Lisa

Contracting and Business Strategy

LAWS 53421- 01 (3)

This seminar focuses on how to negotiate, structure, and govern contracts from both a legal and a business (strategy) standpoint. It focuses on how to choose a contracting partner, devise a negotiation strategy, and structure not only the core legal terms you

have studied before, but also the key work-a-day contract provisions that make business relationships successful. Discussion will focus on how to best facilitate commercial cooperation, encourage product and process innovation, and structure value creating deals. Emphasis is placed on the role that nonlegal mechanisms and business considerations play in contract governance and management as well as on the limits of the legal system in many contractual settings. Students will work sometimes individually, but often in teams (always with the option to note their disagreement with their team in the team journal), to complete assignments based on case studies of real deals and will write both individual and group based memoranda. There is no exam. Grading is based on individual and team work (oral and written) as well as class participation. Students will have the opportunity to advise a live client on a deal, advise inside counsel on an outsourcing deal, and get feedback on a crisis management project from a leading consultant and a seasoned general counsel.

Spring- Bernstein, Lisa

Copyright

LAWS 45801- 01 (3)

This course explores the major areas of copyright law, with special emphasis on how modern technology might challenge traditional copyright principles. Topics include copyright duration, subject matter, and ownership; the rights and limitations of copyright holders, including the fair use doctrine; remedies for copyright infringement; and federal preemption of state law. The student's grade is based on a final examination. The syllabus for the course is at

<http://picker.uchicago.edu/Copyright/Syllabus.htm> .

Spring- Picker, Randal Cluny

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.

This class requires the purchase of Harvard Business case(s) (the cost is pending). There may be one additional casebook required to purchase during the quarter.

Spring- Kaplan, Steven Neil

Corporate Boards

LAWS 53452- 01 (3)

In this seminar, we will simulate meetings of a board of directors of a United States based publicly traded company based on a set of cases chosen by the instructor. Each week, a team of three students will serve as members of management. Typically, the students will act as Chairman of the Board/CEO and other members of management, including General Counsel, and Chief Financial Officer, although those positions may vary, depending upon the details of the case. The balance of the class will act as board members and will receive position descriptions for their respective roles. Each week, the board will face a discrete issue of corporate governance as the company confronts a crisis. This course will emphasize the drafting of presentations, agendas, resolutions, and other legal, business, and strategy documents for boards and board committees. The course requires that each student write a legal memorandum that provides detailed advice to the executive whose role they assumed for purposes of the team presentation. In sum, the student will be advising the executive as outside counsel and provide legal advice on what actions to take, what risks to consider, and how best to mitigate those risks. The advice provided in the summary memorandum should be supported by a

detailed legal research memorandum focused on the particular legal and business issues presented by the case. The course will focus on the normal functioning of United States publicly listed companies, as well as on the duties of directors in times of crisis or significant change for the corporation. Grades will be based on the team presentation, class participation, and a 6000-word minimum length legal memorandum and research paper as described above. This class meets the experiential learning requirement.

Prerequisite: Corporations/Business Organizations This class meets the experiential learning requirement. Prerequisite: Business Organizations

Winter- Kamerick, Eileen Ann Elizabeth

Corporate Compliance and Business Integration

LAWS 53406- 01 (2 TO 3)

Adventures in Compliance. This seminar explores the expanding scope and evolving role of in-house legal and compliance counsel as business partners and strategic advisors. Study begins with an overview of the relevant legal and policy mandates and proceeds to explore the levers available within an organization to mitigate risk and operationalize compliance. Students will hear from a series of distinguished practitioners who have tackled these issues in prominent government and corporate settings. 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. Students will apply these lessons in a Group Project that simulates some of the most important elements of the corporate compliance function, including risk assessment, response and board reporting. Students will be tasked with applying practical solutions to real risk and corporate integrity challenges faced by multinational organizations in a variety of sectors. Student evaluation is based upon Group Project and class participation, as well as two short (1000 word) reaction papers to be completed individually. A 3-credit option of this course is available (with instructor permission) to students who write an additional (3000 word) paper.

Spring- Deegan, Forrest James

Corporate Criminal Prosecutions and Investigations

LAWS 53201- 01 (3)

The criminal investigation and prosecution of large-scale corporate fraud and corruption remain a priority area of focus for prosecutors and the criminal defense bar. This seminar is designed for students interested in learning about the various aspects of uncovering, investigating, defending, 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 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 self-disclosure and cooperation; (vi) pre-trial diversion, including deferred and non-prosecution agreements; (vii) compliance monitors and the monitorship process; (viii) the Foreign Corrupt Practices Act; and (ix) proposals for corporate criminal reform. The seminar will introduce students to this multi-faceted area of the law, and expose students to real-world considerations involved in advising corporate clients and their officers, directors, and employees. This is a three-credit class. The student's grade will be based on a major paper (6000-7500 words) and class participation. Papers are eligible to satisfy the writing project (WP) requirement and will be due approximately four weeks after final exams for the Winter quarter.

Winter- Boutros, Andrew S

Corporate Finance

LAWS 42501- 01 (3)

The principles of corporate finance are essential to modern corporate and securities law, and have applications in many other legal settings. This course provides law students with an overview of the basic principles of corporate finance and financial economics. Topics include discounting and present value, portfolio theory and diversification, the theory of efficient capital markets, and the analysis of options and other derivative instruments. This class assumes no background in finance, but it does cover concepts that are quantitative in nature. Students will be expected to be familiar with high school level mathematics (arithmetic and basic algebra) and basic Excel functions, and success

in the course will require the use of these skills. A basic tutorial will be provided in advance of the quarter for students who wish to refresh their Excel skills. This class has a final exam. Participation may be considered in final grading. This course is not open to JD-MBA students.

Spring- Robertson, Adriana

Corporate Restructuring

LAWS 43235-01 (3)

This course considers the law pertaining to modern restructuring practice. Significant attention is paid to the capital structures and financial contracts that constrain managers of leveraged businesses, to out-of-court restructuring dynamics ("liability management"), and to features of Chapter 11 practice that weigh heavily on transaction planning. Familiarity with the basic mechanics of bankruptcy is assumed. This class has a final exam.

Prerequisite: Bankruptcy (recommended but not required)

Winter- Buccola, Vincent Sidney Joseph

Corporate Tax

LAWS 43242- 01 (4)

Tax issues are central to, and are often the core driver of, the structure of corporate formations, distributions, and mergers and acquisitions. This course is an introduction the tax issues that arise in these transactions. The first half of the course focuses on how to form a corporation and how corporations can distribute funds to shareholders. The second half focuses on structuring mergers and acquisitions. Prerequisite: Introductory Income Taxation required except with permission of the instructor. The student's grade is based on class participation and a final examination.

Winter- Weisbach, David A

Criminal and Juvenile Justice Clinic

LAWS 90217- 01 (1 TO 3)

The Criminal and Juvenile Justice Clinic (CJJC) provides pro bono representation to young people who are accused of delinquency or crime, as well as to individuals who were convicted as youth and are now serving extreme sentences. The CJJC is a national leader in expanding the concept of legal representation for youth to include their

emotional, educational, and familial needs. In its post-conviction work, the clinic seeks to address access-to-justice gaps by representing individuals who would otherwise lack legal counsel. The CJJC also undertakes impact work to advance justice in the criminal system. Clinic students gain comprehensive, hands-on experience to become excellent lawyers and take on significant responsibility in all CJJC cases. Projects include drafting motions, briefs, and other pleadings in state and federal courts; interviewing clients and witnesses; participating in hearings, trials, sentencings, and post-conviction matters; and pursuing alternatives to incarceration. Students work in teams to foster collaboration and ensure continuity in representation. Licensed third-year students may appear in court to argue motions and appeals, negotiate with opposing counsel, and serve as "second chairs" for trials. In recent years, third-year students have argued various substantive motions, including motions to suppress, motions for pretrial release, and motions in limine; have argued at sentencing hearings; and have conducted direct and cross examinations at trial and other hearings. The CJJC is open to 2L and 3L students. Students wishing to enroll are strongly encouraged to take Evidence and Criminal Procedure during their second year and are required to take the Intensive Trial Practice Workshop in the fall of their third year. The CJJC is a full-year clinic and includes a regular seminar session and case rounds. Students with questions may contact Clinic Director Professor Erica Zunkel.

Corequisites: Evidence (recommended but not required); Criminal Procedure (recommended but not required); Intensive Trial Practice Workshop (recommended but not required)

Autumn, Winter, Spring- Zunkel, Erica Kristine

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 examination.

Autumn- Fairley, Sharon Renee

Criminal Procedure I: The Investigative Process

LAWS 47201-02 (3)

This course covers the constitutional law regulating the investigatory process, including searches, seizures, and confessions. The grade is based on a final examination.

Spring- Rappaport, John

Criminal Procedure II: From Bail to Jail

LAWS 47301-01 (3)

Criminal Procedure II surveys the procedural and constitutional rules that govern the court process in a criminal case, with a focus on Fifth and Sixth Amendment rights. **CRIM PRO I IS NOT A PREREQUISITE!** While Crim Pro I examines the rules that govern police investigations, in Crim Pro II we study the criminal process after a case comes into court, including bail and pretrial detention, pretrial motions, joinder and severance, the grand jury, discovery, trial and jury selection, guilty pleas, and sentencing. We also examine prosecutorial discretion, legal and ethical issues surrounding the representation of criminal defendants, and the roles of race and poverty in the criminal legal system. This course will prepare you for many of the criminal procedure issues that arise during a federal clerkship or while working as a defense attorney or prosecutor. Guest speakers typically include U.S. District Court judges, a federal magistrate judge, a former Assistant United States Attorney, and a current Federal Public Defender. This course will have a final exam. Participation may be considered in the final grade.

Winter- Siegler, Alison

Crisis Communication: The Lawyer's Role in Advancing Client Interests

LAWS 53490-01 (3)

Clients often face controversies that can affect their reputation and business prospects. During these events, businesses must contend with multiple stakeholders, both inside and outside the legal system. Developments during a crisis are analyzed and influenced by employees, the media, elected officials, regulators, investors, advocacy groups and others. The collective opinion of these stakeholders - not simply the specific resolution of the legal issues - often determines the ultimate success of an organization's strategy. Individuals and organizations are often judged by these stakeholders on how well (or poorly) they responded to a crisis. Today's attorneys are often expected to go beyond their strictly "legal" responsibilities and assist the organization in protecting its business and its reputation during these events. As Ken Frazier (CEO of Merck and its former general counsel) said: "Sophisticated clients don't want 'pure' legal advice, they want workable solutions to their problems...at the intersection of law, business, technology, politics and moral judgment. Smart clients expect their lawyers to help them find solutions." This course will explore how attorneys can provide broad crisis management advice to clients, rather than narrow legal counsel. The class will analyze the perspectives and motivations of different actors in a crisis and explain the intersection

among legal issues, organizational goals and strategic communications. The course will use case studies, background readings, presentations, a special guest speaker, and focused discussions to highlight the issues in effective crisis management. Students will also participate in hypotheticals and role plays where they may be asked to act as a lawyer, a crisis management advisor or the CEO as the organization determines its crisis response. The professors will also share experiences and lessons learned from their own work on high-profile matters for companies, universities, associations, Method of evaluation: In addition to the short reaction papers and in-class participation, there will a small group presentation.

Spring- Wentz, Roy; Katz, Tilden

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. This class requires a series of reaction papers (3000-3500 words). Participation may be considered in final grading.

Spring- Davidson, Adam Amani

Cross-Border Transactions: Law, Strategy & Negotiations

LAWS 53229- 01 (1)

This seminar is a survey of cross-border transactions and how successfully negotiating a transaction may vary across borders. 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.

Spring- Sultani, Tarek

Cross-Border Transactions: Lending

LAWS 53227- 01 (3)

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

This class has a final exam and a group project in which each student will interview a lawyer in another country with respect to that country's laws affecting cross-border lending. Participation in class discussions will also be considered in final grading.

Winter- Starshak, William Albert; Kohn, Richard Martin

Crypto

LAWS 53552-01 (2)

We will read books and/or articles about cryptocurrencies. No familiarity is required or even preferred. Skeptics, enthusiasts, and the clueless but curious are encouraged to

join, as it will enliven the discussion. There will be special guests, who we will engage with vigorous questions. A series of reaction papers will be required. Participation may be considered in final grading.

Spring- Henderson, M. Todd

Disability Rights Law

LAWS 53426- 01 (2 TO 3)

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

Winter- Taylor, Barry

Divorce Practice and Procedure

LAWS 53397- 01 (3)

This is a simulation class providing exposure to the dynamic process of representing clients in dissolution of marriage cases and issues related to them. The class will make you aware of the complexities arising when the ever-changing family unit becomes divided. Topics are covered through an evolving fictional 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, 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 5 papers related to class topics (totaling 6000-7500 words).

There are no required prerequisites, but experiencing a basic family law course would be helpful.

Autumn- Walsh, Erika Nicole

Editing, Advocacy, and AI

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 be done with the help of artificial intelligence tools. Sometimes it will be done entirely on your own. But always the goal will be the same: learn and practice a skill that is fundamental to becoming an excellent advocate.. This class requires a series of reaction papers.

Participation may be considered in final grading.

Spring- Barry, Patrick James

Editing, Advocacy, and AI

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.

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Participation may be considered in final grading.

Winter- Barry, Patrick James

Education Law & Policy

LAWS 52201-01 (1 TO 2)

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 will also apply these concepts to emerging issues. Students will explore policy choices under theories of jurisprudence including critical race theory and law and economics.

Readings will include Constitutional issues of speech, privacy, equal protection, and freedom of religion, as well as state constitutional rights to adequate education. In addition, there will be applications of statutory and regulatory law. Broad course themes include: equity in access to education and the disparate impact of policy choices 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: 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; transgender student rights; the impact of growth of charter schools; sanctuary districts; and merit pay for K-12 teachers.

Students who enroll for 1 credit (including all 3Ls/LLM/spring grads) will be expected to write two short reaction papers. Students who enroll for 2 credits (this option only available to 2Ls/non-grads) will be expected to write a Major Paper (6000-7500 words). Participation may be considered in final grading.

Spring- Epstein, Susan Rochelle

Employee Benefits Law

LAWS 55503- 01 (3)

This seminar will provide an introduction to the Employee Retirement Income Security Act (ERISA) and other federal statutes regulating employee benefit plans in the private sector. The course will cover many types of plans, including defined benefit pension plans, individual account retirement plans (such as 401(k) plans), medical plans, other welfare benefit plans and executive compensation programs. It will provide a basic understanding of fiduciary standards governing plan administration and the

investment of plan assets; minimum standards for benefits and funding; benefit claim dispute resolution procedures and standards of judicial review; federal preemption of state laws; and key issues which arise in ERISA litigation. The course is intended for students interested in a broader labor and employment practice; a mergers and acquisitions or general corporate practice; or a civil litigation practice. Although our primary mission will be to prepare students for the practice of law, we also will explore whether the law governing employee benefit plans is operating effectively and in accordance with its stated purposes. Students will be graded on class participation and on short reaction and/or research papers. There are no prerequisites required for this seminar. Students will be graded on class participation and a) a series of short reaction and research papers which must total at least 6000-7500 words, including at least one research paper of 10 or more pages or b) a major research paper of at least 6000-7500 words. There are no prerequisites required for this seminar.

Autumn- Wolf, Charles Benno; Mowery, Philip Luther

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 3000-3500+ word research paper in addition to the final exam. Participation may be considered in final grading.

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

Autumn, Winter, Spring- Schmidt, Randall David

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, export, CFIUS, antitrust, and money laundering issues. We will focus on legal and reputational risk, as well spend some time on financial risk incident in these

transactions. Students will gain an in-depth understanding of key U.S. and foreign laws (like the U.S. Foreign Corrupt Practices Act and the U.K. Bribery Act) relating to cross-border enforcement, explore common red flags found in global transactions, explore how different transactions (including traditional "leveraged" buyouts, real estate, credit, and other alternative investment strategies) impact international risk mitigation strategies, and learn how to structure deals based on the varying risks presented.

This class requires a major paper (6000-7500 words).

Spring- Nemirow, Kim; Goel, Asheesh; Niles, Nicholas

Environmental Constitutionalism

LAWS 53514- 01 (3)

This seminar focuses on the legal authorities and limitations under the Constitution and federalist system that policymakers, litigants and the public face in trying to achieve and accelerate forward-looking environmental and climate change actions and solutions. We will discuss the newly emerging "environmental constitutionalism" as federal courts increasingly review the constitutionality of environmental and energy standards under the Clean Air Act, Clean Water Act, Endangered Species Act, Federal Power Act and NEPA that were historically reviewed through the lens of statutory construction. We will analyze decisions involving: (1) Limits under the Commerce (and Dormant Commerce) Clause addressed in *National Pork Producers v. Ross*, the Supremacy Clause and the 10th Amendment; (2) Separation of powers issues (displacement, preemption, 10th Amendment, nondelegation doctrine rejected in *FCC v. Consumers' Research*); (3) The major questions doctrine addressed in *West Virginia v. EPA*; and (4) Federal vs. state court jurisdiction for climate change litigation and challenges to state clean energy, climate solutions, and environmental policy actions. In what circumstances should there be federal preemption of states' energy and climate policy initiatives? What are the double-edged sword impacts of *Loper Bright v. Raimondo*? What are the constitutional and statutory lines of demarcation between FERC's and state agencies' regulatory authority for transmission siting, and energy efficiency and solar energy? What are the challenges of a federal system of government with state boundaries for regulating energy generation that produces electron commodities and pollution crossing state borders? What are the benefits vs. harms of inconsistent standards in Justice Brandeis' state "laboratories of democracy"? We will engage in simulations and role plays to better understand how dynamic environmental constitutional issues are presented in judicial, policy and legislative forums.

A major paper (6000-7500 words) is required. Participation may be considered in final grading.

Autumn- Learner, Howard

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). We'll spend some time on the regulation of climate change and will discuss issues of environmental justice embedded in each of the major topics. This class has a final exam. Participation may be considered in final grading.

Spring- Kim, Hajin

Estate Planning And Drafting

LAWS 53471- 01 (2 TO 3)

This seminar in estate planning and drafting meets the ABA definition of an experiential course. The seminar will give students experience in drafting specific provisions of wills and trust instruments, including provisions relating to the use of class gifts, conditions of survival, and powers of appointment. The seminar also will give students the experience of drafting a will for a live client. Students will be graded on a series of experiential assignments, including the will-drafting project, and on class participation. There are no prerequisites.

Spring- Gallanis Jr, Thomas Peter

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 integrity 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). We

will use extensive in-class hypotheticals to practice applying these ethical considerations in common scenarios you will face in transactional practice. Grades will be based upon active class participation in discussions, hypotheticals and simulations, plus a final paper (6000-7500 words). (Please note that this paper cannot fulfill the SRP or WP requirement.)

Winter- Neal, Joan E

Evidence

LAWS 41601- 01 (3)

This course examines the law governing proof of disputed propositions of fact in criminal and civil trials, including relevance, character evidence, the hearsay "rule" and other rules of exclusion, and examination of witnesses. The grade is based on a final exam.

Spring- Buss, Emily

Evidence

LAWS 41601- 01 (3)

This course examines the law governing proof of disputed propositions of fact in criminal and civil trials, including relevance, character evidence, the hearsay "rule" and other rules of exclusion, and examination of witnesses. The grade is based on a final exam.

Winter- Fairley, Sharon Renee

Exoneration Project Clinic

LAWS 90220- 01 (1 TO 3)

The Exoneration Project is a clinical program that provides post-conviction representation to 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 always be possible and will consider appropriate alternatives). Students are strongly encouraged but not required to take Criminal Procedure I and II. Students will receive credit for the work they do in accordance with the credit rules for all other clinical programs. Given the nature of our work and the often lengthy duration of our cases, students are strongly encouraged to enroll in our clinic for at least a year.

Autumn, Winter, Spring- Leonard, Karl Arthur

Federal Courts

LAWS 41101- 01 (3)

This course examines the role of the federal courts in the American constitutional system. Topics will include the nature and scope of the judicial power of the United States under Article III of the Constitution; the power of Congress over the jurisdiction of the federal courts; justiciability; federal question jurisdiction; suits against government officials; sovereign and official immunities; direct and collateral review of state-court decisions; and related doctrines. Constitutional Law I is highly recommended. This class has a final exam.

Autumn- LaCroix ,Alison

Federal Courts

LAWS 41101- 01 (3)

This course considers the structure and powers of the federal courts and their relationship to Congress, the executive branch, and the state courts. The topics addressed include congressional authority to define and limit federal court jurisdiction, justiciability limitations on the exercise of that jurisdiction, the application of state law in federal courts under the Erie doctrine, federal common law and implied rights of action, and state sovereign immunity. The focus of the course is on structural constitutional considerations relating to both the separation of powers between the three branches of the national government as well as the federalism relationship between the national government and the state governments.

This class has a final exam.

Winter- Bradley, Curtis

Federal Criminal Justice Clinic

LAWS 90221- 01 (1 TO 3)

The Federal Criminal Justice Clinic gives students unique opportunities to represent individual clients in federal court and was the first law school clinic in the country to focus on representing low-income clients charged with federal felonies. FCJC students also engage in advocacy to decarcerate federal jails and prisons and combat inequities. The FCJC litigates in federal district court, before the courts of appeals, and in the U.S. Supreme Court. Our docket varies from year to year. In our district court litigation, FCJC students may have an opportunity to meet with clients; interview witnesses; conduct and participate in hearings and trials; research, write, and argue motions and briefs; and participate in case investigations. Students involved in appellate litigation write briefs to the courts of appeals and the Supreme Court and may conduct oral argument. The FCJC is a year-long clinic. First priority is given to 3Ls; the remaining slots go to 2Ls. The FCJC seminar may include lectures, discussions, case rounds, skills exercises, simulations, guest speakers. The FCJC has no mandatory prerequisites or corequisites. However, we strongly recommend that students take Professor Siegler's Criminal Procedure II class (for which Crim Pro I is not a prerequisite), as well as Evidence and Criminal Procedure I. These courses may be taken at any time before or during the student's participation in the clinic. 3L students are also strongly recommended to take the Intensive Trial Practice Workshop in September 2025. Students who want to learn more about the FCJC or who have questions about the enrollment process may contact Profs. Siegler or Miller.

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

Financial Regulation

LAWS 43253- 01 (3)

This course addresses the regulation of banks, investment funds, and other prominent financial institutions in the United States. The focus will be upon our current regulatory system, administered by banking regulators such as the Federal Reserve, financial agencies such as the Securities and Exchange Commission, and newer entities such as the Financial Stability Oversight Council. We will cover the 2008 financial crisis, the 2020 pandemic, and the broader history of financial regulation, including proposals for

reform. Students' grades will be based on participation and a final examination. Students should purchase a hardcopy edition of the required textbook. The e-book only option does not allow offline access which may be necessary for the in-class proctored exam.

Winter- Birdthistle, William Anthony

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. Where relevant, we will focus on current events.

This class has a final exam.

Spring- Bradley, Curtis

Gender Violence and the Law

LAWS 53467- 01 (3)

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

Rape Shield. Grades will be based on two short (900-1500 word) reaction papers and a final (3000-3500 word) research paper, as well as class participation.

Spring- Payne, Elizabeth Lee

General Common Law and the Erie Revolution

LAWS 53547-01 (2)

In its landmark 1938 decision in *Erie Railroad v. Tompkins*, the Supreme Court declared an end to federal court application of "general common law." In addition to overturning an earlier decision, *Swift v. Tyson*, it has been said that Erie "overruled a particular way of looking at law." This seminar will consider the nature and status of the pre-Erie general common law, the rise of post-Erie "federal common law," and recent scholarship questioning Erie and calling for a revival of general common law. As we will discuss, debates over Erie are potentially relevant to a wide range of issues, including the domestic application of international law, personal jurisdiction, canons of statutory interpretation, and rights under the Fourteenth Amendment. Grades will be based on weekly reflection papers and class participation.

Winter- Bradley, Curtis

Generative AI in Legal Practice

LAWS 53540-01 (3)

Generative artificial intelligence tools are being used in law firms and corporate legal departments for tasks as varied as contract drafting, research, due diligence, compliance, and litigation workflow. This new class of tools offers great promise to streamline first drafts, help lawyers to create more complete work product, and reduce the busywork of lawyering. GenAI tools also carry significant risk, both in the work product itself, and also in the challenges they present to the billable hour, the leverage model of law firm partnerships, and indeed in the relationship between law firms and their clients. This course will teach law students how to use litigation and transactional generative AI tools with practical, hands-on instruction. It also will explore the ethical and financial challenges of using AI for legal work, including how rules of professional responsibility apply, how law firms hire and train associates, and when lawyers must disclose the use of AI tools. The class will critically examine the future of the billable hour and fixed-fee work and how law firms maintain revenue growth when at least some of their work will reduce hours of human labor to minutes of software processing. Generative AI will be a fast-changing component of legal practice for the foreseeable future - this class will prepare students for the opportunities and challenges it presents.

Students will be evaluated on the quality (not quantity) of in-class participation and on weekly assignments and reflections on readings (Totaling 6000 words).

Prerequisites: Bigelow Legal Research and Writing Program

Winter- Walters III, Edward J

Global Human Rights Clinic

LAWS 90225- 01 (1 TO 3)

The Global Human Rights Clinic (GHRC) works alongside partners and communities to advance justice and address the inequalities and structural disparities that lead to human rights violations worldwide. The GHRC uses diverse tactics and interdisciplinary methods to tackle pressing and under-addressed human rights issues. The GHRC is constantly advancing the dual aims of advocating for important change around the world, and training the next generation of effective, ethical, creative lawyers. As part of this we seek to innovate and think not just about what the human rights field is, but what it could be and what it should be. Students in the GHRC work in project teams, and develop essential lawyering skills, including interviewing, media advocacy, cultural competency, strategic thinking, teamwork, and leadership. The clinic uses a broad range of tactics, including documentation, reporting and mixed methods factfinding; legislative and institutional reform; investigations; and litigation. The work of the GHRC varies each year but includes investigating and advancing accountability for mass atrocities, war crimes, and armed conflict, addressing the impacts of colonialism, advocating for equality and non-discrimination, pushing for climate justice and advancing socio-economic rights. 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 LL.Ms may take the Clinic for any allowable amount of credits and quarters. Participation may be considered in final grading. Students who have particular language skills, especially Spanish or French highly encouraged to participate. Recommended (not required) co-requisites: Public International Law.

Autumn, Winter, Spring- Parrin, Anjali

Hate Crime Law

LAWS 53704- 01 (3)

This seminar will provide students with an overview of hate crime. The course will explore the emergence of modern hate crime laws in the United States and the legal

controversies surrounding them, including in the context of contemporary social issues. We will examine the challenges of data collection and the impact of data on policy analysis. Law enforcement and hate crime prosecution will be reviewed. The course will also consider comparative international approaches to hate crime law, as well as the limits of the domestic legal system to effectively address hate crime through conventional and alternative options. Grading will be based on class participation and a final research paper of 6000-7500 words.

Autumn- Linares, Juan Carlos

Health Law and Policy

LAWS 43246- 01 (3)

This class will explore legal and policy issues in the health care system of the United States. The course begins with an examination of Medicare, Medicaid, and various federal statutes governing the delivery of health care to patients. It then considers the Affordable Care Act and legal and policy issues relating to that Act. Next, it considers the impact of other laws such as the antitrust and tax laws -- as well as state law and policy -- that bear on the provision of health care services. At the conclusion of the course, students should have a good understanding of the complex and often conflicting laws and policy that govern the delivery of health care services in this country.

This class has a final exam or students will have the option of writing a 6000 word paper in lieu of the exam.

Participation may be considered in final grading.

Autumn- Bierig, Jack R

Hellenistic Ethics

LAWS 43206-1 (3)

The three leading schools of the Hellenistic era (starting in Greece in the late fourth century B. C. E. and extending through the second century C. E. in Rome) - Epicureans, Sceptics, and Stoics - produced philosophical work of lasting value, frequently neglected because of the fragmentary nature of the Greek evidence and people's (unjustified) contempt for Roman philosophy. We will study in a detailed and philosophically careful way the major ethical arguments of all three schools. Topics to be addressed include: the nature and role of pleasure; the role of the fear of death in human life; other sources of disturbance (such as having definite ethical beliefs?); the

nature of the emotions and their role in a moral life; the nature of appropriate action; the meaning of the injunction to "live in accordance with nature". If time permits we will say something about Stoic political philosophy and its idea of global duty. Major sources (read in English) will include the three surviving letters of Epicurus and other fragments; the skeptical writings of Sextus Empiricus; the presentation of Stoic ideas in the Greek biographer Diogenes Laertius and the Roman philosophers Cicero and Seneca. Admission by permission of the instructor. Permission must be sought in writing by the beginning of registration. PhD students in Philosophy, Classics, and Political theory do not need permission to enroll. Law students and others should inform me of their background in philosophy. This is a 500-level course. An undergraduate major in philosophy or some equivalent solid philosophy preparation, is what I'm looking for. MAPH and MAPSS students are not allowed to take a 500-level course in their first quarter. Undergraduates may not enroll. Method of evaluation: Research paper 20-25 pages.

Autumn- Nussbaum, Martha C

History and Theory of Policing in America

LAWS 53438-01 (2)

This seminar will examine the history and theory of policing in the United States, with particular emphasis on the role of the police in a democratic society. We will ask what the police are for and how the answers to that question have evolved over time. While our readings will focus on historical trends in American policing, students are encouraged to draw connections to contemporary issues. A series of reaction papers are required. Participation may be considered in final grading.

Spring- Rappaport, John

Housing Initiative Transactional Clinic

LAWS 90226- 01 (1 TO 3)

The Housing Initiative Transactional Clinic provides legal representation on complex real estate development projects to build affordable housing. Clients include nonprofit, community-based affordable housing developers and housing cooperatives. Students serve as deal lawyers, working with clients and teams of professionals -- such as financial consultants, architects, marketing professionals, property managers, and social service providers -- to bring affordable housing and mixed use development projects to

fruition. Projects range from single family rehabs with budgets in the \$30,000 to \$75,000 range, to multi-million dollar rental and mixed use projects financed by low income housing tax credits, tax exempt bonds, TIF, and other layered subsidies. Students also counsel nonprofit clients on governance and tax issues related to their work. In addition to their client work, students meet as a group in a weekly two-hour seminar in autumn quarter, and in a weekly one-hour seminar during winter and spring quarters, to discuss the substantive rules and legal skills pertinent to real estate development transactions and to examine emergent issues arising out of the students' work. During the fall quarter seminar, returning clinic students need only attend the first hour; new students should attend for the full two hours. In the winter and spring quarters, all students should attend all the one-hour seminar sessions. Academic credit for the Housing Initiative Transactional Clinic varies and is awarded according to the Law School's general criteria for clinical courses as described in the Law School Announcements and by the approval of the clinical faculty.

Autumn, Winter, Spring- Leslie, Jeffrey E

Immigrants' Rights Clinic

LAWS 90211- 01 (1 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. 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 will be expected to enroll for 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

Students are encouraged, but not required, to enroll in Immigration Law in winter quarter.

Autumn, Winter, Spring-Hallett, Amber 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. Participation may be considered in the final grading. There will be a final exam.

Winter- Hallett, Amber Nicole

Information and Structural Constitutional Law

LAWS 53550-01 (2)

Information is among the government's most potent forms of political power and administrative capacity. This seminar will use basic themes in structural constitutional law to understand how the constitution organizes the government's access to, and use of, informational power. Questions may include: What constitutional authority does each branch of government have to gather, access, and use information? What, if any, constitutional entitlements do states and cities have to the information and data they gather and produce? What interbranch and intergovernmental informational conflicts have historically arisen (and could arise going forward)? How have courts resolved those disputes and how should they be optimally resolved? This class requires a series of reaction papers. Participation may be considered in final grading.

Autumn- Fahey, Bridget Anna; Kochevar, Steven J

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 reform laws that restrict low-income entrepreneurs. Policy work may involve research, legislative drafting, lobbying, and community organizing. Academic credit varies and will be awarded according to the Law School's general criteria for clinical courses as described in the Law School Announcements and by the approval of the clinical staff. A commitment of at least two consecutive quarters is required. Students must enroll for two credits for their first quarter in the IJ Clinic.

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

Insurance Law

LAWS 43601- 01 (2)

This course introduces students to insurance institutions and insurance law, with the ultimate goal of understanding the role of insurance in society. Liability, life, and property insurance will receive the most attention, but we will also discuss health and disability insurance. After taking this course, students will know how to read and analyze a standard form insurance contract, how to work with insurance regulatory materials, how to spot the insurance issues in a wide variety of legal and public policy contexts, and will have a more advanced understanding of Tort and Contract law. Cross-cutting themes of interest include the effects of insurance on tort law and on litigation, the formation and performance of insurance contracts, the use of personal attributes to classify policyholders' risk, the effect of insurance on risky activity in

society, and the ways in which various conceptions of justice are achieved through insurance mechanisms.

This class has a final exam.

Winter- Ben-Shahar, Omri

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. (6000-7500 words). Participation may be considered in final grading.

Autumn- Friedman, Michael Davidson

Intensive Trial Practice Workshop

LAWS 81009- 01 (3)

This is a required class for participation in the Exoneration Project Clinic and Civil Rights - Police Accountability Clinic. This class is strongly recommended for participation in the Employment Law Clinic, Criminal & Juvenile Justice Project Clinic; and Federal Criminal Justice Clinic.

This class teaches trial preparation, trial advocacy, and strategy through a variety of teaching techniques, including lectures and demonstrations, but primarily through simulated trial exercises. Topics include opening statements, witness preparation, direct and cross examination, expert witnesses, objections at trial, and closing argument. Practicing lawyers and judges are enlisted to provide students with lectures and critiques from varied perspectives. The class concludes with a simulated jury trial presided over by sitting state and federal court judges. Open to J.D. students only. 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.

Autumn- Futterman, Craig; Leonard, Karl Arthur; Miller, Judith P; Alonso, Jorge; Myerscough-Mueller, Lauren

International Arbitration

LAWS 53310- 01 (3)

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

Autumn- Rubinstein, Javier

International Business Transactions

LAWS 53123- 01 (3)

This seminar provides a detailed review and analysis of a number of business transactions in a complex international setting. The documents underlying these transactions include: (i) an acquisition agreement, (ii) a joint venture agreement, (iii) an outsourcing agreement and (iv) a distribution agreement for the sale of goods. These documents will be reviewed in the context of these transactions, which involve business entities in several countries. Students will be asked to identify and address key legal issues. They will be asked to analyze, draft and revise key provisions of these agreements and determine whether the drafted provisions achieve the objectives

sought. Students will also be asked to prepare one short paper and one longer paper addressing key legal issues underlying provisions of these agreements and the transactions involved. Students will be graded based upon (i) the quality of their preparation for and participation in the seminar (ii) their work product in connection with several drafting assignments and (iii) the quality of the short paper and longer paper addressing specific issues. There will not be a final examination.

Spring- D'ambrosio, Alan

International Criminal Law

LAWS 53458- 01 (1)

For a legal field that has developed relatively recently, the expectations placed upon international criminal law and its application are both solemn and significant, while seeming to grow yet weightier with each passing year. This seminar will examine the contours of this field through an examination of the structural aspects underpinning international criminal law as practiced today, with particular focus on the substantive legal considerations governing responsibility for the most serious crimes of concern to the international community. This will be an intensive course scheduled for October 20-23. Grading will be based on a take-home examination.

The textbook is open source and can be found at: dx.doi.org/10.1017/9781108399906. A hard copy of the book can also be purchased at the book store.

Prerequisite: Public International Law (recommended but not required). This is a short class that meets October 20-23.

Autumn- Lentz, Christopher Edward

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. This course has a final exam or students may write a major paper (6000-7500 words).

Participation may be considered in final grading.

Spring- Ginsburg, Thomas

Interpreting Written Law: Formalism, Pragmatism, and Beyond

LAWS 53546-01 (1)

We'll plan to tackle formalism and pragmatism, of course, but we intend to go both deeper and broader. Among other topics, we'll explore old-school legal realism, probe the question whether textualism and originalism are in fact one and the same thing or just close cousins, and dive into the subtle-but-important distinctions between clinical, dictionary-driven ordinary "meaning" and organic, on-the-ground ordinary "understanding." We'll likely explore the pros and cons of using both corpus linguistics and AI-based LLMs to unearth real-world understanding. Students will write a short "thought piece" OF 2300-3000 words (by which we do not mean a research paper), due by the end of the spring semester (not the end of the week-long class period). Students are encouraged - but not required - to consider turning their thought pieces into more substantial written works for publication. Participation may be considered in final grading. This is a short class that meets October 13-16.

Autumn- Frederick, Alana; Newsom, Kevin

Introduction to Income Taxation

LAWS 44121- 01 (3)

This course provides an introduction to the essential elements of the federal income tax, with an emphasis on issues related to the taxation of individuals. This class will have a final exam. Participation may be considered in final grading.

Spring- Goldin, Jacob

Introduction to Law and Economics

LAWS 43231-01 (3)

This class provides an introduction to the economic way of thinking about law across a variety of legal contexts. It provides you with simple tools and intuitions for predicting the effects of law on behavior, and for evaluating the intended and unintended consequences of laws. These tools are intended to complement, not substitute for, the traditional doctrinal approach to law. The objective is to equip you to use economic reasoning in an informed and critical spirit in legal practice, legal scholarship, and other legal contexts. This class assumes no background in economics. It does not use any mathematics beyond basic arithmetic and some simple algebra. While simple numerical

examples will occasionally be used, the main focus of the class is on concepts and legal applications. This class has no prerequisites.

This course will have a final exam. Participation may be considered in the final grading.

Spring-Hubbard, William H J

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

Investment Funds

LAWS 53411-01 (3)

This class examines the regulatory, economic, and political issues surrounding the use of pooled investment vehicles, particularly public funds (such as mutual funds, money market funds, and exchange-traded funds) and private funds (such as hedge funds, private equity funds, and venture capital funds). We will discuss the legal and business considerations that go into the formation of funds, paying close attention to the negotiations between investment advisers and the investors in their funds. We will also examine the portfolio investment strategies of different investment funds, such as the use of leveraged buyouts, equity investments, and more sophisticated trading in derivatives. We will develop a familiarity with the Investment Advisers Act and the Investment Company Act, which are the key legal regulations governing these funds, as well as with the most current scholarly debates in this field. This class requires a major paper (6000-7500 words). Participation may be considered in final grading.

Winter-Birdthistle, William Anthony

Issues in Civil RICO

LAWS 53555-01 (2)

This seminar will focus on the history and surprising consequences of one of the most consequential federal statutes passed in the 20th century, the Racketeer Influenced and Corrupt Organizations Act, RICO, with a focus on its use in civil RICO litigation. Congress enacted RICO in 1968 as part of the government's fight against organized crime, especially La Cosa Nostra, which was both infiltrating legitimate enterprises and running massive illegal operations. Modeled on the Clayton Act, RICO vastly expanded the government's power to prosecute conspiracies and provided a private treble damages remedy. Although not contemplated at its enactment, today the statute is used by federal prosecutors in a wide variety of contexts that have nothing to do with organized crime, including ordinary fraud and corruption by local officials. This seminar will focus on RICO's use by civil lawyers as the go-to cause of action to bring ordinary disputes into federal court, using the treble damages threat as a litigation weapon. The courts have widely observed the abusive use of the statute. Anyone interested in criminal law, federal civil litigation, or federalism should find this course enlightening. This seminar has a final exam. Participation may be considered in final grading.

Spring-Gair,Chris C

Jenner & Block Supreme Court and Appellate Clinic

LAWS 90219- 01 (1 TO 3)

The Jenner & Block Supreme Court and Appellate Clinic represents parties and amici curiae in cases before the United States Supreme Court and other appellate courts. Students work on all aspects of the clinic's cases -- from formulating case strategy; to researching and writing merits briefs, amicus curiae briefs, and petitions for certiorari; to preparing for oral arguments. Students also conduct research on cases that may be suitable to bring to the U.S. Supreme Court. The clinic is supervised by 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. Academic credit for the clinic varies and is awarded according to the Law School's general criteria for clinical courses as described in the Law School Announcements and by the approval of the clinical faculty.

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

Judicial Federalism

LAWS 59903- 01 (3)

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

All students are required (1) to have an individual conference at which the paper topic is approved, (2) to turn in a rough draft for comments, and then (3) to turn in a final paper.

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

Autumn- Wood, Diane P

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. Participation may be considered in the final grading.

Spring- Leiter, Brian

Jurisprudence II: Problems in General Jurisprudence

LAWS 47421-01 (3)

The class builds on topics first touched upon in Jurisprudence I, probing more deeply into the philosophical and jurisprudential issues; the class will be more philosophically demanding than Jurisprudence I. After a review of the Hart-Dworkin debate, we will consider the semantics underlying Hart's theory of the "open texture" of language as a source of legal indeterminacy, and a competing view of meaning that might eliminate indeterminacy. We then turn to the general problem of the normativity of law, before an extended investigation of Dworkin's jurisprudence, with particular attention to his different conception of jurisprudential methodology, and his treatment of questions about the objectivity of law (and morals) and the problem of theoretical disagreements. We will look at criticisms of Dworkin's views, including venturing into issues in metaethics, as well as alternative approaches to the problem of theoretical disagreements (esp. the Toh-Leiter debate). We briefly consider one other, contemporary anti-positivist approach to law that involves striking methodological assumptions. We conclude by examining the most famous work of Scandinavian Realism (Alf Ross's *On Law and Justice*), whose approach to the problem of the nature of law differs from Hart's and Dworkin's. Students who have not taken Jurisprudence I at the Law School must seek instructor permission to enroll (please supply detailed information about prior study of legal philosophy). This class has a final exam or

students may choose to write a major paper (6000-7500 words). Students who have already take Jurisprudence I can email the registrar's office at registrar@law.uchicago.edu to be enrolled.

Winter- Leiter, Brian

Kirkland & Ellis Corporate Lab Clinic

LAWS 91562- 01 (3)

The Kirkland & Ellis Corporate Lab provides students with a forum for working closely with legal and business teams across a range of top-tier multinational companies, leading nonprofits, private equity sponsors, venture capital funds, and entrepreneurial startups. The primary goal of the Lab is for students to learn practical legal skills, both substantively, in terms of the corporate "building blocks" necessary to understand complex transactions and agreements, and professionally, in terms of implementing such knowledge efficiently and meaningfully within the context of a wide array of careers as lawyers and business leaders. This class mirrors the real world work experience of both litigators and corporate lawyers: students will receive hands-on substantive and client-development experience and will be expected to manage and meet expectations and deadlines while exercising a high level of professionalism. Clients will include, among others, Accenture, Allstate, A.T. Kearney, Barilla, Booth School of Business New Venture Challenge startups (Spring Quarter), Grubhub, Honeywell, IBM, John Deere, Koch Industries, Microsoft, Nike, Owens Corning, 3M, Verizon Communications, and Victoria's Secret. Corporate Lab students will have the option to negotiate a simulated cross-border transaction opposite students of a leading foreign law school as part of the negotiation workshop component of the Corporate Lab (Autumn Quarter). Additionally, students will have the option (Winter Quarter) to work closely with small teams of Kirkland & Ellis attorneys on assignments (including for live clients), across practice groups, designed to teach strategic planning, drafting, negotiation, and business counseling skills. Please note: (i) students are expected to remain in the Corporate Lab for a minimum of two consecutive quarters, <http://www.law.uchicago.edu/corporatelab>. (Reduced 2-credit option available with instructor permission.)

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

Kirkland & Ellis Corporate Lab Clinic

LAWS 91562- 02 (3)

The Kirkland & Ellis Corporate Lab provides students with a forum for working closely with legal and business teams across a range of top-tier multinational companies, leading nonprofits, private equity sponsors, venture capital funds, and entrepreneurial startups. The primary goal of the Lab is for students to learn practical legal skills, both substantively, in terms of the corporate "building blocks" necessary to understand complex transactions and agreements, and professionally, in terms of implementing such knowledge efficiently and meaningfully within the context of a wide array of careers as lawyers and business leaders. This class mirrors the real world work experience of both litigators and corporate lawyers: students will receive hands-on substantive and client-development experience and will be expected to manage and meet expectations and deadlines while exercising a high level of professionalism. Clients will include, among others, Accenture, Allstate, A.T. Kearney, Barilla, Booth School of Business New Venture Challenge startups (Spring Quarter), Grubhub, Honeywell, IBM, John Deere, Koch Industries, Microsoft, Nike, Owens Corning, 3M, Verizon Communications, and Victoria's Secret. Corporate Lab students will have the option to negotiate a simulated cross-border transaction opposite students of a leading foreign law school as part of the negotiation workshop component of the Corporate Lab (Autumn Quarter). Additionally, students will have the option (Winter Quarter) to work closely with small teams of Kirkland & Ellis attorneys on assignments (including for live clients), across practice groups, designed to teach strategic planning, drafting, negotiation, and business counseling skills. Please note: (i) students are expected to remain in the Corporate Lab for a minimum of two consecutive quarters, <http://www.law.uchicago.edu/corporatelab>. (Reduced 2-credit option available with instructor permission.)

