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## Law School Announcements 1991-1992

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# Announcements

THE  
UNIVERSITY  
OF  
CHICAGO



THE  
LAW SCHOOL

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September 6, 1991

# THE UNIVERSITY OF CHICAGO LAW SCHOOL

Inquiries should be addressed as follows:

*Requests for information, materials, and application forms for admission and financial aid:*

DEAN OF STUDENTS  
The Law School  
The University of Chicago  
1111 East 60th Street  
Chicago, Illinois 60637  
Telephone 312-702-9484

*Requests for housing information, including the New Graduate Residence Hall and University apartment buildings:*

OFFICE OF NEIGHBORHOOD STUDENT APARTMENTS  
The University of Chicago  
824 East 58th Street  
Chicago, Illinois 60637  
Telephone: 312-753-2218

The Law School  
The University of Chicago  
*Founded by John D. Rockefeller*

**ANNOUNCEMENTS**  
1991-92

A handwritten signature in black ink, reading "Ronald Morris". The signature is written in a cursive style with a large, sweeping initial "R".

*Let knowledge grow from more to more;  
And so be human life enriched.*



VOLUME XCI  
September 6, 1991  
NUMBER 3

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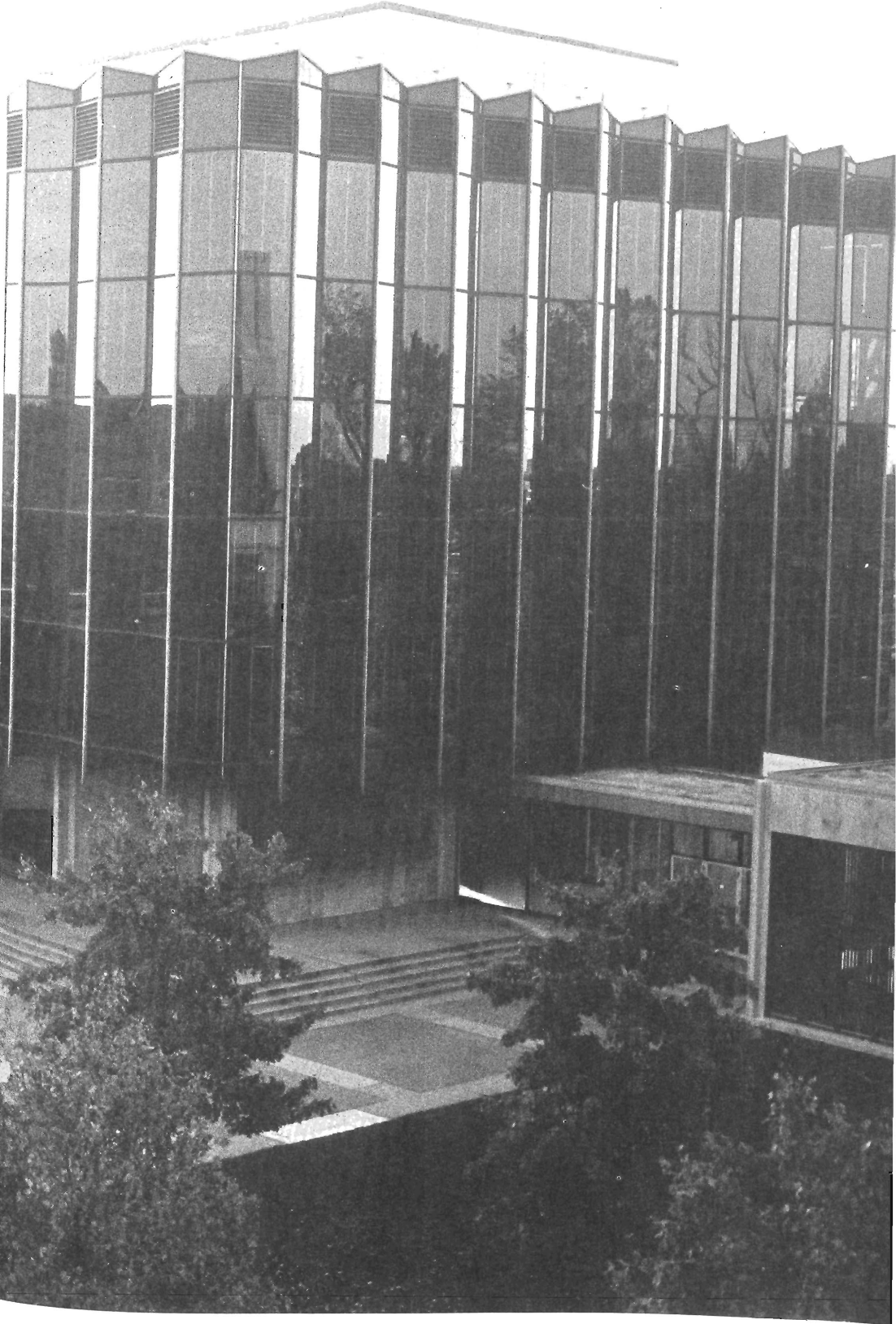
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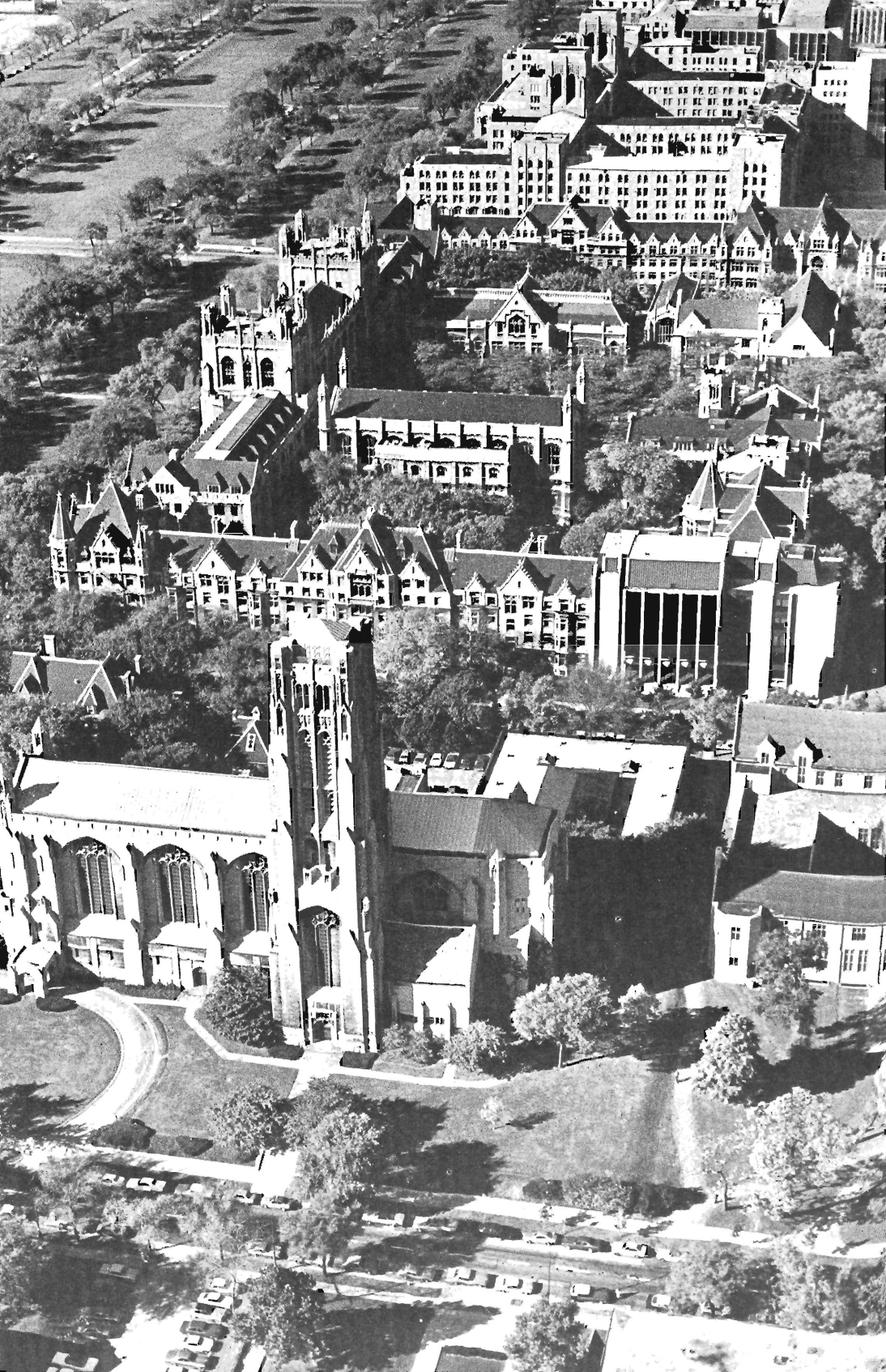
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## THE UNIVERSITY OF CHICAGO LAW SCHOOL