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

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 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 for understanding novels, plays, and short stories where they make assumptions about law or develop themes about the relationship of law, society, and justice. This seminar will explore these and related topics through literature such as the following: Shakespeare's *Measure for Measure*, Anouilh's modern retelling of *Antigone*, Herman Melville's *Billy Budd*, Susan Glaspell's *A Jury of Her Peers*, John Patrick Shanley's *Doubt*, Nella Larson's *Passing*, Lorraine Hansberry's *A Raisin in the Sun*, Ian McEwan's *The Children Act*, Kazuo Ishiguro's *The Remains of the Day*, Shirley Jackson's *The Lottery*, Ursula Le Guin's *The Ones Who Walk Away from Omelas*, and N.K. Jemisin's *The Ones Who Stay and Fight*. There will also be some important secondary readings. We will address questions such as: What can literature and literary imagination bring to the performance of legal tasks, such as storytelling about facts and cases, or to 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, four reaction memos, and one research paper of 3,000-3,500 words.

Winter- Mcadams, Richard

Law and the Economics of Natural Resources Markets

LAWS 53297-01 (3)

Market-based mechanisms such as emissions trading are becoming widely accepted as cost-effective methods for addressing environmental concerns, especially as societies move towards a carbon-constrained future. In the last decade, we have witnessed the expansion of environmental finance to new products - carbon dioxide spot and futures contracts, sulfur dioxide futures and over-the-counter water contracts - that are now fully integrated financial instruments for hedging and speculation. These mechanisms also have potential benefits to address issues in other pressing matters such as water quality, fisheries and biodiversity protection. Non-law students must apply by emailing Nate Tollett at natetollett@uchicago.edu.

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

Autumn- Sandor, Richard

Legal Elements of Accounting

LAWS 43247- 01 (1)

This mini-class introduces accounting from a mixed law and business perspective. It covers basic concepts and vocabulary of accounting, not so much to instill proficiency with the mechanics of debits and credits as to serve as a foundation from which to understand financial statements. The course then examines accounting from a legal perspective, including consideration of common accounting decisions with potential legal ramifications. It also analyzes throughout the reasons for and roles of financial accounting and auditing, as well as the incentives of various persons involved in producing, regulating, and consuming financial accounting information. The seminar will touch on some limitations of, and divergent results possible under, generally accepted accounting principles. Current cases, proposals, and controversies will be discussed. Attendance and participation will be very important. Grades will be based on 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.

You may use the 6th,7th, or 8th edition of the textbook.

Winter- Sylla, John Richard

Legal Ethics and Professional Responsibility

LAWS 48217- 01 (3)

This three-credit course covers the basic contours of the law governing lawyers, with a focus on lawyers' ethical and professional obligations -- to the courts, to their clients, to the public, and to each other. The goal is to leverage the students' evolving skill in "thinking like a lawyer" to help them "think like a lawyer's lawyer," recognizing ethical issues and their potential solutions. As practitioners in the professional liability space, we know that attorneys best analyze ethics issues collaboratively. Reflecting this, 25% of the grade is based on class participation, including interactive demonstrations in which the students play associates who interview witnesses, provide advice to clients, and discuss ethics issues with law firm managers. This class will have a final examination. Participation may be considered in the final grading.
Spring- Giles, David; Lloyd, Michael Neil

Legal Finance: The Theory, Practice and Ethics of Financing Legal Claims and Transactions

LAWS 53529- 01 (3)

Legal Finance has revolutionized the practice of law, and enhanced access to justice and the ability of plaintiffs to prosecute their meritorious claims, despite the high cost of litigation. However, opponents of the industry point to lack of transparency, funder control over litigation and settlement, and even threats to national security as arguments against this rapidly growing asset class. This seminar course examines the growth and use of legal finance from the plaintiff's, law firm's, and funder's points of view. We will assess the strengths and weaknesses of the industry from legal, finance, and ethical perspectives. The course will also provide a hands-on opportunity to dive into actual transactions and to draft documentation commonly used to finance legal claims. It also explores the growing use of insurance, the role of syndicated financing structures, secondary transactions, securitizations, and artificial intelligence.

Students will be evaluated primarily on (a) engagement with the course material, (b) ability to work within a team (e.g., negotiating a term sheet and addressing problems when they arise in a legal finance transaction), (c) group projects relevant to the legal finance industry, such as drafting (i) a transaction term sheet, (ii) an attorney's claim memorandum, (iii) a memorandum to investment committee, (iv) a legal finance transaction document based on a term sheet (e.g., loan, investment or prepaid forward purchase agreement) and (v) a funding request, and (d) an individual final project of approximately 15 double spaced pages in length on a topic to be approved by instructor and presented in seminar.

Autumn- Kelley, Michael

Legal Issues in Credit Investing

LAWS 53556-01 (3)

Investing in corporate credit transactions can be a legally intensive endeavor. Investors routinely incorporate legal analysis into the decisions they make, both when assessing likely outcomes in the evaluation of new investments as well as decisions that arise in managing existing investments. This seminar will focus on the practical application of legal analysis to investing in corporate credit transactions. Through in-class simulation work, students will approach the transactions from a variety of stakeholder perspectives. The seminar will consist of a series of case studies covering a range of transaction types, including debt exchanges, liability management exercises ("LMEs"), bankruptcies, application of asset sale proceeds, and litigation-oriented credit investments. Bankruptcy, secured transactions, and corporate law are recommended but not required.

Method of evaluation: In-class participation and reaction papers totaling approximately 6500 words.

Autumn- Mehta, Ravi

Legal Profession: Ethics

LAWS 53101- 01 (3)

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

7500 words in length on a topic relating to professional responsibility chosen by and of particular interest to the student. Attendance is mandatory.

Winter- Morris, Hal Randy

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, access to medical treatment for gender dysphoria, the definition of sex under the equal protection guarantee and statutory antidiscrimination provisions, the rights of students to access sex segregated facilities, public and private workplace concerns, rights of intimate and expressive association, and asserted conflicts between religious liberty, free speech rights, and nondiscrimination principles.

The course requires a major paper (6000-7500 words). The paper will be a mock appellate brief.

Participation may be considered in final grading.

A constitutional law course is recommended but not required prior to taking this class.

Winter- Taylor, Camilla

Litigation Laboratory

LAWS 81015- 01 (3)

This seminar brings lawyers and students together to analyze and develop aspects of the lawyers' ongoing cases. It allows good lawyers to use law students for collaborative help with open cases, and allows law students to learn litigation skills by working with the lawyers. A different lawyer with a different case will participate in most class sessions. Typically the lawyer will provide materials for the students to review before the class. During the class, students will discuss, argue, debate, and work with the lawyer to solve hard issues. Following each class, students will complete written materials analyzing and evaluating the problem. In classes when lawyers are not included, students also learn practical litigation skills through various advocacy exercises. Students will be graded based on active participation and their written materials.

Student evaluations will be based on: Observation of participation during class; substantial written submissions (5-6 of each of two types: (1) "pre-class questionnaire" answers (requiring students to prepare for class by reading materials, sometimes researching, providing initial views) and (2) "post-class memos" (written submissions taking various forms depending on the material worked on in class -- may be a research memo, witness outline, draft complaint, draft motion, draft opinion, etc.)); evaluation of formal argument of a motion (as the "final"). The class requires substantial out-of-class work, often individual but sometimes collaborative.

Spring- Masters, Catherine M; Clark, James A

Local Government Law

LAWS 43228- 01 (3)

This course addresses the powers and responsibilities of local governments. We will consider the law surrounding the services that local governments provide, including who pays for them and who receives them. We will examine how federal and state law shapes local authority. We will explore the interplay among local governments (such as cities and their suburbs), and the relationships between local governments and the people who live within (and beyond) their boundaries. We will also confront questions about the appropriate role of localism, the potential for localities to exacerbate or redress social inequities, and the political processes that generate local decisions. Grading is based on a final examination; participation may be taken into account as indicated on the syllabus.

Autumn- Fennell, Lee

Managerial Psychology

LAWS 57507- 01 (3)

This course is about managing people - oneself and others. Successfully managing people requires an understanding of their thoughts, feelings, attitudes, motivations, and determinants of behavior. Developing an accurate understanding of these factors, however, can be difficult to achieve because intuitions are often misguided, and unstructured experience can be a poor teacher. This course is intended to address this development by providing the scientific knowledge of human thought and behavior that is critical for successfully managing others, and also for successfully managing ourselves. Using a combination of lectures, discussions, and group activities, the course offers an introduction to theory and research in the behavioral sciences. Its primary goal is to develop conceptual frameworks that help students to understand and manage

effectively their own complicated work settings. The course is organized into two main themes: (1) the individual, and (2) the organization. The individual part of the course is concerned with issues related to individual behavior, such as how people's attitudes influence their behavior, how people form impressions of others, and how the choices people make are affected by characteristics of the decision maker and the decision-making process. The organization part of the course focuses on people's behavior within the context of an organization. It addresses how organizations can successfully coordinate the actions of their members. Topics of this section include effective group decision-making, persuading and motivating others, and the use of formal and informal power in interpersonal relations.

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

There is an additional fee for a required purchase for the course. The cost is pending.
Spring- Fishbach, Ayelet

Mergers and Acquisitions

LAWS 53107- 01 (3)

This seminar will examine the acquisition and sale of private and public companies in the U.S. M&A market. The course will offer an in-depth, immersive look at the key aspects of private deals, including representations, covenants, closing conditions, indemnification provisions, representation and warranty insurance, purchase price adjustments, auction tactics and the "no indemnity", "non-reliance" and "non-recourse" provisions increasingly favored by private equity sellers. Students working in teams and acting as buyer's counsel will "mark up" and discuss in class a "pro-seller" draft of a stock purchase and will compare the "US form" of a stock purchase agreement to the "UK form" used around the world and increasingly in the US. The course also review touch on emerging issues of Delaware M&A law, including with respect to director independence and shareholder rights plans known as "poison pills"). Finally, we will discuss the effective use of letters of intent, confidentiality agreements and M&A due diligence. Prerequisite or co-requisite: Business Organizations. This class has a final exam and required paper(s) (Total \geq 3000-3500 words). Participation may be considered in final grading.

Autumn- Junewicz, James

Moot Court Boot Camp

LAWS 95030- 01 (1 TO 2)

Moot Court Boot Camp has two components: oral advocacy and writing. The oral advocacy component will cover the basics of appellate oral argument. Students will prepare and present oral arguments in two different cases before the two Boot Camp faculty members, experienced appellate practitioners, who will provide constructive feedback. The writing component will cover the basics of appellate brief writing. Students will prepare a short written assignment that will be discussed and revised during class. This class, which will meet from 8:45 a.m. to 5:00 p.m. on Saturday, October 18, and from 8:45 a.m. to 1:00 p.m. on Sunday, October 19, is an optional supplement to the Hinton Moot Court Competition. One credit will be granted for the weekend course and an additional credit will be granted upon completion of two judged arguments as part of the Hinton Moot Court Competition. There are no prerequisites, but good faith participation in the Hinton Moot Court Competition is required. Students may receive credit for this class only once during their Law School career. The Moot Court Boot Camp is open to J.D. students only and is graded Pass/Fail. Autumn- Patton, Stephen R; Whitehead, James

Moot Court Boot Camp

LAWS 95030- 02 (1 TO 2)

Moot Court Boot Camp has two components: oral advocacy and writing. The oral advocacy component will cover the basics of appellate oral argument. Students will receive briefs and/or bullet points from two different cases and will prepare and submit argument outlines in advance. During the workshop, students will gain hands-on experience by conducting multiple oral arguments before practicing-attorney judges, who will provide feedback. The writing component will cover the basics of appellate brief writing. Students will prepare a short, written assignment that the professors will review for feedback and then we will discuss during class. We will focus on strong issue statements, effective headings, and powerful conclusions. We'll also explore sentence structure and word choice. Students will learn to define themes in their writing and carry them into the oral argument. Focused writing promotes successful oral advocacy, and vice versa. This class, which will meet for one weekend (October 12-13) during the quarter, is an optional supplement to the Hinton Moot Court Competition. There may be an outline-writing Zoom prior to the intensive weekend. One credit will be granted for the weekend course. There are no prerequisites, but good faith participation in the Hinton Moot Court Competition is required. Students may receive credit for this class only once during their Law School career. The Moot Court Boot Camp is open to J.D. students only and is graded Pass/Fail.

Co-instructor: Katherine Rhoades.

Autumn- Horwitz, Rebecca Margaret Taylor; Rhoades, Katherine

National Security Law

LAWS 53221- 01 (3)

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

Winter- Scudder, Michael Y; Fitzgerald, Patrick J

Negotiation

LAWS 81123-01 (3)

This class will introduce the theory and practice of negotiation across various contexts, including deal-making and dispute resolution. It will give students an organized theoretical framework for analyzing various parties' positions and crafting thoughtful strategies. Students will develop their practical skills and individual styles through a series of simulation exercises, which will be executed inside and outside of class and then discussed and critiqued. Exposure to different techniques, styles, and contexts will be used to teach students what works best for them. Grading will be based on a series of preparation and reaction papers and substantial out of classroom work engaging in mock negotiations. Consideration is also given to a student's participation and contributions to in-class discussions.. You may not take this class if you have taken LAWS 81003 Intensive Negotiation Seminar.

Spring- Ruiz, Jesse Humberto

Opera as Idea and Performance

LAWS 43264-01 (3)

Is opera an archaic and exotic pageant for fanciers of overweight canaries, or a relevant art form of great subtlety and complexity that has the power to be revelatory? In this course of eight sessions, jointly taught by Professor Martha Nussbaum and Anthony

Freud, General Director of Lyric Opera of Chicago, we explore the multi-disciplinary nature of this elusive and much-maligned art form, with its four hundred-year-old European roots, discussing both historic and philosophical contexts and the practicalities of interpretation and production in a very un-European, twenty-first century city. Anchoring each session around a different opera, we will be joined by a variety of guest experts, one each week, including a director, a conductor, a designer and two singers, to enable us to explore different perspectives. The list of operas to be discussed include Monteverdi's *The Coronation of Poppaea*, Mozart's *Don Giovanni*, Rossini's *Barber of Seville*, Verdi's *Don Carlos*, Puccini's *Madama Butterfly*, Wagner's *Die Meistersinger*, Britten's *Billy Budd*, and Jake Heggie's *Dead Man Walking*.

Remark: students do not need to be able to read music, but some antecedent familiarity with opera in performance or through recordings would be extremely helpful. But enthusiasm is the main thing!

Assignments: In general, for each week we will require you to listen carefully to the opera of that week. Multiple copies of the recommended recordings will be available in the library. But you should feel free to use your own recordings, or to buy them, or stream them, if you prefer. There will also be brief written materials assigned, and posted on the course canvas site. No books are required for purchase. Because listening is the main thing, we will try to keep readings brief and to make recommendations for further reading should you want to do more.

Class Structure: In general we will each make remarks for about twenty minutes each, then interview the guest of the week, with ample room for discussion.

REQUIREMENTS: PhD students and law students will write one long paper at the end (20-25 pages), based on a prospectus submitted earlier. Other students will write one shorter paper (5-7 pages) and one longer paper (12-15 pages), the former due in week 4 and the latter during reading period.

STUDENTS: PhD students in the Philosophy Department and the Music Department and all law students (both J. D. and LL.M.) may enroll without permission. All other students will be selected by lottery up to the number feasible given CA arrangements. It should have numbers in Philosophy (both grad and undergrad), Political Science, Music, and Religious Ethics.

Spring- Nussbaum, Martha C

Patent Law

LAWS 43244- 01 (3)

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

Participation may be considered in final grading.

Spring- Masur, Jonathan

Patent Litigation

LAWS 53254- 01 (3)

This course is a hands-on introduction to patent litigation. Using a hypothetical case, students will explore the practical application of key patent law and litigation concepts. Students will follow the litigation over the course of the term as counsel for plaintiff or defendant. Students will be asked to produce written work (e.g., pleadings, motion papers, deposition outlines, etc.) and to orally argue motions. Potential topics include motions to dismiss or transfer, discovery disputes, claim construction, expert discovery, summary judgment, and appeals. In addition to oral argument, class will discuss practical and legal topics pertaining to patent litigation, typically to assist in preparation of the next week's assignment.

Students will be evaluated based on a series of papers, which will require substantial outside research and analysis, as well as in-class performance arguing in support of or in opposition to various motions. Participation may be considered in final grading.

Spring- Cherny, Steven C; Curran, Patrick Daniel

Poverty and Housing Law Clinic

LAWS 91301- 01 (3 TO 4)

In his Pulitzer Prize-winning book, *Evicted: Poverty and Profit in the American City*, Matthew Desmond concludes that evictions are not a symptom of poverty. They are a direct cause. In the Poverty and Housing Law Clinic, you will learn how to defend low-income tenants (many of whom have disabilities or young children, or are victims of

domestic violence) against unwarranted evictions and administrative hearings. Many of these tenants live within just a few miles of The Law School. You will attend weekly lectures about subsidized housing programs, eviction actions, trial practice, housing discrimination, the intersection between domestic violence and housing, and the extensive and often misunderstood connection between criminal law and subsidized housing. Most important, you will work twelve hours a week in the Housing Practice Group at Legal Aid Chicago, the Midwest's largest provider of free civil legal services to the poor and a partner in Chicago's Right To Counsel Pilot. Every year more than 30,000 people call Legal Aid Chicago seeking our assistance. And every year the Housing Practice Group represents hundreds of tenants facing eviction from the only housing they can afford. We also help clients preserve their tenant-based rental assistance, gain admission to subsidized housing developments, force landlords to make necessary repairs, and challenge illegal discrimination.. JD students only.

Winter, Spring- Brooks, Dennericka

Privacy

LAWS 43250-01 (3)

This course surveys legal efforts to draw boundaries between the public and private spheres. Substantive topics of discussion may include privacy tort law, the constitutional right to information privacy, financial privacy, Internet and consumer privacy; health privacy; FTC privacy regulations; state data protection laws, European privacy law; the relationship between privacy and the First Amendment; and restrictions on governmental investigations and surveillance.

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

Spring- Strahilevitz, Lior

Privacy and Modern Policing

LAWS 53463- 01 (3)

Law enforcement in modern criminal investigations uses sophisticated tools to gather voluminous, private information about us. These tools can gather our private emails and social media messages, the content of our phones, and every location we have been to. This information can reveal our most intimate self. This course will explore the challenges of trying to regulate these cutting-edge methods, primarily through the Fourth Amendment. We will see how courts struggle with balancing the needs of law enforcement with the protection of privacy, especially as they seek to prevent a surveillance state. These novel developments present courts with an opportunity to

rethink constitutional law and privacy law, including in the context of separation of powers and other institutional concerns. We will evaluate to what extent old rules should continue to apply and whether these rules can resolve difficult line-drawing problems. Students will prepare several short papers, each about 4-5 pages in length (totaling 6000-7500 words), that will require some outside research. Participation will be considered in the final grading. No prior knowledge of Fourth Amendment law or criminal procedure is necessary..

Winter- Didwania, Vikas Kumar

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). Business Organizations and Contracts are prerequisites. Grades will be based on class participation and a series of reaction papers (totaling 6000-7500 words).

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

Autumn- Fennell, Mark Andrew; Ritchie, Stephen Laurence

Professional Ethics in Criminal Advocacy

LAWS 53545-01 (3)

This seminar explores the professional responsibility obligations of criminal prosecutors and defenders, including substantial instruction in the relevant rules of professional conduct. Topics include the duty of competence, dealing with physical evidence, attorney-client privilege, the duty of confidentiality, the duty of candor, conflicts of interests, and discovery and evidence disclosure. Students will be on attendance, participation, reaction memos, and a final paper (6000-7500 words).

Autumn- Mcadams, Richard

Professional Responsibility and the Legal Profession

LAWS 43284- 01,02 (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. Students who have already fulfilled the Professional Responsibility requirement may not take this class.

Autumn- Marshall, Anna-Maria

Professional Responsibility in the Real World

LAWS 41013-01 (3)

This course, which satisfies the professional responsibility requirement, explores principles of legal ethics and the Model Rules of Professional Conduct through real world examples from private practice and public service. The instructor is a managing partner and member of the office of general counsel at a major international law firm. Classes will include a lecture portion and a discussion of practical exercises..This class has a final exam and a required series of research papers (3000-3500 words). Participation may be considered in final grading.

Spring- Harmon, Teresa

Professional Responsibility: Representing Business Organizations

LAWS 41016- 01 (3)

This seminar concerns the rules governing the legal profession and practical applications of the rules, with a focus on representing business organizations. Materials will include the ABA Model Rules of Professional Conduct, a textook with hypotheticals; and supplemental materials including cases and ethics opinions. Grades will be based on a final exam and class participation. This seminar will fulfill the professional responsibility requirement.

Autumn- Koski, John C

Professional Responsibility: Representing Business Organizations

LAWS 41016- 01 (3)

This seminar concerns the rules governing the legal profession and practical applications of the rules, with a focus on representing business organizations. Materials will include the ABA Model Rules of Professional Conduct, a textook with hypotheticals; and supplemental materials including cases and ethics opinions. Grades will be based on a final exam and class participation. This seminar will fulfill the professional responsibility requirement.

Spring- Koski, John C; Kuhns, Thomas; Snyder Jr, Jack Owen

Professional Responsibility: Representing Business Organizations

LAWS 41016-01 (3)

This seminar concerns the rules governing the legal profession and practical applications of the rules, with a focus on representing business organizations. Materials will include the ABA Model Rules of Professional Conduct, a textook with hypotheticals; and supplemental materials including cases and ethics opinions. Grades will be based on a final exam, a mid-term paper, and class participation. This seminar will fulfill the professional responsibility requirement. This seminar will fulfill the professional responsibility requirement.

Winter- Canty, Dawn Marie; Feeney, Daniel; Koski, John C

Project and Infrastructure Development and Finance

LAWS 53110- 01 (3)

This seminar is focused on the development and project financing of infrastructure facilities, focusing on public- private partnerships for infrastructure. These transactions feature a wide variety of commercial agreements and financial instruments, legal and financial structuring, and a significant role for lawyers. 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 based on a 3000-3800 words base 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 commercial and financial contracts. A speaker from the financial community with a wide range of experience is expected.

Spring- Jacobson, Martin Douglas

Property Theory

LAWS 53321-01 (3)

This seminar will survey many of the most important contributions to property law scholarship. The readings will consist primarily of classic law review articles that have helped define the discipline as well as articles by leading contemporary academics. The seminar will explore key themes in property, such as the relationship between formal rules and informal social norms, the role of information and transaction costs, the moral significance of commodification, and the distributional and efficiency implications of different property arrangements. Students will be evaluated on the basis of a series of brief papers that reflect on the assigned materials and readings the students have identified through their research, an in-class group presentation, and class participation. such scholarship that can be pursued during a subsequent quarter, or independently in the case of graduating students. Prerequisite: Property.

Spring- Strahilevitz, Lior

Public Choice and Law

LAWS 43218-01 (2)

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.

Autumn- Levmore, Saul

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 courts define and analyze public corruption in criminal-law and constitutional-law contexts (including recent Supreme Court bribery/gratuity cases), 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 bribery and extortion laws to "honest services" fraud, and 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); the allegations of corruption in the Trump impeachment proceedings; and the unique problems posed by police corruption. We will also consider the various jurisprudential theories of anti-corruption laws including an economic analysis of public corruption, prompting questions about whether the level of democracy, and the pervasiveness of corruption in the culture, affect the cost-benefit analysis. Constitutional Law I and II are recommended pre-requisites. Students taking the class for 3 credits write one short reaction paper (or short research paper if appropriate), and one major paper (6000-7500 words). Those taking it for 2 credits write several short reaction papers. Participation may be considered in the final grading.

Winter- Hoffman, David Henry

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 final exam, with marginal bonus for participation. A paper option is allowed for students who wish to write an SRP (6000-7500 word paper).

Autumn- Ginsburg, Thomas

Racism, Law, and Social Sciences

LAWS 54303- 01 (3)

The domains of racism, law, and the social sciences impact one another in myriad ways. At times, a system of racism is deployed through law, which in turn shapes questions asked in the social sciences. In other instances, the sciences articulate conceptual frameworks that lead to the creation of new forms of racism within society and law. Particular systems of racism have operated across a spectrum from incidents of overt violence to the daily impacts of implicit biases. Our readings and class discussions will consider a sample of case studies from across the globe in addition to past and present dynamics in the United States. Analyses of the social construction of racial and ethnic identities have facilitated studies of the ways in which social differences are created, maintained, and masked. Subjects to be addressed in this course include the interrelation of racial ideologies with other cultural and social dimensions, such as class, ethnicity, gender, political and legal structures, and economic influences. At an international scale, policy makers confront the challenge of balancing calls for multicultural tolerance with demands for fundamental human rights. We will also consider the related histories of biological, genetic, and epigenetic concepts of different races within the human species. This seminar includes a major writing project in the form of a seminar paper (6000-7500 words).

Participation may be included in the final grading.

Winter- Fennell, Christopher

Real Estate Transactions

LAWS 44801- 01 (2)

Real Estate Transactions will focus on the lawyer's role in structuring and negotiating investments in commercial real estate. The course will explore legal and related business issues encountered when acquiring, selling and financing commercial real estate investments, including through mortgage and mezzanine debt and will also focus

on "joint ventures" and other capital aggregation vehicles. Our goal in the course is to provide you with an understanding of how an attorney can be most effective in negotiating and documenting sophisticated real estate transactional agreements. Students will learn to look at the motives, goals and roles of each party to a transaction and to make sure that the legal structure most efficiently accommodates the client's business objectives. Final grade will be based on three or four short projects and class participation.

Autumn- Small, Andrew David

Regulation of AI: Legal and Constitutional Issues

LAWS 53524- 01 (2 TO 3)

This seminar explores the effect that artificial intelligence (AI) has on public law. It takes up questions about how AI is changing the nature of rights, and how AI is being regulated both in the US and overseas. This class requires a series of short reaction papers (total 3000-3500 words) for 2 credits or a major paper (6000-7500 words) for 3 credits. The smaller papers are eligible for WP and the major paper is eligible for SRP. Participation may be considered in final grading.

Spring- Huq, Aziz

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 (6000-7500 words).

Spring- Bierig, Jack R

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 (6000-7500 words) or a series of short papers, with class participation taken into account.

Spring- Case, Mary Anne

Religious Liberty

LAWS 53465- 01 (2 TO 3)

This seminar will address the jurisprudence of, and contemporary litigation surrounding, religious liberty in the United States.

This class has a final exam that all students must take. Participation may be considered in final grading. Students who wish to earn a third credit must write an additional paper (approximately 2500 words). The additional paper may meet the WP requirement.

Autumn- Walsh, Ryan Joseph

Remedies

LAWS 41401- 01 (3)

This course is an introduction to the law of remedies. A remedy is the outcome of litigation. To be a good litigator, you need to know how and when to seek each kind of remedy. You also need to know something about the history of remedies, especially the distinction between legal and equitable remedies, and you need to think carefully about the purposes each remedy serves. All of these questions-doctrine, history, and purposes-will be part of this course on remedies. This class has a final exam.

Winter- Bray, Samuel Lamar

Reproductive Health and Justice

LAWS 53131- 01 (3)

In 2022 we saw a once-in-a-generation seismic shift in the legal framework governing the right to obtain reproductive health care in the United States with the Supreme Court's decision in *Dobbs v. Jackson Women's Health Organization*. This course will examine the historical evolution of the right to abortion from *Roe v. Wade* through *Dobbs*, and how states both hostile and protective with regard to reproductive rights are attempting to respond since *Roe* has been overturned. It will also consider the

shortcomings of legal approaches to securing reproductive health, and the critiques and insights offered by the reproductive justice movement.

This class requires a major paper of 6000-7500 words. Participation may be considered in final grading.

Winter- Werth, Emily Pauline Goos

Resolving Mass Tort Liability

LAWS 53482- 01 (3)

The recent Supreme Court opinion in *Purdue* has highlighted the reality that mass tort liabilities (generally personal injury-related liabilities asserted against a company by multiple individuals) are complicated, costly, and can drag on for decades. The classic example is liability related to asbestos-containing products, but more recent potential mass torts, such as those involving assertions of liability related to certain chemicals, pharmaceuticals, or consumer products, demonstrate the complexity, public attention, and high costs that make resolving mass tort liabilities so difficult. This course will begin with an overview of the traditional options companies can use to resolve mass tort liability in the legal system, which include class actions, multi-district litigation, and settlements. The course will then explore how various companies have attempted to resolve their mass tort liabilities using alternative methods, which will include an evaluation of the role that bankruptcy can play in the resolution of mass tort liabilities. Students will be evaluated on three brief papers (totaling 6000-7500 words): a client memorandum and two draft pleadings. Participation may be considered in final grading.

Students may benefit from having previously taken a bankruptcy or products liability class, but those classes are NOT prerequisites to enrollment.

Winter- Johnson, Amanda Paige

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 A

Secured Transactions

LAWS 42201- 01 (3)

How can one who might prove insensitive to contractual remedies make credible promises? For hundreds of years, an important answer has been collateral-the transfer to a would-be counterparty of a conditional property interest in the promisor's assets. This course considers how American law allows for the collateralization of personal property and ameliorates characteristic problems that arise from conditional interests. This class has a final exam.

Autumn- Buccola, Vincent Sidney Joseph

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

Securities Regulation

LAWS 42401- 01 (3)

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

Winter- Robertson, Adriana

States as Laboratories for Workplace Rights

LAWS 53530- 01 (3)

One of the "happy accidents of the federal system," Justice Brandeis famously wrote, is that "a State may, if its citizens choose, serve as a laboratory; and try novel social and economic experiments without risk to the rest of the country." *New State Ice Co. v. Liebmann*, 285 U.S. 262, 311 (Brandeis, J. dissenting). This seminar will explore how, in recent decades, states and cities have experimented with regulation of private-sector employment terms and relationships above and around the federal Fair Labor Standards Act (FLSA), National Labor Relations Act (NLRA), and common law. The course will focus on several contemporary workplace issues and examine state enforcement and policy responses to each such issue. Topics that may be covered include state and municipal approaches to (1) gender and racial pay gaps; (2) domestic, agricultural, gig, and other workers excluded from FLSA and NLRA coverage; (3) employer use of non-competes and other restrictive covenants; (4) accountability in fissured and multi-employer workplaces; and (5) emerging questions around employee monitoring and privacy. Through examination of these topics, the seminar will address principles of federal and state preemption and the different tools that states and cities may utilize to effect change, from the state legislative process to actions by state attorneys general to administrative law decisions and regulations. The seminar will supplement the Law School's courses in Employment Law, Labor Law, and Employment Discrimination Law, and is intended for students interested in a labor and employment practice or in legislation and policy. Assigned course readings will draw from case law, statutes and ordinances, law review articles, and some press articles. Students will be expected to participate in class discussion and to write a final paper (6000-7500 words) exploring a possible state policy or enforcement response to a particular contemporary employment issue.

Winter- Flanagan, Jane

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 Bart; Jacobsen, Joni S

Strategies and Processes of Negotiation

LAWS 81002- 01 (3)

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

Student evaluation is based on: class participation; 3 reflection reports; problem sets; prep notes; final paper.

Additional required course material and cost is pending.

Winter- Wu, George

Structural Constitutionalism in the Civil War & Reconstruction

LAWS 53549-01 (2 TO 3)

This seminar will explore the transformation of American structural constitutional law during the Civil War and Reconstruction, approximately 1861 to 1877. Potential topics to be discussed include secession; conflicts over federal enclaves (e.g., arsenals and forts); the status of the border states; emancipation; the conquest and the peace; competing proposals for reconstructing the Union; constitutional amendments; and the role of the federal courts. Students' grades will be based on either a series of short response papers (2 credits), or a longer (6,000 to 9,000-word) research paper (3 credits), in either case plus class participation (including an in-class presentation).

Winter- LaCroix, Alison

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- Crow, Keith Shatford; 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 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.

Winter- Sexton, Anthony Vincenzo; Davis, Thad Willbern

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 Cluny

The Chicago Journal of International Law

LAWS 94130- 01 (1,1,1)

The Chicago Journal of International Law, a biannual student-edited journal, is the Law School's newest journal. It publishes short Comments and articles by students and scholars on matters of international law and foreign affairs.

Students gain access to participate as a staff member via the Write-on Competition or via the Topics Access process.

Each student is paired with a faculty member who supervises the writing of the comment.

Students may receive three credits for their work in writing the comments. The comments may also satisfy the SRP graduation requirement.

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

For more information on the journal, please visit cjil.uchicago.edu.

Autumn, Winter, Spring- Hubbard, William H J

The Internet and Technology Industries

LAWS 53454- 01 (2 TO 3)

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

Evaluation will be based on a paper (3000-4500 words) and short weekly class preparation (2 credits). Students may earn 3 credits by doing a longer paper.

Participation may be considered in final grading.

Autumn- Grusd, Jared Earl

The Law, Politics, and Policy of Policing

LAWS 53363-01 (2 TO 3)

In the wake of several highly publicized incidents of police brutality, the American public is engaged in substantive debate over modern policing strategies and tactics and how best to achieve public safety while respecting the rights and dignity of all citizens. This course will provide an overview of the public safety challenges facing large, urban police organizations. With the legal framework as a foundation, students will discuss the policy and political considerations relevant to key policing strategies. Starting with readings that provide the historical perspective on policing, each week will focus on a distinct policing strategy or policy challenge, including topics such as crisis intervention, national security, and gun violence. Some classes may include invited guest speakers. Criminal Procedure is suggested as a pre-requisite, but not required. Students may qualify to earn three credits by taking the exam and writing a 3000-3500 word paper, or by writing a major paper only (6000-7500 words, which may also count for SRP credit if approved). Students who take the exam but do not write papers will earn 2 credits.

Autumn- Fairley, Sharon Renee

The Role and Practice of the State Attorney General

LAWS 53404- 01 (3)

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

Spring- Madigan, Lisa; Scodro, Michael

The Second Amendment: History, Theory, Policy and Practice

LAWS 53528- 01 (2 TO 3)

In less than two decades, the Supreme Court of the United States has transformed the Second Amendment from a legally inert provision of the Bill of Rights into one of the most vibrant areas of constitutional litigation and theory in the United States today. This seminar will explore the Second Amendment, firearm rights and regulations at

both the federal and state level, and their interaction with other legal doctrines and rights. Students will become familiar with the historical materials and the key cases related to the right to keep and bear arms. Students will also engage with the political, legal, and social issues that both motivate and constrain policy choice in this fast-developing field. This class requires a series of reaction papers for 2 credits. Students may write a major paper (6000-7500 words) which may qualify for SRP credit for 3 credits. Participation may be considered in final grading.

Spring- Miller, Darrell

The Technology of Professional Responsibility

LAWS 53554-01 (3)

Technology has fundamentally transformed how litigation is conducted, and the pace of change is accelerating due to generative AI. This course aims to provide students entering litigation practice with a competitive advantage through technology. We will use a professional responsibility perspective to teach students what they must know to succeed in the new world of technology enabled litigation. We will cover how lawyers should use sophisticated technology and service providers to manage big data and harvest key information, and handle specialty matters involving white collar crime, civil liability investigations, cyber incident responses and federal challenges to mergers and acquisitions. We will also cover how compliance is achieved with ethical rules for competent representation, preservation of evidence, supervision of nonlawyers and confidentiality of client information, with special attention to how ethical rules intersect with federal civil discovery rules. In addition, technical and operational experts will conduct simulation exercises to provide real-world, practical knowledge, and judges will provide their perspectives on best practices for counsel in defending their use of technology in litigation. A major paper (6000-7500 words) is required for this seminar. Participation may be considered in final grading.

Winter- Prasad, Ashish Shanker

The University of Chicago Law Review

LAWS 94110- 01 (1,1,1)

The Law Review publishes articles and book reviews by leading scholars along with Comments written by students. In addition to participating in the editing and publication of legal scholarship, staff members have the unique opportunity to develop their own skills as writers and scholars.

Students gain access to participate as a staff member via the Write-on Competition (which includes a Grade-on component) or via the Topics Access process.

Each student is paired with a faculty member who supervises the writing of the comment.

Students may receive three credits for their work in writing the comments. The comments may also satisfy the SRP graduation requirement.

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

For more information on the Law Review, visit lawreview.uchicago.edu.

Autumn, Winter, Spring- Hubbard, William H J

The University of Chicago Legal Forum

LAWS 94120- 01 (1,1,1)

The Legal Forum is the Law School's topical law journal. Its student board annually publishes a volume of articles (by academics and practitioners) and Comments (by students) that focus on a single area of the law. Each fall the Legal Forum hosts a symposium at which the authors of the articles present their work.

Students gain access to participate as a staff member via the Write-on Competition or via the Topics Access process.

Each student is paired with a faculty member who supervises the writing of the comment.

Students may receive three credits for their work in writing the comments. The comments may also satisfy the SRP graduation requirement.

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

For more information on the Legal Forum, please visit legal-forum.uchicago.edu.

Autumn, Winter, Spring-Hubbard,William H J

Topics in Public Law Remedies

LAWS 53544-01 (2)

This seminar will confront a number of tricky doctrinal and theoretical problems related to remedies in public law. These potentially include the nature of a judicial ruling of invalidity, the equitable powers of federal courts, the issuance of nationwide or universal injunctions, the vacatur of agency rules, severability of invalid statutory provisions, and more. Previous or concurrent course work in federal courts and/or

administrative law is recommended, and students should anticipate a heavier than usual reading load.

Students are required to write two short (1-2K words) research papers. Participation may be considered in final grading.

Prerequisites: federal courts (recommended but not required); administrative law (recommended but not required). (This is a short class that meets Oct 1/2/15/16/29/30, Nov 12/13, Dec 3/4:

Wednesdays 4-5:50 and Thursdays 9:45-11:35).

Autumn- Baude, William Patrick; Rao, Neomi

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

Trademarks and Unfair Competition

LAWS 45701- 01 (3)

The course covers federal and state doctrines governing trademarks and rules designed to protect against false advertising and deception of consumers. In addition to the technical requirements for trademark eligibility, registration, infringement, and dilution, the course covers the constitutional and economic underpinnings of trademark protection, evaluate current shifts toward the "proPERTIZATION" of trademark law, First Amendment defenses, common law misappropriation, right of publicity, and FTC law. Grades are based on a final examination Participation may be considered in final grading.

Autumn- Ben-Shahar, Omri

Transgender & Nonbinary Rights & the Law

LAWS 53466-01 (2)

This seminar examines the treatment of gender identity in the U.S. legal system. The course emphasizes historical and social construction of transgender and gender nonconforming identities and the regulation of them and protections based on such

actual or perceived identities. This course emphasizes statutory criminalization and protections as well as constitutional jurisprudence and theory with a particular focus on equal protection, due process, and eighth amendment guarantees. Topics covered include criminalization of gender expression, medicalization of gender, access to health care, the definition of sex under the equal protection guarantee and statutory nondiscrimination provisions, issues regarding access to sex-segregated facilities and activities, public and private workplace concerns, as well as current legislative developments. This seminar will require a series of reaction papers. Participation may be considered in final grading.

Spring- Ingelhart, Kara Nicole

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 be by lecture, demonstration, and exercise (including a mini-trial).

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

Spring- Cohen, Jay

Trusts and Estates: Wealth Management and Transmission

LAWS 45211- 01 (3)

This course examines the law and practice of private wealth management and transmission, typically within the family and often across generations. Among the topics covered are: (1) the policy basis of inheritance and the changing character of intergenerational wealth transfer; (2) intestate succession; (3) the execution and revocation of wills; (4) the rise of will substitutes, including revocable trusts, life insurance, and pension and retirement accounts; (5) spousal protection against

disinheritance; (6) the creation, modification, and termination of trusts; (7) the particular 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. Participation may be considered in final grading.

Winter- Gallanis Jr, Thomas Peter

U.S. Court Structure and Reform

LAWS 53521- 01 (3)

This course will examine debates and issues surrounding the reform of the U.S. federal court system, with a focus on the U.S. Supreme Court. It will start with a discussion of the structure and workings of our federal court system. It will explore aspects of the historical evolution of our federal court system, as well as current issues that have led to federal court reform discussions and proposals. The course will then explore current discussions and proposals surrounding federal court reform. It will explore this topic from a variety of angles - from discussing academic literature on court structure and reform, to looking to the judicial systems of other countries as comparators. Student also will evaluate and critique specific proposals to reform the U.S. Supreme Court and other federal courts. This seminar requires a major paper (6000-7500 words).

Participation may be considered in final grading.

Winter-Konsky, Sarah Marie

U.S. Supreme Court: Theory and Practice

LAWS 50311- 01 (3)

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

Autumn- 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, but not required. Students' grades will be based on an examination.

Winter- 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, Winter, Spring- Hubbard, William H J

Visual Arts and the Law

LAWS 53263-01 (3)

This seminar examines legal issues in the visual arts including artist's rights and copyright, government regulation of the art market, valuation problems related to authentication and artist estates, disputes over the ownership of art, illicit international trade of art, government funding of museums and artists, and First Amendment issues as they relate to museums and artists. Final grade will be based on: a major paper (6000-7500 words) and class participation.

Winter- Hirschel, Anthony

Wine Law

LAWS 53318-01 (1)

This one-credit seminar provides an introduction to some of the issues related to the regulation of wine, primarily in the United States. Readings will consist of prominent cases and students will be required to summarize and present an article on the theme as determined in cooperation with the instructor. Assessment will be based on a set of short papers. Participation may be considered in final grading.

Winter- Ginsburg, Thomas

Workshop: Constitutional Law

LAWS 63612-01 (1,1,1)

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

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

Workshop: Law and Economics

LAWS 66012- 01 (1,1,1)

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

Autumn, Winter, Spring- Goldin, Jacob; Kim, Hajin

Workshop: Legal Scholarship I

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. Students who enroll in the fall workshop may also enroll in the second part of the workshop which is winter-and-spring. 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 section (Legal Scholarship Workshop II) students write an original piece of legal scholarship or revise a previously written paper for publication. The goal of the workshop is to create a learning community that will provide students with the type of scholarly atmosphere the faculty here enjoys. Students enrolled for the year will be expected to conduct themselves as they would if they were junior faculty members at a top law school, reading and commenting on the work of their peers. Optional lunches to discuss writing will be held throughout the year in the same format as the Faculty Round Table. The fall section is graded on the basis of short reactions papers and class participation, the winter/spring grade depends on a written paper (6000-7500 words) and its presentation as well. Papers may meet WP or the SRP.

Autumn- Bernstein, Lisa

Workshop: Legal Scholarship II

LAWS 68711- 02 (3)

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. Students who enroll in the fall workshop may also enroll in the second part of the workshop which is winter-and-spring. 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 section (Legal Scholarship Workshop II) students write an original piece of legal scholarship or revise a previously written paper for publication. The goal of the workshop is to create a learning community that will provide students with the type of scholarly atmosphere the faculty here enjoys. Students enrolled for the year will be expected to conduct themselves as they would if they were junior faculty members at a top law school, reading and commenting on the work of their peers. Optional lunches to discuss writing will be held throughout the year in the same format as the Faculty Round Table. The fall section is graded on the basis of short reactions papers and class participation, the winter/spring grade depends on a written paper (6000-7500 words) and its presentation as well. Papers may meet WP or the SRP.

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. Sessions are devoted to the presentation and discussion of papers by faculty members from other institutions. Students must enroll for the entire year and will receive one pass/fail credit. Students are required to read the papers, attend the workshop, ask questions, and post questions to the online discussion board. A series of reaction papers will be required for this workshop.

The Public Law Workshop will meet on alternating Tuesday afternoons throughout the year. Students enrolling in the Public Law Workshop should check to make sure that they do not intend to take other Tuesday afternoon courses during any quarter throughout the year that would overlap with the Workshop.