Students thinking of law study soon discover that the programs of most law schools have a great deal in common. The choice of one school over another is not easily made on the basis of catalog descriptions of the teaching methods, course offerings, and formal requirements. The similarity is natural, since most American law schools share the aim of educating lawyers for careers that may take many paths and that will not be limited to any particular state or region. Although many lawyers eventually find themselves practicing within some special branch of the law, American legal education is still fundamentally an education for generalists. It emphasizes the acquisition of broad and basic knowledge of law, an understanding of the functioning of the legal system, and, perhaps even more important, the development of analytical abilities of a high order. This common emphasis reflects the conviction that such an education is the best kind of preparation for the diverse roles that law school graduates occupy in American life and for the changing nature of the problems any individual lawyer is likely to encounter over a long career.

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

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

The Law School, part of Harper's original plan but delayed in its fulfillment until 1902, was a product of the same innovative spirit and concern for the common aims of a university. The objective, in the view of Harper and faculty members associated with him in the project, was to create a new kind of law school, professional in its purpose but with a broader outlook than was then prevalent in the leading American law schools. The aspirations of the new school were set by Harper's conception of legal education in a university setting: 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.” The effects of this philosophy were seen in a number of developments in which the Law School had a leading role during its first half-century, including the growth of administrative law, legislation, and comparative law as recognized fields of law school study, the introduction of economics and accounting into the curriculum, the extension of the field of legal research from concern with the rules of law to empirically oriented investigations of the legal system, and the appointment of regular faculty members from disciplines outside the law. In addition, the Law School from the beginning established close relationships with the faculties in other departments of the University, a number of whom each year participate in the teaching of courses and seminars in the Law School.

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

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

The work of the upperclass years is entirely elective and permits a fair degree of flexibility to the individual student in planning a program. The expectation is that all students will take work that gives them a strong foundation in the major subject areas, and will do substantial research and writing by taking advantage of the opportunity to cultivate special interests in seminars and independent study. A number of courses and seminars, considered especially appropriate for the third year, stress the solution of complex problems or transactions in the form in which they come to the lawyer in practice, drawing on the theoretical knowledge previously acquired and calling for the application of that knowledge to real situations. Acquaintance with the techniques of litigation is stressed, through trial practice courses. In one course students carry out the steps in the preparation and trial of a lawsuit under the supervision of trial practitioners and judges drawn from the local courts. In another trial practice course students receive clinical training in