Autumn, Winter, Spring- Fahey, Bridget Anna; Miller, Darrell; Masur, Jonathan; Bradley, Curtis; Baude, William Patrick

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. Participation may be considered in final grading. Students have the option of

writing a major research paper (6000-7500 words) 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. This class has a final exam.

Additionally, there will be several short quizzes and assignments throughout the term. Students cannot take this class and Advanced Legal Writing. Participation may be considered in final grading.

Autumn- Barry, Patrick James; Klein, Keith

Writing and Research in the U.S. Legal System

LAWS 53266-02 (3)

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

Additionally, there will be several short quizzes and assignments throughout the term. Students cannot take this class and Advanced Legal Writing. Participation may be considered in final grading.

Autumn- Barry, Patrick James; Moran, Maureen



FACILITIES

THE LAW SCHOOL

The Law School places a special value on the design of its facilities. Housed in the Laird Bell Quadrangle facing the historic Midway 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 thirteen million print and online volumes of the University of Chicago Libraries

and vast research collections through consortial borrowing arrangements with IvyPlus and Big Ten Academic Alliance libraries.

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



STUDENT SERVICES

STUDENT LIFE

STUDENT ACTIVITIES AND ORGANIZATIONS

More than sixty 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; 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 Legal Society); community outreach (e.g., Impact Initiative, Public Interest Law Society); and social activities (e.g., Law School Musical, Vincent Gambini Society).

The *University of Chicago Law Review*, founded in 1933, is one of the country's most prominent legal journals. It publishes eight times a year in print and has an online companion, the University of Chicago Law Review Online (UCLR Online). Both the print and online components are managed and edited by students. The print journal 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, approximately fifty students in each first-year class have been invited to join the *Law Review*. Students also may join the staff during their second year 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. Each fall, the *Legal Forum* hosts a symposium at which scholars present their work on the chosen topic. After the symposium, journal staff and board members work with the authors to produce a volume of articles and student comments. Recent volumes include *What's the Harm? The Future of the First Amendment*; *Law for the Next Pandemic*; *The Body*; *Borders & Boundaries*; *Reimagining National Security*; and *Crisis, Calamity, and Catastrophe: Law in Times of Disaster*. The topic for Volume 2026 is "Authority, Oversight, and Accountability."

The *Chicago Journal of International Law* is a student-edited forum for discussion and analysis of international law and policy issues. *CJIL* is committed to publishing

timely and concise scholarly work written by academics, judges, practitioners, policymakers, and students. The journal publishes twice yearly in print, in the fall and spring. CJIL Online is the journal's online-exclusive publication, which serves to feature particularly dynamic or cutting-edge issues in international law. Every other year, CJIL holds a symposium on a timely international law topic and invites scholars from around the world to write and debate about it. A recent symposium topic was "Technological Innovation in Global Governance: Measuring Potential to Create, Facilitate, and Destroy."

The *University of Chicago Business Law Review*, founded in 2021, is the Law School's newest student journal and focuses on business, antitrust, and securities law. *UChiBLR* publishes a print volume twice yearly, hosts a biannual symposium on an emerging topic in business law, and publishes scholarly articles and student comments on a wide variety of business law topics. *UChiBLR* also publishes a blog that covers academic and practitioner perspectives on business law, recent decisions coming out of the Delaware courts, and cutting-edge legal questions currently faced by corporations. *UChiBLR*'s inaugural symposium, held in March 2022, was titled, "The Economic Structure of Corporate Law at Thirty: A Retrospective on the Work of Easterbrook and Fischel." The second symposium in January 2024 was titled "The Corporation's Role in Politics." The next symposium, held in October 2025, is titled "Rethinking Going Public: Innovation, Access, and Accountability in Modern Capital Markets."

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 typically constitute the Hinton Moot Court Board and organize and run the competition.

Students writing comments for any of the four student-edited journals or completing briefs as semi-finalists in the Hinton Moot Court competition may receive up to three credits. Credits earned through participation on one of the Law School's student-edited journal or as part of the Hinton Moot Court competition count towards the forty credits with core faculty graduation requirement. See the Student Handbook for more details.

The Law Students Association is the student government organization and is comprised of up to five elected representatives from each class, two elected LLM representatives and two elected 2L transfer representatives. The student body elects the President of LSA and the class representatives, and LSA itself then fills the remaining positions. LSA organizes extracurricular activities, funds student groups, and, through student liaisons, communicates student opinion on academic and other matters to the Law School administration.

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

- the American Constitution Society (ACS), a local chapter of a national organization dedicated to maintaining a rigorous exchange of ideas about the law with a focus on its effects on the lives of ordinary people;
- the Asian Pacific American Law Students Association, a local chapter of a national organization concerned with the interests of Asian-Pacific American students in law school;
- the Black Law Students Association, a local chapter of a national organization concerned with the interests of African-American students in law schools;
- the Christian Legal Society, a group organized to discuss the relationship between legal education, the legal profession, and Christianity;
- the Criminal Law Society, which promotes exploration and discussion about the field of criminal law, hosts speakers, holds networking events, organizes field trips, provides career services programs, and engages in volunteer community service;
- the Dallin H. Oaks Society for student members of the Church of Jesus Christ of Latter Day Saints;
- the Environmental Law Society, for students interested in environmental protection;
- the Federalist Society, a local chapter of a national society organized to discuss political issues from conservative and libertarian perspectives;
- the Intellectual Property Law Society, to promote student understanding of intellectual property;

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

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

the Latinx Law Students Association, a local chapter of a national organization concerned with the interests of Latinx students in Law School

the Law School Musical, an annual student musical with faculty guest appearances;

the Law Women's Caucus, committed to understanding and improving the role of women in law school, the legal profession, and society;

the Muslim Law Students Association, committed to the social, cultural, religious, and intellectual needs of Muslim students;

OutLaw, a group that provides support and sponsors programs regarding the legal status of bisexuals, lesbians, and gay men;

the Public Interest Law Society, for students interested in public service issues;

the South Asian Law Students Association, concerned with the interests of South Asian students of the Law School; and

the St. Thomas More Society, a group that provides spiritual support for Catholic students.

ATHLETICS

Graduate students at the University have a wide range of opportunities each year to participate in intramural activities, club sports, and instructional classes. All indoor and outdoor athletic facilities are open throughout the year to all students displaying a UChicago card. Spouses and domestic partners of students have access to facilities for a yearly fee. The athletic program provides men and women opportunities for instruction and participation in sports such as archery, badminton, gymnastics, handball, martial arts, squash, sailing, swimming, table tennis, and track and field. The University hosts hundreds of intramural teams and dozens of Sports Clubs participating in a wide variety of activities, including volleyball, soccer, softball, basketball, and ultimate Frisbee. The University's Phoenix Cup is awarded annually to the graduate program earning the most points in sanctioned University Intramural Activities throughout the academic year (by way of participation and place), and the Law School was the University's Phoenix Cup Champion for the 2011-2012, 2012-2013, 2013-2014, 2014-2015, 2015-2016, 2018-2019, 2022-2023, 2023-2024, and 2024-2025 academic years.

SPIRITUAL LIFE

A rich diversity of spiritual communities is represented among the student body, faculty, and staff of the University. Together they create a wide variety of religious programming open to all. Through the arts, worship, social action, and study they seek to engage the life of the spirit with the life of the mind.

Rockefeller Memorial Chapel is the spiritual and ceremonial center for the wider University. Its staff both supports the programs of specific religious groups and itself creates programming of interest to the entire community. World-renowned musicians, clergy, scholars, performers, and activists challenge the University to envision more expansively the role of religion and the bounds of the sacred.

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

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

The Spiritual Life Office (spirit.uchicago.edu), reports to Rockefeller Memorial Chapel and serves as a destination for all things spiritual and religious at The University of Chicago. Some groups maintain houses on the periphery of campus, others are attached to local places of worship, and still others meet independently in Ida Noyes Hall or elsewhere. Jigna Shah, Associate Dean of Rockefeller Memorial Chapel, serves as Director of the Spiritual Life Office. Additional information on spiritual life is available at <https://spirit.uchicago.edu/community/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 more than 300 employer offices in the Summer program, followed by a virtual Public Service Interview Program and ad hoc interviews arranged at employer request. The office also co-sponsors or participates in numerous off-campus recruitment programs, conducts outreach to employers, and manages information about non-traditional opportunities for students and graduates. More than 3,000 term-time, summer, and permanent jobs are posted for students and alumni annually through our web-based job postings service. Throughout the year, the office conducts numerous informational and skill development programs.

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

Ninety-nine percent of the Class of 2024 found employment within the tracking period. Of those employed, 59 percent entered private practice, 29 percent obtained judicial clerkships, 8.6 percent obtained positions in public service and government, and 3 percent entered business. During the summer of 2024, all of our 1Ls and 2Ls were employed. For the Class of 2025, most primary opportunities—92 percent—were in law firms, 6.4 percent of the class worked with government agencies and public interest organizations, 1 percent were in the corporate sector, and 1 percent worked as research assistants. For the Class of 2026, more than 32 percent of the class worked for government agencies or public interest organizations, 19.4 percent were employed at the Law School as research assistants to faculty members or working in one of the Law School clinics, 31.4 percent of this class worked in the private sector at a law firm or business, and 17.3 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 sector work is

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

The Office of Career Services is designed to assist students interested in public service careers by providing a variety of career-related services including individual career counseling as well as informational and skill development programs. The Law School offers specific support for students interested in international law, including our International Human Rights summer program and the International Immersion Program. The Law School also supports a variety of public service career-related programs developed by student-run groups including the Chicago Law Foundation, Defenders, and the Public Interest Law Society. In addition, the Office of Career Services Job Search Guide and Resource Center house a combination of hard copy and electronic materials to assist students and graduates who are pursuing public service opportunities. Public service-minded students also benefit from public sector speakers, faculty and alumni mentoring, and the Law School's Pro Bono Service Initiative. 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 networking opportunities between students and alumni.

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

The Law School awards public service scholarships for entering students and public service fellowships to graduating students, which allows them to spend a year working on public sector legal issues. The Law School also offers guaranteed funding for

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

JUDICIAL CLERKSHIPS

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

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

ACADEMIC CAREERS

To support those students interested in careers in academia, the Law School has curricular offerings designed for students to develop their publications portfolio and a Law Teaching Committee to assist students and graduates through the academic search

process with the support of the Office of Career Services. In addition, the Law School hosts an annual conference for alumni preparing to go on the law teaching market.

COMPUTING SERVICES

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

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

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

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

HOUSING AND DINING

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

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

MEAL SERVICE

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

CHILD CARE

A wide variety of day-care and baby-sitting options are available in the Hyde Park-South Kenwood area. 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).

The UChicago GRAD Office offers community resources to student parents; for more information, see <https://grad.uchicago.edu/life-at-uchicago/parenting-community/>.

UNIVERSITY OF CHICAGO STUDENT HEALTH CARE

HEALTH INSURANCE REQUIREMENTS

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

additional information about the U-SHIP plan, please visit wellness.uchicago.edu/student-insurance/u-ship.

IMMUNIZATION REQUIREMENTS

Under Illinois law, generally all new students are required to present proof of immunity from rubella, measles, mumps, tetanus/diphtheria/pertussis, and Meningococcal disease (under age twenty-two). 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.

Additional details are provided on the UChicago Student Wellness website.

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

UNIVERSITY POLICIES

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

- Civil Behavior in a University Setting
- Nondiscrimination Statement
- Policy on Harassment, Discrimination, and Sexual Misconduct
- Policy on Title IX Sexual Harassment
- Policy on Religious Accommodation for Missed Classes, Assignments, and Exams
- Hazing Policy
- Campus Violence Prevention Policy and Behavioral Intervention Team
- Disability Accommodations
- Graduate Student Parent Policy
- University Grievance Policy for Graduate Students
- Dependent Privileges

- Student Employment
- Alcohol & Other Drugs
- Networking & Information Technology Policies
- Inventions and Discoveries
- Safety and Appropriate Use of Facilities
- Foreign Corrupt Practices Act Policy



FINANCIAL INFORMATION

TUITION AND FEES

Application Fee. An application fee of \$90 must accompany each original JD application for admission to the Law School. An application fee of \$85 must accompany each original LLM 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. There is no application fee for the JSD or MLS programs.

Tuition. Tuition rates can be found on the Office of the Bursar website at bursar.uchicago.edu/tuition-and-fees. A student who is required to withdraw for disciplinary reasons shall not be entitled to any reduction of tuition or fees.

JD students who switch to the 3-Year JD/MBA program during their first year will be charged the 3-Year JD/MBA tuition rate that is in effect for their first year.

Health Insurance. University policy requires that each student be covered by adequate health and hospitalization insurance. Students must pay an annual premium for the University Student Health Insurance Plan (U-SHIP) or supply evidence of comparable protection from an individual or family health policy. U-SHIP policies and enrollment/waiver forms can be found on the Student Wellness website at wellness.uchicago.edu/student-insurance/u-ship.

Student Services Fee. The Student Services Fee is assessed quarterly to support the many services dedicated to enhancing the quality of student life and campus activities. Services covered by the Student Services Fee can be found on the Office of the Bursar website at bursar.uchicago.edu/tuition-and-fees/student-services-fee.

Lifetime Transcript Fee. The Lifetime Transcript Fee is assessed in a student's first quarter of enrollment at the University to provide lifetime access to free transcripts.

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

BUDGETING AND INSTITUTIONAL AID OPTIONS

JD STUDENTS

Expenses for books, supplies, housing and utilities, food, laundry and cleaning, clothing, recreation, travel, and incidentals will vary depending on individual taste and circumstances. A single student using financial aid can expect a budget of about \$32,634 to cover these indirect expenses for the academic year. For a full list of indirect expenses associated with the cost of attendance, visit the Law School cost of attendance webpage at law.uchicago.edu/COA.

Most financial assistance at the Law School involves a combination of scholarships and loans. Decisions as to the amount of institutional scholarship funding awarded to entering JD students are based on considerations of merit and need. Applicants who would like to have financial need considered must submit a separate aid application during the admissions process.

Law School JD scholarships are extended as three-year awards at the time of admission, with the total amount extended being allocated over the three years a student will be at the Law School. These individual, annual amounts are guaranteed for each year as long as the student remains a full-time student in good standing and eligible to continue their studies at the Law School. Scholarship funding cannot exceed a student's tuition charge in an academic year.

LLM STUDENTS

Unmarried students should expect a minimum total budget of tuition and living expenses in excess of \$117,540 with concomitant increases to those with dependents. Scholarship funds (partial tuition waivers) to support students in the LLM program are exceedingly limited. Grants are available only in a small portion of the total cost, therefore applicants requiring financial aid should make every effort to obtain assistance from their governments, employers, families, or other outside sources.

JSD STUDENTS

The majority of students in the JSD Program receive Law School scholarship funds to cover their full tuition charges and a fellowship of \$20,000 for living expenses during their two years of required residence. The fellowship also covers the student's health insurance during those two years. JSD students may apply for a third year of fellowship

and health insurance support if they are in residence for a third year. If a candidate has external financing to support them during the program, the Graduate Studies Committee reserves the right to alter the financial support provided by the University of Chicago.

MLS STUDENTS

Students in the MLS Program receive Law School scholarship funds to cover tuition and fees, along with a competitive stipend for living expenses during their year in residence. If a candidate has external funding to support them during the program, it must be reported to the Admissions Office. The Law School reserves the right to alter the financial support provided by the University of Chicago in light of any external funding.

LOANS

Many students at the Law School use some combination of government and private student loans to finance their education. Eligible students have the option of borrowing from these loan programs up to the full amount of the student cost of attendance after accounting for other aid received. A complete description of available loan programs and application steps can be found online at law.uchicago.edu/financial-aid.

Applicants requesting federal student loan assistance must submit the Free Application for Federal Student Aid (FAFSA). The federal loan options include the Federal Direct Unsubsidized Loan and the Federal Direct Graduate PLUS Loan and are available to US citizens, permanent residents, and certain eligible non-citizens.

Students who receive federal student loan assistance must demonstrate continuing satisfactory academic progress in their program of study. The Law School's Office of Financial Aid assesses progress by reviewing a student's grades, attempted credits, and total length of enrollment. More information about this policy can be found on the Law School Office of Financial Aid website at law.uchicago.edu/financial-aid/satisfactory-academic-progress.

Students who receive a Law School scholarship or federal student loan assistance may need to return funding in the event they withdraw or begin a leave of absence after the start of a quarter, or they do not receive a passing grade in at least one course in a quarter. More information about this policy can be found on the Law School Office of Financial Aid website at law.uchicago.edu/leaves-of-absences-withdrawals.

Private loans are offered by external lenders including banks, credit unions, and other private organizations and are available to U.S. citizens, permanent residents, and international students.

SCHOLARSHIP SUPPORT

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



INFORMATION FOR APPLICANTS TO THE JD PROGRAM

PREPARATION FOR THE STUDY OF LAW

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

APPLICATION PROCEDURE AND ADMISSIONS POLICY

Admission to the Law School is based on a careful, comprehensive 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 test scores.

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

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

- **Chicago Law Scholars.** The Chicago Law Scholars Program is an early admission program for current undergraduate students and alumni of the University of Chicago undergraduate college. Applicants who wish to apply for the Chicago Law Scholars Program must submit their applications and all supporting

materials by December 1. Applicants to the Chicago Law Scholars Program will be notified of the Admissions Committee's decision by the end of December. Admission under the Chicago Law Scholars Program is binding, and applicants must commit to matriculating at the Law School if admitted and withdraw all applications at other law schools. Successful applicants receive a scholarship of \$150,000 as part of their financial aid package. Some Chicago Law Scholars Program applicants who are not admitted to the Chicago Law Scholars Program may be reevaluated during the Regular Decision cycle.

- **Early Decision.** Applicants who wish to be considered for Early Decision must submit their applications and all supporting materials by December 1. Early Decision Applicants will be notified of the Admissions Committee's decision by the end of December. If admitted, Early Decision applicants must commit to enrolling at the Law School and must withdraw all applications at other law schools. Some Early Decision applicants who are not admitted during the Early Decision cycle may be reevaluated during the Regular Decision cycle.
- **Regular Decision.** Applicants who wish to be considered for Regular Decision should submit their applications by March 1. Applications received for Regular Decision will be considered on a rolling basis once all required materials have been received. Any applications received after March 1 will be considered on a space-available basis. We consider applications in the order they are completed.

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

Letters of Recommendation. We require two letters of recommendation but will accept up to four. We prefer that at least one recommendation be academic, but we realize that academic recommendations can be difficult to procure for applicants who have been out of school for several years. We require applicants to submit their letters through the LSAC Credential Assembly Service Letter of Recommendation Service.

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

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

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

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

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

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

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

TRANSFER APPLICATIONS

Students in good standing at other ABA-approved law schools may apply for transfer to the Law School for their second and third years of law school. Transfer students must

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



STUDENT BODY

Information about the Student Body, 2024-2025

DEGREES CONFERRED BETWEEN SUMMER 2024 to SPRING 2025

FOR THE DEGREE OF MASTER OF LAWS

Bima Danubrata Adhijoso	Sarah L. Hamm
Vincenzo Antonelli	Rebecca Zhor Marie-Charlotte Harquet
Beatriz Antunes de Siqueira	Daniel Junginger
Benedikt Rainer Wilhelm Ayrle	Toshiro Kashiyama
Jurgis Bartkus	Kazuki Katayama
Zhifei Bi	Frank D. Knowles
Nadzira Boenjamin	Taro Kono
Ana Bravo Canal	Ilia Kornienko
Armando Joaquin Buendia Mori	Stav Lavi
Daniel Caicedo De Los Rios	Mariana León Rivera
Louise Castin	Ruiting Li
Shun Lydia Chan	Xueyu Liao
Dwiky Chandra	Zhemin Lin
Yu Ning Chang	Miaoran Liu
Jinsoul Choi	Mariana Magalhães Lobato
Manuel Eduardo Cruz Castillo	Yilun Ma
Agnes Domingues Dos Santos	Julia Machado Barreto
Juan Andrés Encina Brevis	Rafael Mackay
Aoi Eto	Pedro Meirelles
Nurul Ayu Fajarani	Anna Carolina Monte Alto Da Silva
Mi Feng	Ines Morfin Kroepfly
Luiza Ferraro Biguinas	Patricia Mutti e Mattos
Filipe Coube Ferraz	Bérénice Aude Anne Nedelec
Gabriel Frati	Elisa Nguyen
Sebastian Gamarra Abarca	Goki Niimura
Alejandro Guillem Gallego	Tomohiro Nishimura
Ana Paula Gutiérrez Alarcón	Cynthia Irene Osio Sanchez

Vladislav Osykin
Carsten Franz Otto
Carolina Pagotto Trevizo
Andre Penna Bandeira De Mello
Randy Pongtiku
Pragya
Johann Remé
Fernando Rodriguez Molina
Julie Roger
Akari Sagishima
Ryota Sato
Artur Savin
Lionel Ben Schor
Yuji Shibata

Nadia Smeke Morales
Cristina Soto
Zahra Fitriana Suhirta
Carolina Tonet Tambosi Arcas
Bulgan Tsogtsaikhan
Sebastian Vilstrup-Jørgensen
Xinyi Wang
Xi Xi
Jialing Xiong
Yuri Yamamoto
Binglin Yan
Liang Zhang
Jie Zhao
Teresa Zúñiga Marinovic

FOR THE DEGREE OF DOCTOR OF JURISPRUDENCE

Roy Baharad

Shih-An Wang

FOR THE DEGREE OF DOCTOR OF LAW

Hana Teklu Abreha
Omar Adel
Ajoke Mobolajoko Adetula
Daniel Vicente Alayo-Matos
Miranda Yvonne Alexander
Hannah Rose Anderson[†]
Parker Anderson
Daniella Isabel Apodaca
Tarek Carvalho Arouse^{*}
Tyler James Ashman^{*}
Jacob Andrew Atlas^{*}
Miranda Grace Bannister
Maya K. Bar

Samantha R. Behar
Jean-Luc Belloncle^{†§}
John Brook Benhart^{†§}
Trevor Jon Bernard^{†§}
Luke Joseph Bianco^{†§}
Claire Elizabeth Black^{*}
Ian Patrick Bowe
Paige Bowen
Gabrielle Bozarth
John B. Brake^{†§}
Kelly Anne Bridges
Nicole Chavez Brown
Christiana N. Burnett

John Wyatt Burroughs*
Rachel L. Caldwell*
Alejandra Carrillo
Benjamin L. Chanenson^{†§}
Oliver Chen
Tianyue Chen
Uven Chong*
Eleanor Victoria Citron*
David Francis Clifton[†]
Caroline Margaret Cohen*
Samuel Rudolph Cole^{†§}
Jonathan Coleman
Kasey Alexandria Coleman
Sean Joseph Conway
Matthew Corey
Tucker Eugene Craven
Katelyn Theresa David
Christine Fung Dong^{†§}
Emma C. Donnelly
Rex Lee Dyches
Alyssa Fagel*
Michaela P. Fleischer
Bronte Foley
Gillian Rose Friedman
Javier Emilio Fuentes-Rohwer
Abigail Bacon Conant Gabrieli
Jessica Lewis Garda*
Allison M. Gelman*
Azriel Moshe Genet
Janiya Starr Gibens
Bridget Ann Gilchrist
Alexandra Logan Ginsberg
Jorge Miguel Gonzalez
Marisa Angelena Gonzalez-Mabbutt

Maisam Goreish
Sofia M. Gracias
Liam Grah
Jerome Carter Gross
Rosie Sage Gruen
Grant Alexander Gustafson Delaune^{†§}
Liam Patrick Haffey*
Samuel Sterling Hallam[†]
Stone Alexander Nicholas Hart
Eric Lawrence Haupt
Anne Marie Cecilia Hawley^{†§}
Sophia Sinesio Helfand
Nathan Hensley
Henderson Heussner
Owen Gabriel Hoepfner*
Jacob Wilson Holland
Devon Holthaus
Anna F. Hori*
William Joseph Horvath^{†§}
Laura Chen Hu*
Brian Yuwei Huang*
Isabella Wright Huber^{†§}
Amber Marie Hunter
Benedict M. Husting
Natalie Christina Isayan
Saloni Sunil Jaiswal
Jonathan Jiang^{†§}
Nicolette Lynn Joe
Andrew Peter Johnson
Briana Johnson
Kevin Joseph Johnson*
Hee Soo Jung
Thomas L. Kadie^{†§}
Joshua Kayne Kaufman[†]

Katherine Choate Kazmin
John Ulysses Keevan-Lynch
Julianne Kimberly Kelleher
Jacob D. Kennedy
Matthew Benton Kennedy
Andrew J. Kieffer
Heebong Kim
Denita Dona Kiya
Jonah Klausner^{†§}
Amrita Krishnan
Jennifer Jingyu Kuo
Karan Sanjay Lala^{†§}
Elizabeth Taddie Larson^{*}
Nicholas Peter Laureano
Simone Noelle Laverdiere
Audrey Rose Lee
Edward Lee
Abby Blake Leeds^{*}
Maeve Natalina Lentricchia
Haven Lerner
Samuel Paul LeRoy^{†§}
Noah Del Rio Levine^{*}
Christopher James Lewarne^{*}
Iris Chiaoni Liao
Rachel Leigh Linton^{†§}
Jenna Zhengya Liu[†]
Yuxin Liu^{*}
Matthew Alexander Lively^{*}
Joshua Ross Low
Alexandria Faith Lowe^{*}
Emilio José Luna
Kevin Naveen Marien
Adam Jeffrey Martin
Maureen Courtney McCutcheon

Joel Thomas Meng^{*}
Jessica Paige Moeller
Nima Mohammadi
Isabela Pereira Motta
Kassem Moukahal
Sofia Nicole Nam
Hana Nasser
Abigail Morgan Neill
Eva D. Nobel
Chibuzo Onyekachi Obasi
Andrew Anthony Obeso
Claire Grace O'Brien
Miles Scott Ogihara[†]
Benjamin Hawthorne Ogilvie
Samuel Seunghwan Oh
Sahar Moawia Omer
Kierran Jeffrey Orr
Flavio Umeda Pacheco
Nathaniel J. Parr
Mitsoo Ketankumar Patel^{*}
Ian Gabriel Peacock^{*}
Bernard F. Pellissier^{*}
Maria Sofia Peña^{*}
Kyle Latchman Persaud
George Phelan
Markus A. Prostko^{*}
Randal Eccles Quarles^{*}
Diego Quesada^{*}
Jack Spencer Rauch
Jessica Rodgers Regan
Jessica Sarah Ritchie
Joseph Lee Robinson
Tiema H. Roquerre
Micaela Grace Engel Rostov^{*}

Khalil Royster
 Crawford B. Rundlett*
 Lindsay Louise Saligman*
 Desiree Marie Pita Santos
 Georgios Constandinos Sarris*
 Angela Schiff
 Grant Isaac Schilling*
 Anna Marie Schmitt
 John Paul Schnabel*
 Reid William Schreck*
 Jacob R. Schulz^{ts}
 Rachel Meredith Schwartz[†]
 Alexis Yvette Serra
 Anastasia Shabalov
 Daniil Shamelov
 William Braun Smith
 Katherine Dell Stanton*
 Madeleine Jane Stenczynski
 Abby Marie Strawn
 Katja A. Stroke-Adolphe*
 Haley Hyesang Suh
 Jonathan Ryan Suna*
 Allyson Lee Swartzberg
 Raam Milind Tambe
 Kai Alexander Thompson
 Leon Liang Tsai
 Julianne Elise Turner
 Jacob Frank Turobiner
 Natalie Carmelle Tuseth
 Grant William Twombly*
 Faith Mbomette Udobong

Elias van Emmerick*
 Sabrina Marie Vera
 Pranav Vijayan
 George John Vojta*
 Elizabeth Rose Walsh*
 Andy Z. Wang*
 Benjamin Wang^{ts}
 Brian Huang Wang*
 Letian Wang*
 Kegan Rodger Ward
 Luke N. White*
 Hannah Daniel Williams
 Derek John Willie*
 Henry Wineburgh*
 Alex Richard Worley
 Xiangjiu Wu
 Ran Xu
 Zelai Xu
 Zhiyuan Xu*
 Helen Y. Zhao^{ts}
 Hannah Syeda Zobair
 Joshua Alexander Zuchniarz^{ts}

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

SCHOOLS, COLLEGES, AND UNIVERSITIES REPRESENTED IN STUDENT BODY, 2024-2025

Airlangga University	1	Chapman University	2
American University	3	Chungnam National University	1
Amherst College	4	Claremont McKenna College	1
Amity University	1	Cleveland State University	1
Arizona State University	7	Colgate University	1
Auburn University	1	College of William & Mary	2
Babson College	1	Columbia University	13
Bar-Ilan University	1	Columbia University & Sciences Po	1
Barnard College–Columbia University	2	Cornell University	25
Barrett, The Honors College at Arizona State University	1	Creighton University	3
Bates College	1	Dartmouth College	5
Baylor University	2	DePaul University	2
Beijing University of Chemical Technology	1	Doshisha University	1
Boston College	5	Drexel University	1
Boston University	6	Duke University	15
Bowdoin University	1	East China University of Political Science and Law	2
Bradley University	1	Emory University	6
Brandeis University	3	ENS-Escola de Negocios e Seguros	1
Brigham Young University	11	Florida State University	1
Brown University	8	Fordham University	2
Bryn Mawr College	1	Fudan University	2
Bucerius Law School	1	Fundacao Getulio Vargas-Sao Paulo	5
California Polytechnic State University-San Luis Obispo	1	Gazi University Law Faculty	1
Carleton College	1	George Mason University	2
Case Western Reserve University	1	Georgetown University	12
Central University of Finance and Economics	1	George Institute of Technology	2
Centre College	1	Gettysburg College	1
		Ghent University	1

Grinnell College	2	Macalester College	2
Hamilton College	2	Marquette University	1
Harvard University	17	Massachusetts Institute of Technology	2
HEC Luasanne	1	MGIMO Law School	1
Hillsdale College	5	MGIMO University	2
Hitotsubashi University	1	Miami University	1
Howard University	2	Michigan State University	2
Huntington University	1	Middlebury College	2
IE Law School	1	Nagoya University	1
Illinois Wesleyan University	1	National Law University Delhi	1
James Madison University	1	National Taiwan University	2
Indiana University	1	New York University	7
Indiana University- Bloomington	1	New York University Gallatin School of Individualized Study	1
Instituto Tecnológico y de Estudios Superiores Monterrey Campus Santa Fe	1	North Carolina State University	1
James Madison University	1	Northeastern University	3
John Hopkins University	6	Northwestern University	14
Katholieke Universiteit (KU) Leuven	2	Oberlin College	2
Kenyon College	2	Oregon State University	1
Korea University	2	Paris 1 Pantheon-Sorbonne University	2
Lehigh University	1	Patrick Henry College	1
Leibniz University Hannover	1	Peking University	2
London School of Economics and Political Science	2	Peking University Law School	1
Louisiana State University	1	Peking University School of Transactional Law	1
Loyola Marymount University	1	Pennsylvania State University	4
Loyola University Chicago	1	Pomona College	6
Loyola University-New Orleans	1	Pontificia Universidad Católica de Chile	3
LUISS Guido Carli University	1		

Pontificia Universidad Catolica del Peru	3	Stanford Law School	1
Pontificia Universidad Javeriana	1	Stanford University	8
Pontificia Universidade Catolica de Sao Paulo	4	Swarthmore College	3
Princeton University	9	Syracuse University	1
Princeton College	1	Temple University	2
Queen's University	1	Texas State University	1
Ram Lal Anand College, University of Delhi	1	Texas Tech University	2
Reichman University	1	The Chinese University of Hong Kong	1
Rhodes College	1	The George Washington University	2
Rice University	5	The Hebrew University of Jerusalem	2
Rochester Institute of Technology	1	The Legal Training and Research Institute	1
Rutgers University	3	The Ohio State University	2
Samford University	1	The University of Alabama	4
San Francisco State University	1	The University of Chicago	50
San Jose State University	1	The University of Chicago Law School	2
Sciences Po Paris	2	The University of Hong Kong	1
Sciences Po-UC Berkeley Dual Degree Program	1	The University of Iowa	1
Scripps College	1	The University of Kansas	1
Shahid Beheshti University	1	The University of Maryland- College Park	6
Shanghai Jiao Tong University	1	The University of Texas at Ausin	13
Singapore Management University	1	The University of Texas at Dallas	1
Sophia University	1	The University of Tokyo	6
Southern Methodist University	4	The University of Tokyo, School of Law	1
Southwest University of Political Science	1	Trinity College	2
St. John's College-Santa Fe	1		

Trinity College Dublin	1	University of California-San Diego	3
Tsinghua University	2	University of California-Santa Barbara	1
Tufts University	1	University of California-Santa Cruz	1
Tulane University	2	University of Cambridge	3
Turkish Military Academy	1	University of Cincinnati	1
United States Air Force Academy	1	University of Cologne	1
Universidad Catolica del Norte	1	University of Copenhagen	1
Universidad Catolica Santiago de Guayaquil	1	University of Finance and Economics of Mongolia	1
Universidad de Chile	1	University of Florida	4
Universidad de Lima	1	University of Georgia	2
Universidad del Rosario	1	University of Illinois at Chicago	1
Universidad Espiritu Santo (UEES)	1	University of Illinois at Urbana-Champaign	13
Universidad Iberoamericana	1	University of International Business and Economics	4
Universidad Iberoamericana-Guadalajara	1	University of Kentucky	1
Universitas Indonesia	3	University of Massachusetts-Amherst	1
Universitas Tarumanagara	1	University of Miami	3
Universite Libre de Bruxelles	1	University of Michigan-Ann Arbor	19
Universite Paris X Nanterre	1	University of Mississippi	2
University College London	2	University of Missouri	1
University of Arizona	2	University of Missouri-Columbia	1
University of Calcutta	1	University of Missouri-Kansas City	1
University of California-Berkeley	21		
University of California-Davis	2		
University of California-Irvine	2		
University of California-Los Angeles	32		
University of California-Riverside	1		

University of Nebraska- Lincoln	1	University of Sao Paulo	5
University of North Carolina- Chapel Hill	6	University of Southern California	13
University of Notre Dame	7	University of St. Andrews	1
University of Oregon	2	University of St. Gallen	2
University of Pennsylvania	12	University of St. Thomas	1
University of Pennsylvania- Wharton	1	University of Tennessee	1
University of Pittsburgh	1	University of Toronto	2
University of Potsdam	1	University of Utah	1
University of Puget Sound	2	University of Valencia	1
University of Richmond	3	University of Virginia	3
University of San Diego	1	University of Washington	1
University of San Francisco	2		

STATES AND COUNTRIES REPRESENTED IN STUDENT BODY, 2024-2025

I. STATES

Alabama	3	Iowa	1
Arizona	16	Kansas	4
Arkansas	1	Kentucky	3
California	129	Louisiana	4
Colorado	7	Maine	1
Connecticut	10	Maryland	18
District of Columbia	8	Massachusetts	20
Florida	22	Michigan	15
Georgia	10	Minnesota	11
Hawaii	2	Missouri	13
Idaho	1	Montana	2
Illinois	69	Nebraska	2
Indiana	13	Nevada	2

New Hampshire	1	South Carolina	1
New Jersey	24	Tennessee	1
New Mexico	2	Texas	40
New York	41	Utah	7
North Carolina	7	Virginia	11
Ohio	14	Washington	17
Oklahoma	4	Wisconsin	5
Oregon	4	Wyoming	1
Pennsylvania	18		
Rhode Island	1		

II. COUNTRIES

Belgium	3	Italy	1
Brazil	15	Japan	12
Canada	2	Korea	4
Chile	5	Lithuania	1
China	31	Mexico	5
Colombia	1	Mongolia	1
Croatia	1	Peru	4
Denmark	1	Puerto Rico	1
Ecuador	1	Russia	3
Ethiopia	1	Singapore	1
France	3	South Korea	2
Germany	5	Spain	1
Hong Kong	1	Switzerland	2
India	3	Taiwan	2
Indonesia	5	Turkiye	1
Ireland	1	Ukraine	1
Israel	3	United Kingdom	3



FACULTY PUBLICATIONS 2024- 2025

ALBERT ALSCHULER

Julius Kreeger Professor Emeritus of Law & Criminology

Other Publications

"Letter to the editor," *The New York Times*, December 5, 2024.

"The Three-Pronged Pardon of Hunter Biden," *Verdict: Legal Analysis and Commentary from Justia*, December 16, 2024.

"Does a 'Presumptive' Privilege Protect President Trump from Prosecution for Pressuring Pence?" *Just Security*, October 29, 2024.

DOUGLAS G. BAIRD

Harry A. Bigelow Distinguished Service Professor of Law

Books

Contracts: Cases and Comments (12th ed.) (Foundation Press, 2025) (with John P. Dawson, William Burnett Harvey, Stanley D. Henderson, Robert K. Rasmussen).

Journal Articles and Book Chapters

"Bankruptcy Minimalism," 98 *American Bankruptcy Law Journal* 493 (2024).

"Guest editorial: The uncertain future of corporate reorganization," 34 *International Insolvency Review* 3 (2025).

WILLIAM BAUDE

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

Journals

The Supreme Court Review, Volume 2024 (edited with David A. Strauss, Geoffrey R. Stone & Justin Driver).

Books

Hart & Wechsler's Federal Courts in the Federal System (8th ed.) (Foundation Press, 2025) (with Jack L. Goldsmith, John F. Manning, James E. Pfander & Amanda L. Tyler).

Journal Articles and Book Chapters

"Fear of Balancing," 2024 *Supreme Court Review* 169 (2025).

"The General-Law Right to Bear Arms," 99 *Notre Dame Law Review* 1467 (2024) (with Robert Leider).

"Sweeping Section Three Under the Rug: A Comment on Trump v. Anderson," 138 *Harvard Law Review* 676 (2025) (with Michael S. Paulsen).

"Teaching Constitutional Law in a Crisis of Judicial Legitimacy," 99 *Chicago-Kent Law Review* 377 (2024).

Other Publications

"A Principled Supreme Court, Unnerved by Trump," *New York Times*, July 5, 2024.

"'The Justices Dropped This Bomb': Three Legal Experts on a Shocking Supreme Court Term," *New York Times*, July 11, 2024 (with Kate Shaw & Stephen I. Vladeck).

"The Supreme Court Ruled in Favor of Trump, and That Is OK," *New York Times*, May 23, 2025.

Divided Argument (regular contributor).

OMRI BEN-SHAHAR

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

Books

Personalized Law: Different Rules for Different People, Chinese translation (Commercial Press, 2025) (with Ariel Porat).

Journal Articles and Book Chapters

"Misprioritized Information: A Theory of Manipulation," 52 *Journal of Legal Studies* 305 (2023) (with Oren Bar-Gill).

"Nonparty Interests in Contract Law," 171 *University of Pennsylvania Law Review* 1095 (2023) (with David Hoffman & Cathy Hwang).

"Personalized Law and the Problem of Misinformation," 29 *Jerusalem Review of Legal Studies* 91 (2024) (with Ariel Porat).

"Privacy Protection, At What Cost? Exploring the Regulatory Resistance to Data Technology in Auto Insurance," 15 *Journal of Legal Analysis* 129 (2023).

Other Publications

“Towards the End of Normative Interpretation of Contracts,” *JOTWELL*, November 2, 2023.

CURTIS A. BRADLEY

Allen M. Singer Distinguished Service Professor of Law

Books

Foreign Relations Law: Cases and Materials (8th ed.) (Aspen Publishing, 2024) (with Ashley S. Deeks & Jack L. Goldsmith).

Low and Jeffries' Federal Courts and the Law of Federal-State Relations 2023 Supplement (Foundation Press, 2023) (with Tara Grove, John C. Jeffries & Peter Low).

Journal Articles and Book Chapters

“Amendments to the Case-Zablocki Act Concerning Reporting and Publication of International Agreements and Related Regulations (U.S.),” *63 International Legal Materials* 275 (2024).

“The Political Question Doctrine and International Law,” *91 George Washington Law Review* 1555 (2023).

“The Rise of Nonbinding International Agreements: An Empirical, Comparative, and Normative Analysis,” *90 University of Chicago Law Review* 1281 (2023) (with Jack L. Goldsmith & Oona A. Hathaway).

“State International Agreements: The United States, Canada, and Constitutional Evolution,” *60 Canadian Yearbook of International Law* 6 (2023).

Other Publications

“Transparency of International Agreements Under the Revised Case-Zablocki Act: An Assessment After Six Months,” *Lawfare*, June 10, 2024; *Just Security*, June 10, 2024 (with Jack Goldsmith & Oona Hathaway).

EMILY BUSS

Mark and Barbara Fried Professor of Law

Journal Articles and Book Chapters

"Protecting Children's Access to a Sound Basic Education in the Age of Political Polarization, A Comment on Goodwin Liu and Kristine Bowman's Essays on Children's Education in the Restatement," 91 *University of Chicago Law Review* 449 (2024).

"Restating the Law Governing Children's Education," 57 *Family Law Quarterly* 1 (2024).

Other Publications

Restatement of the Law, Children and the Law, Associate Reporter, Chapter 2, Section 2.11, Children's Right to Legal Representation in Child Protection and Termination of Parental Rights Cases (May 2024).

Restatement of the Law, Children and the Law, Associate Reporter, Chapter 7, Section 7.10, Comments *k*, Dress codes and school uniforms, and *l.*, Student's right to access information in school (May 2024).

Restatement of the Law, Children and the Law, Associate Reporter, Chapter 16, Section 16.10, Juvenile Curfews (May 2024).

MARY ANNE CASE

Arnold I. Shure Professor of Law

Journal Articles and Book Chapters

"Donorsexuality after *Dobbs*," in *Enticements: Queer Legal Studies*, Joseph Fischel & Brenda Cossman, eds. (New York University Press, 2024).

ANTHONY J. CASEY

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

Journal Articles and Book Chapters

"A Commitment Rule for Insolvency Forum," 4 *The University of Chicago Business Law Review* 51 (2025) (with Aurelio Gurrea-Martínez & Robert K. Rasmussen).

"A Primer on Option Valuation in Restructuring," in *Valuation for INSOLvency Practitioners*, Jan Adriaanse, Marc Broekema & Sebastiaan van den Berg, eds. (INSOL International, 2025) (with Caroline Boone).

"Kalven For Corporations: Should For-Profit Corporations Adopt Public Statement Policies?" 3 *The University of Chicago Business Law Review* 305 (2024) (with Tom Ginsburg).

"Lessons from Mediation in United States Chapter 11 Cases," in *Mediation in Insolvency: A Game Changer*, A.K. Sikri & Sumant Batra, eds. (Eastern Book Company, 2025).

"Purdue Pharma and the New Bankruptcy Exceptionalism," 2024 *Supreme Court Review* 365 (2025) (with Joshua C. Macey).

"Silicon Valley Bank: A Case Study in Post-Crisis Bank Failures," 41 *Banking and Finance Law Review* 223 (2025).

Other Publications

"A Commitment Rule for Insolvency Forum: A Response to Critics," *Singapore Global Restructuring Initiative Blog*, September 14, 2024 (with Aurelio Gurrea-Martinez & Robert K. Rasmussen).

"Good-Faith Filing in Chapter 11," *Wharton Initiative on Financial Policy and Regulation White Paper*, August 22, 2024.

"How Will AI Change the Law?" *Oxford Business Law Blog*, July 3, 2024 (with Horst Eidenmüller & Omri Ben-Shahar).

"Opinion: Corporate Leaders Need to Keep Their Mouths Shut," *The New York Times*, January 29, 2025; *The Salt Lake Tribune*, February 4, 2025 (with Tom Ginsburg).

"What Happens After the Supreme Court's Debacle in Purdue Pharma?" *Oxford Business Law Blog*, July 24, 2024 (with Joshua C. Macey & Edward Morrison).

ADAM CHILTON

Dean, Howard G. Krane Professor of Law, Walter Mander Research Scholar

Journals

Journal of Law and Economics (edited with Dennis W. Carlton, Dhammika Dharmapala, Richard Holden, Nathan Miller, Julie Holland Mortimer & Sam Peltzman).

Journal Articles and Book Chapters

"Colonial Experiences and Contemporary Laws," 2 *Journal of Law and Empirical Analysis* 1 (2025) (with Yun-chien Chang, Nuno Garoupa & Mila Versteeg).

"Constitutional Duties," 72 *American Journal of Comparative Law* 685 (2025) (with Mila Versteeg & Erensu Altan).

"Dynamic Diffusion," 27 *Journal of International Economic Law* 538 (2024) (with Anu Bradford & Katerina Linos).

"Foreword to JELS special issue," 21 *Journal of Empirical Legal Studies* 714 (2024) (with Dhammika Dharmapala & William H. J. Hubbard).

"Improving the Signal Quality of Grades," 40 *Journal of Law, Economics and Organization* 820 (2024) (with Peter Joy, Kyle Rozema & James Thomas).

"The Limits of Diplomacy by Treaty: Evidence from China's Bilateral Investment Treaty Program," 21 *Journal of Empirical Legal Studies* 1023 (2024) (with Weijia Rao).

"The 'Odd Party Out' Theory of Certiorari," 87 *Journal of Politics* 31 (2025) (with Adam Bonica & Maya Sen).

"Political Ideology and Judicial Administration: Evidence from the COVID-19 Pandemic," 41 *Journal of Law, Economics, and Organization* 91 (2025) (with Christopher A. Cotropia, Kyle Rozema & David L. Schwartz).

Other Publications

"The Empirical Case for Supreme Court Term Limits," *Washington Monthly*, July 30, 2024 (with Daniel Epps, Kyle Rozema & Maya Sen).

ADAM A. DAVIDSON

Assistant Professor of Law

Journal Articles and Book Chapters

"Criminal Procedure in a Time of Abolition," 72 *UCLA Law Review Discourse* 246 (2025).

"The Shadow of the Law of the Police," 122 *Michigan Law Review* 1035 (2024).

"The Society Cases," 2024 *The Supreme Court Review* 271 (2025).

Other Publications

"State Efforts To End Slavery Loophole Are Just The Start," *Law360*, May 9, 2025.

RICHARD A. EPSTEIN

James Parker Hall Distinguished Service Professor Emeritus of Law, Senior Lecturer in Law

Journal Articles and Book Chapters

"The Bottini Saga: Why Housing Shortages are Endemic in California," 17 *New York University Journal of Law and Liberty* 404 (2024).

"Harm Principle," in *Elgar Encyclopedia of Crime and Criminal Justice*, Pedro Caeiro, Sabine Gless, & Valsamis Mitsilegas, eds. (Edward Elgar Publishing, 2024).

"Laying the Foundations for a Market Economy," in *Capitalism and the American Revolution*, Yuval Levin, Adam J. White, & John Yoo, eds. (AEI Press, 2025).

"A Natural Law Approach to Parental Rights," 26 *Journal of Contemporary Legal Issues* 11 (2025).

"Nudges, preferences and competences: a critique of both neoclassical and behavioral economics," 9 *Behavioral Public Policy* 545 (2024).

Other Publications

"Assessing the Wreckage of Affirmative Action," *Washington Free Beacon*, May 18, 2025.

"Opinion: The Birthright-Citizenship Debate Continues," *Wall Street Journal*, February 19, 2025.

"Opinion: Why Galston Errs on Birthright Citizenship," *Wall Street Journal*, February 7, 2025.

"POP: Will the Obama Presidential Center survive without a taxpayer bailout?" *Hyde Park Herald*, April 28, 2025.

"[Proposed] Brief of Current and Retired Practitioners and Professors as *Amici Curiae* in Support of Reversal," *In re Tesla, Inc. Derivative Litigation*, Case No. 534, 2024, No. 10, 2025, No. 11, 2025, No. 12, 2025 (March 18, 2025) (with Laura H. McNally (counsel), Stanley Keller, John Olson, David Schellhase, Marc Sonnenfeld, Robert Anderson, Stephen M. Bainbridge, Jeffrey L. Coles, Ronald J. Colombo, Benjamin Edwards, Martin Edwards, Caleb N. Griffin, Sean J. Griffith, M. Todd Henderson, Swaminathan L. Kalpathy, Steven N. Kaplan, Jeremy Kidd, Jonathan R. Macey, Ivan Marinovic, Robert T. Miller, George A. Moscarly, Seth Oranburg, Charles R.T. O'Kelley, Keith Sharfman, Kelly Shue, JW Verret & Charles K. Whitehead).

"Return of the 'Scorpions,'" *National Review*, September 2024 (with Mario Loyola).

"A Statement from Constitutional Law Scholars on Columbia," *New York Review of Books*, March 30, 2025 (with Steven G. Calabresi, Erwin Chemerinsky, David Cole, Michael C. Dorf, Owen Fiss, Aziz Huq, Pamela Karlan, Randall Kennedy, Genevieve Lakier, Michael McConnell, Michael Paulsen, Robert Post, David Rabban, Geoffrey R. Stone, Nadine Strossen, Eugene Volokh & Keith Whittington).

"Why Failure-to-Market Claims Are Preempted Under Federal Law," *Pacific Research Institute Center for Medical Economics and Innovation Issue Brief*, February 1, 2025 (with Benjamin Flowers).

Civitas Outlook (regular contributor).

Defining Ideas (regular contributor).

Hoover Digest (regular contributor).

Ricochet (regular contributor).

BRIDGET FAHEY

Professor of Law

Journal Articles and Book Chapters

"The Law of Information States: Evidence from China and the United States," 65 *Virginia Journal of International Law* 371 (2025) (with Yuping Lin & Taisu Zhang).

"Layered Constitutionalism," 124 *Columbia Law Review* 1295 (2024) (with Payvand Ahdout).

Other Publications

"Musk's Madisonian Insight--And Its Troubling Consequences," *The Atlantic*, March 13, 2025.

SHARON FAIRLEY

Professor from Practice

Other Publications

"Reading Tea Leaves in High Court's Criminal Law Decisions," *Law360*, May 16, 2025.

LEE ANNE FENNELL

Max Pam Professor of Law

Journal Articles and Book Chapters

"Property Moves: Assembling Services Streams," 13 *Brigham-Kanner Property Rights Journal* 207 (2025).

"Property as Service Streams," in *Research Handbook on Property, Law and Theory*, Chris Bevan, ed. (Edward Elgar, 2024).

CRAIG B. FUTTERMAN

Clinical Professor of Law

Other Publications

"Law experts: COPA's investigations are superior to anything we've seen in Chicago police accountability history," *Chicago Tribune*, February 20, 2025 (with Harmela Anteneh & Amber Hunter).

TOM GINSBURG

Leo Spitz Distinguished Service Professor of International Law, Ludwig and Hilde Wolf Research Scholar, Professor of Political Science, Faculty Director, Malvi Center for the Study of Institutional and Legal Integrity, Faculty Director, Forum for Free Inquiry and Expression

Books

The Entrenchment of Democracy: The Comparative Constitutional Law of Elections, Parties, and Voting (Cambridge University Press, 2024) (edited with Aziz Z. Huq & Tarun Khaitan).

Freedom of Academic Expression: A University of Chicago Perspective (University of Chicago, 2024) (with Thomas J. Miles).

Journal Articles and Book Chapters

"Are Constitutions So Indeterminate that We Cannot Compare Them?" in *Redefining Comparative Constitutional Law: Essays for Mark Tushnet*, Madhav Khosla & Vicki C. Jackson, eds. (Oxford University Press, 2025) (with Mila Versteeg).

"Breaking the Saffron Wave? Sangha Capture in South and Southeast Asia," 83 *The Journal of Asian Studies* 646 (2024) (with Benjamin Schonthal).

"The Constitutionalization of Elections and Parties," in *The Entrenchment of Democracy: The Comparative Constitutional Law of Elections, Parties, and Voting*, Tom Ginsburg, Aziz Z. Huq & Tarun Khaitan, eds. (Cambridge University Press, 2024) (with Mila Versteeg).

"COVID and the US Constitution: National Report on the United States," in *Governmental Policies to Fight Pandemic*, Arianna Vidaschi, ed. (Brill, 2024).

"International Measures to Support the Rule of Law," in *The Rule of Law Under Pressure: A Transnational Challenge*, Wayne Sandholtz & Gregory Shaffer, eds. (Cambridge University Press, 2025) (with Christoph Schoppe).

"Introduction: The Comparative Constitutional Design of Elections, Parties, and Voting," in *The Entrenchment of Democracy: The Comparative Constitutional Law of Elections, Parties, and Voting*, Tom Ginsburg, Aziz Z. Huq & Tarun Khaitan, eds. (Cambridge University Press, 2024) (with Aziz Z. Huq & Tarun Khaitan).

"Kalven For Corporations: Should For-Profit Corporations Adopt Public Statement Policies?" 3 *The University of Chicago Business Law Review* 305 (2024) (with Anthony J. Casey).

"Machine-Learning Human Rights," 1 *Journal of Law and Empirical Analysis* 1 (2024) (with Han-wei Ho, Patrick Chung-Chia Huang, Nuno Garoupa, Martin T. Wells & Yun-chien Chang).

"Models of Constitutional Review," in *The Oxford Handbook of Comparative Judicial Behavior*, Lee Epstein, Urška Šadl, Gunnar Grendstad & Keren Weinshall, eds. (Oxford University Press, 2025) (with Mila Versteeg).

"One (More) Virtue of Temporary Law," in *Research Handbook on Law and Time*, Frank Fagan & Saul Levmore, eds. (Edward Elgar, 2025) (with Jonathan S. Masur & Richard H. McAdams).

Other Publications

"Academic Freedom in Focus," *The University of Chicago Magazine*, January 2025.

"Academic Freedoms of Law Reviews: Personal Statements Under Attack," *Balkinization*, May 12, 2025.

"Can Academic Freedom Survive the AAUP?" *Chronicle of Higher Education*, February 2025.

"Opinion: Corporate Leaders Need to Keep Their Mouths Shut," *The New York Times*, January 29, 2025; *The Salt Lake Tribune*, February 4, 2025 (with Anthony J. Casey).

"Scholarship and Activism Are Two Different Things," *Chronicle of Higher Education*, March 4, 2025.

"Undisciplined Disciplines," *Inquisitive*, February 20, 2025.

"Why Another Trump Term Would Be Worse Than the First," *Project Syndicate*, October 16, 2024 (with Aziz Z. Huq).

Persuasion (regular contributor).

JACOB GOLDIN

Richard M. Lipton Professor of Tax Law

Journal Articles and Book Chapters

"Enabling disaggregation of Asian American subgroups: a dataset of Wikidata names for disparity estimation," 12 *Scientific Data* 580 (2025) (with Qiwei Lin, Derek Ouyang, Cameron Guage, Isabel O. Gallegos, & Daniel E. Ho)

"Measuring and Mitigating Racial Disparities in Tax Audits," 140 *Quarterly Journal of Economics* 113 (2025) (with Hadi Elzayn, Evelyn Smith, Thomas Hertz, Cameron Guage, Arun Ramesh, Robin Fisher & Daniel E. Ho).

R. H. HELMHOLZ

Ruth Wyatt Rosenson Distinguished Service Professor Emeritus of Law

Journal Articles and Book Chapters

"Common Lawyers and Civilian Lawyers in England: Barriers and Connections in *Common Lawyers and Civilian Lawyers in England: Barriers and Connections*, Dolores Freda, Mario Piccinini, Heikki Pihlajamäki & Chiara Maria Valsecchi, eds. (Routledge, 2025)

"Infamy and Scandal: Their Place in the History of European Law," in *A Cultural History of Fame in the Medieval Age*, Francesco Migliorino, ed. (Bloomsbury Academic, 2025).

"The Reformation and Legal Change: The Persistence of Medieval Canon Law," in *The Legal Legacy of the Reformation: Catholic and Protestant Approaches to Law*, John Duddington, ed. (Routledge, 2024).

M. TODD HENDERSON

Michael J. Marks Professor of Law

Books

Legal Matters in Web 3: A Desk Reference. (University of Chicago Law School, 2024) (edited with Anup Malani).

Journal Articles and Book Chapters

"Lawyer CEOs," 60 *Journal of Financial and Quantitative Analysis* 580 (2025) (with Irena Hutton, Danling Jiang & Matthew Pierson).

Other Publications

"Brazil and the USA Could Have Been More Alike, but Excessive Regulation Changed Everything," *Gazeta do Povo*, October 2024.

"Elon Musk, In America and In Brazil," *Gazeta do Povo*, September 2024.

"[Proposed] Brief of Current and Retired Practitioners and Professors as *Amici Curiae* in Support of Reversal," *In re Tesla, Inc. Derivative Litigation*, Case No. 534, 2024, No. 10, 2025, No. 11, 2025, No. 12, 2025 (March 18, 2025) (with Laura H. McNally (counsel); Stanley Keller, John Olson, David Schellhase, Marc Sonnenfeld, Robert Anderson, Stephen M. Bainbridge, Jeffrey L. Coles, Ronald J. Colombo, Benjamin Edwards, Martin Edwards, Richard Epstein, Caleb N. Griffin, Sean J. Griffith, Swaminathan L. Kalpathy, Steven N. Kaplan, Jeremy Kidd, Jonathan R. Macey, Ivan Marinovic, Robert T. Miller, George A. Moscary, Seth Oranburg, Charles R.T. O'Kelley, Keith Sharfman, Kelly Shue, JW Verret & Charles K. Whitehead).

WILLIAM H. J. HUBBARD

Harry N. Wyatt Professor of Law

Journal Articles and Book Chapters

"Foreword to JELS special issue," 21 *Journal of Empirical Legal Studies* 714 (2024) (with Adam Chilton & Dhammika Dharmapala).

"StubHub for Courts? Technology, Markets, and New Solutions to Court Congestion," 44 *Review of Litigation* 1 (2024) (with Ronen Avraham).

AZIZ Z. HUQ

Frank and Bernice J. Greenberg Professor of Law

Books

The Entrenchment of Democracy: The Comparative Constitutional Law of Elections, Parties, and Voting. (Cambridge University Press, 2024) (edited with Tom Ginsburg & Tarun Khaitan).

The Rule of Law: A Very Short Introduction (Oxford University Press, 2024).

Constitutional Law: 2024 Supplement (Aspen Publishing, 2024) (edited with Geoffrey R. Stone, Louis M. Seidman, Cass R. Sunstein, Mark V. Tushnet, Pamela S. Karlan & Leah Litman).

Journal Articles and Book Chapters

"The Geopolitics of Digital Regulation," 92 *University of Chicago Law Review* 833 (2025).

"The Constitutional Money Problem," 92 *University of Chicago Law Review* 333 (2025) (with Brian D. Galle).

"Imputing unreported hate crimes using Google Search data," 1 *Journal of Law and Empirical Analysis* 1 (2024) (with Dhammika Dharmapala).

"Introduction: The Comparative Constitutional Design of Elections, Parties, and Voting," in *The Entrenchment of Democracy: The Comparative Constitutional Law of Elections, Parties, and Voting*, Tom Ginsburg, Aziz Z. Huq & Tarun Khaitan, eds. (Cambridge University Press, 2024) (with Tom Ginsburg & Tarun Khaitan).

"Courts as Constitutional Rule-Makers for Elections and Parties: Some Comparative Evidence," in *The Entrenchment of Democracy: The Comparative Constitutional Law of Elections, Parties, and Voting*, Aziz Z. Huq, Tom Ginsburg & Tarun Khaitan, eds. (Cambridge University Press, 2024).

"Structural Logics of Presidential Disqualification: An Essay on Trump v. Anderson," 138 *Harvard Law Review* 172 (2024).

"Artificial Intelligence and the Rule of Law," in *The Routledge Handbook of the Rule of Law*, Michael Sevel, ed. (Routledge, 2024).

"Auditing large language models for race & gender disparities: Implications for artificial intelligence-based hiring," 10 *Behavioral Science and Policy* 46 (2024) (with Johann D. Gaebler, Sharad Goel & Prasanna Tambe).

"The Trouble with Classifications," 100 *Notre Dame Law Review* 1 (2024).

"On the Genealogy of Intimate Digital Harm," 122 *Michigan Law Review* 1113 (2024).

Other Publications

"The Agonies of American Federalism : Understanding the Los Angeles Conflict in a Historical Frame," *Verfassungsblog: On Matters Constitutional*, June 13, 2025.

"Presidential Criminal Immunity: A Rule-of-Law Threat Beyond the Oval Office," *Lawfare*, June 12, 2025.

"As the feds abdicate responsibilities, states should band together," *Los Angeles Times*, June 9, 2025 (with Jon D. Michaels).

"It's only through an independent check that authoritarianism has ever been stopped," *Boston Review*, May 21, 2025.

"A Warning Out of Time," *Atlantic Monthly*, May 1, 2025.

"Trump has left himself open to a powerful constitutional counterpunch," *The Washington Post*, April 9, 2025.

"A Statement from Constitutional Law Scholars on Columbia," *New York Review of Books*, March 30, 2025 (with Steven G. Calabresi, Erwin Chemerinsky, David Cole, Michael C. Dorf, Richard Epstein, Owen Fiss, Pamela Karlan, Randall Kennedy, Genevieve Lakier, Michael McConnell, Michael Paulsen, Robert Post, David Rabban, Geoffrey R. Stone, Nadine Strossen, Eugene Volokh & Keith Whittington).

"Executive Hyperactivity," *London Review of Books*, March 6, 2025.

"Short Cuts," *London Review of Books*, March 6, 2025.

"Conservatives on the Supreme Court May Not Fully Align with Trump," *Politico Magazine*, February 26, 2025.

"Spillovers and Unexpected interactions: Reading the La Quadrature du Net II decision in context," *Verfassungsblog: On Matters Constitutional*, February 10, 2025 (with Valentina Lana).

"All Presidents Test the Limits of Their Authority. Trump is Doing Something Far More Radical," *Politico Magazine*, January 29, 2025.

"Three Ways for the Supreme Court to Intervene in the Election," *Politico Magazine*, October 9, 2024.

"The Unexpected Robustness of American A.I. Regulation," *KU Leuven Blog*, July 23, 2024.

"There's 'enduring damage' to the Constitution in Supreme Court's ruling on Trump immunity," *Chicago Sun-Times*, July 4, 2024.

Project Syndicate (regular contributor).

HAJIN KIM

Assistant Professor of Law

Journal Articles and Book Chapters

"Does Paying to Pollute Make Pollution Seem Less Bad?" 2 *Journal of Law and Empirical Analysis* 97 (2025).

"Expecting Corporate Prosociality," 53 *Journal of Legal Studies* 267 (2024).

ALISON L. LACROIX

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

Journals

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

Journal Articles and Book Chapters

"Dispatches From Amendment Valley," 112 *California Law Review* 2269 (2024).

"The Twin Peaks Fable of American Constitutionalism," 105 *Boston University Law Review* 371 (2025).

Other Publications

"Both Descendants and Ancestors: A Response to the Contributors," *Balkinization*, August 15, 2024 (symposium on *The Interbellum Constitution: Union, Commerce, and Slavery in the Age of Federalisms*).

"Can U.S. Institutions Withstand Trump 2.0?" *Project Syndicate*, January 16, 2025 (with Daron Acemoglu, Bruce Ackerman, Aziz Z. Huq & Richard K. Sherwin).

"An unhappy union," *Prospect*, December 1, 2024.

GENEVIEVE LAKIER

Professor of Law, Herbert and Marjorie Fried Teaching Scholar

Journal Articles and Book Chapters

"The First Amendment Problem of Stalking: Counterman, Stevens, and the Limits of History and Tradition," 113 *California Law Review* 143 (with Evelyn Douek).

"LOCHNER.COM?" 138 *Harvard Law Review* 100 (2024) (with Evelyn Douek).

Other Publications

"Opinion: The Supreme Court Must Intervene in the TikTok Case," *The New York Times*, December 10, 2024 (with Jameel Jaffer).

"A Statement from Constitutional Law Scholars on Columbia," *New York Review of Books*, March 30, 2025 (with Steven G. Calabresi, Erwin Chemerinsky, David Cole, Michael C. Dorf, Richard Epstein, Owen Fiss, Aziz Huq, Pamela Karlan, Randall Kennedy, Michael McConnell, Michael Paulsen, Robert Post, David Rabban, Geoffrey R. Stone, Nadine Strossen, Eugene Volokh & Keith Whittington).

"The TikTok Ban and the Limits of the First Amendment," *Law and Political Economy Project*, January 2025.

"Title VI as a Jawbone," *Knight First Amendment Institute*, September 2024 (with Evelyn Douek).

BRIAN LEITER

Karl N. Llewellyn Professor of Jurisprudence, Director of the Center for Law, Philosophy, and Human Values, Affiliated Faculty, Department of Philosophy

Books

Marx (Routledge, 2024) (with Jaime Edwards).

Naturalizing Jurisprudence, Chinese translation (Commercial Press, 2024).

Oxford Studies in Philosophy of Law, volume 5 (Oxford University Press, 2024) (edited with Leslie Green).

Journal Articles and Book Chapters

"Anglophone Analytic Legal Philosophy: Reply to Schiavello," in *Jurisprudence in the Mirror*, Luka Burazin, Kenneth E. Himma & Giorgio Pino, eds. (Oxford University Press, 2024).

"The Folk Theory of Well-Being," in *Oxford Studies in Experimental Philosophy*, volume 5, Joshua Knobe & Shaun Nichols, eds. (2024) (with Jonathan S. Masur, John Bronsteen & Kevin Tobia).

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"Free Speech on the Internet: The Crisis of Epistemic Authority," 153 *Daedalus* 91 (2024).

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Other Publications

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"Some Notes on Historical Materialism, Naturalism, and Legal Theory, Part II," *Balkinization*, September 21, 2024.

Brian Leiter's Law School Reports (primary contributor)

SAUL LEVMORE

William B. Graham Distinguished Service Professor of Law

Books

Research Handbook on Law and Time. (Edward Elgar, 2025) (edited with Frank Fagan).

Journal Articles and Book Chapters

"Introduction to the *Research Handbook on Law and Time*," in *Research Handbook on Law and Time*, Frank Fagan & Saul Levmore, eds. (Edward Elgar, 2025) (with Frank Fagan).

"Lost time: paying for delays associated with labor strikes and traffic jams," in *Research Handbook on Law and Time*, Frank Fagan & Saul Levmore, eds. (Edward Elgar, 2025).

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Other Publications

"Search Strategy, Sampling, and Competition Law," *University of Chicago Law Review Online*, June 16, 2025.

ANUP MALANI

Lee and Brena Freeman Professor of Law

Books

Legal Matters in Web 3: A Desk Reference. (University of Chicago Law School, 2024) (edited with M. Todd Henderson).

Journal Articles and Book Chapters

"CASESUMM: A Large-Scale Dataset for Long-Context Summarization from U.S. Supreme Court Opinions," in *Findings of the Association for Computational Linguistics: NAACL 2025*, Luis Chiruzzo, Alan Ritter and Lu Wang, eds. (Association for Computational Linguistics, 2025) (with Mourad Heddaya, Kyle MacMillan, Hongyuan Mei & Chenhao Tan).

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Other Publications

"Pricing health insurance in India," *VoxDev*, December 9, 2024 (with Cynthia Kinnan, Gabriella Conti, Alessandra Voena & Kosuke Imai).

ERIC MARTÍNEZ

Earl B. Dickerson Fellow, Instructor in Law

Books

The Cognitive Underpinnings of Legal Complexity (MIT, 2024).

Journal Articles and Book Chapters

"Cross-Cultural Perceptions of Rights for Future Generations," in *Cambridge Handbook of Experimental Jurisprudence*, Kevin Tobia, ed. (Cambridge University Press, 2025) (with Christoph K. Winter).

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JONATHAN S. MASUR

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

Journal Articles and Book Chapters

"The Common Political Foundations of Originalism and Cost-Benefit Analysis," 77 *Administrative Law Review* 65 (2025) (with Eric A. Posner).

"The Folk Theory of Well-Being," in *Oxford Studies in Experimental Philosophy* (vol. 5), Joshua Knobe and Shaun Nichols, eds. (2024) (with Brian Leiter, John Bronsteen & Kevin Tobia).

"One (More) Virtue of Temporary Law," in *Research Handbook on Law and Time*, Frank Fagan and Saul Levmore, eds. (Edward Elgar, 2025) (with Tom Ginsburg & Richard H. McAdams).

Other Publications

"The Business Interests That Promoted Cost-Benefit Analysis and Originalism Will Also Kill Them," *ProMarket*, December 2, 2024 (with Eric A. Posner).

"Patent Disclosure and After-Arising Technologies," *Patently-O*, March 19, 2025 (with Lisa L. Ouellette).

RICHARD H. MCADAMS

Bernard D. Meltzer Professor of Law

Journal Articles and Book Chapters

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THOMAS J. MILES

Clifton R. Musser Professor of Law and Economics

Other Publications

"Maintain mutual respect, debate," *Chicago Daily Law Bulletin*, April 28, 2025.

DARRELL A. H. MILLER

Professor of Law

Journal Articles and Book Chapters

"Technology, Tradition, and 'The Terror of the People,'" *99 Notre Dame Law Review* 1373 (2024) (with Alexandra Filindra, Noah Kaplan & Craig M. Burnett).

"The New Outlawry," *124 Columbia Law Review* 1195 (2024) (with Jacob D. Charles).

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Other Publications

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JUDITH P. MILLER

Clinical Professor of Law

Other Publications

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JENNIFER NOU

Ruth Wyatt Rosenson Professor of Law

Other Publications

"Transcending Partisanship in Regulatory Reform," *The Regulatory Review*, April 23, 2025.

MARTHA C. NUSSBAUM

Ernst Freund Distinguished Service Professor of Law and Ethics

Books

Anger and Forgiveness, Slovenian translation (Slovenska Matica, 2024)

Justice for Animals: Our Collective Responsibility, Chinese translation (Citic Press, 2024), Japanese translation (2024), Swedish translation (Fri Tanke, 2024).

The Tenderness of Silent Minds: Benjamin Britten and his War Requiem (Oxford University Press, 2024).

Journal Articles and Book Chapters

"Aristotle's De Motu Animalium Yesterday and Today," in *History of Mind: Studies in the Philosophy of Simo Knuuttila*, José Filipe Silva & Ritva Palmén, eds. (De Gruyter, 2024).

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Other Publications

"Beethoven's *Fidelio*: Reaching Toward the Light," Program of Lyric Opera of Chicago, September 2, 2024.

"The Marriage of Figaro: Craziness, Reciprocity, Love," Program of Lyric Opera of Chicago, November 1, 2024.

"Reports from the Slaughterhouse," *New York Review of Books*, December 2024.

ANJLI PARRIN

Assistant Clinical Professor of Law, Director of the Global Human Rights Clinic

Journal Articles and Book Chapters

"Not Fit for Purpose?: Climate Law, Science, Technology, and the People on the Frontlines," in *Reading Visual Investigations: Between Advocacy, Journalism, and Law*, Lisa Luksch & Andres Lepik eds. (ArchiTangle, 2024).

AUSTIN PETERS

Harry A. Bigelow Teaching Fellow, Lecturer in Law

Journal Articles and Book Chapters

"Secrecy by Stipulation," 74 *Duke Law Journal* 99 (2024) (with Nora Freeman Engstrom, David Freeman Engstrom, Jonah B. Gelbach & Aaron Schaffer-Neitz).

"Shedding Light on Secret Settlements: An Empirical Study of California's STAND Act," 92 *University of Chicago Law Review* 103 (2025) (with David Freeman Engstrom, Nora Freeman Engstrom, Jonah B. Gelbach & Garrett M. Wen)

FARAH PETERSON

Professor of Law

Journal

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

Journal Articles and Book Chapters

"Debtor Constitutionalism," in *Between and Across: Legal History Without Boundaries*, Kenneth Mack and Jacob Cogan, eds. (Oxford University Press, 2024).

"The Fourteenth Amendment and the Vénus Noire," 66 *William and Mary Law Review* 191 (2024).

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"Cherry Pie / Postpartum Depression," *The Common*, October 21, 2024.

"Lamby," *Five Points: A Journal of Literature and Art*, January 2025.

"Picture Book," *RHINO*, 2025.

PHILIP PETROV

Wachtell Fellow in Behavioral Law and Economics, Instructor in Law

Journal Articles and Book Chapters

"Institutional design and moral conflict in health care priority-setting," 27 *Medicine, Health Care and Philosophy* 285 (2024).

ERIC A. POSNER

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

Journal Articles and Book Chapters

"The Common Political Foundations of Originalism and Cost-Benefit Analysis," 77 *Administrative Law Review* 65 (2025) (with Jonathan S. Masur).

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"Labor market traps," 9 *Behavioural Public Policy* 369 (2025).

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"The Role of AI in Judicial Decision-Making," *The CLS Blue Sky Blog*, February 19, 2025 (with Shivam Saran).

"Trump's Pro-Corporate Populism Cannot Last," *Project Syndicate*, December 11, 2024.

JOHN RAPPAPORT

Professor of Law

Books

Criminal Law and the American Penal System: Cases and Context (Aspen, 2025) (with Andrew M. Crespo).

Journal Articles and Book Chapters

"Private Security and Public Police," 21 *Journal of Empirical Legal Studies* 428 (2024) (with Ben Grunwald & Michael Berg).

ADRIANA Z. ROBERTSON

Donald N. Pritzker Professor of Business Law

Journals

The Journal of Legal Studies (edited with Sonja B. Starr).

Journal Articles and Book Chapters

"Giant Asset Managers, the Big Three, and Index Investing," in *Board-Shareholder Dialogue: Policy Debate, Legal Constraints and Best Practices*, Luca Enriques & Giovanni Strampelli, eds. (Cambridge University Press, 2024) (with Dorothy Lund).

"Noisy Factors in Law," 92 *University of Chicago Law Review* 769 (2025) (with Pat Akey & Mikhail Simutin).

"Shareholder Proposals and the Debate over Sustainability Disclosure," in *Board-Shareholder Dialogue: Policy Debate, Legal Constraints and Best Practices*, Luca Enriques & Giovanni Strampelli, eds. (Cambridge University Press, 2024) (with Jill E. Fisch).

"Timing the regulatory tightrope," in *Research Handbook on Law and Time*, Frank Fagan & Saul Levmore, eds. (Edward Elgar, 2025).

JULIE A. ROIN

Seymour Logan Professor of Law

Journal Articles and Book Chapters

"Time Distortions in the Income Tax System: the 2024 Proposals to Chip Away at the Realization Privilege," in *Research Handbook on Law and Time*, Frank Fagan & Saul Levmore eds. (Edward Elgar, 2025).

GERALD N. ROSENBERG

Associate Professor Emeritus, Department of Political Science

Journal Articles and Book Chapters

"Courts as Agents of Change," in *The Oxford Handbook of Comparative Judicial Behaviour*, Lee Epstein, Gunnar Grendstad, Urška Šadl & Keren Weinshall, eds. (2024).

JOSEPH SCHOTTENFELD

Harry A. Bigelow Teaching Fellow, Lecturer in Law

Journal Articles

"The Judicial Administrative Power," 93 *George Washington Law Review* 349 (2025) (with Jonathan Petkun).

ALISON SIEGLER

Lillian E. Kraemer Clinical Professor in Public Interest Law, Director of the Federal Criminal Justice Clinic

Journal Articles and Book Chapters

"Bail," 49 *Annual Review of Criminal Procedure* 395 (2024).

Other Publications

"Comment on Possible Retroactive Application of Certain 2025 Amendments" in *Reply Public Comment on Proposed Amendments to Supervised Release and Drug Offenses* 93 (June 2, 2025) (with Alyssa Fagel & Grant Delaune).

"Comment on Proposed 2025 Amendments to the Federal Sentencing Guidelines: Drug Offenses" in *2024-2025 Public Comment on Proposed Amendments for Supervised Release and Drug Offenses* 770 (March 3, 2025) (with Grant Delaune, Benjamin Chanenson, Christopher LeWarne, Alyssa Fagel, & Caroline Cole).

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SONJA B. STARR

Julius Kreeger Professor of Law & Criminology

Journals

The Journal of Legal Studies (edited with Adriana Z. Robertson).

Journal Articles and Book Chapters

"Admissions Essays After SFFA," 100 *Indiana Law Journal* 847 (2025).

Other Publications

"Opinion: Critics of Affirmative Action Say This Year's Admissions Data Are Fishy. They're Not," *The New York Times*, October 16, 2024.

"Opinion: The Department of Education Threatens to Pull the Plug on Colleges," *The New York Times*, February 28, 2025.

GEOFFREY R. STONE

Edward H. Levi Distinguished Service Professor of Law

Books

Constitutional Law: 2024 Supplement (Aspen Publishing, 2024) (edited with Louis M. Seidman, Cass R. Sunstein, Mark V. Tushnet, Pamela S. Karlan, Aziz Z. Huq & Leah Litman).

Journals

The Supreme Court Review, volume 2024 (edited with David A. Strauss, Justin Driver and William Baude).

Journal Articles and Book Chapters

"Free Speech on Campus: Examining the Campus Speech Debate through a First Amendment Lens," 107 *Judicature* 54 (2024) (with David F. Levi).

"BROWN V. BOARD OF EDUCATION Why Do We Need Constitutional Rights?" 4 *American Journal of Law and Equality* 26 (2024).

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"Opening Dialogue," 153 *Daedalus* 6 (2024) (with Lee C. Bollinger).

Other Publications

"A Statement from Constitutional Law Scholars on Columbia," *New York Review of Books*, March 30, 2025 (with Steven G. Calabresi, Erwin Chemerinsky, David Cole,

Michael C. Dorf, Richard Epstein, Owen Fiss, Aziz Huq, Pamela Karlan, Randall Kennedy, Genevieve Lakier, Michael McConnell, Michael Paulsen, Robert Post, David Rabban, Nadine Strossen, Eugene Volokh & Keith Whittington).

LIOR J. STRAHILEVITZ

Sidley Austin Professor of Law

Journal Articles and Book Chapters

"Cash Substitution and Deferred Consumption as Data Breach Harms," 54 *Journal of Legal Studies* 357 (2025) (with Lisa Yao Liu).

"Dark Patterns in the Opt-Out Process and Compliance with the California Consumer Privacy Act (CCPA)," *CHI '25: Proceedings of the 2025 CHI Conference on Human Factors in Computing Systems* 1 (2025) (with Van Tran, Aarushi Mehrotra, Ranya Sharma, Marshini Chetty, Nick Feamster & Jens Frankenreiter).

"Scaling Down Senior Living: The Post-Pandemic Future of Housing for Elderly People," in *Law and the 100-Year Life: Transforming Our Institutions for a Longer Lifespan*, Anne Alstott, Abbe Gluck & Eugene Rusyn, eds. (Cambridge University Press, 2025) (with Joanna Martin).

DAVID A. STRAUSS

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

Journals

The Supreme Court Review, volume 2024 (edited with Geoffrey Stone, Justin Driver & William Baude).

Journal Articles and Book Chapters

"What BROWN Taught Us About the Constitution," 4 *American Journal of Law and Equality* 14 (2024).

Other Publications

"The Collective Action Constitution and the Conscientious Legislator," *Balkinization*, September 2024.

DAVID A. WEISBACH

Walter J. Blum Professor of Law

Journal Articles and Book Chapters

"Tax Exceptionalism," *77 Tax Law Review* 1 (2024).

"Point: Does More Procedure Produce Better Guidance?" *43 ABA Tax Times* 20 (2024).

"Redistribution with Political Constraints: Legal Rules Compared to Taxes and Transfers," *129 Penn State Law Review* 25 (2024).

DIANE P. WOOD

Senior Lecturer in Law

Journal Articles and Book Chapters

"Thirteen Fiefdoms: Inside the United States Court of Appeals," *108 Judicature* 68 (2025).

"A US Perspective on the ELI/Unidroit Model Rules of Civil Procedure," *30 Uniform Law Review* 11 (2025).

ERICA ZUNKEL

Director of Clinical and Experiential Learning, Clinical Professor of Law

Other Publications

"Brief of Clinical Law Professors as Amici Curiae in Support of Petitioner," *Rutherford v. U.S.*, U.S. No. 24-820 (February 25, 2025) (with David H. Korn & Jaden M. Lessnick).

"Letter to the Editor: Cook County State's Attorney Eileen O'Neill Burke's Policy ignores judges' judgment," *Chicago Tribune*, April 16, 2025.

"President Biden, don't break your promise to go big on clemency," *The Hill*, December 7, 2024.



SIGNIFICANT ACHIEVEMENTS OF THE CLINICAL PROGRAMS 2023- 2024

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

ABRAMS ENVIRONMENTAL LAW CLINIC

PROTECTING OUR GREAT LAKES, RIVERS & SHORELINES

The Abrams Clinic represents Friends of the Chicago River and the Sierra Club in their efforts to hold 401 N. Wabash LLC, the operator of one of the largest hotel and condominium buildings in downtown Chicago, accountable for withdrawing water illegally from the Chicago River. To cool the facility, the building draws water at high volumes, similar to industrial factories or power plants, but the facility operated for more than a decade without ever conducting the legally required studies to determine the impact of those operations on aquatic life or without installing sufficient equipment to protect aquatic life consistent with federal regulations. After the Clinic sent a notice of intent to sue the building's operator, the State of Illinois filed its own case in the summer of 2018 in Cook County Chancery Court, and the Clinic's clients moved successfully to intervene in that case.

In September 2024, Judge Thaddeus L. Wilson ruled in favor of the State's and Plaintiff-Intervenors' motions for summary judgment, finding that the facility violated and is in violation of the Illinois Environmental Protection Act and committed a continuing public nuisance through a series of failures to comply with state and federal law dating back to 2008. The judge ruled that the evidence was uncontested by the facility and ordered a trial on the appropriate injunctive relief and civil penalties. Working with co-counsel Albert Ettinger and Northwestern University's Pritzker Law School's Environmental Advocacy Center, Clinic students and the State drafted and filed five motions in limine to prequalify an expert and exclude evidence the facility's operator intended to present. They also defended five similar motions filed by the

defendant. In early 2025, the State and the Plaintiff-Intervenors won almost all of their motions and did not lose any.

In May 2025, the facility's operator, the State, and Plaintiff-Intervenors entered into a proposed consent order to resolve the case. The facility's operator agreed to cease its illegal killing of aquatic life, bring its water intake structure into compliance with the Clean Water Act (CWA), and to pay \$1.5 million in penalties to the State, \$300,000 in attorneys fees, and \$3 million toward a Supplemental Environmental Project (SEP). Plaintiff-Intervenor Friends of the Chicago River will administer and implement the SEP to create new fish habitat in the Chicago River and mitigate the harm to fish and other aquatic life caused by years of violations. The \$4.8 million total appears to be the largest Clean Water Act settlement in Illinois state court history. On June 30, 2025, Judge Wilson approved the proposed consent order. Now, Plaintiff-Intervenors and their attorneys will work to ensure that the facility secures a legally-compliant permit and that the river restoration projects are implemented successfully.

As the case against 401 N. Wabash reached its conclusion, students began investigating and profiling other entities that have multiple "significant violations" of the water protection provisions of federal and state environmental laws. The Clinic started conversing with partners about addressing this recurring illegal conduct.

ENERGY AND CLIMATE

Energy Justice

The Abrams Clinic supported grassroots organizations advocating for energy justice in low-income communities and communities of color in Michigan. With the Clinic's representation, these organizations intervened in cases before the Michigan Public Service Commission (MPSC), which regulates investor-owned utilities. Students conducted discovery, drafted written testimony, cross-examined utility executives, participated in settlement discussions, and filed briefs for these projects. The Clinic has elevated the concerns of these community organizations and forced both the utilities and regulators to consider issues of equity to an unprecedented degree. This year, on behalf of Soulardarity (Highland Park, MI), We Want Green, Too (Detroit, MI), and Urban Core Collective (Grand Rapids, MI), Clinic students engaged in four contested cases before the MPSC against DTE Electric, DTE Gas, and Consumers Energy, as well as one case before the Michigan Court of Appeals, and provided support for our clients' advocacy in other non-contested MPSC proceedings.

The Clinic started the year with several significant wins in a rate case with the gas utility encompassing most of Michigan, DTE Gas Company. First, the Commission rejected numerous requests by DTE Gas to charge ratepayers for investments expanding its gas distribution system during a time when Michigan needs to prepare for the transition away from fossil fuels, approving less than half the rate increase requested by the company. The Commission has disapproved hundreds of thousands of dollars that the company asked to recover for “Responsibly Sourced Gas,” gas extracted through a process alleged to limit its environmental impact at production, but whose actual environmental benefits are dubious at best. Based on the arguments of the Clinic and other intervenors, the Commission also reduced DTE Gas’s return on equity, or the amount of profit the company’s shareholders received for capital investments. This decision was the first time the Commission had reduced a major energy utility’s return on equity in many years. It marked a substantial win for ratepayers and the energy transition, as such a cut reduced the utility’s incentive to invest in the gas distribution system. Furthermore, the Commission agreed with the Clinic and other intervenors that DTE Gas needed to account for the energy transition explicitly, and the Commission required the company to do so in its next case requesting a rate increase.

In the Winter, the Clinic saw one of its most substantial successes. In previous cases, the Clinic and its clients argued that Consumers Energy Company needed to address inequitable differences in grid reliability between environmental justice and non-environmental justice communities. The company had denied that inequities existed after comparing performance in environmental justice communities against systemwide averages. However, comparing energy reliability in environmental justice communities to the systemwide average masks inequities, because the lower reliability scores for rural areas, where few environmental justice communities are located, bring down systemwide averages. When the company changed its analysis to compare urban environmental justice communities to urban non-environmental justice communities—as the Clinic and its client had argued in a previous case—the results showed the disparity between reliability in environmental justice communities and non-environmental justice communities. As a result, the company proposed approximately \$500 million in incremental investments in the grid in environmental justice communities during the next ten years to correct the disparities.

When the Commission issued its order in the Consumers Energy rate case in the Spring, the Clinic would see several further wins. First, the Commission announced that, upon arguments put forward by the Clinic, the Commission would initiate a

broader discussion with utilities across Michigan to address increasing heat-related deaths and amend the required extreme weather utility regulations that limit when utilities can shut off customers' power. The Commission also required the company to meet with stakeholders to receive input from stakeholders, including the Clinic's client, on the company's community solar proposal. In another rate case, this one stemming from a rate request from the electric utility in the eastern half of Michigan, DTE Electric, the Clinic had similar wins, including (1) the rejection of DTE Electric's request to recover over \$10 million in investments in a self-serve website at the expense of the company's customer help call centers, (2) additional requirements that the company invest in its infrastructure in residential neighborhoods instead of just the Detroit business district, and (3) requirements that DTE Electric mitigate the negative impacts of the shift away from a low-income energy rate and towards a time of use rate that could harm thousands of customers unable to shift their energy use to off-peak times.

In addition to these rate case interventions, the Clinic also intervened on behalf of our clients in a Voluntary Green Pricing (VGP) Case filed by DTE Electric. In that case, students worked with members of the Detroit-area community to draft testimony filed before the Commission. These community members argued that DTE is delaying the creation of any community solar projects in the community by (1) slow walking commitments made by the company to develop three community solar projects in low-income communities and (2) refusing to provide a fair tariff that would allow third parties to fund, construct, and connect their community solar arrays to the grid. Students drafted multiple briefs advocating for low-income and BIPOC communities to have access to community solar.

As these cases were ongoing, the Clinic continued its appeal of the previous year's VGP case. In the summer of 2024, the Clinic filed an appeal of the Commission's order in DTE's 2022 VGP case, alleging that the Commission had failed to address several legal issues raised by the Clinic in its advocacy in the regulatory proceeding, and that the Commission's order was thereby unlawful under the Michigan Administrative Procedure Act and the state constitution. Over the past year, clinic students drafted the initial brief and the reply brief to the Commission's and the Company's briefs. The Clinic is currently waiting for the case to be assigned to a panel before the case moves forward.

The Clinic also assisted its clients outside the Commission's contested cases. Students advised clients regarding structuring their relationship with a nonprofit to oversee funds for weatherization, energy efficiency upgrades, renewable energy, and battery

technology for homes in low-income communities. The Clinic also successfully assisted our client in requesting funding from the Utility Consumers Participation Board, a state organization that funds groups representing residential customers before the Commission, for its interventions in regulatory proceedings. This award is the first time our client will receive payment for their efforts, which will allow them to expand their regulatory advocacy.

Finally, both DTE Electric and Consumers Energy have filed additional requests for rate increases after the conclusion of their respective rate cases filed in 2024. On behalf of our Clients, the Clinic has intervened in these cases, and clinic students have already reviewed thousands of pages of documents and started to develop arguments and strategies to protect energy justice communities from the utility's ceaseless efforts to increase the cost of energy.