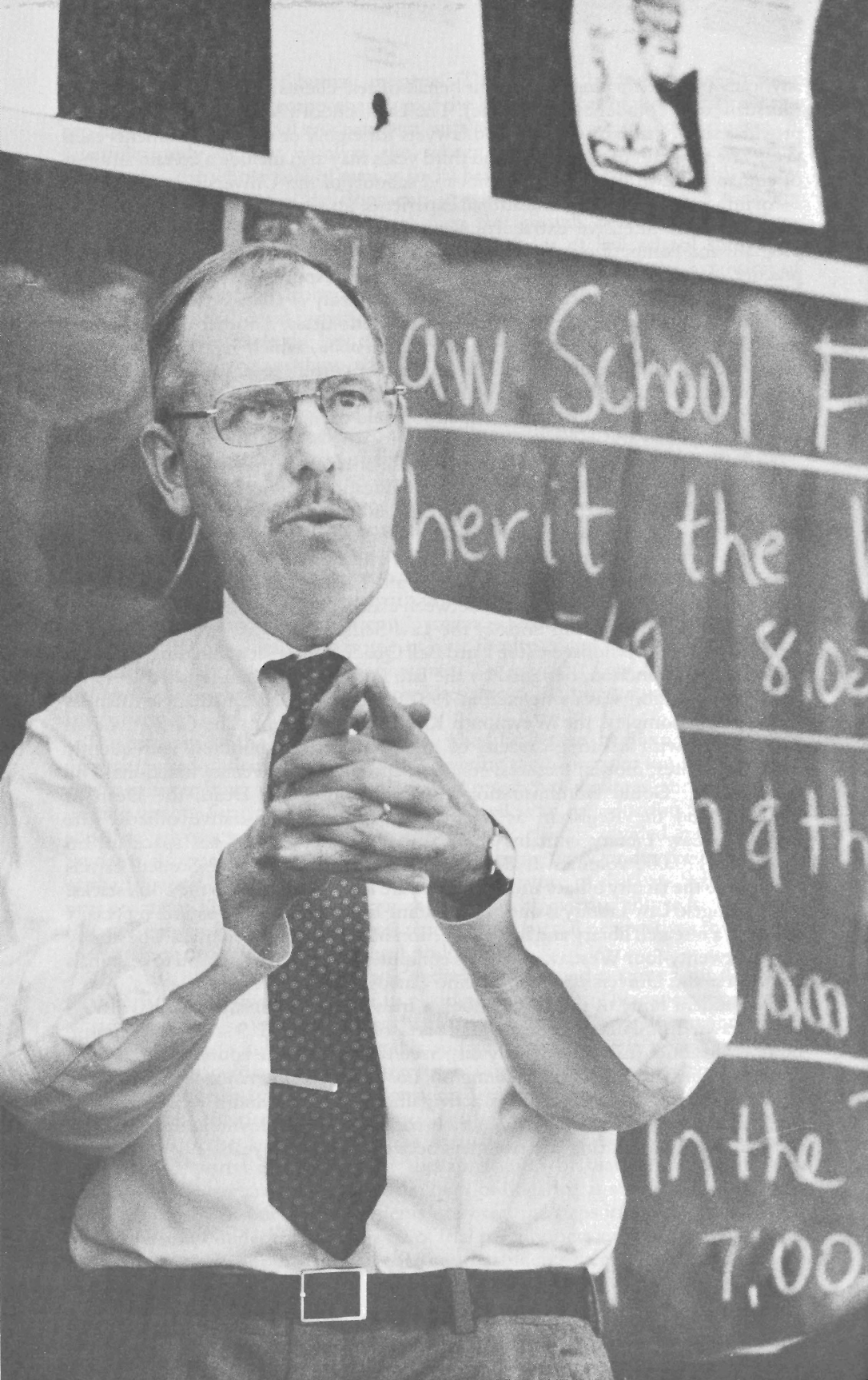
advocacy by participating in trials on behalf of real clients in the courts of Illinois (pursuant to the student practice rule). The Law School's Mandel Legal Aid Clinic provides supervision by experienced lawyers for eighty or more law students each year. The program of the second and third years may also include a certain amount of course work in other departments and schools of the University.

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

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

The Law School is housed in the Laird Bell Quadrangle, a set of buildings of noted architectural distinction, designed by the late Eero Saarinen and finished in 1959. A major expansion was completed in 1987. The Laird Bell Quadrangle includes a courtroom complex, the Weymouth Kirkland Courtroom. The Glen A. Lloyd Auditorium, with a seating capacity of approximately five hundred, is frequently used for lectures, motion pictures, concerts, and similar University functions. The Benjamin Z. Gould Administration Building houses the Dean, the Dean of Students, and the Registrar, as well as the other administrative offices. The D'Angelo Law Library contains about 530,000 volumes and has space for an additional 170,000 volumes. It also contains all the faculty offices. Student carrels are close to the faculty offices and, like them, are located adjacent to the book stacks. The D'Angelo Law Library is one of the leading law libraries in the nation, especially strong as a research library and in its collection of foreign legal materials. The library also has twenty-four Westlaw and Lexis computer terminals in addition to terminals that access the University's own on-line catalog.

The student body of the Law School, a truly "national" institution, has always been drawn from many colleges and parts of the United States. The alumni, numbering about 6,700, are widely dispersed throughout the country, with strong concentrations in New York, Washington, Los Angeles, San Francisco, Boston, and Seattle, as well as in Chicago. An active alumni program and a well-established Placement Office help assure students a broad range of employment opportunities on graduation and during the summers between academic years.



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## PROGRAMS OF INSTRUCTION

### THE DOCTOR OF LAW (J.D.) DEGREE

The regular or professional curriculum in the Law School is a three-year (nine-quarter) program leading to the degree of Doctor of Law (J.D.). The program is open to candidates who have received a Bachelor's degree from an approved college before beginning their study in the Law School and to a limited number of highly qualified students who have completed three years of undergraduate studies but have not received degrees. The Law School will not award Bachelor's degrees to such candidates, but in some cases undergraduate institutions will treat the first year of law study as fulfilling part of the requirements for their own Bachelor's degrees.