Land Contamination, Lead, and Hazardous Waste

The Abrams Clinic continues to represent East Chicago, Indiana, residents living on or adjacent to the USS Lead Superfund site. This year, the Clinic continued challenging the poor performance and permit modification and renewal attempts of Tradebe Treatment and Recycling, LLC (Tradebe). Facility reports from the US Environmental Protection Agency's (EPA) Toxic Release Program (TRI) indicate that Tradebe is the leading emitter and handler of hazardous waste in Lake County, when adjusted for risk. US EPA and the Indiana Department of Environmental Management (IDEM) have notified the company of hundreds of violations in the past five years. This year, Clinic students drafted and filed an extensive and detailed comment on problems with a proposed renewal and modification of the Company's Resource Conservation and Recovery Act Permit; while the Clinic, its clients, and its allies did not secure all of the changes they requested, IDEM did impose additional requirements on the company in the reissued permit. In addition, Clinic students commented on a draft Clean Air Act (CAA) permit revision, noting the need for additional air pollution controls and offsets; the Clinic and its clients are awaiting IDEM's response. Clinic students supported the participation of clients and allies in public meetings for the RCRA and CAA permits and produced press releases to draw attention to problems with the permits. Clinic students invested significant time working on the details of potential legal challenges. Finally, the Clinic and its clients also joined comments drafted by other environmental organizations about poor operations and loose regulatory oversight of several industrial facilities in the area.

Endangered Species

The Abrams Clinic represented the Center for Biological Diversity (CBD) in litigation regarding the US Fish and Wildlife Service's failure to list the Brooke Floater Mussel as threatened or endangered under the Endangered Species Act. The mussel is a small, strictly riverine species of mussel historically native to the east coast of the United States and Canada in an area referred to as the Atlantic slope. Development and climate change have undermined large portions of the mussel's habitat, and populations are declining. Accordingly, the Clinic sued the US Fish and Wildlife Service in the US District Court for the District of Columbia last spring over the Service's denial of CBD's request to have the Brooke Floater Mussel protected. The Clinic is currently awaiting the US Department of Justice's answer.

The Clinic also provided legal support to CBD in preparing an amicus brief relating to protecting another species in a separate proceeding. The Clinic also supported local counsel in that proceeding as part of CBD's advocacy.

Students and Faculty

Twenty-nine law school students from the classes of 2025 and 2026 participated in the Clinic. Students secured ten clerkships, five are heading to private practice after graduation, and two are pursuing public interest work. On June 30, Clinical Fellow Sam Heppell departed the Clinic to assume a clinical teaching position at the University of Utah Law School and start a medical-legal partnership clinic there. Clinic Director Mark Templeton continues his service on the boards of the Environmental Law Institute, the Conservation and Policy Council of the Forest Preserves of Cook County, and the Gaylord and Dorothy Donnelley Foundation. Director Templeton also served as co-organizer and was a presenter at *Ecological Matters: Experimental and Legal Interventions into Climate Change in East Asia*, held at the University's Hong Kong Center, and he moderated the University's Harper Lecture *At a Boiling Point: Human Rights in the Face of Climate Change* in San Francisco. Clinic Fellow Jake Schuhardt serves on the Illinois State Bar Association's Environmental and Natural Resources Law Section Council.

CIVIL RIGHTS & POLICE ACCOUNTABILITY CLINIC

At a time in which there are even greater challenges across the country to addressing racism and civil rights violations by law enforcement, our Clinic students continue to

fight to improve police accountability, public safety, and police services in Chicago, while serving clients who would otherwise lack the means to access counsel. With attacks on the rule of law and threatened cuts to legal services for people in need, Clinic students have learned what it means to be ethical lawyers who serve their clients with integrity and maintain a commitment to due process and equal protection for all people under the law.

Christopher Ellis

In July, the Clinic won a year-long Stage 3 post-conviction trial before the Honorable Carol Howard in Cook County Circuit Court vacating the criminal conviction of our client, Christopher Ellis. Mr. Ellis was wrongly convicted of aggravated battery against the police based on the testimony of two Chicago police officers who have engaged in a pattern of targeting Black people for harassment, physical abuse, and false arrest. After Mr. Ellis attempted to assert his rights, the two officers yanked him out of his car, threw him face down to the street, beat and stomped him, fired 50,000 volts of electricity into his back, and then falsely accused Mr. Ellis of aggravated battery against the police officers to cover up their abuse.

Students began the trial in the Fall and presented closing arguments at the end of the academic year. The trial was both a model of excellence and collaboration. PAP students **Gloria Bueno, '26, Bronte Foley, '25, and Sabrina Huang, '26,** worked together with **Joshua Kaufman, '25,** in the Exoneration Project, led by Clinical Lecturer **Karl Leonard. Rebecca Marvin Diamond, '24,** who worked with Mr. Ellis as a student in the Clinic and is now an associate at Jenner & Block, returned to try the case as a part of the Clinic team and delivered a rousing closing argument. Students were responsible for every aspect of the trial. They identified and presented the statement of an independent witness who confirmed that Mr. Ellis did not batter the police. The two officers beat up Mr. Ellis. Students presented evidence of the officers' similar abuse of other Black people, including video evidence of one of the officers harassing a Black man, bragging, "I kill motherf---ers," after having shot another young Black man in the back, killing him. Students performed statistical analyses of Chicago police misconduct complaints and uses of force and showed that the two officers had been accused of more misconduct and committed more violence against community members than fellow members of the CPD. For example, **Bronte Foley** showed that the officer who had repeatedly fired a Taser into Mr. Ellis' back had fired his Taser at more Black people than any other member of the Chicago Police Department. Indeed, she demonstrated that the two officers committed more violence against Black people than

any other member of a Department that itself had been engaged in a pattern and practice of excessive and discriminatory force.

Mr. Ellis, who was moved to tears as he received the verdict in court, expressed his deep gratitude to the students, “No one has ever fought with me like you.”

The Federal Civil Rights Consent Decree Governing the Chicago Police Department

In 2025, the United States Department of Justice retreated from the enforcement of consent decrees that seek to redress patterns and practices of civil rights violations and racial discrimination by the police across the country. Despite the Trump Administration’s efforts to terminate civil rights consent decrees, the federal Consent Decree that we won in Chicago to remedy the Chicago Police Department’s (CPD’s) pattern and practice of excessive and discriminatory violence targeted disproportionately against Black people remains strong. The Clinic won the Decree over the objection of the Trump Administration. It remains the first and only governmental civil rights consent decree in the country involving law enforcement in which the people who have been most harmed by CPD’s civil rights violations have the power to enforce the Decree in federal court. Clinic students represent a diverse coalition of community-based groups in their fight to end and remedy these decades-long civil rights violations.

This year, Clinic students made remarkable progress in ending CPD’s practice of violent, illegal, and traumatic raids targeting Black and Brown families in Chicago. In addition to overhauling CPD policy and training, student advocacy prevented thousands of children from harm this year alone from the decrease in unnecessary raids. The number of CPD home raids declined from an average of more than 1,800 a year to 210 last year. Clinic students also worked with social worker [Anjanette Young](#), who survived a violent and demeaning raid, in which officers wrongfully burst into her home at gunpoint without giving Ms. Young the opportunity to put on clothes. **Parsa Aghel, ’26**, played a lead role in drafting the [Anjanette Young bill](#) in Illinois, which, if passed, will ban no-knock raids, allow people a reasonable opportunity to answer their door before police enter, prohibit police from pointing guns at children and their caretakers unless they present an imminent risk to others, and outlaw raids for low level offenses where the harm from the raids would outweigh any benefits.

The Clinic also brought a successful enforcement action which caused CPD to prohibit police officers from stopping people based on their race. In addition, Clinic students

worked with the CPD, as a part of the Consent Decree, to transform policies on gender-based violence and police interactions with people with disabilities. The Clinic continues to advocate to: (1) stop CPD's discriminatory practice of targeting Black and Brown people for pretextual traffic stops to investigate other crimes for which police lack probable cause; (2) disband CPD tactical units that have been responsible for unnecessary and disproportionate violence directed toward Black and Brown people; and (3) limit CPD traffic stops to violations that pose genuine threats to public safety.

Fighting Threats to CPD Accountability

Until recently, City of Chicago agencies responsible for investigating CPD misconduct had long played a leading role in the City's machinery to deny the existence of police misconduct and to protect individual police officers from discipline when they violated people's rights. Successful advocacy by the Clinic led to the creation of the Civilian Office of Police Accountability, a municipal body responsible for investigating most complaints of CPD misconduct brought by community members. With the support of the Clinic, COPA had become a politically independent agency that conducts high quality and unbiased investigations and makes it work available to the public. This is the first time in Chicago history that the agency responsible for investigating CPD misconduct has sought to hold officers accountable when they abuse their powers and hurt people. In each of the past three years, COPA recommended meaningful discipline when a police officer violated a person's rights more times than its predecessors had in the previous four years combined. It is also the first time in history that the agency has endeavored to provide timely and accurate information to the public when police officers kill community members.

Because of the Clinic's success in creating the genuine possibility of police accountability in Chicago, the Fraternal Order of Police (FOP) has engaged in a multi-pronged assault to turn back the clock to the days of police impunity. The FOP forced the mass resignation of COPA's leadership, placing the future of CPD accountability in peril. Clinic students **Harmela Anteneh**, '26, and **Amber Hunter**, '25, published a powerful [op-ed](#) in the *Chicago Tribune* as a part of our work to defend against the FOP's assaults. The FOP also persuaded an arbitrator to allow police officers found to have committed the most severe misconduct to escape public hearings before the independent Chicago Police Board and instead push those cases behind closed doors before FOP-approved arbitrators who have a long track record of protecting Chicago police from accountability. A team of Clinic students led by recent graduate **Benjamin Postone**, '24, authored an outstanding [amicus brief](#) to the Illinois Appellate Court on

behalf of a coalition of civil rights, good government, and community groups that urges the Court of Appeals to reject FOP's efforts to drive the most serious police misconduct proceedings into secrecy.

Consent Decree to End Incommunicado Detention

In 2023, the Clinic won an historic consent decree in Cook County Circuit Court that is designed to end the decades-long practice of incommunicado detention in CPD stations that has facilitated torture, coerced confessions, and wrongful convictions. The Decree requires CPD to: (1) provide people prompt access to counsel and phones after taking them into custody; (2) maintain private rooms in every police station that permit people in custody to have confidential meetings with their attorneys; (3) post signs throughout CPD stations that inform people in custody of their rights and the free 24 hour hotline number to an attorney from the Office of the Cook County Public Defender; and (4) produce data from every CPD arrest concerning access to counsel and phones and permit inspections of CPD facilities for compliance with the Decree.

Over the 2024-25 academic year, Clinic students, **Parsa Aghel, '26, Harmela Anteneh, '26, Gabrielle Bozarth, '25, and Katherine Stanton, '25,** initiated enforcement proceedings that seek to hold the City of Chicago and CPD in contempt of court for violations of the Decree. The Clinic published a [statistical report](#) with Professor Kyle Rozema, an empirical legal scholar, using the CPD arrest data and a survey conducted by the Cook County Public Defender of every client in CPD custody regarding access to counsel and phones. The report showed that only 0.2 percent of people in CPD custody get timely access to counsel and less than half the people arrested for serious offenses who are most vulnerable to CPD interrogation get access to a phone within three hours of custody. **Amber Hunter, '25, and Cassidy Mahoney, '26,** analyzed and presented evidence from hundreds of electronically recorded interrogations that revealed systematic violations of the Decree. In addition, Clinic students demonstrated that: (1) CPD has failed to provide the private meeting rooms for confidential attorney consultations required under the Decree, (2) CPD is systematically denying people in custody in hospitals access to counsel, and (3) CPD failed to post legible signs for most of the two years since the Decree went into effect. **Katherine Stanton, '25,** took the lead role in presenting our findings in a court hearing before the Honorable Judge Neil H. Cohen. The Clinic has requested a full contempt trial. Among remedies, the Clinic is asking the Court to order CPD to promptly offer people in custody access to a phone and the Public Defender's hotline number, videotape the offers, and provide the video evidence to the Court. The Clinic remains committed to doing everything necessary to

end CPD's practice of incommunicado detention and to make real the promise of *Miranda* to meaningful access to counsel to people subject to custodial interrogation.

University of Chicago Trauma Center

Rosie Gruen, '25, Sam Hallam, '25, and Parsa Aghel, '26, have led a medical-legal partnership to prevent law enforcement from violating patient civil rights and interfering with medical care. The Clinic formed this partnership with medical faculty, physicians, medical students, and violence recovery specialists at the University of Chicago Trauma Center and *pro bono* attorneys from the Akerman law firm to address reports from the doctors and staff at the Trauma Center of police abuse of patients who have suffered gunshot injuries; coercive interrogations of people who are being treated for serious injuries; interference with medical care and patient autonomy over medical decisions; illegal searches and seizures of patients' personal property; invasions of patient privacy and personal health information; shackling and physical abuse of patients; and forcing medical personal to perform invasive tests on patients. Trauma Center staff also requested our assistance to prepare for potential immigration raids by the federal Immigration and Customs Enforcement (ICE).

The Clinic team conducted extensive research on the law, best practice, and the medical academic literature. Our research also revealed that despite similar civil rights violations and interference with treatment by law enforcement in hospital settings across the United States, there is a lack of model policies or established best practices on the subject. At the same time, Clinic and medical students also partnered on an interview-based research project in the Trauma Center.

Drawing upon our work, we recently produced a set of operational and policy recommendations and training material for the Trauma Center. We will present our recommendations to leadership, faculty, and General Counsel for the University of Chicago Medical Center in the late summer and fall.

As we finalize our research, we also plan to publish a peer-reviewed article and model policy that can be implemented in hospitals throughout the country to prevent civil and human rights violations and improve health outcomes nationwide.

Partnership with the Cook County Public Defender and Zealous

Sanye Sichinga, '26, Sabrina Huang, '26, and Cassidy Mahoney, '25, have worked in a collaborative project with the Cook County Public Defender and Zealous, a national non-profit dedicated to supporting public defender offices, to identify and address

systemic issues in the criminal legal system that deprive clients of the Public Defender and Clinic access to justice. The team developed a community-driven process to launch the [Freedom Defense Center of Roseland](#), a first-of-its-kind community-based law office within the [Public Defender's Office](#), dedicated to providing holistic legal defense and wraparound services for residents of the South Side. The Clinic is also working to support the opening of a second community defender office later this year in the Austin community on Chicago's West Side.

Illinois Torture and Inquiry Relief Commission

Amrita Krishnan, '25, and **Erika Doane, '26**, investigated claims of Chicago police torture before the Illinois Torture and Inquiry Relief Commission. Amrita investigated the first of a series of claims that police detectives locked people experiencing severe symptoms of drug withdrawal in interrogation rooms and leveraged the pain from those symptoms to extract incriminating statements. The Torture Commission is using Amrita's research to develop guidelines to assess when police interrogation of persons experiencing drug withdrawal can constitute torture. Amrita will present the case that she investigated before the entire Torture Commission in September, after she completes the Bar Examination. Erika began investigating a high-profile case involving the murder of a Chicago police officer. She will present her case before the Commission next year.

CRIMINAL AND JUVENILE JUSTICE CLINIC

The Criminal and Juvenile Justice Clinic (CJJC) provides zealous representation to indigent children and adults who are accused or have been convicted of delinquency or crime. The CJJC is a national leader in expanding the concept of legal representation for children and young adults to include their social, psychological, and educational needs. The CJJC also engages in impact work to effect systemic change. The CJJC is directed by [Clinical Professor Erica Zunkel](#).

COOK COUNTY CRIMINAL CASES IN JUVENILE AND ADULT COURT

During the 2024-25 academic year, the CJJC represented five individuals in pretrial criminal cases. CJJC students did a wide range of critical work, including filing substantive motions, engaging in plea negotiations, organizing and reviewing discovery, conducting investigative tasks, working with experts, and advocating in

court during substantive hearings. Qualified third-year students appeared in court under Professor Zunkel's supervision pursuant to Illinois Supreme Court Rule 711.

In a juvenile case, the CJJC collaborated with [Precious Blood Ministry of Reconciliation](#) (PBMR), a restorative justice non-profit organization based in the Back of the Yards neighborhood, to represent a 17-year-old who was an active participant in PBMR's programs and who faced several serious felony charges. A team of students—**Ajoke Adetula, '25, Jessica Ritchie, '25, and Hannah State, '26**—represented our client from the beginning of the case through the plea and sentencing hearing. The team ultimately secured a very positive outcome for our client that involved no time in the Illinois Department of Juvenile Justice (IDJJ).

Another team of students—**Emma Donnelly, '25, Liam Grah, '25, Daniel Egozi, '26, and Lauren Hinton, '26**—represented an individual charged with unlawful possession of a firearm. Our client faced a mandatory minimum sentence of between three and fourteen years in prison if convicted. The student team zealously advocated for the best possible outcome for our client. The team's work included—among other things—researching, drafting and filing a motion for release under Illinois's Pretrial Fairness Act and a motion to suppress evidence; visiting our client at the Cook County Jail; and preparing a robust mitigation package for the prosecutor's consideration during plea negotiations. Our client ultimately accepted a favorable plea deal and was released from the Cook County Jail shortly after his sentencing, at which time he was reunited with his three-year-old son, for whom he is the primary caregiver. **Emma Donnelly, '25, and Liam Grah, '25,** represented our client during the plea and sentencing hearing at the 26th and California criminal courthouse.

Along with Chicago criminal defense attorney Hallie Bezner, the CJJC and students **Ajoke Adetula, '25, Christiana Burnett, '25, Charlotte Bairey, '26, Daniel Egozi, '26, Bridgette Meyer, '26, Hannah State, '26, and David Wang, '26,** represented a teenager who is charged with first-degree murder and related charges. Because of the nature of the charges, the case was automatically transferred to adult court. During the 2024-25 school year, the student team researched, drafted, and filed a motion for pretrial release; conducted investigation; visited our client at the Juvenile Temporary Detention Center; reviewed and organized discovery; and prepared for trial. **Ajoke Adetula, '25, and Christiana Burnett, '25,** presented oral argument for our client's pretrial release at the 26th and California courthouse. The case is scheduled for trial in November 2025.

Emma Donnelly, '25, and **Liam Grah, '25**, represented a young mother and aspiring nurse who was charged with possession of marijuana and traffic offenses. Ms. Donnelly and Mr. Grah's work led to dismissal of all of the charges against our client. After the dismissals, Ms. Donnelly filed a petition to expunge our client's case, which is currently pending.

Finally, the CJJC achieved an outstanding result in a longstanding clinic case. Our client was charged with various felony offenses and faced a lengthy mandatory minimum sentence. Prior generations of CJJC students filed a Fourth Amendment motion to suppress evidence. After a hearing—including testimony from Chicago Police Department officers—the judge granted the motion, and the government subsequently dismissed the case. This result would not have been possible without the tireless work of **Amara Shaikh, '24**, **Maggie Wells, '24**, and **Liam Grah, '25**.

ADVOCACY FOR FAIRNESS IN THE COOK COUNTY CRIMINAL JUSTICE SYSTEM

Throughout the year, Professor Zunkel advocated for greater fairness in the Cook County criminal justice system. For example, Professor Zunkel submitted a [letter to the editor](#) of the *Chicago Tribune* arguing that State's Attorney Eileen O'Neill Burke's policy instructing prosecutors to object anytime a judge orders an individual to be released on electronic monitoring when the prosecutor originally requested pretrial detention fails to promote public safety and undermines due process and the presumption of innocence.

EXCESSIVE SENTENCES PROJECT

The CJJC's Excessive Sentences Project (ESP) is an initiative to free individuals serving unjust and excessive sentences and to combat mass incarceration in Illinois and the federal system. The ESP's work took numerous forms in 2024-25: (1) filing federal clemency petitions and federal sentence-reduction motions, with a specific focus on clients who are serving lengthy mandatory minimum sentences that would be significantly lower today; (2) filing motions to terminate probation and supervised release; (3) filing expungement petitions; and (4) broader advocacy for the increased use of second look mechanisms such as clemency, compassionate release, parole, and sentence-reduction motions.

CLEMENCY

The president has sweeping powers to commute federal sentences. As part of the ESP's mission to free people serving excessive sentences, during the 2023-24 year, the CJC filed federal clemency petitions for several clients serving life or de facto life sentences. Four CJC clients—Robin Peoples, Jasper Vargas, Dion Walker, and Sean Moffitt—received sentence commutations from President Joseph R. Biden and are now free. The CJC's successful federal clemency work is highlighted in [this article](#). Professor Zunkel profiled Peoples and Walker's cases, which are discussed in more detail below, in a [December 2024 op-ed](#) urging President Biden to use his clemency powers robustly. Professor Zunkel previously profiled Walker's case in a *USA Today* [op-ed](#) written with **Nathaniel Berry, '24**.

Caroline Kassir, '26, worked with Professor Zunkel to draft and file Peoples' successful commutation petition. Peoples was serving a 110-year sentence for a series of bank robberies he committed in the 1990s, in which no one was physically harmed. Peoples was previously released by a federal district court judge but was forced to return to prison when federal prosecutors asked the judge to reconsider his decision, even though Peoples was thriving as a free man. Peoples's successful clemency petition built on the work of **Nathaniel Berry, '24**, and **Christiana Burnett, '25**, who along with Professor Zunkel, drafted and filed Peoples's sentence-reduction motion. When announcing Peoples's sentence commutation, President Biden stated: "Mr. Peoples would likely face a significantly lower sentence under current law and policy. While in custody, he has demonstrated remarkable rehabilitation and courage. Mr. Peoples's clemency petition has received overwhelming support from the civil rights community, government officials, friends, and family members. Mr. Peoples's supporters describe him as a model inmate, an inspiring mentor, and someone deserving of a second chance." Peoples, who is now living and working in Indiana, shares: "I am so grateful to Erica and her students. They just have so much compassion, and this wouldn't have happened without them. They're heroes."

David Wang '26 worked with Professor Zunkel to draft and file Walker's successful commutation petition. Walker was serving a "three strikes" mandatory life sentence for selling drugs to a government informant. As a result of bipartisan changes to federal drug laws, if sentenced today, Walker would face just a 15-year mandatory minimum sentence. However, Congress did not make those changes retroactive, which left Walker serving an outdated and draconian life sentence with little hope that he would ever set foot outside of prison walls. Despite his life sentence, Walker spent his years in prison

laser-focused on growth, positive change, and strengthening relationships with his family. Walker's journey to receiving clemency is chronicled in [this article](#). Walker's successful clemency petition built on the work of **Nathaniel Berry, '24**, and **Julianne Kelleher, '25**, who along with Professor Zunkel, drafted and filed Peoples's sentence-reduction motion.

The work of **Julianne Kelleher, '25**, **Nicholas Smith, '24**, **Maggie Wells, '24**, **Lauren Hinton, '26**, and **Isabelle Wilkinson, '26**, on Vargas's federal sentence-reduction motion laid the groundwork for Vargas's successful clemency petition. Vargas was serving a mandatory life sentence for transporting drugs; due to changes in the First Step Act, Vargas's would face just a 15-year sentence under today's laws, but Congress did not make those changes retroactive. Vargas spent nearly two decades in prison and, according to a corrections expert who reviewed Vargas's record, "Of the hundreds of reports which I have completed and the thousands of inmates I have encountered over the years, Mr. Vargas is among a select few who stand out as most rehabilitated, most transformed, and most mature." Vargas is now reunited with his family in Texas.

Nathaniel Berry, '24, worked on Moffitt's sentence-reduction motion during the 2023-24 academic year; Moffitt was represented by University of St. Thomas Professor Mark Osler and his law students for clemency. Like Walker and Vargas, Moffitt was serving a mandatory life sentence that he could not receive today.

SENTENCE-REDUCTION MOTIONS

The federal sentence-reduction statute permits a judge to reduce an individual's sentence for "extraordinary and compelling reasons." In 2018, Congress reformed the sentence-reduction statute so that federal prisoners can bring sentence-reduction motions to judges, rather than waiting for the Bureau of Prisons to grant relief. In 2023, Professor Zunkel and her client, Dwayne White, [testified](#) before the Sentencing Commission in favor of expanding the grounds for sentence reductions. On November 1, 2023, the Sentencing Commission's updated policy statement went into effect, which permits sentence reductions for medical reasons, family circumstances, abuse in prison, when an individual's sentence is "unusually long," and any other reason that is "similar in gravity" to the enumerated reasons.

During 2024-25, two CJJC clients' sentence-reduction motions were granted, saving them decades in prison. Rickey Swift's 56-year sentence was reduced to time-served based on his serious medical conditions and deteriorating health in prison. Mr. Swift served approximately 25 years of his sentence before his early release. **Nathaniel Berry,**

'24, **Nicholas Smith, '24, Maggie Wells, '24, and Christiana Burnett, '25**, researched, drafted, and filed Mr. Swift's successful sentence-reduction motion. Mr. Swift now resides in Florida with his daughter and her family. Mr. Swift said of the CJJC's work: "The work of CJJC tremendously changed my life. When I was released, I still had over 30 years left on my sentence. To have that time back . . . I'm not even going to try to put that into words."

James King, who was serving a 35-year sentence in connection with the ATF's stash house reverse sting operation, was granted immediate release in September 2025 after serving 17.5 years in prison. Professor Zunkel and CJJC student **Juliana Steward, '24**, partnered with Federal Criminal Justice Clinic Director Alison Siegler and two FCJC students on Mr. King's successful sentence-reduction motion.

The CJJC also litigated numerous sentence-reduction motions during the 2024-25 academic year. Building on 12 prior successful sentence-reduction motions, including nine early releases for individuals convicted in connection with the government's stash house reverse sting operations, Professor Zunkel and **Christiana Burnett, '25**, filed another sentence-reduction motion for a stash house client who is serving a 25-year mandatory minimum sentence and is the only individual still imprisoned in connection with the Illinois stash house operations. The motion is currently pending.

In addition, Professor Zunkel, **Charlotte Bairey, '26, Caroline Kassir, '26, Bridgette Meyer, '26, David Wang, '26, and Isabelle Wilkinson, '26**, filed several sentence-reduction motions under the Sentencing Commission's updated policy statement for clients who are serving life or very lengthy sentences. Students spent countless hours scouring our clients' records, working with our clients and their families and friends to create release plans, conducting legal research, and drafting the sentence-reduction motions. These motions are currently pending.

LITIGATION IN THE US SUPREME COURT

Part of the CJJC's mission is to impact the law more broadly. Professor Zunkel, **Caroline Kassir, '26**, and a team from Cravath, Swaine & Moore LLP—led by Law School alumnus **Jaden Lessnick, '23**—drafted and filed an [amicus brief](#) on behalf of clinical law professors urging the United States Supreme Court to grant certiorari to resolve a circuit split over whether legal changes—in conjunction with other factors—can constitute "extraordinary and compelling reasons" for a sentence reduction under 18 U.S.C. § 3582(c)(1)(A). The brief highlighted how the circuit split has created "severe sentence disparities between similarly situated people based on geography alone,"

resulting in “defendants in restrictive circuits [that] are left serving sentences decades longer than similarly situated defendants in other circuits, based on nothing more than the accident of geography.” The Supreme Court granted certiorari, and the case will be argued in the Autumn Term. The CJJC will be filing a merits amicus brief on behalf of clinical law professors in August 2025.

TERMINATION OF SUPERVISION AND PROBATION

Recent research from The Pew Charitable Trusts found that approximately 4.5 million people in the United States are on some form of community supervision through supervised release, probation, or parole. The CJJC endeavors to assist individuals in seeking early termination of supervision so that they can move forward productively with their lives and regain their full freedom.

The CJJC represented four individuals in motions for early termination, all of which were granted.

Emma Donnelly, '25, and **Jessica Ritchie, '25**, drafted and filed a motion for early termination of supervision on behalf of a CJJC client who, during the 2023-24 academic year, entered into a diversionary disposition under Illinois's expanded [First Time Weapons Offense Program](#) (FTWOP). Our client had no criminal history and a personal background of profound trauma. Over the government's objection, the judge granted the motion, which meant that our client's supervision was terminated early, and the underlying case dismissed. Ms. Ritchie successfully argued the motion in court.

Hannah State, '26, drafted and filed a motion for early termination of supervised release on behalf of a CJJC client who was granted a sentence reduction to time-served and had successfully served nearly half of his term of supervised release. Ms. State gathered numerous letters of support from our client's family, friends, and employer, which were highlighted in the motion. The motion was granted over the government's objection.

Lauren Hinton, '26, drafted and filed a motion for early termination of supervised release on behalf of a CJJC client who was granted a sentence reduction to time-served and had successfully served two years of his supervised release term. Ms. Hinton gathered numerous letters of support from our client's family, friends, and employer, which were highlighted in the motion. The motion was granted.

Finally, Professor Zunkel, building on the work of **Amara Shaikh, '24**, and **Liam Grah, '25**, filed a motion for early termination of supervised release for a longtime client, which the government did not oppose and was granted.

EXPUNGEMENTS

The CJJC represented several individuals in successfully expunging their Illinois criminal convictions. Expungements help individuals make a fresh start and provide them with the opportunity to not be defined by past mistakes. **Christiana Burnett, '25**, and **Emma Donnelly, '25**, represented an individual who sought to expunge several serious prior criminal convictions. The expungement petition was contested by the State. Ms. Burnett argued the motion in court, and the judge granted our client's expungement petition over the State's objection. In another case, the CJJC's work led to the successful expungement of serious felony convictions in five separate cases for a client who has changed his life, including becoming an advocate for criminal justice reform.

ADVOCACY FOR EXPANDED SECOND LOOKS

In addition to representing clients, Professor Zunkel advocated more broadly for expanding second looks and second chances in the state and federal systems.

Professor Zunkel authored [an op-ed](#) in *The Hill* arguing for President Biden to use his clemency powers robustly at the end of his term. President Biden did just that, commuting the sentences of approximately 4000 individuals between December 2024 and the end of his term on January 20, 2025—including the four CJJC clients profiled above.

Professor Zunkel submitted [public comment](#) to the US Sentencing Commission during its amendment cycle about the impacts of the circuit split over the “unusually long sentences” provision of the Commission's sentence-reduction policy statement, and how it was impacting individuals across the country. Zunkel urged the Commission to study and gather data about federal sentence-reduction grants and denials, as well as the Department of Justice's response to the updated sentence-reduction policy statement.

Along with Professor Doug Berman of The Ohio State University's Moritz College of Law and Jeremy Haile, Director of Policy for the People, Professor Zunkel submitted [public comment](#) to the Sentencing Commission on the need to expand “second looks” in the federal system. The letter concludes: “In part because this Commission has

recently given focused consideration to one aspect of sentence reconsideration through recent amendments to § 1B1.13, we believe this Commission is now uniquely positioned and able to develop and advance a robust ‘second look’ sentencing agenda in the months and years ahead.”

Professor Zunkel also served as resource counsel for FAMM and NACDL’s Compassionate Release Clearinghouse, which connects federal prisoners seeking sentence reductions with pro bono counsel. Through the Clearinghouse, Professor Zunkel trained pro bono attorneys around the country about federal sentence-reduction motions and advised them on their motions.

OTHER CJJC WORK

Professor Zunkel spoke at the AALS Conference on Clinical Legal Education with co-presenters Professors Carlie Ware (Stanford Law School), Elana Fogel (Duke Law School), and Belle Yan (University of San Francisco Law School) about leveraging the resources of universities to further high-quality client representation in the clinical setting.

CJJC STUDENTS

Thirteen students participated in the CJJC in the 2024-25 academic year. Of the five third-year students in the CJJC, all stood up in court and argued in court behalf of clients under Professor Zunkel’s supervision. **Christiana Burnett ’25** won the Mandel Award for outstanding contributions to the clinical program. Over the course of her time in the CJJC, Ms. Burnett worked on several pretrial criminal cases and Excessive Sentences Project cases, and she argued a contested motion for expungement at the 26th and California criminal courthouse.

EMPLOYMENT LAW CLINIC

During the past academic year, the Employment Law Clinic has continued its work helping pro se plaintiffs in employment discrimination cases in federal court. This work includes representing pro se plaintiffs as their Settlement Assistance Counsel in individual discrimination cases and representing pro se plaintiffs in their appeals in the Seventh Circuit Court of Appeals. In addition, the Employment Law Clinic has expanded its work with pro se plaintiffs by participating in the William J. Hibbler Memorial Pro Se Assistance Program. This program allows students in the Employment Law Clinic to provide pro se plaintiffs with advice about procedural issues in their

cases pending in the United States District Court for the Northern District of Illinois. Some of the significant developments in a few of the Clinic's cases are detailed below.

SETTLEMENT ASSISTANCE CASES

Clinical Professor Randall D. Schmidt and his students are appointed on a regular basis to provide representation to pro se plaintiffs at settlement conferences. Since starting this project in early 2021, Professor Schmidt has been appointed as Settlement Assistance Counsel for pro se plaintiffs in twenty-nine employment discrimination cases. Although most of these cases were pending in the Eastern Division of the Northern District of Illinois, he has also been appointed in cases pending the Western Division of the Northern District of Illinois and in the Central District of Illinois.

These cases allow students to interview the client, research the legal and factual issues in the case, draft a settlement demand letter, represent the client at a settlement conference, and, if the case settles, draft the settlement agreement.

Professor Schmidt and his students have been very successful in resolving these cases. Of the twenty-nine cases Professor Schmidt and his students have handled, nineteen were settled after one or more mediation sessions. Four are still pending awaiting the initial or follow-up settlement conference. Six cases did not settle. Of those, one settled before trial (after Professor Schmidt's appointment ended), three are still pending, and summary judgment was granted in favor of the defendant in the other two.

Below are a few examples of cases that Professor Schmidt and his students handled during the 2024-25 academic year. Each of these cases resulted in a settlement after one or more mediation sessions. Pursuant to the settlement agreements in these lawsuits, the details of the settlements are confidential.

Glenn v. Allied University Security, No. 1:24-cv-06200 (Settled 04/15/25)

Allied Universal Security ("Allied") is a private security staffing company and the world's largest provider of private security guards. Shanika Glenn is an African American woman who began working at Allied in December 2021. Until her resignation on February 6, 2023, Ms. Glenn was employed as a Shift Supervisor at Allied. During her time as an employee at Allied, Ms. Glenn claimed that she experienced unlawful discrimination on the basis of her race, sex, and color. Ms. Glenn also alleged that she experienced unlawful discrimination based on her pregnancy and pregnancy-related disability. Finally, Ms. Glenn asserted that Allied retaliated against her when she complained about the discrimination.

Ms. Glenn filed a pro se complaint alleging that Allied violated Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e et seq. (“Title VII”), the Civil Rights Act of 1866, 42 U.S.C. § 1981 (“§ 1981”), and the Illinois Human Rights Act, 775 ILCS 5/1-101 et seq. (“IHRA”). Ms. Glenn also alleged that Allied violated Title VII, as amended by the Pregnancy Discrimination Act of 1990, and the Americans with Disabilities Act, 42 U.S.C. §§ 12111, 12112 (“ADA”).

Shortly after the case was filed, the court appointed Professor Schmidt as Ms. Glenn’s Settlement Assistance Counsel. A settlement conference was held before Magistrate Judge Laura K. McNally. The parties were able to reach a settlement during the settlement conference and the case was dismissed.

Haynes v. United Parcel Service, Inc., No. 1:23-cv-16739 (N.D. Ill.) (Settled 06/03/25)

United Parcel Service (UPS), a multinational shipping and receiving company, employed Airelle Haynes, an African American woman, as a regular employee and then a supervisor at its CACH facility in Hodgkins, Illinois, from September 2020 to March 2022. During her employment, UPS subjected Ms. Haynes to a hostile work environment based on her race and sex, including sexual harassments, racial insults, and retaliatory actions after she reported the misconduct.

Ms. Haynes filed a pro se complaint alleging that UPS engaged in unlawful discrimination in violation of Title VII, the IHRA, and Illinois Whistleblower Act, 740 ILCS 174/20-30. After the parties had conducted extensive discovery, the court appointed Professor Schmidt as Settlement Assistance Counsel for Ms. Haynes. A settlement conference was conducted by Magistrate Judge Young B. Kim. At the settlement conference, the parties were able to reach a settlement and the case was dismissed.

Kayossi v. BMO Harris Bank, No. 1:23-cv-03170 (Settled 01/22/25)

Oyeto-Ola Brice Armel Kayossi has a disability that is controlled by medication. Unfortunately, the medication occasionally causes Mr. Kayossi to lose consciousness. A placement agency placed Mr. Kayossi with BMO Harris Bank, North America (“BMO”) as a Bilingual French/English Fraud Analyst. His initial placement was for six months but his position would become permanent after the initial six-month period.

On March 14, 2022, Mr. Kayossi arrived at the BMO office for his first day. Mr. Kayossi commenced training for his position until he was interrupted by the side effects of his

medication, which he was taking because of an underlying medical condition. In the first “episode,” and he lost consciousness. He regained consciousness and continued with the training. A second “episode” followed, whereupon he was asked by another colleague what happened. Mr. Kayossi explained that he had taken his prescribed medications that cause dizziness, but he did not want to disclose his medical condition to anybody other than a supervisor. Mr. Kayossi resumed his work.

At the end of the day, a supervisor told him to come back early the next day. He was led to believe that he would be given a new desk. However, after he arrived at home, and before he had been given the opportunity to explain his disability and discuss reasonable accommodations with BMO, he received notice that he was discharged.

Mr. Kayossi filed a pro se complaint alleging that BMO violated the ADA. In particular, Mr. Kayossi claimed that BMO discriminated against him based on his disability and that although he requested an accommodation, BMO failed to engage in the interactive process to determine what accommodations would be appropriate, violating the ADA.

A settlement conference was conducted by Magistrate Judge Jeannice W. Appenteng. The parties were able to reach a settlement during the settlement conference and the case was dismissed.

Lewis v. Echo Global Logistics, Inc., No. 1:24-cv-04098 (Settled 11/19/24)

Jeremy Lewis alleged that his former employer Echo Global Logistics, Inc. discriminated against him due to his race (Black) and disability (PTSD, anxiety, and depression) by failing to stop harassment. Mr. Lewis was hired by Echo in April 2021 and he worked as an account manager. He claimed that Echo failed to accommodate his disability, failed to promote him and wrongfully terminated his employment. More specifically, Mr. Lewis’s supervisor made overtly racist remarks to him. Mr. Lewis brought this issue to the attention of Echo’s Human Resources Department but his complaints were not addressed. Instead, Echo retaliated against Mr. Lewis, exacerbating his disability symptoms. Echo discharged Mr. Lewis on September 15, 2022.

Mr. Lewis filed a pro se complaint alleging that Echo engaged in unlawful discrimination based on his race in violation of Title VII, § 1981, and the IHRA. He also claimed that Echo discriminated against him based on his disabilities and, although he requested accommodations, failed to engage in the interactive process to determine what accommodations would be appropriate, violating the ADA.

Magistrate Judge Honorable Keri L. Holleb Hotaling conducted an in-person settlement conference. At that conference, the parties were able to reach a settlement and the case was dismissed.

Miller v. Davis Staffing, No. 1:22-cv-05975 (Settled 12/10/24)

Davis Staffing, a Chicago-based staffing agency that specializes in industrial staffing services, hired Joel D. Miller in 2022. Subsequently, Davis Staffing assigned him to a position at Griffith Foods. While working there, Mr. Miller was significantly older than all other similarly situated employees. Shortly after placing Mr. Miller at Griffith Foods, Davis Staffing stopped the assignment. Davis Staffing filed to explain to Mr. Miller why it stopped the assignment. Mr. Miller believed that Davis Staffing ended his placement because of his age.

Mr. Miller brought his pro se lawsuit against Davis Staffing and alleged that its termination and failure to promote him violated the Age Discrimination in Employment Act of 1967, as amended, 29 U.S.C. § 621 *et seq.* (“ADEA”). After some initial discovery, the parties agreed to participate in a settlement conference. The court appointed Professor Schmidt as Settlement Assistance Counsel for Mr. Lewis.

A settlement conference was conducted by Magistrate Judge Maria Valdez. The parties were able to reach a settlement during the settlement conference and the case was dismissed.

Rosas v. Planta River North, LLC., No. 1:24-cv-08695 (Settled 04/10/25)

Planta River North, LLC, (“Planta”) is a vegan fine dining restaurant located in Chicago’s River North. Irma Rosas began employment with Planta as a pastry cook on September 10, 2022. Ms. Rosas, who is Hispanic, began to experience discrimination within two weeks of her start date. In particular, a non-Hispanic worker stated to Ms. Rosas: then stated, “It’s like in America we speak English not Spanish. A lot of people come here and they don’t learn English ... it’s like when you go to Chinatown and I see all the scribbles. I can’t read that. No one can be treated special until my people are. Don’t you know history?”

Minutes after this encounter, Ms. Rosas reported the incident to a Planta corporate administrator and her immediate supervisor. But instead of disciplining the employee who made the comment, Planta’s management moved Ms. Rosas to an undesirable workstation and reduced her hours. The situation being intolerable, she left the job.

Subsequently, Ms. Rosas filed a pro se complaint alleging that Planta violated Title VII by (1) creating a hostile work environment through her co-worker's racial remarks and (2) retaliating against Ms. Rosas for reporting such incident. After some initial discovery, the parties agreed to a settlement Conference. The court appointed Professor Schmidt as Settlement Assistance Counsel for Ms. Rosas.

The parties participated in a settlement conference before Magistrate Judge Heather McShain. The parties reached a settlement at the conference. Unfortunately for Ms. Rosas, Planta filed for bankruptcy before the settlement could be effectuated. Thus, the case has been stayed by the bankruptcy court and Ms. Rosas has submitted a claim in that proceeding.

Vasquez v. City of Chicago, No. 1:19-cv-6014 (Settled 05/16/25)

Mr. Vasquez seeks redress from the City of Chicago under Title VII and the Family and Medical Leave Act ("FMLA"), for its discriminatory and retaliatory conduct toward him. Mr. Vasquez timely filed his initial complaint after receiving his right-to-sue letter from the EEOC, on September 6, 2019. In his Fourth Amended Complaint, Mr. Vasquez alleges both national origin discrimination and retaliation for reporting said discrimination.

Raul Vasquez began work at Chicago's Police Department ("CPD") on September 1, 2010. He worked without incident until 2014. In 2014, Mr. Vasquez's superiors began subjecting him to ethnic discrimination and retaliation. The treatment began when a superior officer told another officer, while looking directly at Mr. Vasquez, "put these God-damn Mexicans in the 30 sector!" (Sector 30 is the least desirable work assignment in the district Mr. Vasquez was assigned to.). Mr. Vasquez found those comments discriminatory and complained about them internally to the CPD EEO Officer. That EEO complaint precipitated a long series of retaliatory actions against Mr. Vasquez.

Mr. Vasquez filed a pro se complaint seeking redress from the City of Chicago under Title VII and the Family and Medical Leave Act ("FMLA"). In the Title VII portion of his complaint, Mr. Vasquez alleged both national origin discrimination and retaliation for reporting said discrimination.

The parties engaged in years of discovery. After discovery was almost complete, they agreed to attend a settlement conference prior to the City filing a motion for summary judgment. At that point, the court appointed Professor Schmidt as Settlement Assistance Counsel for Mr. Vasquez

A settlement conference was conducted by Magistrate Judge Jeannice W. Appenteng. The parties were able to reach a settlement during the settlement conference and the case was dismissed.

WILLIAM J. HIBBLER MEMORIAL PRO SE ASSISTANCE PROGRAM

In early 2024, the Employment Law Clinic expanded its work with pro se litigants by participating in the William J. Hibbler Memorial Pro Se Assistance Program (“Hibler Help Desk”). The Hibbler Help Desk is administered by the People’s Law Center in cooperation with the District Court and the Chicago Bar Foundation. It is “staffed” by volunteer attorneys. The program serves pro se litigants in civil cases filed or to be filed in the federal court for the Northern District of Illinois, Eastern and Western Divisions. A Program attorney provides pro se litigants with limited legal assistance with their cases. In particular, the Hibbler Help Desk provides pro se litigants with help on procedural issues, not substantive legal advice.

Since the Employment Law Clinic began helping pro se litigants, students in the Clinic have met with and assisted more than forty pro se litigants. The support we have provided includes helping clients complete the documents needed to file a pro se employment discrimination complaint; providing guidance on submitting Fed. R. Civ. P. 26(a) initial disclosures, written discovery requests and responses; help in complying with the NDIL’s rules regarding motions to compel discovery; explaining the status of the pro se’s case or appeal; referring clients to resources that could assist them with the substantive legal issues in their cases; and referring pro se’s other providers of civil legal services or to social service agencies.

APPELLATE CASES

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

Ballard v. Ameren Illinois, *Appeal No. 25-1562 (7th Cir.)*

Kimberly Ballard was hired by Ameren Illinois on August 12, 2013, as an energy efficiency advisor. On February 9, 2015, while attending a work-related conference, she fell and injured her wrist. *Ibid.* In February and July 2015, she underwent surgeries to address the injury, but it never fully healed. Thereafter, Ameren repeatedly discriminated against Ms. Ballard because of her physical disability.

Ms. Ballard reported her harassment to Ameren's management, but the discrimination continued. In retaliation for raising her concerns, she was given negative performance reviews and was criticized by her supervisors. The discrimination against Ms. Ballard culminated in her discharge from Ameren's employment on February 26, 2018.

On August 24, 2018, Ms. Ballard timely submitted a Complainant Information Sheet ("CIS") to the Illinois Department of Human Rights ("IDHR") in which she alleged discrimination and retaliation that she had suffered at Ameren because of her physical disability. In her CIS, she requested the IDHR to investigate her allegations and to cross-file her claims with the Equal Employment Opportunity Commission ("EEOC"), and authorized the EEOC to "look into the discrimination alleged [in her CIS]."

On May 14, 2024, Ms. Ballard, filed a complaint against Ameren in the U.S. District Court for the Central District of Illinois, alleging that she had been discriminated and retaliated against by Ameren because of her disability in violation of the ADA. On July 29, 2024, Ameren filed a Motion to Dismiss Ms. Ballard's complaint under F. R. Civ. P. 12(b)(6), arguing *inter alia* that she had failed to timely exhaust her administrative remedies because she had filed her charge with the EEOC more than 300 days after the date on which she had been discharged by the company.

On January 7, 2025, the district court issued its Order & Opinion dismissing Ms. Ballard's complaint with prejudice. The court agreed with Ameren that Ms. Ballard's CIS had not qualified as a charge for the purposes of the ADA, relying solely on the Seventh Circuit's decision in this Court's decision in *Carlson v. Christian Bros. Servs.*, 840 F.3d 466 (7th Cir. 2016), in which the Seventh Circuit had ruled that a filing like the IDHR's CIS does not function as a charge unless it seeks relief. The court ignored the U.S. Supreme Court's opinion in *Federal Express Corp. v. Holowecki*, 552 US. 389 (2008), in which the Supreme Court ruled that an informal pre-charge document filed with the EEOC qualifies as a "charge" for purposes of the limitations periods in federal antidiscrimination statutes if the document (1) alleges discrimination, (2) names the charged party, and (3) requests the agency to take remedial action.

At Ms. Ballard's request, the Employment Law Clinic agreed to represent her in her appeal of the dismissal of her complaint. In the appeal, the Clinic is arguing that *Carlson* misapplied the Supreme Court's decision in *Holowecki* and is inconsistent with decisions issued by other circuit courts and dozens of district courts that have concluded that informal filings that contain the same language as the CIS qualify as charges.

The matter is being briefed and oral argument has not yet been scheduled.

Bell v. DeJoy, Appeal No. 24-1478 (7th Cir.)

Mary Bell is currently working for the United States Post Office ("Postal Service"). On November 22, 2022, Ms. Bell filed her pro se Complaint alleging that the Postal Service discriminated against her with respect to overtime pay and by refusing to downgrade her position. In response, the Postal Service moved to dismiss the complaint, in part, because Ms. Bell had not received a right-to-sue letter from the Equal Employment Opportunity Commission before filing her complaint. Thus, according to the Postal Service, Ms. Bell's complaint was premature. Contrary to the Postal Service's motion, Ms. Bell had in fact received a right-to-sue letter from the EEOC after filing her complaint and prior to the Postal Service's filing of its motion to dismiss. This fact was not brought to the court's attention, even though the Postal Service had received a copy of the right-to-sue letter, the court agreed and dismissed the complaint.

The Employment Law Clinic decided to submit an amicus brief in support of Ms. Bell because this case presented several issues of significant importance to the rights of individuals to pursue federal employment discrimination claims in court. In particular, the Employment Law Clinic argued that the district court incorrectly dismissed Ms. Bell's claims because she had not filed an Amended Complaint raising the claims within ninety days of her receipt of a right-to-sue letter. The court, however, ignored the fact that she had raised the claims in her prematurely filed complaint before receiving the right-to-sue letter. In so doing, the district court disregarded the Seventh Circuit's settled law that her receipt of the right-to-sue letter before the dismissal of her complaint had cured the Complaint's premature filing.

On December 3, 2024, the Seventh Circuit issued an Order vacating the judgment and remanding the case for further proceedings. The Court concluded that the district court erred in dismissing Ms. Bell's complaint based on a failure to exhaust her administrative remedies. In its order, the Court reaffirmed its holdings in prior cases that receipt of a right-to-sue notice "cures" a prematurely filed complaint.

Thomas v. JBS Green Bay, Appeal No. 24-1404 (7th Cir.)

Miko Thomas works for JBS Green Bay, one of the world's largest meat producers. His complaint alleged that his employer discriminated against him due to his color with respect to several terms and conditions of his employment, in violation of Title VII of the 1964 Civil Rights Act. Relying on the Seventh Circuit's standard for establishing justiciable adverse employment actions in discrimination cases, the district court dismissed Mr. Thomas's Complaint and Amended Complaint. The court concluded that the actions he complained of were not "materially adverse" as a matter of law.

Mr. Thomas appealed and asked the Employment Law Clinic to represent him in his appeal. The Employment Law agreed to do so because of its interest in clarifying what adverse actions are actionable under Title VII, the ADA and other anti-discrimination statutes.

After the Employment Law Clinic agreed to represent Mr. Thomas, and six weeks after the district court's final decision in Mr. Thomas's case, the U.S. Supreme Court, on April 17, 2024, issued its opinion in *Muldrow v. City of St. Louis*, 601 U.S. ___, 144 S. Ct 967 (2024). As the Employment Law Clinic predicted, the Court held that, although an employee must show some harm in order to prevail in a Title VII discrimination suit, an employee does not need to show that the injury satisfies a heightened significance test or was "materially adverse." In doing so, the Court mentions Seventh Circuit precedent as an example of courts using an incorrect standard for determining what actions constitutes adverse action for purposes of Title VII. Thus, the primary issue in *Thomas* is whether the district court erred in dismissing Mr. Thomas's case in light of the Supreme Court's opinion in *Muldrow*.

The case was argued by Rex Dyches ('25), a 3L Student in the Employment Law Clinic, on October 29, 2024. On November 8, 2024, the Seventh Circuit issued its Opinion reversing and remanding the case. The Court recognized under *Muldrow* and F. R. Civ. P. 8, the allegations in Mr. Thomas's complaint were sufficient to state a cause of action and that the case needed to move forward to discovery.

Harris v. Vision Energy LLC, Appeal No. C-2300406 (Ohio Ct. App.)

The Employment Law Clinic is frequently requested to submit amicus briefs in cases in pending before the Illinois Supreme Court, the Illinois Court of Appeals, and appellate courts in other jurisdictions. In late 2023, the Employment Law Clinic was asked to submit an amicus brief concerning the history of the Illinois Wage Payment and Collections Act ("IWPCA") in *Harris v. Vision*. The Employment Law Clinic

previously submitted a similar brief in *Johnson v. Diakon Logistics*, 44 F.3d 1048 (7th Cir. 2022).

In *Harris*, Jeff Harris, a resident of Ohio, worked for Vision Energy, an Ohio company. All of the work Mr. Harris provided to Vision took place in Illinois. In exchange for Mr. Harris's labor, Vision promised him, among other compensation, a four percent equity interest in a yet-to-be-formed corporation. When Vision failed to pay him the value of the promised equity interest, Mr. Harris filed a complaint against Vision in Ohio to recover that sum under the IWPCA. Vision moved to dismiss Mr. Harris' IWPCA claim based on a choice-of-law provision in the parties' contract, which stated that the agreement was to be governed by Ohio law. The court granted Vision's motion and dismissed the IWPCA claim.

Mr. Harris appealed the court's dismissal of his IWPCA claim and his counsel requested that the Employment Law Clinic submit a brief explaining the history and strong public policy behind the IWPCA. The Employment Law Clinic agreed to do so and submitted an amicus brief on behalf of Mr. Harris.

In the amicus brief, the Employment Law Clinic argues that the history of the IWPCA and Illinois's prior wage-theft statutes demonstrates the importance that the Illinois legislature has placed on protecting its workers and the centrality of preventing wage theft to Illinois's public policy. The amicus brief also demonstrates that Illinois has a materially greater interest than Ohio in the resolution of the dispute because Mr. Harris performed all his work for Vision in Illinois. The lower court's decision that requires Mr. Harris to bring his wage theft claim against Vision under Ohio's wage laws, is manifestly repugnant to the fundamental policies of Illinois because Ohio's wage protection laws would not have provided him with a viable claim or with any remedy for the work he performed solely in Illinois.

Finally, the Employment Law Clinic argued that the choice-of-law provision in the Harris-Vision Agreement did not override the territorial limitations of Ohio's wage protection statutes, which do not apply extraterritorially to work performed exclusively outside of Ohio. Courts across the country, including Ohio courts, have long recognized that a state's territorial limitations apply even when that state's law is selected for application by a choice-of-law provision.

On July 31, 2024, the Ohio First District Court of Appeals issued its opinion and reversed the lower court's order dismissal of Mr. Harris's IWPCA claims. Relying in part on the Seventh Circuit's decision in *Diakon* and the arguments raised in the Clinic's

amicus brief, the Court held that the parties contractual choice of Ohio law provision could not control because applying it would be contrary to a fundamental policy of Illinois, which had a greater material interest than Ohio in determining whether Mr. Harris's work in Illinois was protected by wage laws.

On November 26, 2024, the Ohio Supreme Court denied Vision's request that it review the decision of the Court of Appeals.

EXONERATION PROJECT CLINIC

The Exoneration Project represents innocent individuals who were wrongfully convicted, working to secure their freedom and expose systemic failures that lead to wrongful convictions. The Exoneration Project litigates in state and federal courts across the country and has secured the exoneration of nearly 200 clients to date. In addition to litigating post-conviction innocence claims, the Exoneration Project engages in broader efforts to reform the criminal legal system, hold state actors accountable for misconduct, and ensure that exonerees have the support they need to rebuild their lives upon their release from prison.

In 2024–2025, clinic students were at the heart of the Exoneration Project's work. Students argued in court, presented and cross-examined witnesses, prepared expert testimony, conducted complex investigations, drafted pleadings, and met regularly with incarcerated clients. Students played lead roles in our cases, exposing police and prosecutorial misconduct and pushing for structural reforms through our litigation.

The following is a summary of the Exoneration Project Clinic's work during the 2024–2025 academic year.

IN-COURT LITIGATION

The Exoneration Project secured multiple courtroom victories this year, including at contested evidentiary hearings and other post-conviction proceedings. In one matter, the Exoneration Project partnered with the Civil Rights & Police Accountability Clinic to present evidence, witnesses, and argument in a multi-day hearing that culminated in the court concluding that our client had established his innocence. At that hearing, students delivered opening and closing arguments, presented witness testimony, and introduced evidence.

In another matter, clinic students litigated an evidentiary hearing regarding the State's suppression of exculpatory evidence in violation of *Brady v. Maryland*. Students delivered opening and closing arguments and examined witnesses.

PETITIONS AND INVESTIGATIONS

Clinic students led post-conviction litigation across a range of jurisdictions—including in Illinois, California, and Arkansas—preparing and filing petitions, working with expert witnesses, and building the factual and legal records necessary to overcome the high procedural hurdles associated with post-conviction matters. In multiple cases, students investigated suppressed *Brady* material, false and coerced “confessions,” and the use of unreliable forensic testimony. Students developed litigation strategies, drafted petitions, interviewed witnesses, marshaled evidence, and worked alongside experts in psychology, medicine, and other fields to support our clients' claims.

OFFICE OF MISCONDUCT AND POLICE ACCOUNTABILITY

This year, Exoneration Project students worked on several cases involving deeply entrenched patterns of official misconduct. These cases reflect the Exoneration Project's commitment to securing our client's freedom and to confronting the institutional conditions—racial injustice, police abuse, and prosecutorial misconduct—that produce wrongful convictions.

In one case, a client was tortured by police during a multi-day interrogation at age fifteen—an episode marked by extreme physical abuse, threats, and prolonged isolation.

In another, a conviction rested on the testimony of an officer later placed on the State's official “do not call” list after boasting about his use of deadly force, alongside another officer with a well-documented history of racially biased policing.

In yet another matter, students investigated and challenged a conviction obtained by a detective notorious for targeting cognitively impaired suspects. That detective extracted a false “confession” from a client with profound intellectual disabilities through deception and physical abuse. Students gathered psychological evidence—in addition to compelling evidence of innocence—and prepared a post-conviction petition that will force judicial scrutiny of decades-old police practices that violated the constitutional rights of extremely vulnerable individuals.

STUDENT ADVOCACY AND LEADERSHIP

Throughout the year, students took the lead in all phases of litigation on behalf of our clients. They developed investigative roadmaps, met with clients in maximum-security prisons, drafted and argued motions in court, and prepared lay and expert witnesses to testify. In several matters, students were responsible for litigating hearings from start to finish—examining hostile witnesses, introducing exhibits, and advancing novel constitutional theories.

FEDERAL CRIMINAL JUSTICE CLINIC

The Federal Criminal Justice Clinic is the nation's first legal clinic devoted to representing low-income clients charged with federal felonies. This year, we pursued national systemic reform projects aimed at reducing both pretrial incarceration and post-conviction imprisonment, and we also represented individual clients in a variety of federal criminal cases. Professor Alison Siegler, the Clinic's Founding Director, and Professor Judith Miller work together with students to advocate in these areas.

FREEDOM DENIED SYSTEMIC REFORM PROJECT

Students working with Professor Siegler on the FCJC's *Freedom Denied* Project have continued to drive systemic change nationally in the area of federal pretrial jailing and detention, building on the Clinic's study, [*Freedom Denied: How the Culture of Detention Created a Federal Jailing Crisis*](#) (2022). In this report, the FCJC identified a federal jailing crisis and presented clear data to judges and other stakeholders about how federal bail practices routinely violate the law and people's rights.

In the ensuing years, the FCJC has pulled every possible lever to address this crisis, resulting in nationwide progress. In response to our findings, judges around the country are writing pretrial release opinions that follow the requirements of the Bail Reform Act and advance the rule of law. See, e.g., [*United States v. Subil*](#), 2023 WL 3866709, at *4 (W.D. Wash. June 7, 2023) ("A recent study of federal pretrial detention identifies just such a 'problematic feedback loop': '[T]he prosecutor requests pretrial detention for reasons not authorized by the law, the defense attorney does not object, and the judge neither questions the prosecutor nor adheres to the statutory requirements, sometimes jailing people unlawfully.'" (quoting the FCJC's *Freedom Denied* study at 29); [*United States v. McLean*](#), 749 F. Supp. 3d 167, 169 (D.D.C. 2024) (discussing *Freedom Denied*'s findings).

Our Clinic is seen as a national leader on federal pretrial release, presenting trainings, speeches, and workshops for federal judges, public defenders, and other stakeholders. For example, Professor Siegler spoke on a panel at the Tenth Circuit Judicial Conference that was structured around our *Freedom Denied* study; co-ran a multi-day national bail workshop for Federal Public Defenders with assistance from Professor Miller; and presented a national webinar about how to leverage the Pretrial Risk Assessment instrument in litigating for release (attended by approximately 500 federal criminal defense attorneys). Professor Siegler also serves annually as the editor of the Bail Chapter of the *Georgetown Annual Review of Criminal Procedure*, which she and FCJC students have extensively revised to reflect the Bail Reform Act's exacting legal standards.

In response to the FCJC's study, federal judges asked the Administrative Office of the U.S. Courts to revise the *Order of Detention Pending Trial* form to incorporate our approach to the Bail Reform Act. The AO agreed, inserting an entirely new section into AO Form 472 called "Eligibility for Detention" that requires judges to document the particular statutory factor they are relying on before detaining anyone charged with a federal crime. Compare [AO Form 472 \(rev. 2025\)](#) with [AO Form 472 \(rev. 2016\)](#). Going forward, this change will help ensure adherence to the rule of law for the approximately 65,000 people charged every year in the federal system.

One major problem our study uncovered was that federal magistrate judges throughout the country were jailing people at their first bail hearing *without a lawyer* by their side. Specifically, our investigation revealed that in one-quarter of the 94 federal courts, a defendant could be jailed without counsel at their Initial Appearance hearing. This is a clear violation of federal law. Not surprisingly, we discovered that lack of counsel increases pretrial detention rates: every single unrepresented individual in our study was jailed at their Initial Appearance hearing. See *Freedom Denied* at 135 & fig.18:

Figure 18: When Arrestees Were Forced to Proceed Without Counsel at Their Initial Appearance, There Was a Dramatic Increase in Pretrial Detention.



Commission fundamentally change the Guidelines by calibrating sentences to a person's *function* in a trafficking enterprise, rather than continuing to use the flawed metric of drug quantity to set sentences. Our proposal seemed to resonate with the Commission, as they initially proposed an amendment creating a new "low-level trafficking functions" adjustment.

In winter and spring 2025, our team wrote three public submissions to the Commission, all of which have been published as part of the 2025 amendment cycle: a [Public Comment](#) and a [Public Reply Comment](#) supporting the proposed amendments and suggesting additional revisions to the drug Guidelines, as well as a [Public Comment](#) urging the Commission to make any new amendments retroactive. Throughout this intensive project, the student team developed deep expertise on myriad sentencing issues.

FEDERAL SENTENCING GUIDELINES RETROACTIVITY PROJECT

Students working with Professor Miller have engaged in multiple rounds of advocacy before the Sentencing Commission to advance its "[Simplification](#)" project. The student team submitted a [Public Comment](#) and [Public Reply Comment](#) asking the Commission to change its sentencing recommendations for individuals who are also subject to another term of imprisonment, and to fix its binding policy for how those sentence reductions can be incorporated into retroactive sentence reductions. The Commission [accepted a couple of the Clinic's recommendations](#) and has taken up another Clinic suggestion as a "[proposed priority](#)" for the upcoming 2025–2026 amendment cycle. Professor Miller and the student team are currently preparing a Public Comment responding to that proposed priority and asking the Commission to expand retroactive sentence reductions more generally. The underlying legal issues are highly technical and affect hundreds, if not thousands, of individuals.

The Retroactivity Project began in the 2023–2024 academic year, when FCJC student teams represented 4 incarcerated clients in motions to have their sentences reduced under the newly passed [Amendment 821](#) to the Sentencing Guidelines. The Commission had issued this retroactive Amendment based on new data showing that two components of the Guidelines overstated certain individuals' risk of recidivism. Under this Amendment, incarcerated individuals could ask the court to reduce their sentences. Three of the FCJC's four sentence reduction motions have already succeeded.

Our fourth motion is still pending and rests on a circuit split that turns on two technical legal issues—both of which the FCJC has raised in our Public Comments to the Commission. First, Guideline § 5G1.3 contains a notoriously confusing set of rules for crediting time served on a related term of imprisonment. Second, the circuits are divided over whether retroactive sentence reductions such as Amendment 821 should include § 5G1.3’s credit for time served. In response to the Commission’s efforts to simplify the Guidelines, the 2024–2025 student team proposed revising § 5G1.3 to broaden access to certain sentence reductions and to address the circuit split by ensuring that sentence reductions include credit for time served. After adopting some of the FCJC’s suggestions for revising § 5G1.3, the Commission is now seeking suggestions for additional ways of simplifying the Guidelines. In response, the FCJC team plans to submit additional Public Comments in July 2025.

JURY INSTRUCTIONS PROJECT

Building on objections from an earlier trial case, another student team submitted a lengthy letter to the Seventh Circuit Jury Instruction Committee asking for revisions to the so-called “[Joint Venture” jury instruction](#). Under Professor Miller’s supervision, the team argued that the pattern instruction misstates the law and undermines the government’s burden. None of the other circuits’ pattern instructions suggest a stand-alone joint venture instruction. After extensive research, the team asked the Committee to follow the example set by other circuits, which is also supported by Seventh Circuit case law: either eliminate the instruction entirely or, in the alternative, incorporate it into the aiding and abetting instruction. The team’s request is currently pending.

Developing this proposal required the team to integrate multiple advocacy approaches. Students did a deep dive into the intricate legal questions underpinning the law of aiding and abetting, and then they transformed that research into persuasive advocacy before an administrative committee. To address practical drafting questions, the students also reviewed social science research about writing effective jury instructions. This Project built on the FCJC’s earlier success advocating for a revised “[deliberate avoidance” jury instruction](#), also known as an “ostrich” instruction, under Professor Siegler’s supervision.

INDIVIDUAL CLIENT REPRESENTATION

FCJC students zealously represented several individual clients charged in complex federal criminal cases.

One student team under Professor Siegler's supervision represented a client charged with gun possession. The students wrote 45 pages of motions and filed hundreds of pages of exhibits requesting a below-Guidelines sentence given the serious violence our client had experienced as a child; his need to receive treatment for trauma, mental illness, and addiction; and his loving support for a disabled family member. The students tied each of these factual issues to various factors in the sentencing statute, 18 U.S.C. § 3553(a). This case also presented a very complicated set of legal issues under the federal Sentencing Guidelines, because the state had indicted our client for offenses arising out of the exact same incident. There was also a question of how our client's prior record should affect his sentence, with the Probation Office requesting a higher sentence. Thanks to the team's persuasive legal arguments, the U.S. Attorney's Office ultimately agreed with our position on both Guideline questions, a rarity. At the sentencing hearing, two 3Ls presented oral argument before U.S. District Judge Sara Ellis. During that hearing, the prosecutor commented that he had never seen as strong a release plan as the one this team had proposed. The judge ultimately rejected the prosecutor's request for a 51-month sentence, consigning our client to just 17 months of incarceration. This case was co-counseled with former Federal Defender Matthew J. Madden.

Another student team under Professor Siegler's supervision represented a client charged in a complex federal fraud case. The students filed three separate sentencing motions totaling 55 pages, as well as extensive exhibits. One motion raised a fact-intensive legal challenge to the economic loss amount driving our client's high Guidelines range and required the team to synthesize thousands of pages of discovery. We also worked with a mitigation specialist, who wrote a report contextualizing the offense and conveying that our client had deviated from his lifelong, law-abiding path under financial pressure linked to childhood trauma. The students detailed how the collateral consequences our client had already faced weighed in favor of leniency under the statutory sentencing factors. They also presented a creative argument that a reduced sentence was necessary to avoid creating unwarranted disparities with our client's co-defendants and others, presenting data that over 40% of fraud clients in the Seventh Circuit receive below-Guidelines sentences. Three just-graduated 3Ls presented extensive argument in the two-hour sentencing hearing before U.S. District Judge Lindsay Jenkins. The team's brilliant argument convinced the judge that what the government contended was a single fraud scheme was actually two separate schemes, and that our client bore responsibility for only one. This reduced his Guidelines range significantly. As a result of the students' forceful advocacy, our client is spending 9

months behind bars rather than the more than 3 years in prison requested by the prosecutor. Matthew Madden was our co-counsel on this case as well.

A third student team represents a client in a federal bank robbery case under the supervision of Professor Miller. Four FCJC students met our client in the lockup just hours after his arrest and jumped into action, interviewing family members and creating a release plan with the assistance of former Clinic social worker Lindsay Perlmutter. The students drafted a compelling 13-page motion requesting pretrial release based on our client's extraordinary family ties, ongoing employment, and limited criminal history. After a hard-fought detention hearing that lasted for nearly two hours, a 3L student persuaded Magistrate Judge Jeffrey Gilbert to release our client, an extraordinarily rare result in this kind of case. This team has since filed over 80 pages of briefing arguing that our client's post-arrest statements should be suppressed and the indictment dismissed. Our motions to dismiss include an entirely novel argument about a legal flaw in the indictment, and they also raise an issue of first impression in the Seventh Circuit. Both arguments ask the court to take a textualist approach to the elements of an offense, following recent Supreme Court and Seventh Circuit precedent. The motions are pending, and the case is currently heading toward trial.

LITIGATING ORIGINALISM

Professor Miller's new seminar, *Litigating Originalism*, grew out of a Clinic-related question: how might the Clinic's district court advocacy incorporate "originalist" methods? Professor Miller teamed up with Professor William Baude to teach a seminar about how litigators can use originalist arguments in court. The seminar intentionally included students with a wide variety of political and legal commitments and set aside questions about originalism's validity and ideology. The University recognized the seminar's important contribution by honoring Professors Miller and Baude with the faculty [Diversity Leadership Award](#) for the 2024–25 academic year. FCJC students enrolled in the class and were critical to its success.

GLOBAL HUMAN RIGHTS CLINIC

The Global Human Rights Clinic (GHRC) advances justice and addresses the inequalities and structural disparities that lead to human rights violations worldwide using diverse tactics and interdisciplinary tools. Over the past year, GHRC students and faculty worked in teams to promote human rights around the world. In particular, the GHRC supported efforts to investigate and prevent unlawful killings globally; stop the

unlawful use of the death penalty; advance the rights of migrants and non-citizens; ensure justice in conflict; promote climate justice; and challenge discriminatory laws. Select work related to these strands is described below.

EXTRAJUDICIAL EXECUTIONS: PREVENTING AND INVESTIGATING UNLAWFUL DEATHS GLOBALLY

The GHRC provided strategic support to Morris Tidball-Binz, the United Nations Special Rapporteur on Extrajudicial, Summary, or Arbitrary Executions, and a leading independent human rights expert appointed by the United Nations to advise on the issue of unlawful killings from a thematic perspective. The Special Rapporteur procedures are a key pillar through which human rights is advanced at the UN. As part of their mandate, Special Rapporteurs undertake country visits, conduct annual thematic studies, and act on individual cases of reported violations by sending communications to States and international authorities. As of June 2024, Tidball-Binz joined the University of Chicago Pozen Family Center for Human Rights as a visiting senior research associate, where he engages with and conducts joint research alongside Pozen Center and GHRC students.

In particular, the GHRC supported the Special Rapporteur with:

- Support in the research and drafting of his thematic report on the rights of families of persons unlawfully killed. GHRC students conducted factfinding, expert interviews, and legal analysis to inform the Special Rapporteur's thematic report on the rights of families of persons unlawfully killed, which was presented to the UN Human Rights Council on June 18, 2025 ([A/HRC/59/54](#)). The UN Special Rapporteur [acknowledged](#) the contributions of the GHRC (video, remarks referencing the GHRC at 1:05:35).
- Co-hosting, alongside the UN Special Rapporteur's mandate and the University of Chicago Pozen Family Center for Human Rights an [experts' technical meeting](#) to draft guidelines for practitioners on the investigation of femicides, held at the University of Chicago John W. Boyer Center in Paris in April 2025. The expert meeting brought together leading practitioners from around the world, to discuss and draft guidelines related to the investigation of femicide.

CHALLENGING DEATH PENALTY METHODS IN ALABAMA

In the U.S., Alabama has recently begun using nitrogen asphyxiation as a method through which to carry out the death penalty, despite the serious risk of torture, and

cruel, inhuman, and degrading treatment which is poses to individuals subjected to it. The GHRC is [representing](#) British Professor Jon Yorke, an international expert on the use of the death penalty, in a motion to intervene as a third party in a 42 U.S.C. §1983 civil rights action in the case of David P. Wilson, who has been under a sentence of death since 2008. Professor Yorke seeks to inform the Court of the crucial international law issues at risk through the use of nitrogen asphyxiation.

MISSING MIGRANTS: A FORENSIC RESPONSE FOR AFRICAN MISSING MIGRANTS IN SOUTHWEST EUROPE

Thousands of Africans go missing each year attempting to cross international borders in search of safety and better opportunities. Despite the broad recognition among states of the importance and need to address the situation of missing migrants, there is a lack of formal coordination and procedures among all relevant stakeholders relating to missing migrants, and in many instances, even within a country's government, there is a lack of information sharing. For families searching for the fate and whereabouts of their loved ones, the uncertainty is devastating, often leaving them in limbo.

In partnership with the Immigrants' Rights Clinic (IRC) and the Argentine Forensic Anthropology Team, the GHRC is supporting efforts to identify missing migrants traveling from Africa to South–West Europe. Over this course of this academic year, GHRC/IRC students:

- Completed an analysis of the existing legal frameworks governing the rights of missing migrants, and laws that pertain to transnational exchange of information of missing migrants. This analysis will be published in August 2025, in partnership with EuroMed Rights, an NGO which focuses on the rights of migrants in the Mediterranean.
- Co-hosted a regional workshop in Nairobi bringing together civil society, State actors, intergovernmental bodies, and forensic experts from countries across Africa and Europe dealing with high numbers of migrants, to assess challenges relating to the transnational search for and identification of missing and deceased migrants. This workshop was the first of its kind between Europe and Africa which combined State forensic actors with civil society and families' representatives and forms a foundation upon which to develop a multistakeholder and transnational mechanism to identify migrants. GHRC and IRC Students presented on the international and regional legal framework at this workshop.

- Traveled to Morocco twice, to work alongside local civil society in border towns in Morocco (Oujda), supporting the families of migrants, and to participate in a regional civil society convening relating to missing migrants in Rabat, Morocco. An IRC student presented our forthcoming research on the legal frameworks governing the rights of missing migrants at this convening.

JUSTICE IN CONFLICT: SUPPORTING ATROCITY INVESTIGATIONS IN THE GAMBIA

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

In partnership with the African Network Against Extrajudicial Killings and Enforced Disappearances (ANEKED) Gambia chapter, the Gambian Ministry of Justice, and the Argentine Forensic Anthropology Team, GHRC students supported efforts to advance justice and the search for missing persons in the Gambia. In particular, building on an [assessment](#) of the forensic and international criminal system conducted in 2023, the GHRC further supported ANEKED to develop a perpetrator database and explore lines for possible future accountability mechanisms. Additionally, Director of the GHRC and ANEKED obtained a grant from the Provost's Global Faculty Awards program to [develop](#) a transitional justice teaching tool in the Gambia. This tool will be piloted over the next academic year, in line with the grant.

BRIDGING THE CHASM BETWEEN LAW, SCIENCE, TECHNOLOGY AND NARRATIVE TO ADVANCE CLIMATE JUSTICE

While climate change is having a devastating impact across the planet, the harms are not experienced equally. Those on the frontlines of the climate crisis are frequently those who have contributed least to climate harms – including Indigenous groups, individuals living in small island nations, young people, and communities across the Global South. Coalitions of young people, including the [Pacific Island Students Fighting Climate Change](#) (PISFCC) and the [World's Youth for Climate Justice](#) (WY4CJ), are leading the right to ensure a livable present and future.

In March 2023, the PISFCC succeeded in getting a historic resolution adopted, asking the International Court of Justice – the World’s Court – to rule on what the obligations of States are to protect the climate, and what the consequences are for the world’s biggest violators. Ahead of the ICJ oral hearings, GHRC partnered with PISFCC, WY4CJ, visual investigations experts [SITU Research](#), and artist Suneil Sanzgiri, to create a short film that weaves together the stories of young people and the impacts of climate harm through testimony, historical and contemporary documentation, and climate science. The film debuted at the [Pinakothek der Moderne](#) museum in Munich, Germany as part of an exhibition entitled [Visual Investigations: between Advocacy, Journalism, and Law](#), which was ran between October 10, 2024 and February 9, 2025. Clinic Director Anjali Parrin [discussed](#) the film, and the broader ICJ decision in a podcast on Lawfare.

ADVANCING EQUALITY: RESISTING DISCRIMINATORY LAWS IN UGANDA AND GLOBALLY

Discriminatory laws impact the ability of sexual and gender minorities, as well as other vulnerable groups, to access basic rights. GHRC students work alongside civil society organizations in Uganda and around the world to challenge unfair laws and policies. This academic year, students partnered with Chapter Four Uganda and Stanford Law School International Human Rights and Conflict Resolution Clinic to examine and challenge discriminatory practices relating to the use of outdated and abusive medical examinations which cause unnecessary pain and suffering and serve no evidentiary value in Court. Further, GHRC students carried out factfinding and analysis on the ways in which advocates challenge stigmatized rights around the world.

GHRC EVENTS AND STUDENT FELLOWSHIPS

The GHRC hosted multiple events for the student body and the human rights community at large, in Chicago and around the world. These included:

- [The Grandmothers Epic Struggle: How Argentinian Grandmothers Challenged a Dictatorship and Sparked a Revolution in Human Rights Investigations](#) (featuring Claudia Poblete, who was kidnapped by the Argentine military regime as a child and is now a member of the board of directors of the Grandmothers of the Plaza de Mayo)
- [The role of Forensics Experts in Identifying Deceased Migrants: Challenges & Opportunities](#) (held at the University of Chicago Center in Paris)

- [Has the World Gone Forward or Backward? Reflections from 90-year-old South African Freedom Fighter Albie Sachs](#), in conversation with Anjali Parrin

Additionally, GHRC graduating students obtained prestigious fellowships to pursue public interest work post-graduation. In 2025, Lindsay Saligman will join Human Rights Watch as a legal fellow.

HOUSING INITIATIVE TRANSACTIONAL CLINIC

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.

SHARED OWNERSHIP AFFORDABLE HOUSING

In this category of work, the Housing Initiative represents clients working to expand homeownership, create wealth building opportunities, and support shared equity models of homeownership.

Autonomous Housing Cooperative. This start-up cooperative has a mission to expand opportunities for home ownership in the city of Chicago, especially for individuals that are low- and moderate-income, people of color, undocumented, and elderly, in order to prevent displacement due to gentrification. This academic year, Housing Initiative students assisted in drafting bylaws for the co-op, drafting a fiscal sponsorship arrangement, and advising on Secretary of State filings for the new organization. The co-op has now begun its search for its first building.

Pilsen Housing Cooperative. The Pilsen Housing Cooperative (“PIHCO”) is a long-time client of the clinic, which helped establish the co-op as a legal entity back in 2017. This academic year, the clinic represented PIHCO in applying for 501(c)(3) status, and in the refinancing of PIHCO’s first multifamily building. In addition, the clinic represented PIHCO in negotiating purchase contracts for three new multifamily buildings, with intended financing through State of Illinois Affordable Housing Tax Credits. The closings on the three new buildings are scheduled to take place later in 2025.

HUB Housing Cooperative. HUB Housing Cooperative turned to the Housing Initiative Clinic for help in interpreting and amending its bylaws, in the context of calculating the affordable resale price generated by the sale of a longtime member’s apartment.

La Villita Housing Cooperative. This housing cooperative is focused on affordable housing opportunities in the Little Village neighborhood of Chicago. The Housing Initiative drafted revisions to the bylaws, counseled the group on opportunities to become a 501(c)(3), and negotiated the purchase contract for the co-op's acquisition of its first multifamily building. The closing on the acquisition is scheduled for summer of 2025, utilizing a grant from the City of Chicago Shared Equity Investment Program.

Jumpstart Housing Cooperative. The clinic represented Jumpstart Housing Cooperative in the purchase of its second multifamily building. Clinic students negotiated the purchase agreement and modifications, reviewed and commented on the financing documents, prepared closing deliverables, and attended the closing. The successful acquisition marked the second Jumpstart building that has been acquired with Housing Initiative Clinic assistance.

Englewood Community Land Trust. The Englewood Community Land Trust has as its mission to stimulate and support the reuse of vacant land in Englewood for urban farming, affordable housing, open spaces, and other community needs. ECLT is affiliated with Grow Greater Englewood and serves as a vehicle for collective opportunity and community control over the land and resources in Greater Englewood. The Housing Initiative Transactional Clinic was engaged this academic year to draft and negotiate a memorandum of understanding governing future transfers of land into ECLT, primarily from the well-established land banking organization, Neighborspace. Clinic students met with ECLT leadership and collaborated with them on successive drafts of a MOU that in the future will allow ECLT to take ownership of land and devote it to their urban agriculture and affordable housing goals.

Dovie Thurman Affordable Housing Trust/Voice of the People in Uptown. The clinic was engaged in previous years to assist Voice of the People in Uptown in launching the Dovie Thurman Affordable Housing Trust. The Trust exists to serve as a steward of land to guarantee permanent affordable, rental uses of multifamily properties, for the benefit of the lowest income families in Chicago. This academic year, the clinic was engaged in revising the Trust's bylaws to facilitate its upcoming transition from a steering committee governance structure to a membership structure with a board comprised of tenant representatives, affordable housing owner representatives, and housing advocate representatives. Meanwhile, with the Housing Initiative's input and guidance, the Trust is soliciting partnerships with community development financial institutions nationwide to provide capital to acquire properties to place into the Trust's protective affordable housing covenants structure.

Share Loan Advocacy. In partnership with Pilsen Housing Cooperative and other advocates, the Housing Initiative achieved major progress in the group's multi-year effort to make more financial resources available to purchasers buying into limited equity, affordable housing cooperatives. The Clinic has consulted with and shared documentation resources with a local community development financial institution that has received federal funding to make share loans to co-op purchasers in Chicago for the first time in decades. In addition, the Clinic has collaborated with staff at the State of Illinois housing finance agency to include co-op purchase loans in the agency's portfolio of loan products available for Illinois consumers state-wide. These new financing sources will prove to be a lasting source of support for affordable housing cooperatives in our City and in our State.

MULTIFAMILY RENTAL DEVELOPMENTS

In this category of work, the Clinic represents clients engaged in sophisticated, complex development projects to build multifamily rental buildings. These projects usually involve a joint venture between a community partner, represented by the Clinic, and a more experienced for-profit or not-for-profit developer represented by private counsel. The joint venture partners collaborate on the development planning, on the arrangement of financing, and on the closing and construction of the development itself. In these projects, Clinic students review and negotiate thousands of pages of transactional documents, including property acquisition documents, construction and permanent lending documents, partnership and limited liability company operating agreements, design and construction documents, and property management agreements, among many others.

Austin United Alliance. The Housing Initiative Transactional Clinic represented Oak Park Regional Housing Center ("OPRHC") in its joint venture with Pivotal, a leading for-profit affordable housing developer based in Ohio. Last academic year, the joint venture, known as Austin United Alliance, successfully closed on a major redevelopment effort and started construction on its 78-unit affordable housing building in west Chicago. This academic year, the Clinic counseled OPRHC in dealing with construction delays and difficulties that ultimately led to the replacement of the general contractor responsible for construction. With the new general contractor now in place, construction is ongoing. Meanwhile, the Clinic is representing OPRHC in its efforts to rehabilitate the neighboring property, on which the historic Laramie Bank Building is situated. The Clinic has been negotiating the set of agreements with the City of Chicago, which owns the site, to permit OPRHC to enter into the Bank building,

secure it, and make necessary stabilization repairs in preparation for a full rehab. This work is ongoing, and the next phase will consist of representing OPRHC as it negotiates with design professionals, contractors, and financing providers in assembling the development team for the full renovation of the Bank building.

Parkside 5. In December 2024, the Clinic's client, the Cabrini Green LAC Community Development Corporation, closed with its development partner, Holsten Real Estate Development Corporation, on Parkside Phase 5, a 99-unit mixed-income project in the Near North area. The project represents the final phase of the Parkside of Old Town development which started (with the Clinic's assistance) in 2006. Parkside 5 includes an 8-story elevator building with 69 units and three, 3-story walk-up buildings with 30 units. The project will add 37 public housing replacement units, 28 affordable housing units, and 34 market-rate units, with a mix of studios and one- to four-bedroom units. The financing structure for Parkside 5 included an approximately \$27 million construction loan, a permanent loan of approximately \$10 million, a second position construction/permanent loan in the amount of \$1 million, Chicago Housing Authority funding in the amount of \$11.5 million, two tranches of City of Chicago funding in the amount of \$4.24 million and \$16.4 million, along with Illinois Affordable Housing Tax Credits and federal low income housing tax credits. The size and complexity of this last phase of Parkside continues the Clinic's streak of working on some of the most challenging and complicated affordable housing transactions in the US.

SACRED Apartments. In April 2025, the Clinic's client, Claretian Associates Inc., and its co-developer partner closed on the land and financing for the SACRED Apartments, located in the South Chicago neighborhood. The SACRED Apartments will feature 81 apartment units with community space and common area improvements including an office, a lounge with coffee bar for tenant use and meeting rooms. The project includes 15 studio apartments, 11 one-bedroom units, 21 two-bedroom units, 25 three-bedroom units, and 9 four-bedroom units. The development budget for the project totaled approximately \$67 million and included tax exempt bond financing in the approximate amount of \$22 million issued by the City of Chicago; federal low income housing tax credit equity in the approximate amount of \$22 million; a permanent loan from a private lender insured by Fannie Mae; and a series of subordinate construction and permanent loans from the City of Chicago and the Illinois Housing Development Authority.

OTHER COMMUNITY DEVELOPMENT WORK

Chicago Torture Justice Memorial. The Clinic represents the Chicago Torture Justice Memorial Foundation in negotiating and drafting the architect agreement for the design of a memorial to the survivors of Jon Burge-era police torture by the Chicago Police Department. In 2015, the City Council enacted a reparations ordinance, in response to many years of organizing and media scrutiny of credible allegations of torture by disgraced Chicago Police Commander Jon Burge and his “midnight crew” of officers who violently coerced false confessions from more than 100 people over multiple decades. The reparations included land and funding for a memorial, and the Chicago Torture Justice Memorial Foundation has been actively working on securing the land and assembling the development team for its construction. As the architectural team changed composition, clinic students re-negotiated an architect agreement with the new design team, and drafted documentation for the transfer of the early concept designs to the new team.

Kenwood Oakland Community Organization (KOCO). The Clinic represented this longstanding community organization in closing on the financing for the redevelopment of KOCO’s headquarters building. Clinic students reviewed documentation for multiple layers of financing for the \$6.2 million project, including a construction and bridge loan from the IFF (formerly the Illinois Facilities Fund) and funding from the City of Chicago Department of Planning and Development, among others. The resulting project will transform KOCO’s headquarters into a multi-use building with community amenities, office space, and a new café.

IMMIGRANTS’ RIGHTS CLINIC

The Immigrants’ Rights Clinic (IRC) had a busy year with several federal lawsuits and multiple victories for our clients. As always, IRC took on a variety of immigration-related cases, including individual representations, federal impact litigation, challenges to immigration detention, national security-related cases, and applications for humanitarian relief. IRC enrolled seventeen students and all nine 2Ls will return next academic year to continue their work in the clinic.

IN RE NIZAR TRABELSI; *TRABELSI V. CRAWFORD* (E.D.N.Y.)

Nizar Trabelsi is a Tunisian national who was arrested on September 13, 2001, for plotting an attack against a US military base in Belgium. He claims that he is innocent and that he confessed because his interrogators told him if he did not, he would be sent

to Guantanamo and tortured. After being convicted in Belgium and serving his ten-year sentence, he was extradited to the United States to be prosecuted for the same crime.

During this process, the United States promised Belgium that it would not return Mr. Trabelsi to Tunisia but would instead return him to Belgium due to the risk of torture and the fact that he had been sentenced to a ten-year sentence in absentia for his alleged crime. Belgium presumably believed that he would be convicted and sentenced to life in the United States and it would not have to accept him back. The European Court of Human Rights subsequently declared his extradition illegal and awarded his family EUR 150,000 in damages and ordered the Belgium government to demand his return after his prosecution. In a shocking turn of events, in July 2023, Mr. Trabelsi was acquitted by a jury in Washington, DC. He was immediately transferred to ICE custody and issued a notice to appear.

IRC represented Mr. Trabelsi in his removal proceedings over five days of trial in December 2023 and January 2024. In August 2024, the Immigration Judge granted Mr. Trabelsi deferral of removal to Tunisia and ordered his return to Belgium. The government appealed and in February 2025, the Board of Immigration Appeals affirmed the Immigration Judge's decision.

In addition, in August 2024, IRC co-counseled with the ACLU to bring a federal habeas petition and complaint for injunctive relief in the US District Court for the Eastern District of Virginia related to his unlawful detention and egregious conditions of confinement. That lawsuit is still pending. Mr. Trabelsi won further relief from Belgian courts and is currently awaiting transfer to Belgium where he will be able to reunite with his family.