The entering class for the J.D. program is limited to approximately 175 students. All students begin the program during the Autumn Quarter in September. The calendar for the academic year is located on the inside back cover of these *Announcements*.

### THE COMBINED DEGREE PROGRAMS

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

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

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

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

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

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

## THE GRADUATE PROGRAMS

The Law School has for many decades maintained programs of study beyond the first degree in law. In recent years the Graduate Program has been composed primarily of graduates of approved foreign law schools who wish to experience an initial exposure to American law and legal institutions. For American lawyers, the Law School has tended in its graduate programs to emphasize advanced scholarship in areas of particular faculty strengths. A small number of exceptionally qualified candidates continue to be admitted to Master of Laws and Master of Comparative Law programs in which course work predominates. Students who have well-defined research interests may work as candidates for the advanced degrees of Doctor of Jurisprudence or Doctor of Comparative Law, but degree candidacy is not necessarily required. Graduate study at the Law School is designed, therefore, to provide considerable flexibility in matching the research interests of students and faculty.

Admission to the Graduate Programs, supervision of students' programs, and the administration of requirements for degrees are under the supervision of the faculty Committee on Graduate Studies. The grading system and the requirements for satisfactory academic standing applicable to students in the J.D. program are applicable to students in degree programs, except where higher requirements are imposed by the rules of the Graduate Programs. Students whose native tongue is other than English may receive extra time on examinations.

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

### *The Master of Laws Degree*

The Graduate Program leading to the LL.M. degree is limited to students (1) who have obtained an undergraduate degree from an approved school of law, (2) whose undergraduate record displays high scholarly aptitude, and (3) who display qualities of maturity and serious purpose sufficient to justify the expectation that they will satisfactorily complete the requirements for the LL.M. degree. A student admitted to the Comparative Law Program may, at any time during his or her period of study in residence, petition for admission to candidacy for the LL.M. degree.

The degree of Master of Laws (LL.M.) is awarded to students who have been in residence for three full consecutive academic quarters and have completed their studies with at least a 70 average. To qualify for residence for a full quarter, the student must take and complete the equivalent of nine or more course hours. Credit for twenty-seven course hours and the maintenance of satisfactory academic standing are needed to qualify for the degree.

### *The Doctor of Jurisprudence Degree*

The Graduate Program leading to the J.S.D. degree is limited to students (1) who have obtained an undergraduate law degree from an approved school of law, (2) whose undergraduate record displays outstanding scholarly aptitude, (3) who at the time of their admission demonstrate well-defined research interests, and (4) who display qualities of maturity and serious purpose sufficient to justify the expectation that they will successfully complete the requirements of the doctorate.

The degree of Doctor of Jurisprudence (J.S.D.) is awarded to students who have been in residence for three full consecutive academic quarters, have completed their studies with at least a 70 average, and, after admission to candidacy for the degree,

have submitted a dissertation that is accepted by the faculty as a creditable contribution to legal scholarship. To qualify for residence for a full quarter, the student must take and complete the equivalent of nine or more course hours. Credit for twenty-seven course hours and the maintenance of satisfactory academic standing are needed to qualify for the degree.

The dissertation must be submitted to the Committee on Graduate Studies within five years after the completion of the period in residence. To be acceptable, the dissertation must constitute a creditable contribution to legal scholarship and must be in publishable form. Three typewritten, printed, or duplicated copies must be deposited with the Committee on Graduate Studies not later than five weeks before the date of the convocation at which the degree is to be granted. Dissertations must conform to requirements of form established by the Committee on Graduate Studies and the Dissertation Secretary of the University.

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

### *The Comparative Law Program*

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

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

The degree of Master of Comparative Law is awarded to students in the Comparative Law Program who have been in residence for three full consecutive academic quarters, have satisfactorily completed their studies with at least a 70 average, and are recommended for the M.Comp.L. degree by the Committee on Graduate Studies and by the faculty. To qualify for residence for a full quarter, the student must take and complete nine or more course hours. The program is individually arranged with the student's faculty adviser and is expected to occupy the student's full time. At least half of the student's work in residence must be devoted to studies of Anglo-American law. Students will normally be expected to arrange their programs so as to include courses in civil procedure, constitutional law, torts, and contracts.