Press coverage:

[Rachel Weiner, Accused of terrorism, soccer player is 'a free man' but still in limbo, Wash. Post, July 17, 2023.](#)

[Salvador Rizzo, Tunisian man in U.S. custody sues a year after acquittal on terrorism charges, Wash, Post, August 28, 2024.](#)

NAVARRO V. WILL COUNTY, N.D.I.L.

In March 2022, IRC filed a motion seeking the release of a Chicago resident being held by Will County on a material witness warrant as an end run around the Illinois Way Forward Act, which prohibits local jurisdictions from detaining non-citizens for civil immigration violations. After the Illinois Attorney General Office intervened, Will

County agreed not to turn him over to ICE and released him instead. He has now reunited with his family. In March 2023, IRC filed a lawsuit against Will County under Section 1983 for the unlawful detention. Centro de Trabajadores Unidos (CTU), one of IRC's community partners, held a press conference to draw attention to the issue of local non-compliance with Illinois sanctuary laws.

Press Coverage:

[Andy Grimm, Immigrant jailed while waiting to testify in trial sues Will County Sheriff, Chicago Sun-Times, Mar. 2, 2023.](#)

[Richard Requena, Key witness in trial for 2017 car crash that killed a pregnant woman and her sons now sues Will County, claiming illegal detention, Chicago Tribune, Mar. 2, 2023.](#)

[Evelyn Holmes, Immigrant files lawsuit claiming Will County Sheriff's Office violated Illinois sanctuary laws, ABC News, Mar. 2, 2023.](#)

Students did fact investigation and drafted the complaint, briefed two motions to dismiss, served and responded to paper discovery, took depositions, and represented the client in a settlement conference in front of a U.S. Magistrate Judge. The lawsuit was resolved favorably out of court in February 2025.

AMEEN V. JENNINGS (NINTH CIRCUIT)

Omar Ameen came to the United States as a refugee from Iraq in 2014 and settled in Sacramento with his wife and children. Then, in 2018, he was arrested by the FBI-DHS Joint Terrorism Task Force (JTTF) and placed into extradition proceedings for the murder of a police officer in Iraq. The proceedings, which spanned three years, ended with the magistrate judge refusing to certify the extradition request and ordering Omar released. The court concluded that there was no evidence that he was a member of ISIS as the government alleged and that the evidence incontrovertibly showed that he had been in Turkey applying for refugee status at the time of the murder and could not have committed it. The court further found that the government's key witnesses were not credible. The case garnered national attention because of its importance to the Trump Administration's position that terrorists were entering the United States through the refugee resettlement program. In January 2020, the *New Yorker* ran a piece called "[The Fight to Save an Innocent Refugee from Almost Certain Death](#)," which reported on how the investigation into Omar had come about and why the government's witness in Iraq might have had a motive to lie.

After losing the extradition case, the government did not release Omar, but instead placed him in removal proceedings, arguing that he lied on his refugee application and that he had connections to ISIS, which rendered him deportable. After almost a year of removal proceedings, the immigration judge (IJ) found Omar removable on several non-terrorism related misrepresentations on his refugee application (while rejecting the terrorism allegations) and granted him relief under the Convention Against Torture. Both sides have appealed to the BIA.

In January 2022, IRC and Immigrant Legal Defense (ILD) filed a habeas petition challenging Omar's detention after the IJ denied bond. In April 2022, Judge William Orrick granted the habeas petition in part and ordered the government to give Omar another bond hearing at which the government would bear the burden of proving dangerousness and flight risk by clear and convincing evidence. Unfortunately, the IJ denied bond a second time and Judge Orrick denied our motion to enforce, in which we had argued that the second bond hearing was also constitutionally deficient. Both sides appealed to the Ninth Circuit. After a lengthy mediation, the parties agreed to a settlement which limited the amount of time that Mr. Ameen will be forced to remain in detention and provided for secure immigration status for his wife and three children.

In March 2025, IRC and ILD filed another habeas petition arguing that the government had failed to find a country to send Mr. Ameen to and that his detention had become unconstitutionally prolonged. In April 2025, under pressure from the court, the government reached an agreement to resettle Mr. Ameen in Rwanda. He reports being happy to be free and he is adjusting to life in his new country.

INDIVIDUAL REPRESENTATIONS

IRC represents many individuals whose cases cannot be shared in detail due to safety and privacy concerns. Here are summaries of a few of the cases IRC students worked on this year:

IRC won asylum for a refugee from the Democratic Republic of Congo. Students prepared the case, identified and worked with experts and drafted declarations.

IRC represented an Iranian woman apply for asylum on the basis of her activism and support for women's rights. Students interviewed the client, gathered evidence, worked with expert witnesses and drafted a brief in support of her application. Her asylum interview is scheduled for later in the month.

IRC won relief under the Convention Against Torture for a Burmese woman who had lived in the United States for 25 years but had recently had issues with substance abuse. The student team spent months identifying and working with experts, gathering evidence, drafting declarations, drafting a pre-trial brief, and preparing witnesses. The students then handled the trial in Chicago Immigration Court in May 2025.

IRC represented a family from Mexico who were targeted by a cartel for one member of the family's anti-corruption work. The student team is now preparing for a trial scheduled for November 2025.

IRC represented a woman from Venezuela on her asylum claim based on sexual orientation and political activism. In August 2024, she was granted asylum and is currently applying for her green card.

IRC represented a domestic violence survivor in filing a petition under the Violence Against Women Act so that she can remain lawfully in the U.S. without her husband. Her petition remains pending.

IRC represented an Afghan family who had worked for the U.S. government but had been left behind during the U.S. withdrawal. IRC filed applications for humanitarian parole in 2022. After waiting for three years, six members of the family arrived in the United States in January 2025.

MISSING MIGRANTS (WITH THE GLOBAL HUMAN RIGHTS CLINIC)

Thousands of Africans go missing each year attempting to cross international borders in search of safety and better opportunities. Despite the broad recognition among states of the importance and need to address the situation of missing migrants, there is a lack of formal coordination and procedures among all relevant stakeholders relating to missing migrants, and in some instances, even within countries, there is a lack of information sharing. Moreover, fragmentation, lack of a coordinated and standardized investigative/forensic approach, mistrust, and lack of contextual knowledge impair the effective identification of missing migrants from Africa.

Groundbreaking initiatives such as the Border Project (Proyecto Frontera) have sought to identify missing migrants from Central America. However, there have been very few efforts to understand migration routes from sub-Saharan Africa to Southwest Europe, and to develop a systematic framework for tracing and sharing information about missing and deceased migrants. As a result, families searching for their loved ones

spend years waiting for answers. This project seeks to fill that vital gap and jumpstart work developing a comprehensive framework to address the needs of missing and deceased migrants. This year, IRC and the Global Human Rights Clinic (GHRC) worked with our partner, the Argentine Forensic Anthropology Team (EAAF), to pilot the Border Project in parts of Africa.

Students and faculty traveled to Morocco in November 2024 to meet with one community organization, Association d'Aide aux Migrants en Situation Vulnérable (AMSV) to help launch the pilot project. Students and faculty also travelled to Kenya in December for a meeting of relevant stakeholders. The work is ongoing.

AMICUS BRIEF IN RUDERMAN V. KENOSHA (SEVENTH CIRCUIT)

IRC wrote an amicus brief on behalf of the National Immigrant Law Center in a case in the Seventh Circuit that raised the question of whether civil immigration detainees are protected by the Trafficking Victims Protect Act and the prohibition on forced labor. The amicus brief detailed the history and law surrounding immigration detention in the United States and argued that civil immigration detention is functionally and legally different from criminal incarceration. The case will be argued in September 2025.

ASYLUM CLINICS WITH THE HYDE PARK REFUGEE PROJECT (HPRP)

IRC responded to the overwhelming need of Venezuelan migrants who have arrived in Chicago since September 2022 and conducted four legal clinics during the 2024-2025 academic year. At these clinics, law students assisted migrants living in Hyde Park and Woodlawn with applications for work authorization, Temporary Protected Status, and asylum. IRC was also able to take on the full representation of several people who had particularly strong claims for asylum. Overall, IRC assisted dozens of people in filing applications for benefits and relief from removal.

Know-Your-Rights Trainings with the Illinois Coalition for Immigrant and Refugee Rights (ICIRR)

A team of three students conducted a series of know-your-rights presentations to members of the University of Chicago community, community organizations, hospitals, and schools. The team also produced a series of guides explaining what rights Illinois residents enjoy when they encounter federal immigration officers. The [first provides](#)

[guidance to private establishments](#) such as nonprofits, businesses, and places of worship. The [second provides guidance to K-12 schools in Illinois](#). The [third is a shorter guide for use in any location](#).

INSTITUTE FOR JUSTICE CLINIC ON ENTREPRENEURSHIP

The Institute for Justice Clinic on Entrepreneurship (IJ Clinic) continued to be a lifeline for legal support and an active advocate for small businesses in Chicago in 2024-25 through our meaningful representation of low-income entrepreneurs, advocacy for economic liberty, and outreach to small businesses throughout the city. Particularly in the South and West Sides of Chicago, entrepreneurs and small business owners struggle to navigate the changing economic and regulatory landscape in both Chicago and the State of Illinois. IJ Clinic students and attorneys were able to provide invaluable guidance to clients and lawmakers so that the small businesses that are key to our economic future can survive and even flourish.

IJ CLINIC CLIENTS

Underserved Chicago Entrepreneurs

The IJ Clinic is delighted to work with Chicago entrepreneurs looking to transform their companies and communities. In our role as outside general counsel for a select group of client businesses founded by low-income entrepreneurs, we forge long-term relationships and are uniquely situated to gain insights into the business objectives and operations of clients. In 2024 we bid farewell to a few clients who graduated, and in 2025 welcomed six new clients with student participation in reviewing prospective client applications, interviewing candidates, selecting and onboarding them as clients.

Our clients feature businesses across various industries and neighborhoods:

- a co-op grocery store in the formation stage aiming to provide a comprehensive, sustainable, community-based solution addressing food insecurity in an area designated as a food desert by the USDA on Chicago's South Side.
- a maker of wine and mead using locally produced ingredients in a converted former industrial building near a forest preserve and bike path on the Far South Side of Chicago with a tasting room, patio, and production facility.

- a family run restaurant with multiple South Side locations, formerly in a caboose 20 years ago, it currently has brick & mortar restaurants in Greater Grand Crossing and the South Loop, and a food truck.
- a marketplace of local entrepreneurs with innovative businesses operating and selling from repurposed shipping containers.
- 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.
- an urban agriculture business educating students from grade school to high school and the public about growing food in the city with regenerative farming practices.
- a solopreneur who manufactures and sells frozen treats and baked desserts through street vending and outdoor events.
- a business that manufactures gourmet egg rolls and provides coaching and consulting for smaller food manufacturing companies.
- a father and son operated business that delivers exceptional tree care on the Southwest Side.
- a business that provides mobile dance and fitness services to nonprofits, after school programs, and local businesses.
- a solopreneur that manufactures handmade soaps and salves.
- a vinyl record store with plans to evolve to offer on-site music experiences with innovative interactive technology and plans to develop neighboring vacant properties to better their neighborhood.

IJ CLINIC TRANSACTIONAL PROJECTS

The IJ Clinic advises on a wide array of transactional and regulatory issues including entity structures, finance, real estate, employment, IP strategy and protection, business licenses, zoning matters, regulatory compliance, and customer- and vendor-facing contracts. Students benefit from frequent client interactions, leading meetings, scoping out projects and delivering results. In addition to researching legal issues, students develop communication and organizational skills, including how to deliver creative solutions and sometimes unwelcome news. By providing free general counsel to our clients, they help clients transform their companies and communities. Details of our

engagement with and representation of our clients are confidential, of course. But here is a sampling of some of the major projects students worked on for clients in the past year:

- Drafted a term sheet for production of a cross-licensed product.
- Researched how state cooperative laws, federal and state securities laws, and federal tax laws interact in order to draft a cooperative's bylaws and policies.
- Drafted bylaws for an unusual entity in compliance with state law, securities law, and federal tax provisions and presented to a meeting of business owners to guide their votes on this governance structure.
- Rewrote the operating agreement for a family-owned LLC.
- Advised on the intersection of the First Amendment and the right of publicity.
- Registered a trademark for a catchy slogan used by a client.
- Negotiated a complex agreement for a restaurant space.
- Advised retail business on city licensing for adding a beverage service offering.
- Shaped a client's negotiation for renting commercial space and drafted the LOI.
- Advised clients on terminating employees who broke company policy.
- Drafted and assembled materials for an extensive zoning variation application to the Zoning Board of Appeals.
- Closed on the acquisition of seven vacant lots to transform this space adjacent to the client's retail operation into an openair event space.
- Support efforts of a client to identify a city-owned vacant lot for an urban farm that will satisfy community needs and grant requirements.
- Researched the effects of fluctuating tariff negotiations on a client's supply chain
- Advised on international manufacturing arrangements and drafted contracts with offshore producers.
- Applied for and successfully obtained key trademarks for clients, overcoming questions raised by the USPTO about potentially conflicting marks.
- Counseled a client on the decision to terminate a major contract and negotiated a favorable termination.

- Advised on service contracts connected to a ribbon cutting event for a newly renovated retail space to welcome the community and public officials to celebrate success to date.
- Guided a client how to set up and utilize an advisory board.
- Draft brand ambassador agreement for student interns to support growth of a smart vending machine offering of hair and beauty products.

For multiple start-up clients, we:

- Reviewed organizational documents and counseled on entity governance compliance, board duties, and elections.
- Counseled clients on entity formation and proposed restructurings taking into account tax implications.
- Recommended best practices on employment and independent contractor arrangements.
- Researched and advised on compliance with various federal regulations, including FDA and FTC guidance for product marketing.
- Reviewed complex rules for complying with various grants including the Neighborhood Opportunity Fund and Chicago Recovery Grant to support clients in successfully complying with grant terms and receiving critical grant funds.
- Advised on compliance with Chicago regulations for retail businesses.
- Analyzed strategy for trademark protection, in view of competitors' similar marks.
- Created master forms of contracts for clients to use with customers and vendors.

IJ CLINIC CLIENT TESTIMONIAL

As one of our clients expressed to our student team this summer, "It's moments like this that make me proud of being part of what IJ does for students. You are going hard into the research about what might happen legally. You go hard for me and treat me like Adidas. It's the white glove treatment. I love it!"

IJ CLINIC REGULATORY AND POLICY PROJECTS

The IJ Clinic continues to act as a watchdog, advocating for legislative and policy reforms to dismantle excessive regulatory barriers that keep entrepreneurs from making their dreams a reality.

In the academic year 2024-25, the IJ Clinic researched, analyzed, strategized, and advocated for policy reforms at both the state and city levels, including these key regulatory and policy projects:

- **Led the CLIMB task force** (Comprehensive Licensing Information to Minimize Barriers): drafted the report's content, layout, and recommendations; combined statistical analysis with personal narratives to illustrate how occupational licensing burdens low- and moderate-income workers.
- **Leveraged the CLIMB report in Springfield** to support a record-breaking package of four bills—hair braiding licensing reform, second-chance licensing, sunrise review, and apprenticeships—securing sponsors and building key alliances even as each bill ultimately stalled, yielding critical insights for future sessions.
- **Conducted grassroots outreach** to hair braiders and small-business owners: organized in-person listening sessions (including bake-shop meetups), promoted “Freedom Hair” screenings with star Melony Armstrong, and gathered firsthand stories to inform policy strategies and cultivate community advocates.
- **Blocked a protectionist Chicago zoning proposal** that would have prohibited beauty-supply stores within 1,500 feet of salons: mounted a full-court press in the Zoning Committee, influenced City Council floor debates, and secured withdrawal of the ordinance.
- **Campaigned to improve window-sign regulations**: developed deep code analyses, compelling visual aids, and sympathetic storytelling to push back against a city sponsored ordinance that limits window signs to 25 percent coverage (initially proposed as a per window restriction)—while preparing a media strategy to highlight small-business impacts.
- **Monitored implementation of the Mayor's “Cut the Tape” report** and tracked progress on zoning reform, reductions to burdensome fines and fees, vacant-

property processes, and Public Place of Amusement licensing, laying the groundwork for future city-level reforms.

- **Advised on reforming rules for food vendors on Chicago sidewalks:** Drawing on our longstanding expertise to consult with vendors and city officials about ways to expand the possibilities for food cart vendors in Chicago while addressing food safety.
- In addition, the IJ Clinic is leading continuing efforts to root out inequities in occupational licensing across Illinois. Through CLIMB, we are working to ensure the General Assembly is fully informed of the unintentional burdens imposed by current licensing regimes—and to draft and advocate for future legislation that expands economic liberty for low- and moderate-income entrepreneurs.

COMMUNITY OUTREACH AND BIG STAGE FOR SOUTH SIDE ENTREPRENEURS

The IJ Clinic provides educational seminars and community events aimed at offering entrepreneurs practical advice on starting and growing a business, with a healthy dose of inspiration along the way.

South Side Pitch

The IJ Clinic continues to shine a spotlight on innovation and inspiration from Chicago's South Side entrepreneurs. South Side Pitch is a pitch competition for smaller South Side based businesses that culminates in the finalists facing off before a panel of prominent judges, Shark Tank style. In 2024, we held the final stage of competition at the Polsky Exchange North Center with a live audience of over 120 attendees. Cofounders, Amanda Moutrage, Astin Hayes, and Rendel Solomon of InHeirit, Inc., through their unique pitch and venture, won First Place and went home with \$14,000. Second Place went to Marquinn Gibson of 7323 Chicago Cafe, who also took home the Community Favorite Award, and the Rustandy Center Social Impact Award totaling more than \$12,500. In this eleventh annual event, we reviewed more than 97 applications, and we introduced thousands of Chicagoans to the twenty-five semi-finalists who posted video pitches and five finalists whose businesses contribute so much to their South Side neighborhoods. Often, South Side Pitch participants are prospective clients and allies for the IJ Clinic. We look for opportunities to further

support their business visions and growth as lawyers or lobbyists for small business owners.

Pitch Perfect

Pitch Perfect is a biannual opportunity for Chicagoland businesses of all stages to develop and hone the all-important business elevator pitch hosted in the Green Lounge. In June 2024, our first Pitch Perfect of the year was open to any Chicago area business. As one participant noted “Thank you so much for last week's Pitch Perfect event! I appreciated the opportunity to sharpen my pitch and I look forward to attending other Pitch Perfects in the future!” We also held another Pitch Perfects in August in the Green Lounge for South Side Pitch applicants. Overall, nearly 35 participants attended both Pitch Perfects.

Workshops

Throughout the 2024-25 school year, the IJ Clinic has already hosted three workshops to the public at the Law School, one focused on trademark and intellectual property protection considerations for small businesses. The IJ Clinic collaborated again with 2022 South Side Pitch finalist CJ Harris of That’s So Creative, LLC to host the workshop “Make Your Website Work For You!” The IJ Clinic also hosted a roundtable with community leaders and local entrepreneurs who have encountered obstacles to obtaining city-owned vacant lots and who wish to reform the acquisition process. The group plans to reconvene to consider any progress made by the city which has announced initiatives to streamline certain city processes to help make sure vacant lots in disinvested communities are given back to those community members.

Deepening Connections with IJ Clinic Alumni

We continued to deepen and extend our connections with our growing network of alumni. Thanks to alumna, Rachel Cohn, Class of 2016, we hosted our 25th Anniversary Celebration of the IJ Clinic at Skadden Arps LLP’s Chicago office and hosted more than 25 Chicago based alumni, former clients, and current clients. It was a wonderful opportunity to reflect with gratitude on our journey and our ongoing mission.

During the school year, IJ Clinic alumni were guest speakers in our seminar meetings. One spoke about her experience as a lawyer and advocate for businesses in the cannabis industry, and a pair of alumni shared their career paths before and into their roles as inhouse counsel in a sports team, a financial firm, and a food services business.

Reflections from IJ Clinic Students

While we are very proud of our achievements for our clients and community, we are also proud of all the aha moments when our students' skills take a leap forward, when they make new connections between the classroom and the world, when they deliver difficult news, when they identify solutions to clients' problems in a creative but practical way. Those moments of reflection and discovery are significant achievements too. Here is how some of our students described the experience:

"I always thought that small businesses were important to the local community, so I love that the IJ Clinic partners with these people who have dreams of creating a business in order to better their community."

JENNER & BLOCK SUPREME COURT AND APPELLATE CLINIC

The [Jenner & Block Supreme Court and Appellate Clinic](#) represented clients in several significant cases in the U.S. Supreme Court this academic year. The Clinic's students did important work on each of these cases—from researching legal issues, to assessing potential arguments, to developing case strategy, to drafting and editing briefs.

US SUPREME COURT MERITS CASES

[Williams, et al., v. Reed](#), Case No. 23-191

The Clinic, working alongside attorneys from [Jenner and Block](#) and [Legal Services Alabama](#), helped secure a legal victory before the U.S. Supreme Court for unemployment compensation benefits claimants in Alabama.

The claimants had experienced extreme delays and other irregularities in the processing of their unemployment compensation benefits claims. Pet. Br. at 6. They sued the Alabama Secretary of Labor in state court under 42 U.S.C. §1983, arguing that the delays and irregularities violated due process and federal law. Opinion at 1. But the Alabama Supreme Court held that the claimants could not sue under §1983 to challenge delays in the administrative process until they had completed that administrative process. *Id.*

In [an opinion authored by Justice Kavanaugh](#), a majority of the Court agreed with the claimants that they were not required to exhaust their administrative remedies before

bringing these claims under 42 U.S.C. § 1983 in state court. Opinion at 1. As the majority opinion explained:

[The Alabama Supreme Court] ruling created a catch-22: Because the claimants cannot sue until they complete the administrative process, they can never sue under §1983 to obtain an order expediting the administrative process. This Court's precedents do not permit States to immunize state officials from §1983 suits in that way.

Id. at 1. The Court therefore reversed the Alabama Supreme Court.

The case establishes a significant precedent regarding the burden of entry to bring federal civil rights claims in state court. It establishes an important principle that states cannot create procedural barriers that effectively immunize officials from accountability under federal civil rights laws.

The Clinic became involved in the case at the Supreme Court merits stage, after the Court granted *certiorari* in the case.

[*A.J.T. v. Osseo Area Schools, et al.*, Case No. 24-249.](#)

The Clinic, together with attorneys from Jenner & Block, authored an amicus brief on behalf of the Petitioner in *A.J.T. v. Osseo Area Schools, et al.*, a case involving the rights of students with disabilities in public schools. The Supreme Court [unanimously agreed](#) with the position taken by the Clinic in the case.

Petitioner A.J.T. is a teenage girl who suffers from epilepsy that severely limits her physical and cognitive functioning. Opinion at 1. In this case, the lower courts held that her claims of disability discrimination under the Americans with Disabilities Act and the Rehabilitation Act required a showing that school officials acted with “bad faith or gross misjudgment” — a higher standard than applied to disability discrimination claims outside the educational context. *Id.*

The [Clinic's amicus brief](#) provided important historical background and context for this case. The Clinic's lead client, former United States Representative Tony Coehlo, has been a key advocate for the rights of individuals with disabilities throughout his career and was instrumental to the passage of the Americans with Disabilities Act of 1990 and other congressional efforts to champion the rights of people with disabilities. The amicus brief explained that both the plain language of the statutes at issue and the long history of these statutory schemes make clear that “children with disabilities bringing claims against their schools under Section 504 of the Rehabilitation Act or the ADA may do so on the same terms as everyone else.” Amicus Brief at 13-14.

In [a unanimous opinion authored by Chief Justice Roberts](#), the Supreme Court reversed the lower court. As the Court explained, “a great many children with disabilities and their parents” together “face daunting challenges on a daily basis.” Opinion at 14. But following the Court’s holding in this case, “those challenges do not include having to satisfy a more stringent standard of proof than other plaintiffs to establish discrimination under Title II of the ADA and Section 504 of the Rehabilitation Act.” *Id.*

[Villarreal v. Texas](#), Case No. 24-557

The question presented in this case, which currently is pending before the Supreme Court, is “[w]hether a trial court abridges a defendant’s Sixth Amendment right to counsel by prohibiting the defendant and his counsel from discussing the defendant’s testimony during an overnight recess.”

The Clinic [authored an amicus brief in the case](#) on behalf of leading legal ethics scholars with expertise regarding the rules, precedents, and other authorities regarding the professional responsibility and legal ethics obligations of lawyers.

The amicus brief explained that criminal defense lawyers have a multitude of professional responsibility and ethical duties to their clients during a criminal trial. These duties span from advising clients about developments in the case, to consulting with clients about strategy issues, to addressing false statements in the clients’ testimony. Moreover, as the Supreme Court has recognized, an overnight recess during a criminal trial is a particularly crucial juncture for lawyers’ duties to their clients. *See Geders v. United States*, 425 U.S. 80, 88 (1976).

The amicus brief explained that a trial court’s order prohibiting lawyers and their client from discussing the client’s testimony during an overnight recess therefore raises significant legal ethics and professional responsibility problems for lawyers. And as a result, when courts interfere with attorney-client communication during this period, they compromise the integrity of the defense function at precisely the moment when it is most needed.

The case will be argued during the Court’s upcoming term.

US SUPREME COURT *CERTIORARI*-STAGE CASES

Davis v. Smith, Case No. [24-421](#)

The Clinic was co-counsel for Respondent David Smith in his opposition to the State of Ohio's petition for *certiorari* to the Supreme Court. The Supreme Court denied *certiorari* in the case, over a written dissent authored by Justice Thomas and joined by Justice Alito.

As [the Clinic's brief opposing certiorari](#) explained, it was undisputed in this case that a police officer presented an eyewitness to an attack with a single photo of Mr. Smith, told her Mr. Smith's name, repeatedly told her that Mr. Smith was the person who attacked her, and repeatedly said other incriminating things about Mr. Smith to her. Despite all of this, the eyewitness did not identify Mr. Smith. Months later, right after the eyewitness was sentenced to probation on her own criminal charges, she again met with the same police officer and identified Mr. Smith for the first time.

When Mr. Smith subsequently was tried for this crime, he moved to suppress the eyewitness's identification of him based on the corruptive influence of law enforcement's unduly suggestive procedures. The state trial court denied the motion and the state appellate court affirmed the denial. Mr. Smith then sought habeas relief. A majority of the Sixth Circuit Court of Appeals panel held that Mr. Smith was entitled to a writ of habeas corpus, or in the alternative a retrial, on his claim that the use of this eyewitness identification in his criminal trial violated his due process rights. Judge Thapar dissented from that decision.

The State then sought *certiorari* from the Supreme Court. The Clinic's brief opposing *certiorari* explained that the case did not meet the Court's criteria for *certiorari* and did not warrant the Court's review. The Court denied the petition for *certiorari*.

The Court has summarily reversed lower courts in numerous cases with similar arguments to those raised in this case. As a result, unlike the great majority of denials of *certiorari*, this denial was not at all routine. Indeed, in his [eight-page dissent from the denial of certiorari](#), Justice Thomas, joined by Justice Alito, explained:

I would have granted *certiorari* and summarily reversed. Smith did not make the required showing for habeas relief, and the Sixth Circuit's analysis blatantly disregards both AEDPA and this Court's precedents in order to give Smith a regrettable windfall.

Dissent at 7. The dissent further stated that "[t]he decision below is the latest in a long line of Sixth Circuit AEDPA errors" and that "[t]his Court has reversed the Sixth Circuit at least two dozen times for misapplying AEDPA." *Id.* Justice Thomas' dissent garnered attention from media outlets, including in a Law360 article titled "[Justice Thomas Slams 6th Cir. In Habeas Petition Dissent.](#)"

* * *

The clinic's students worked on research and drafting projects in these and other cases, alongside lawyers from the teams.

The students' work on these cases was in collaboration with and supervised by Clinic faculty members David Strauss and Sarah Kinsky, both from the Law School, and Matt Hellman, from Jenner & Block.

KIRKLAND & ELLIS CORPORATE LAB CLINIC

Founded in 2009, the Kirkland & Ellis Corporate Lab (the "Lab") provides students with "real-world" experience and context to prepare them to become well-rounded attorneys with sound knowledge and judgment.

Lab students undertake a wide variety of assignments from the legal and business teams of significant publicly traded and privately held corporations, many of which are household names. Through this work and through classroom instruction, students in the Lab acquire the necessary legal and interpersonal skills and knowledge to excel in their future legal practice.

The Lab was proud to be recognized in the Spring 2025 edition of the University of Chicago Law School Record. In an interview featured in "Celebrating Ten Years of Rubenstein Scholars" by Nadia Alfadel Coloma, Assistant General Counsel of the Federal Reserve Bank of New York Eric Lewin '17 highlighted his work at the Lab as a formative experience in his legal education. Lewin noted that "the Corporate Lab with Professors Zarfes and Avratin was a crash course in working with clients and as part of a legal team—critical skills I use daily that can be hard to build in school."

During the 2024-2025 academic year, Lab students successfully completed in excess of 100 projects for more than 30 largely publicly traded companies across a wide range of legal disciplines—e.g., contract drafting and corporate transactions, labor and employment, intellectual property and copyright, artificial intelligence, litigation risk assessment, and legal research. Representative examples include the following:

Contract Drafting and Corporate Transactions

- Preparation of license and consulting agreements for a multinational technology company;

- Preparation of an agreement for the sale of developmental products for a multinational manufacturing company;
- Memorandum for a multinational informational technology infrastructure services provider regarding caps on liability for gross negligence and willful misconduct in commercial transactions in seven states;
- Completion of a commercial contract and non-disclosure agreement contract drafting playbook for a global fast food restaurant chain;
- Research memorandum for a manufacturing company analyzing its competitor products' warranty clauses and proposing adjustments to the company's own warranty clauses;
- Drafting of a sales contract and manufacturing supply agreement for a cannabis company; and
- Drafting of a wellness room policy for a management consulting firm.

Labor and Employment

- Detailed survey for a national sporting goods chain of notice of separation requirements in forty-seven states and under two federal laws;
- Memorandums for a finance career advancement nonprofit on hiring a temporary chief of staff, releasing an at-will employee, modifying its paid-time off policy, changes to Illinois employment law, and risks and best practices associated with providing employment references;
- Memorandum for a management consulting firm analyzing industry best practices for employee travel risk management policies; and
- Memorandum for a transportation and logistics company outlining the legal frameworks governing when an employer can remove a dangerous driver from duty.

Intellectual Property and Copyright

- Memorandum for a global management consulting firm summarizing lawsuits against an energy company for misappropriating trade secrets, as well as insights and recommendations for the firm to incorporate in its trade secret misappropriation education based thereon;

- Research memorandums for a sports talent agency analyzing regulations in all fifty states relating to the compensation of student-athletes for their name, image, and likeness and evaluating potential legal claims to pursue in relation to an artwork made without the featured athlete's authorization; and
- Memorandum for a luxury goods group reviewing major trademark statutory damages cases.

Litigation Risk Assessment

- Memorandum for a health care company assessing the legal risk of its diversity, equity, and inclusion program;
- Memorandum for a maritime recreation company assessing potential liability exposure arising from a recent acquisition; and
- Presentation to the legal department of a health care company on the increasing risk of board litigation.

Artificial Intelligence

- Research memorandums for a multinational technology company analyzing state, federal, and European regulations affecting AI red-teaming and technical documentation requirements for AI models;
- Memorandum for a supercenter chain evaluating compliance risks for a proposed AI-driven tool;
- Research memorandums for a multinational technology company analyzing state and international regulations regarding web crawling and data scraping; and
- Memorandum for a manufacturing company assessing the accuracy and reliability of AI-generated legal analyses.

Additional Legal Research

- Research memorandum for a multinational computer and information technology company on corporate sustainability laws and regulations;
- Research memorandum for a carbon credits vendor on the regulatory landscape of the voluntary carbon market;

- Research memorandum for a multinational corporation analyzing cybersecurity regulations in the European Union and the United States and their impact on large-scale cloud service providers;
- Research memorandum and presentation to a global footwear and apparel retailer on recent trends in the laws relating to minimum advertised price policies;
- Presentation to the Chief Compliance Officer and Assistant General Counsel of a healthcare company addressing data privacy laws in the United States, the European Union, and China;
- Research memorandum for a sporting goods chain on laws in hundreds of states and localities restricting the sale, possession, and carrying of throwing knives, automatic switchblades, and throwing stars;
- Research memorandum to a luxury products group reviewing the current state and history of criminal and civil counterfeit law in the United States;
- Research memorandums for an insurance company analyzing anti-money laundering red flags and the Department of Justice’s corporate compliance guidelines;
- Research memorandum for the knowledge management team of a law firm surveying merger statutes in all fifty states; and
- Presentation to a health care company on tariff fundamentals, business impact, and mitigation strategies.

Included in the Lab’s client roster are the following:

3M	Curia	Koch Industries
Academy Sports	Google	Kraft Heinz
Accenture	IBM	Kyndryl
Arc Health	Intact Insurance	LVMH
Barilla	Jones Lang LaSalle	Mark Jacobs
Bloomberg	Kearney	McDonald’s
Brunswick	Kirkland & Ellis	Meijer

Nike	Solventum	Verizon
Okta	Sony	WEC Energy Group
Owens Corning	The Motley Fool	YWCA
Schneider National	Vayner Sports	

The Lab also worked with more than fifteen entrepreneurs on an individual basis and through an ongoing collaboration with the Booth School's New Venture Challenge and Social New Venture Challenge. Specific assignments included the following:

- Memorandum to a startup analyzing the patentability of a product;
- Presentation to startup founders on the regulation of artificial intelligence in medical apps; and
- Analysis of the legal risks in the memorandum of understanding and non-disclosure agreements of a startup.

Beyond the essential clinic training, the Lab hosts an ongoing speaker series throughout the year that brings to campus experienced practitioners, business leaders, and other esteemed guests to discuss topical business and legal issues, substantive areas of law, and other topics of interest to the speakers and students. Recent speakers have included senior executives from Churchill Downs, DARPA, Reserv, The Pritzker Organization, Meijer, Victoria's Secret, and partners from Kirkland & Ellis and Davis Polk.

Other enrichment activities include our cross-border negotiation training exercises with the law schools of Tel Aviv University and Reichman University.



FUNDS AND ENDOWMENTS

PROFESSORSHIPS

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

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

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

The Donald M. Ephraim Professorship in Law and Economics was created in 2019 through the generosity of the Donald M. Ephraim Family Foundation. The professorship is named after Donald M. Ephraim (JD 1955) and was established to fund and promote the field of Law and Economics at the University.

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

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

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

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

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

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

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

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

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

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

The Arthur and Esther Kane Research and Teaching Chair Fund was established in 2014 by Arthur (AB 1937, JD 1939) and Esther Kane to provide support for two faculty members at the Law School. One faculty member shall be designated the Arthur and Esther Kane Research Chair and the other shall be designated the Arthur and Esther Kane Teaching Chair. Such designations shall be made for a period of years to be determined by the dean of the Law School.

The Kirkland & Ellis Professorship in Law was established in 1984 by members of the law firm of Kirkland & Ellis LLP and its partner Howard G. Krane (JD 1957).

The Lillian E. Kraemer Faculty and Public Interest Fund for the Law School was established in 2020 by Lillian Kraemer (JD 1964) to establish and endow a fund to enhance the commitment of the Law School to support students interested in careers in the public or not-for-profit sectors. This Fund will provide support for the Lillian E. Kraemer Professor of Public Interest Law or the Lillian E. Kraemer Clinical Professor of Public Interest Law, one or more faculty positions known as the Lillian E. Kraemer Teaching and Research Scholars, as well as continued funding of the Lillian Kraemer Post-Graduate Public Interest Fund.

The Howard G. Krane Distinguished Professorship was established in 2015 by Hilary Krane (JD 1989) and George Bulkeley (PhD 1992) and Marie Krane and Robert Bergman (LAB 1967), in honor of Howard G. Krane (JD 1957).

The Julius Kreeger Professorship in Law and Criminology was established in 1965 through the generosity of Mrs. Arthur Wolf, in memory of her late husband Julius Kreeger (JD 1920).

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

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

The Richard M. Lipton Professorship in Tax Law was established in 2021 by Richard M. Lipton (JD 1977) to support a faculty member at the Law School who has attained distinction in the field of tax law.

The Karl N. Llewellyn Professorship in Jurisprudence was established in 1973 by former students, colleagues, family, and other friends of Professor Llewellyn, a member of the Law School faculty from 1951 until his death in 1962.

The Seymour Logan Professorship in Law was established by Mrs. Seymour Logan and the Logans' children as a memorial to Seymour Logan (JD 1944).

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

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

The Clifton R. Musser Professorship in Economics was established in 1970 by members of Mr. Musser's family to provide a permanent professorship in economics at the Law School.

The Max Pam Professorship in Comparative Law was established in 1935 in memory of Max Pam, a member of the Chicago Bar, with funds allocated by the trustees under the will of Mr. Pam.

The Donald N. Pritzker Professorship in Business Law was established in 2015 by Penny Pritzker, Tony Pritzker (MBA 1987), and J.B. Pritzker in honor of their late father Donald Pritzker (JD 1959), a distinguished alumnus of the Law School. The Professorship will recognize faculty eminence in the area of business law, with a particular focus on entrepreneurialism, intellectual property, and technology.

The Gerald Ratner Distinguished Service Professorship in Law was established in 2006 by Mr. Ratner (PhB 1935, JD 1937) to help attract and sustain first-rate law faculty.

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

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

The Allen M. Singer Professorship in Law was created through a bequest from Allen M. Singer (JD 1948).

The Arnold I. Shure Professorship in Law was established in 1971. The professorship, which focuses on urban law, was made possible by a grant from the Ford Foundation.

Matching gifts were contributed by many friends and alumni of the Law School in honor of Mr. Shure (JD 1929).

The Sidley Austin Professorship in Law was established in 2008 by members of the law firm Sidley Austin LLP.

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

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

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

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

The Barry and Jan Zubrow Distinguished Visiting Professorship in Business Law was established in 2014 by Barry (MBA 1979, JD 1980) and Jan Zubrow to provide support for a visiting professor in the Law School who will help foster business education at the school.

SCHOLARSHIP FUNDS

The Adams Scholarship Fund was created in 2023 by Katherine L. Adams (JD 1990) and Forwood C. Wiser III to provide scholarship support to deserving students at the Law School.

The Amigos Brasileiros da Law School Scholarship Fund was established in 2024 by Grenfel Calheiros (LLM 2003), along with donations from other graduates, to support deserving students at the Law School in the Master of Laws program.

The Barry S. Alberts Scholarship Fund was established in 2020 by Barry Alberts (JD 1971) to provide scholarship support for deserving students in the Law School.

The Peter A. Altabef Scholarship Fund was established in 2018 by Mr. Peter A. (JD 1983) and Mrs. Jennifer Altabef to provide scholarships for deserving students at the University of Chicago Law School.

The Elements Fund for Student Scholarship was established by an anonymous donor in 2018 to provide scholarship support for deserving students at the Law School.

The Elle D'Amore Angel Scholarship Fund was established in 2020 by family and friends in memory of Elle D'Amore (JD 2022) to provide scholarship support for deserving students at the University of Chicago Law School.

The Russell Baker Scholarship Fund was established in 1981 by the partners of Baker & McKenzie in this country and abroad in honor of the late Russell Baker, a graduate of the Class of 1925 and founder of Baker & McKenzie, to provide scholarship support for deserving students at the University of Chicago Law School.

The Donald Bernstein and Jo Ellen Finkel Scholarship Fund was established in 2017 by Mr. Donald S. Bernstein (JD 1978) and Dr. Jo Ellen Finkel to provide scholarship support for deserving students at the University of Chicago Law School.

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

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

The Richard W. Burke Scholarship Fund was established in 2004 by Richard W. Burke (JD 1958) to provide scholarship support for deserving students at the University of Chicago Law School.

The Debra A. Cafaro Scholarship Fund was established in 2013 by Debra A. Cafaro (JD 1982) to provide scholarship support for deserving students at the University of Chicago Law School.

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

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

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

The Jay Cohen and Jennifer Christman Scholarship Fund was established in 2024 by Jay Cohen (JD 1980) to provide scholarship support to deserving Law School students.

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

The Andrew D. and Eleanor C. Collins Scholarship Fund was established in 1969 by a bequest under the will of Eleanor C. Collins.

The Jack Corinblit/Martin M. Shapero Scholarship Fund was established in 1984 by Jack Corinblit (JD 1949) and Martin M. Shapero, his law partner to provide scholarship support for deserving students at the University of Chicago Law School.

The Lawrence J. Corneck Scholarship Fund was established in 2006 by Lawrence J. Corneck, a member of the Class of 1971, to provide scholarship support for deserving students at the University of Chicago Law School.

The Jennifer Ann Coyne Scholarship Fund was established in 2017 in honor of Jennifer Ann Coyne (JD 1990) to provide scholarship support for deserving students at the University of Chicago Law School.

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

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

The Earl B. Dickerson Scholarship Fund was established in 1984 by Mr. Dickerson, a member of the Class of 1920 and one of America's early pioneers in the civil rights movement, in memory of his wife Kathryn Kennedy Dickerson. The fund provides scholarship support for deserving students at the University of Chicago Law School.

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

The Professor William L. and Mary Louise Eagleton Scholarship was established in 2012 by Richard and Joyce Eagleton to provide scholarship support for deserving students at the University of Chicago Law School.

The Donald E. Egan Scholarship Fund was created in 1997 in memory of Donald E. Egan (JD 1961) by his family and friends, including members of the Class of 1961 and the firm of Katten, Muchin & Zavis, where he was a partner. The fund provides scholarship support for deserving students at the University of Chicago Law School.

The EGL Fellowship Program was created by the EGL Charitable Foundation and Greg (AB 1992, JD 1995) and Daniella Lipper Coules in 2008 to provide scholarship support for deserving students at the University of Chicago Law School.

The **Jeanne M. Heffernan Scholarship Fund** was established in 2024 by Jeanne Heffernan (AM 1994, JD 2002) to provide scholarship support to deserving Law School students.

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

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

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

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

The George W. Friede 1931 Scholarship Fund was established by a gift and bequest of the late George W. Friede (JD 1931) to provide scholarship support for deserving students at the University of Chicago Law School.

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

The Grant R. Folland Memorial Scholarship was created in memory of Grant R. Folland (JD 2008) by his family, colleagues, and friends, as well as the law firm Jenner & Block, where he practiced. The fund provides scholarship support to deserving students at the University of Chicago Law School.

The Fox Family Scholarship Fund was established by Laura Fox (JD 1987) and Bennet Van de Bunt to support students at the Law School.

The Burton and Adrienne Glazov Scholarship Fund was established in 1984 by Mr. Glazov, a member of the Class of 1963, and his wife in honor of their parents Mr. and Mrs. Joseph Glazov and Mr. and Mrs. Reuben Graff. The fund provides scholarship support for deserving students at the University of Chicago Law School.

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

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

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

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

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

The Kenneth S. Haberman Scholarship Fund was established in 1986 in memory of Mr. Haberman (JD 1959) by his wife Judith, members of his family, friends, and classmates. The fund provides scholarship support to deserving students at the University of Chicago Law School.

The Mori Hamada & Matsumoto Fellowship Fund was established in 2014 by the firm Mori Hamada & Matsumoto to support a fellowship for a student, or students, at the Law School.

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

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

The Jessica A. Hough and Raina E. Brubaker Scholarship Fund was established in 2023 by Jessica Hough (JD 1997) and Raina Brubaker to provide scholarships for deserving students at the Law School.

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

The George L. and Janet Hecker Scholarship Fund was established in 1997 by George L. Hecker (PhB 1931, JD 1933) to provide scholarship support for deserving students at the University of Chicago Law School.

The Joseph and Marion Heffernan Scholarship Fund was created in 1995 by William C. Heffernan (JD 1978) in memory of his parents. The fund provides scholarship support to students.

The James C. Hormel Public Interest Law Scholarship Program Fund was established in 2014 by the Honorable James C. Hormel (JD 1958) to provide scholarship support for deserving students at the University of Chicago Law School.

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

The Martin D. and Mary A. Jacobson Scholarship Fund was established by Martin (JD 1976) and Mary Jacobson in 2005 to provide scholarship support for deserving students at the University of Chicago Law School.

The Ruth and Seymour Keith Scholarship Fund was established in 2003 by Gerald Goodman (JD 1959) to provide scholarships for students in the Law School.

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

The Kim-Edvalson Scholarship Fund was established in 2024 by Ian B. Edvalson (JD 1995) and Grace B. Kim to provide scholarship support to deserving students at the Law School.

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

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

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

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

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

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

The Allen Hart Lippitz Memorial Fund was established in 1987 by Ivan and Golda Lippitz in honor of their late son, an outstanding student who aspired to a career in law. The fund provides scholarship supports for deserving students at the University of Chicago Law School.

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

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

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

The Marisa Christina Maleck Memorial Scholarship Fund was established in 2023 in honor of Marisa Maleck (JD 2011) by Marisa's colleagues and friends King & Spalding and fellow graduates of the Law School. The Fund provides scholarship support for deserving students at the Law School.

The Pavel Malyi Scholarship Fund was established in 2022 by Pavel Malyi (LLM 1995) to provide support for deserving candidates to the Master of Laws program.

The Mark Cluster Mamolen Scholarship Fund was established in 2015 through a bequest from Mark C. Mamolen (JD 1977) to provide scholarship support for students at the Law School.

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

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

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

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

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

The Laurel McKee Scholarship Fund was established in 2024 by Laurel McKee (AM 1962, JD 1964) to provide scholarship support to deserving Law School students.

The Victor McQuiston Scholarship Fund was created in 1986 from the estate of Victor McQuiston, a member of the Class of 1921, by his widow Ethel McQuiston. The fund provides financial aid for deserving students.

The Byron S. and Jeanette R. Miller Working Students Assistance Fund was created in 1996 by Byron (AB 1935, JD 1937) and Jeanette (AB 1936, JD 1937) Miller.

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

The Momtazee Scholarship Fund was established in 2019 by John Momtazee (JD/MBA 1997) and Dr. Callene Momtazee (AB 1995, AM 1997) to provide scholarship support for deserving students at the University of Chicago Law School.

The Phil C. Neal Scholarship Fund, previously known as the Class of 1967 Scholarship Fund, was established in 2007 by members of the Class of 1967 on the occasion of their fortieth Reunion. In 2017, on the occasion of their fiftieth Reunion, the fund was renamed in honor of Phil C. Neal, who was a professor at the Law School for twenty-one years, starting in 1961, and served as its sixth dean from 1963 to 1975. The

new Phil C. Neal Scholarship Fund received critical support from many of Dean Neal's friends, family members, and former students.

The Emily Nicklin Scholarship Fund was established in 2017 by Emily Nicklin (JD 1977). The fund provides scholarship support for deserving students at the University of Chicago Law School.

The Leonard G. Nierman Fund was established by Mr. Nierman's mother Pauline, his wife Bernys, and sons Paul and James through the Eli A. Nierman Foundation as a memorial to Mr. Nierman, a member of the Class of 1936. The funds are awarded as a scholarship.

The Nolan Scholarship Fund was created in 2022 by Michael Nolan (JD 1991) to support scholarships for deserving students in the Law School's LLM Program.

The Rachel Nussbaum Animal Law Fund was established in 2022 by Martha Nussbaum. The fund provides scholarship support for deserving students at the Law School.

The Mitchell Offenhartz Memorial Scholarship Fund was established in 2019 by Adam H. Offenhartz (JD 1989) in honor of his father, Mitchell Offenhartz. The fund provides scholarship support to meritorious students in the Law School.

The Benjamin and Rita Ordower Scholarship Fund was established in 2005 in honor of Benjamin (PhB 1932, JD 1934) and Rita Ordower by Mark Ordower (JD 1966) and Lawrence Ordower.

The Roger Orf and Lisa T. Heffernan Law Scholarship Fund was established in 2014 by Roger Orf (MBA 1977, JD 1979) and Lisa T. Heffernan (MBA 1980) to support students in the Law School. In 2017 Mr. Orf and Ms. Heffernan renewed their scholarship support with a gift to the Law School Alumni Scholarship Fund. This gift provides scholarship support for deserving students at the University of Chicago Law School.

The Tony Patiño Fellowship Fund was established in 1983 at the University of Chicago Law School in memory of Antenor Patiño, Jr., to provide scholarship support for deserving students at the University of Chicago Law School.

The Law School Phoenix Scholarship Fund was established in 2024 by an anonymous donor to provide scholarship support to deserving Law School students.

The Anna Pinedo Scholarship Fund was established in 2020 by Anna Pinedo (JD 1993) to provide merit-based scholarship support for Law School students.

The George B. Pletsch Scholarship Fund was established in 1985 by the Grover Hermann Foundation as a memorial to George B. Pletsch (AB 1942, JD 1944), who was a prominent member of the legal profession and who served for many years as a director and officer of the Foundation. The fund provides scholarship support for deserving students at the University of Chicago Law School.

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

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

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

The Ritchie Family Scholarship Fund was established in 2018 by Stephen Ritchie (JD 1988) and Miriam Rosenberg Ritchie (JD 1989) to provide scholarship support for deserving students at the Law School.

The Jaison and Jamie Robinson Fund was established in 2022 by Jaison (JD 2009) and Jamie Robinson to support deserving students at the Law School.

The Andrew M. Rosenfield Scholarship Fund was established in 2021 by Andrew M. Rosenfield (JD 1978). The fund provides scholarship support for deserving students at the University of Chicago Law School.

The Ruth Wyatt Rosenson Scholarship Fund was established in 1989 as an endowed scholarship by a bequest from Mrs. Rosenson, in memory of her husband Harry N. Wyatt (PhB 1918, JD 1921).

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

The David M. Rubenstein Scholars Program was established in 2010 by David M. Rubenstein (JD 1973). The gift provides entering students with full-tuition scholarships covering all three years of their studies. These scholarships are predominantly merit-based and extend through the Class of 2028.

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

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

The Jonathan A. Siegel, '83, and Dr. Judy F. Siegel Scholarship Fund was established in 2023 by Jonathan A. Siegel (JD 1983) and his wife, Dr. Judy F. Siegel, to provide scholarships for students at the Law School

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

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

The Harold N. Solomon Scholarship Fund was established in 2005 in loving memory of Harold N. Solomon (JD 1931) by his son, William A. Stone to provide scholarship support for deserving students at the University of Chicago Law School.

The Edmund A. Spencer Scholarship Fund was established in 1994 with a bequest from the estate of Mr. Spencer, a Chicago CPA/attorney who was one of the first specialists in federal income taxation. The fund provides scholarship support for deserving students at the University of Chicago Law School.

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

The Stepan Company Scholarship Fund, established in 1972 by the Stepan Company, provides scholarship support for deserving students at the University of Chicago Law School.

The George J. Stigler Fund, established in 1982 by George P. Shultz, provides scholarship support for deserving students at the University of Chicago Law School.

The Stonewall Scholarship Fund was created in 1989 and provides scholarship support for deserving students at the University of Chicago Law School.

The Kenneth Talle Scholarship Fund was established in 2014 to provide scholarship support at the Law School to a worthy and deserving law student.

The Marvin T. Tepperman Scholarship Fund was created in 1991 by Jane Price Tepperman in honor of her late husband, a member of the Class of 1949 and a leading

corporate attorney in San Francisco. The fund provides financial aid for deserving students.

The Alfred B. Teton Civil and Human Rights Scholarship Fund was created with a bequest to the Law School by Judge Alfred B. Teton (AB 1935, JD 1936), who served in the United States Department of Justice early in his career and later became Judge of the pro se Circuit Court of Cook County. The fund provides scholarship support for deserving students at the University of Chicago Law School.

The Tierney Family Scholarship Fund was established in 2017 by Michael P. Tierney (JD 1979) and Ms. Susan E. Ryder to provide scholarship support for deserving students at the University of Chicago Law School.

The Unterman Family Scholarship Fund was established in 2004 by Thomas E. (JD 1969) and Janet M. Unterman. The fund provides scholarship support for deserving students at the University of Chicago Law School.

The Bill Von Hoene Scholarship Fund was established in 2013 by Chaka and Tracey Patterson in honor of William A. Von Hoene, Jr. (JD 1980) to support scholarships at the Law School.

Maurice Walk Centennial Scholarship Fund was established in honor of the Law School's centennial to commemorate Maurice Walk, a member of the Class of 1921, who was born in the same year that the Law School was founded. The fund provides scholarships for students at the Law School. Recipients shall be designated as Walk Scholars.

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

The William W. Wilkow Scholarship Fund was established in 1984 by the law firm of Wilkow & Wilkow, P.C., in honor of William W. Wilkow (JD 1948), and provides scholarship support for deserving students at the University of Chicago Law School.

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

The S. K. Yee Scholars Fund was established in 1983 by the S. K. Yee Scholarship Foundation in honor of General Yee, Chairman of the Board of the United Chinese Bank of Hong Kong. These scholarships are awarded annually to law students as determined by the dean of the Law School.

The Zubrow Scholars Program Fund was established in 2014 by Barry (MBA 1979' JD 1980) and Jan Zubrow to provide scholarship support for deserving students at the University of Chicago Law School.

PUBLIC SERVICE FUNDS

The Abrams Environmental Law Fund was established in 2011 by James (JD 1987) and Wendy Abrams. The Fund provides ongoing support for the Abrams Environmental Law Clinic at the Law School.

The Mark A. Aronchick Fellowship Fund was established in 2004 by Mark A. Aronchick (JD 1974) to support students and graduates of the Law School who pursue careers or summer employment dedicated to the public interest, in government, non-profit organizations, or comparable opportunities.

The Bluhm-Helfand Clinical Fellowship Fund was established in 2014 by Leslie Bluhm (JD 1989) and David Helfand (MBA 1990) to support a clinical fellow who will provide legal input and advice to entrepreneurship activities across campus.

The Penny Brown & Jeffrey C. Rappin Public Interest Summer Fellowship Fund was established in 2013 for summer public interest fellowships at the Law School.

The **Herbert Caplan Fund for Clinical Support** was created in 2015 by Herbert L. Caplan (AB 1952, JD 1957) to provide travel grants to law students working at the Global Human Rights Clinic.

The Jim and Patrice Comey Public Interest Fellowship Fund was created in 2012 by James (JD 1985) and Patrice Comey to provide post-graduate public interest fellowship support at the Law School.

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

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

The Edward D. Friedman Fellowship Fund was created by Edward D. Friedman (JD 1937) and his family to support students and graduates of the Law School who pursue

careers dedicated to the public interest and/or to support scholarships awarded to students at the Law School.

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

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

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

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

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

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

The Jenner & Block Supreme Court Fund was established in 2016 by the law firm Jenner & Block. The fund provides ongoing support for the Jenner & Block Supreme Court and Appellate Clinic at the Law School.

The James Kaplan Clinical Support Fund was established in 2023 by James Kaplan (JD 1981) to support the Mandel Legal Aid Clinics, with a preference for the Supreme Court and Appellate Clinic.

The Karsten Library Computerized Legal Research Endowment Fund was established in 2000 to support the Karsten Library in the Mandel Legal Aid Clinic.

The Thomas Loren Karsten Public Service Fund was created in 1990 by Marilyn Herst Karsten (PhB 1944) and the Marilyn and Thomas Karsten Foundation. The fund honors the memory of Thomas Loren Karsten (PhB 1937, JD 1939), whose long career included distinguished public service. Through the Law School's public service program, the fund helps to ease the financial burden faced by students and graduates considering careers in public service.

The Miriam Hamilton Keare Environmental Law Fund (ELF) was created in 1989 by Miriam Hamilton Keare (JD 1933) to support student research, bring speakers to the Law School, and to fund summer and part-time public service work by law students and public service/work by graduates of the Law School in the area of environmental law.

The Steven and Priscilla Kersten Fellowship Fund was established by Steven Kersten (JD 1980) to support students and graduates of the Law School who pursue careers dedicated to the public interest and/or to support scholarships awarded to students at the Law School.

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

The Lillian Kraemer Post-Graduate Public Interest Fund was established in 2014 by Lillian Kraemer (JD 1964) to provide post-graduate public interest fellowship support at the Law School.

The Kraus-Weigle Fund was created in 1989 by Helen R. Weigle (AB 1935), Alice Weigle Kraus, Douglas M. Kraus (JD 1973), and Babs Weigle Maltenfort in memory of Maurice S. Weigle (PhB 1933, JD 1935). The fund supports students and graduates of the Law School who pursue careers dedicated to the public interest, in government, non-profit organization, or comparable employment, with preference to those working toward the protection of the rights and welfare of children.

The Kreisman Initiative on Housing Law and Policy was established by David (AB 1960, JD 1963) and Susan Kreisman in 2013 to support housing-related research and engagement, including post-graduate support to Law School students looking to pursue careers and scholarship in the housing field. The initiative was expanded in 2018 in partnership with the University's Mansueto Institute for Urban Innovation, to include new programs aimed at advancing housing scholarship, building a community of

scholars who will grow the program's scope and impact, and creating research opportunities for graduate students, faculty, and practitioners.

The Law School Public Interest Fund was established in 2019 by Peter Kolker (JD 1966) to provide support for students pursuing public interest opportunities at the Law School.

The Mark Cluster Mamolen Fund for Public Interest was established in 2015 through a bequest from Mark C. Mamolen (JD 1977) to provide post-graduate fellowship support to Law School students engaged in women's issues or social justice work.

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

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

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

The Jonathan L. Mills Fund was established in 2014 at the direction of Jonathan L. Mills (JD 1977). The fund is to be used to provide support for the work of the Abrams Environmental Law Clinic.

The Norval Morris Public Interest Fellowship was established in honor of the late Norval Morris by his family, colleagues, students and friends in 2004. The fund supports a criminal justice or mental health internship for a Law School student each summer. Professor Morris was a member of the Law School faculty for forty years, a former dean of the Law School, and founding director of the Center for Studies in Criminal Justice.

The Gary H. Palm Clinical Education Fund was established in 2016 by the friends and family of Professor Palm (JD 1967), in his memory, to provide financial assistance to clinical students during their summer internships. Professor Palm was a professor in the Mandel Legal Aid Clinic for more than thirty years.

The Prosecutorial and Public Interest Fund was established in 2022 to provide support, either as scholarships or as post-graduation loan forgiveness, to students and

graduates who have demonstrated an interest in a career as a prosecutor or a career in public interest.

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

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

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

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

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

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

The Hubert L. Will Fund for Clinical Legal Education was established in 1995 by the family and friends of Judge Will (AB 1935, JD 1937), whose distinguished legal career included thirty-four years as a US 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

seventieth birthday. The fund provides support for the work of the Mandel Legal Aid Clinic.

FELLOWSHIP FUNDS

The Earl B. Dickerson Fellowship Fund was established in 2019 to support the Dickerson Fellows program at the Law School.

The Ernst Freund Fellowship in Law and Philosophy Fund was established in 2017 by Professor Martha C. Nussbaum. The Fund provides an annual fellowship for Law School students or graduate students in the Philosophy PhD program, and is designed to help the winning candidate deepen their understanding of connections between the law and philosophy, in the process developing, with faculty supervision, a publishable paper.

The Victor H. Kramer Foundation Fellowship Fund was established in 1976 by the Victor H. Kramer Foundation of Washington, DC, for mid-career training of employees of the Federal Trade Commission and the Antitrust Division of the Department of Justice. Under the original terms, the Kramer Fellowship Program was offered in alternate years with the Institution for Social Policy Studies at Yale University. In 1997, Harvard Law School was selected as the alternate school. In addition, the fund is available to support Law School conferences.

LOAN FUNDS

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

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

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

The Ernst Freund Loan Fund was established in 1922 by the late Professor Ernst Freund and since his death has been augmented by other contributions.

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

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

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

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

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

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

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

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

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

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

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

The Frederick and Edith Shaffer Sass Loan Fund was established by Frederick Sass, Jr. (PhB 1930, JD 1932) and Louis Sass (S.B. 1932) in memory of their parents.

The Earl K. Schiek Loan Fund was established through the generosity of the late Mr. Schiek, a member of the Class of 1920.

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

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

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

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

FACULTY RESEARCH FUNDS

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

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

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

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

The Douglas Clark and Ruth Ann McNees Faculty Research Fund was established in 2017 by Mr. Douglas J. Clark (JD 1989) and Ms. Ruth Ann McNees to support faculty research.

The Containerboard Cy Pres Antitrust Research Fund was established in 2020 and facilitated by Michael J. Freed (JD 1962). The Fund supports student engagement in faculty research pertaining to the application and enforcement of the United States antitrust laws.

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

The Aaron Director Fund in Law and Economics was established as a research fund in 1986 by an anonymous donor in honor of Aaron Director, professor emeritus of economics at the Law School. In 2005, the fund was changed to support a professorship in law and economics.

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

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

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

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

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

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

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

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

The Grewal Family Faculty Support and Research Fund was established in 2024 by Paul (JD 1996) and Gowri Grewal to support Law School faculty, with a preference for

those who use quantitative research methods and/or for such research that utilizes quantitative research methods.

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

The David and Celia Hilliard Research Fellowship was established in 2013 by David (JD 1962) and Celia Hilliard to provide support for a faculty member at the Law School.

The Lawrence T. Hoyle, Jr. Faculty Fund was created in 1990 by Lawrence T. Hoyle, Jr. (JD 1965) in honor of his twenty-fifth Reunion. The fund provides support for the recruitment, encouragement, and support of outstanding members of the faculty.

The Rod Howard Faculty Research Fund was established in 2018 by Mr. Rod J. Howard (JD 1982) to support the research efforts of Law School faculty in public constitutional law related to the area of election law and voting rights.

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

The Kanter Family Foundation Initiatives Fund was established in 2006 to support the Law School's Chicago Policy Initiatives program and the Kanter Director of the program.

The Wilber G. Katz Lectureship was established in 1976 in honor of Wilber G. Katz, dean of the Law School from 1940 to 1950, to fund an annual lectureship on a legal topic of significance by a member of the faculty of the Law School.

The Daniel P. Kearney Faculty Research Fund was created in 1995 by Mr. Kearney, a member of the Class of 1965, in honor of his thirtieth Reunion. Income from the fund is used to support faculty research in the field of corporate governance.

The Daniel and Gloria Kearney Fund was established by Daniel (JD 1965) and Gloria Kearney in 2006 to provide support for the director or co-director of the Law and Economics Program at the Law School.

The Samuel J. Kersten Faculty Fund was established in 1985 by the Samuel J. Kersten Family Foundation for the purpose of supporting faculty research at the Law School. The gift was made in honor of Bernard G. Sang (JD 1935) in celebration of the fiftieth anniversary of his graduation.

The Jerome F. Kutak Faculty Fund was established in 1985 through the generosity of Mr. Kutak, a member of the Class of 1928, to support distinguished Law School faculty.

The Paul H. Leffmann Fund was established in 1990 by Mr. Leffmann (PhB 1927, JD 1930) to support research in the Law School.

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

The Malyi Center for the Study of Institutional and Legal Integrity Fund was established by Pavel Malyi (LLM 1995) in 2022 to provide support for the Malyi Center at the Law School. The Malyi Center is intended to mobilize the unique intellectual resources of the University of Chicago to stimulate new research on the sources of sound institutions, their consequences, and the conditions of their endurance.

The Mark Cluster Mamolen Teaching and Research Scholars Fund was established in 2015 through a bequest from Mark C. Mamolen (JD 1977). The fund assists in providing teaching and research support for the faculty.

The Walter Mander Teaching and Research Scholars Fund was created in 2005 by Charles Wolf (JD 1975) in honor of his uncle, Walter Mander.

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

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

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

The Momtazee Family Faculty Research Fund was established in 2023 by John Momtazee (JD/MBA 1997) and Dr. Callene Momtazee (AB 1995, AM 1997) to support legal research at the Law School, with a preference for such research related to the study of artificial intelligence and its use and impact on the law.

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

The Stuart C. and JoAnn Nathan Faculty Fund was created in 1989 by Stuart C. (JD 1965) and JoAnn Nathan in honor of Mr. Nathan's twenty-fifth Reunion. The fund provides support for the scholarly research of members of the Law School faculty.

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

The Pessin Faculty Support Fund was established in 2024 by Gregory Pessin (JD 2005) to provide support for faculty research, recruitment, or retention, at the discretion of the Dean of the Law School."

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

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

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

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

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

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

The Ulysses S. and Marguerite S. Schwartz Memorial Fund was established in 1974 by the friends and family of Ulysses and Marguerite Schwartz. The fund is used to support visits to the Law School by distinguished lawyers whose experience may be in the academic field or in practice or public service. In 2001, the purpose of the fund was expanded to include the support for a periodic visiting lectureship or senior fellowship,

the student public service internship program, and the Law School's student loan forgiveness program.

The Arnold and Frieda Shure Research Fund, one of the Law School's first and largest funds of its type, was created in 1945 to fund legal studies pertaining to the public welfare, e.g., housing, restrictive covenants, the small investor, and other such problems, which touch closely on the needs of the underprivileged or inadequately protected ordinary citizen. In 1991, by agreement, the purposes of the fund were expanded to support significant publications, including books and articles by senior members of the Law School's faculty. Recipients of grants from the fund are given the title "Shure Scholars" and are charged with upholding the high standards of scholarly inquiry established by their predecessors. In addition, the fund may be used from time to time to support the acquisition of rare books or rare documents for the D'Angelo Law Library.

The Dentons Fund, formerly the SNR Denton and Sonnenschein Fund, was established as an endowed fund in 1984 by the partners of Sonnenschein Nath & Rosenthal LLP in honor of Leo J. Carlin (JD 1919), Bernard Nath (JD 1921), and Samuel R. Rosenthal. Income from the fund is used at the discretion of the dean of the Law School.

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

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

The Weil Faculty Research Fund was established in 2014 by Richard (JD 1989) and Britney Weil to provide support for faculty research at the Law School.

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

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

The Hans Zeisel Endowment for Empirical Research in the Law is to be used in the Law School for faculty support and research.

DEAN'S DISCRETIONARY AND OTHER FUNDS

The Richard Badger '68 Student Support Fund was established in 2019 by classmates and friends to honor Richard Badger (JD 1968) upon his retirement from the Law School. This fund will provide support to JD and LLM students in the form of scholarships as well as emergency student funding.

The Adams Wisner Dean's Discretionary Fund was established in 2015 by Katherine Leatherman Adams (JD 1990) and Forwood C. Wisner III. This fund will provide expendable support for the environmental law clinic and/or diversity and inclusion efforts at the Law School.

The Arnold and Samuel Chutkow Memorial Fund was established in 1958 as a memorial to Arnold M. Chutkow (JD 1951), through a gift from Samuel Chutkow (JD 1920) and the friends and classmates of Arnold Chutkow, to support the student Moot Court Competition. In 1981, it was also designated as a memorial to Samuel Chutkow.

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

The Class of 1962 Photo Archive Fund was established in 2017 by the Class of 1962 on the occasion of their fifty-fifth "Double-Nickel" reunion. The fund provides support for the Law School's photographic archives.

The Stephen C. Curley Fund was created in 1993 by Stephen C. Curley (JD 1969) in honor of his firm and in celebration of his twenty-fifth Reunion. Proceeds of the fund are used at the discretion of the dean to support the central scholarly mission of the Law School by underwriting initiatives undertaken by its students and faculty.

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

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

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

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

The George E. Fee, Jr. Memorial Fund was established in 1976 in memory of George E. Fee, Jr. (JD 1963), who served as director of placement and later dean of students in the Law School from 1965 to 1969. It is used to support activities or grants that will aid students or the quality of student life.

The S. Richard Fine Fund was established through a bequest in 2019 by Richard Fine (JD 1950) to be used in the discretion of the Dean of the Law School for faculty recruitment and retention and for financial aid to the students.

The Barbara J. and B. Mark Fried Dean's Discretionary Fund was created in 1989 by Mr. Fried (JD 1956) and Mrs. Fried (AB 1954, JD 1957) in honor of Jo Desha Lucas, professor emeritus of law and former dean of students. The fund is used to further the educational and scholarly missions of the Law School.

The Kathryn Ball Gaubatz Memorial Fund was established through a bequest in 2017 by Ms. Kathryn Ball Gaubatz (A.M. 1968) to provide support for the Moot Court programs at the Law School. Mr. John T. Gaubatz received his JD from the Law School in 1967.

The General Counsel Forum Fund was established in 2017 by the law firm of Bartlit Beck, and several of its partners, to provide expendable, annual support for the General Counsel Forum at the Law School.

The Irving H. Goldberg Family Fund was created in 1988 by Jane Wolfsohn Goldberg (PhB 1932) and the Goldberg family in memory of Mr. Goldberg (PhB 1926, JD 1927). The fund is used to promote diversity within the student body.

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

The Greenberg Seminars Program Fund was first established in 2004 by Dan Greenberg (JD '65) and Susan Steinhauser through The Greenberg Foundation to establish and maintain the Greenberg Seminars in the Law School. In 2017, an endowed fund was established to support the program in perpetuity. Hosted in the homes of faculty members, these popular interdisciplinary seminars focus on far-ranging topics, and are taught jointly by faculty from the Law School and faculty from another discipline within the University.

The Frank Greenberg Dean's Discretionary Fund was established in 1985 through the estate of Frank Greenberg, a member of the Class of 1932, to be used at the discretion of the dean of the Law School.

The Elmer and Harriet Heifetz Memorial Fund was established in 2001 by Harriet Heifetz in memory of her husband Elmer (JD 1937), to underwrite special faculty and student conferences and events held at and/or sponsored by the Law School exuding the qualities of integrity, fidelity, and humility within the legal community.

The David and Celia Hilliard Fund was established in 2004 by David (JD 1962) and Celia Hilliard.

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

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

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

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

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

The Kirkland & Ellis Inquiry and Impact Fund was established in 2015 by the firm of Kirkland & Ellis LLP and its partners to name and provide ongoing support for the Kirkland & Ellis Corporate Lab at the Law School.

The Lillian E. Kraemer Fund was created by Ms. Kraemer (JD 1964) in 1993, in anticipation of the thirtieth anniversary of her graduation. The fund is used by the dean of the Law School to meet the needs of faculty and students and to address opportunities and problems as they arise.

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

The Law School Centennial Cornerstone Fund was created in celebration of the founding of the School.

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

The Daniel Levin and Fay Hartog-Levin Fund was established in 2014 by Daniel Levin (JD 1952) and Fay Hartog-Levin to provide unrestricted support for the Law School. In recognition of this gift, the reflecting pool in the Laird Bell Quadrangle at the Law School was renamed the *Levin Reflecting Pool*.

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

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

The Thomas McLaughlin Dean's Discretionary Fund was established in 2018 through the estate of Mr. Thomas J. McLaughlin (JD 1960) for general Law School support.

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

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

The Martha C. Nussbaum Fund was established in 2018 by Martha C. Nussbaum to support the Martha C. Nussbaum Student Roundtables at the University of Chicago Law School.

The Robert H. O'Brien Fund was established in 1998 by a gift from Robert H. O'Brien (LLB 1933) to support the Law School at the dean's discretion.

The Mark A. Orloff Endowed Fund was established in memory of Mark A. Orloff (JD 1982) in 2014 by a gift from Ann E. Ziegler (JD 1983). Expendable income from the fund is used to support the activities of the Doctoroff Business Leadership Program.

The Law School Parents Fund was established in 2024 to provide Law School family members with an opportunity to support students, student activities, and/or the student experience at the Law School.

The Leonard M. Rieser Memorial Fund was established in 1959 by the family and friends of Leonard M. Rieser, a distinguished Chicago lawyer and a former lecturer in law at the Law School, as a memorial to him to be used in a manner consistent with his wide and varied interests in law.

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

The Schiff Hardin LLP Fund for Leadership and Professionalism was established in 2017 to support programs and initiatives related to professionalism and leadership at the Law School.

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

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

The James A. Squires and Karen E. Jones Squires Dean's Discretionary Fund was established in 2021 by James Squires (JD 1992) and Karen Jones Squires to support the priorities of the Law School at the direction of the Dean.

The Stanton Chicago Principles Fund was established by the Stanton Foundation in 2017 to support programmatic activities to advance the principles outlined in the University's Report of the Committee on Free Expression as decided annually by a Chicago Principles Committee, which will consist of the Provost, the Dean of the College, and Professor Geoffrey R. Stone, Edward H. Levi Distinguished Service Professor of Law or the Dean of the Law School.

The David and Pamela Stone Law School Dean's Discretionary Fund was established in 2016 by David (JD 1984, MBA 1984) and Pamela Stone for urgent priorities at the discretion of the Dean of the Law School, including, but not limited to, student scholarship support.

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

The Wachtell, Lipton, Rosen & Katz Program in Behavioral Law, Finance, and Economics was established in 2016 by the law firm Wachtell, Lipton, Rosen & Katz. The goal of this program is to bring academic rigor and cutting-edge methods to understandings of behavioral economics and how they influence law and finance.

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

The Wolf Family Student Philanthropy Fund was established in 2014 on behalf of the Walter S. Mander Foundation by Charles B. Wolf (JD 1975) and Peter B. Wolf (JD 2010). The fund supports the Wolf Family Student Philanthropy Program at the Law School, which educates law students about the importance of philanthropy and encourages

giving by providing matching gift challenges for the annual Graduating Students' Class Gift campaign.

CLASS FUNDS

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

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

The Class of 1941 Scholarship Fund was established in 1981 by members of the Class of 1941 to provide scholarships in the Law School.

The Class of 1949 Fund was established by members of the Class of 1949 to provide scholarship support at the Law School, or to further the central mission of the Law School at the discretion of its dean.

The Class of 1951 Scholarship Fund was established in 1981 by members of the Class of 1951 to provide scholarships in the Law School.

The Class of 1954 Fund was established by members of the Class of 1954 on the occasion of their fortieth 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 fifty-fifth 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 fiftieth 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 thirty-fifth anniversary of their graduation.

The Class of 1959 Scholarship Fund was established by members of the Class of 1959 on the occasion of their fiftieth 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 twenty-fifth 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 twentieth Reunion. The fund provides the dean of the Law School with unrestricted support to be used to strengthen the institution's curricular and para-curricular programs.

The Class of 1979 Michael Bernstein Fund was established by members of the Class of 1979, on the occasion of their tenth 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 tenth 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 twentieth 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 twentieth 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 tenth 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 tenth Reunion to provide scholarships to students in the Law School.

LIBRARY FUNDS

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

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

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

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

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

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

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

The Benjamin B. Davis Library Fund was established by his wife Janice and his son Muller in 1984. The fund to honor Mr. Davis (JD 1923) is for library materials on family law and domestic relations.

The Allan T. Dunham Memorial Fund was established in 1964 by Professor and Mrs. Allison Dunham in memory of their son, for a general reading collection.

The Essington and McKibbin Memorial Fund was established in memory of two distinguished lawyers and public servants, Thurlow G. Essington (JD 1908) and George B. McKibbin (JD 1913), by Mrs. Essington and Mrs. McKibbin.

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

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

The William and Irene Friedman Memorial Book Fund was established by Judith Friedman Gillispie, on behalf of the William J. and Irene J. Friedman Foundation, in

memory of Mr. and Mrs. Friedman. The fund supports acquisitions in the D'Angelo Law Library and in the Joseph Regenstein Library.

The Ilse and Robert Friend Memorial Fund was established in 2013 through the gift of Ilse and Robert (JD 1937) Friend to provide support for the Law Library.

The Ernst Freund Memorial Book Fund was established by Nancy Freund White in memory of her father. The fund supports the D'Angelo Law Library with a special emphasis on materials relating to judicial conduct and legal ethics and responsibility.

The Muriel and Maurice Fulton Law Library Fund was established in 1978 by Maurice (AB 1940, JD 1942) and Muriel Fulton. The fund is used to acquire recreational collections, including movies and magazines, which are placed in the Fulton Reading Room.

The Muriel and Maurice Fulton Book Fund in Law and Economics was established in 1978 by Maurice (AB 1940, JD 1942) and Muriel Fulton.

The Lewis R. Ginsberg Endowed Book Fund was established in 1997 by Mr. Ginsberg, a 1956 graduate of the Law School. The fund supports acquisitions and preservation of books and information resources related to business law, including federal securities regulations.

The Jacob I. Grossman Memorial Library Fund was established in 1975 by a bequest under the will of Jacob I. Grossman.

The William B. Hale Memorial Book Fund was established in 1944 by the family of Mr. Hale for the collection of materials in United States, foreign, and international law relating to monopoly, competition, antitrust, and government regulation of intellectual property rights.

The Walter Harnischfeger Library Fund in International Business Law was established in 1979 in memory of Walter Harnischfeger by the Harnischfeger Foundation for the acquisition of library materials on international business law.

The Wallace Heckman Memorial Fund was established in 1929 by Mrs. Heckman in memory of her husband, business manager of the University from 1903 to 1924.

The David Horwich Memorial Law Library Fund was established in 1965 in memory of David Horwich for furthering the study of Ethics and Law.

The Kellstadt Foundation Law Library Fund was established in 1984 in honor of Leo H. Arnstein, a member of the Class of 1928. The fund supports acquisitions in the area of business and corporate law.

The Elaine and Samuel Kersten, Jr. Law Library Fund was established in 1978 through the gift of Mr. and Mrs. Kersten.

The KixMiller, Baar & Morris Law Library Fund was established in 1991 by Arnold I. Shure (PhB 1927, JD 1929) and Frieda Shure. It honors the careers of William KixMiller (PhB 1908, JD 1910), Arnold R. Baar (PhB 1912, JD 1914), and George Maurice Morris (JD 1915), civic leaders and founders of Commerce Clearing House loose-leaf law services and of the Chicago and Washington, D.C., law firm which bore their names and at which Mr. Shure began his long and distinguished legal career.

The Ira Sydney Kolb Memorial Book Fund was established in 1998 by Ethel B. Kolb in memory of her husband Ira S. Kolb (AB 1930, JD 1932).

The Philip B. Kurland and Paul Michael Bator Book Fund was established in memory of Professor Philip B. Kurland and Professor Bator and is supported by Alice Bator Kurland.

A special Law Library Endowment Fund was established under the guidance and with the help of Arnold I. Shure (JD 1929).

The Wendell M. Levi Law Library Fund was established in 1987 by a bequest from the estate of Wendell M. Levi (JD 1915).

The Lawrence E. Lewy Memorial Book Fund was established by Donald L. Lewy in memory of his father and provides support for the acquisition and preservation of books and other library materials for the D'Angelo Law Library.

The John Clower and Emma Bracewell Liddell Law Library Fund provides support for the acquisition and preservation of books and other library materials for the D'Angelo Law Library. The fund was established as a bequest by Leon M. Liddell (BLS 1946).

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

The Martha Elizabeth and Maude Voncile Liddell Law Library Fund supports the acquisition and preservation of books and other library materials for the D'Angelo Law

Library. The fund was established as a bequest by Leon M. Liddell, a 1946 graduate of the college.

The Thomas Leon and Minnie Morris Liddell Law Library Fund provides support for the acquisition and preservation of books and other library materials for the D'Angelo Law Library. The fund was established as a bequest by Leon M. Liddell, a 1946 graduate of the college.

The Edwin Thomas and Martha Davenport Morris Law Library Fund provides support for the acquisition and preservation of books and other library materials for the D'Angelo Law Library. The fund was established as a bequest by Leon M. Liddell, a 1946 graduate of the college.

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

The Thomas Owens Memorial Book Fund was established by Tom's friends and colleagues in honor of the 21 years that he worked in the D'Angelo Law Library.

The Abra and Herbert Portes Law Library Book Fund was established in 1987 by Ann, Gerald, Michael, and Joshua Yutkin in honor of the fiftieth wedding anniversary of Abra and Herbert (JD 1936) Portes.

The Herta Prager Law Library Fund was established in 1991 by Katharine Prager Darrow (AB 1965) and Peter H. Darrow (JD 1967) in memory of Mrs. Darrow's mother Mrs. Prager (JD 1940), who served as law librarian for Northwestern University, the New Jersey State Library, and the United States Circuit Court of Appeals for the Second Circuit. The fund supports the D'Angelo Law Library, with a special emphasis on European materials.

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

The James Nelson Raymond Memorial Fund was established in 1934 by Mrs. Raymond.

The Richard W. Renner Law Library Fund was established in 2022 by Richard W. Renner, JD '77, for the Law Library's acquisition of books and/or journals or their electronic equivalents concerning intellectual property law, particularly trademark and unfair competition law.

The Max Rheinstein Comparative Law Library Fund was established in 1974 by alumni and friends of the Law School in honor of the late Max Rheinstein, Max Pam Professor Emeritus of Comparative Law. The fund supports the Comparative Law Collection of the D'Angelo Law Library.

The Maurice A. and Rose Rosenthal Library Fund was established in 1978 through the gift of Maurice A. (AB 1925, JD 1927) and Rose Rosenthal.

The Adolph A. Rubinson Law Library Fund was created by Mr. Rubinson's family in his memory in 1998. Mr. Rubinson was a 1932 graduate of the College and a 1934 graduate of the Law School.

The Samuel Schoenberg Memorial Book Fund was established in 1990 by Irene T. Schoenberg in memory of her husband, Samuel Schoenberg (PhB 1933, JD 1935). The proceeds of the fund are used for the acquisition of library materials.

The Joseph Young Sieux Book Fund was established as a memorial fund in 1995 by Mrs. Kimmy Au Sieux and her family in honor of Mr. Sieux, a member of the Class of 1927. The proceeds of the fund are used for the acquisition of materials for the D'Angelo Law Library.

The Allen Sinsheimer, Jr. Law Library Fund was established in 1992 in memory of Mr. Sinsheimer (AB 1935, JD 1937) by his brothers Richard and Robert and by his friend Lillian Cohen. The fund is used at the discretion of the dean of the Law School and the law librarian to purchase materials for, and to preserve the collection of, the D'Angelo Law Library.

The David M. Sloan Library Fund was established as a memorial fund in 1973 in honor of David M. Sloan (AB 1948, JD 1951) by his family and friends. In 1985, it became a permanent source of support for the D'Angelo Law Library.

The Sheldon and Elizabeth Tefft Law Library Fund is to be used for the acquisition and preservation of books and other library materials for the D'Angelo Law Library. The fund was established as a bequest by Leon M. Liddell, a 1946 graduate of the college.

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

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

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

The Judith M. Wright Fellowship Fund was established in 2013 in honor of Judith M. Wright's many years of service to the University of Chicago Law School. The fund will support an intern program at the D'Angelo Law Library.

HONORS AND PRIZES

The Douglas Baird Prize in Commercial Law was established in 2013 by Steven Kaplan and Carol Rubin in honor of Douglas Baird, Professor of Law at the University of Chicago. The award is given to the student who has demonstrated outstanding work in the field of commercial law as reflected in classroom achievement or scholarship.

The Ann Watson Barber Outstanding Service Award was established in 1978 by family and friends in memory of Mrs. Barber, who was the registrar at the Law School from 1962 until 1976. The award is given to third-year students who have made an exceptional contribution to the quality of life at the Law School.

The Joseph Henry Beale Prize, named in honor of the first dean of the Law School, is awarded to the first-year student in each section of the first-year legal research and writing program whose work is judged by the faculty to be most worthy of special recognition.

The D. Francis Bustin Educational Fund for the Law School was established in 1971 by provision of the will of D. Francis Bustin (LLB 1917) to give awards or prizes from time to time for a valuable and important contribution, proposal, or suggestion for the improvement and betterment of the processes, techniques, and procedures of our government or any of its branches or departments at the city, state, or federal level.

The Herbert L. Caplan Award Fund was established in 2006 by Herbert L. Caplan (AB 1952, JD 1957). The Fund encourages and supports the scholarship of students through the funding of two annual prizes: The Herbert L. Caplan Prize for Creative Legal Thinking and The Herbert L. Caplan Prize for Reform in Public & Constitutional Law.

The Chicago Chapter of the Order of the Coif is an honor society founded to encourage and to advance the ethical standards of the legal profession. Its members are elected each spring from the 10% of the graduating class who rank highest in scholarship.

The Ronald H. Coase Prize for excellence in the study of law and economics was established in 1982 through the gifts of Junjiro Tsubota, a member of the Class of 1967. The award is made by the dean of the Law School on the basis of recommendations from the editors of the *Journal of Law and Economics*, the *Journal of Legal Studies*, and the *University of Chicago Law Review*.

The Gene & Joy Dye Prize in International and Comparative Law was established in 2022. The award is given to the outstanding student comment or note published in *Chicago Journal of International Law*.

The Entrepreneur's Advocate Award was established in 1999 for the Institute for Justice Clinic on Entrepreneurship. It is given to the graduating student who has most significantly contributed to the IJ Clinic and exhibited exemplary achievement with inner-city entrepreneurs.

The Donald M. Ephraim Prize in Law and Economics recognizes an early-career scholar in the field of law and economics whose work has advanced the state of knowledge in the field and whose intellectual impact has the potential to reach the legal academy, legal profession, and beyond.

The Kirkland & Ellis Centennial Fund was established in 2005 by the firm of Kirkland & Ellis LLP and its partners and associates to honor those students at the Law School who rank highest in scholarship in their class.

The Kirkland & Ellis Corporate Lab Award of Excellence recognizes Corporate Lab students who, in the opinion of Lab faculty, have demonstrated consistent leadership and excellence in corporate and transactional practices.

The Edward H. Hinton Memorial Cup for excellence in appellate advocacy is given to the winners of the Moot Court Competition.

The Karl Llewellyn Memorial Cup is given for excellence in brief writing and oral argument in the Law School.

The Mark Mamolen Prize for Achievement in Business is awarded in memory of Mark Mamolen (JD 1977). The prize is awarded annually to student(s) who excel in the area of business law as determined by performance in the Business Organizations course.

The Edwin F. Mandel Award is given to members of the graduating class who, during their Law School careers, have made exceptional contributions to the Law

School's clinical education program, in both the quality of the work done and the conscientious exercise of their professional responsibilities.

The Thomas R. Mulroy Endowment for Excellence in Appellate Advocacy was established in 1987 by Thomas R. Mulroy (JD 1928), Senior Counsel of the Chicago firm of Hopkins and Sutter, to fund the Thomas R. Mulroy Prizes for Excellence in Appellate Advocacy, which are awarded annually to the most outstanding participants in the Law School's Moot Court Competition.

The Phil C. Neal Memorial Award was established in 2017 by the law firm of Neal Gerber & Eisenberg LLP, in memory of Phil C. Neal, Dean of the University of Chicago Law School from 1963 to 1975, and a founding partner, in 1986, of the Chicago law firm Neal Gerber & Eisenberg LLP. The award recipient is selected by the dean of the Law School, and is presented to a second year law student who has demonstrated overall academic excellence, leadership, integrity, and a keen understanding of the lawyer's ethical responsibility to the profession and the community.

The Casper Platt Award is awarded each year for the outstanding paper written by a graduating student in the Law School. The award is supported by the Casper Platt Memorial Fund, established in 1968 in honor of the late Casper Platt (JD 1916), who served with distinction for many years as United States District Judge for the Eastern District of Illinois.

The Sidley Austin Prize is awarded to a student in each section of the first year legal research and writing program whose brief was judged to be most outstanding and deserving of recognition



LAW SCHOOL CALENDAR 2025- 2026

AUTUMN QUARTER

September 8-12: JD Pre-Orientation
September 15-18: JD Class of 2028 Orientation
September 15-27: Intensive Trial Practice Workshop
September 18-24: LLM Class of 2026 Orientation
September 29: Autumn Quarter Classes Begin
November 24-28: Thanksgiving Break
December 5: Last Day of Autumn Quarter Classes
December 8-9: Reading Period
December 10-17: Autumn Quarter Exams
December 18 – January 4: Winter Break

WINTER QUARTER

January 5: Winter Quarter Classes Begin
January 19: Martin Luther King, Jr. Day (Law School Closed)
March 6: Last Day of Winter Quarter Classes
March 7-8: Reading Period
March 9-14: Winter Quarter Exams
March 15-22: Spring Break

SPRING QUARTER

March 23: Spring Quarter Classes Begin
May 15: Last Day of Spring Quarter Classes for Non-1L Students
May 18: Reading Period for Non-1Ls
May 19-23: Exam Period for Non-1Ls
May 21: Last Day of 1L Spring Quarter Classes
May 22: 1L Elective Exam
May 23-24: Reading Period for 1Ls

May 25: Memorial Day

May 25-29: 1L Exams - Non-1L Elective Classes

June 6: Convocation and Diploma & Hooding Ceremony

For the most accurate and up-to-date calendar information, please see

law.uchicago.edu/students/academiccalendar.