The degree of Doctor of Comparative Law is awarded to students who are graduates of approved foreign law schools, have completed with distinction the residence work required for the M.Comp.L. or LL.M. degrees, and, after admission to candidacy for the degree, have submitted a dissertation that is accepted by the faculty as a creditable contribution to the literature of comparative law. Dissertations must conform to the requirements of form established by the Committee on Graduate Studies and the Dissertation Secretary of the University.



## RESEARCH AND SPECIAL PROGRAMS

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

The Law School's long-standing concern with the relationships between law and economics is reflected in the *Law and Economics Program*. The School has long been the center of teaching and research on the application of the theories and methods of economics to legal questions. A number of courses are offered in this area; they are described in the section of these *Announcements* that deals with Curriculum. No other law school provides comparable opportunities for study and research in this field. The aim of the Law and Economics Program is to advance understanding of the effects of laws, and hence to enlighten both economic theory and proposals for law reform, by systematic investigation of aspects of the legal system in a framework of economic analysis. A continuing series of studies has focused on antitrust, intellectual property, bankruptcy, and corporate law. Recent studies examined the mandatory disclosure system in securities regulation, the market for corporate control, copyright protection for unpublished works, game theory and bargaining in Chapter 11, and the economics of tort law. Professor Douglas Baird is Director of the Program.

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

The *Program in Law and Government*, established in 1987, focuses on the institutional arrangements of government. Its objective is to advance understanding of the purposes and performance of existing legal structures and processes and to evaluate their adequacy in our society. The program is designed to redress a serious deficiency in legal education and scholarship, which have traditionally emphasized the judicial process and neglected the many other ways in which law shapes the exercise of governmental powers. The program, which involves courses and seminars, lectures, a workshop for students and faculty, and student fellowships, draws on a wide range of disciplines, including law, political theory, philosophy, political science, public choice, economics, organization theory, history, and comparative law and politics. Professor Michael W. McConnell is the Director of

the Program. For the 1991-92 academic year, the program will focus on the process of constitutional and legal change in Eastern Europe. The Law School has established, under the auspices of the Law and Government Program, a new Center for the Study of Constitutionalism in Eastern Europe, which involves scholars in the United States and in the countries of Eastern Europe in a process of analysis and preservation of information regarding the development of constitutional and civil law in those nations.

The Law School has long encouraged research and study in legal history. In addition to courses devoted to the subject, the Law School sponsors the Maurice and Muriel Fulton Lecture, which invites a prominent legal historian to speak. Periodical workshops, held under the auspices of the Leonard M. Rieser Memorial Fund, bring together faculty and students to discuss a scholarly paper on a topic of legal history. Significant research projects under way cover the history of criminal procedure, the rise of legal realism, the historical role of ecclesiastical jurisdiction, and the evolution of nineteenth-century private law.

The Law School and the Department of History offer a joint program leading to the J.D. degree and the A.M. or Ph.D. degrees in history. Both programs require nine quarters of residence in the Law School which include at least three legal history courses or seminars. The joint program leading to the A.M. involves two additional quarters of residence and six courses or seminars in the Department of History. The Ph.D. joint program requires three quarters and nine history courses beyond the J.D. programs. In addition, a Ph.D. candidate must pass an oral examination after the third quarter in the Department of History and complete a dissertation.

The *Irving B. Harris Graduate School of Public Policy Studies* is a separate academic unit within the University, authorized to award graduate degrees in Public Policy. The School offers a one-year specialized program for students who wish to retain a primary academic and professional affiliation with one of the other academic or professional schools in the University, but who wish to spend a year focusing on public policy. The School offers a variety of experiences for students with public policy interests, including research seminars, directed client-oriented projects, and field internships. The School's faculty come from almost all areas of the University, including the Law School, the Graduate School of Business, the School of Social Service Administration, the School of Medicine, the Divinity School, and the graduate departments of Chemistry, Economics, Education, History, Political Science, Sociology, and Statistics. Law students interested in the one-year Master's Degree program in Public Policy should contact the Dean of the Irving B. Harris Graduate School of Public Policy Studies, 1155 East 60th Street, Chicago, Illinois 60637.



## **CURRICULUM AND REQUIREMENTS**

### **THE FIRST YEAR**

Students in the first year take a prescribed program covering five principal branches of the law—contracts, torts, property, criminal law, and civil procedure. In addition to providing this general foundation of legal knowledge, the program is intended to develop an understanding of the process of development of the law through judicial decisions and statutory interpretation, and to cultivate the skill of legal reasoning. Instruction in the first year is based primarily on the so-called case method, centered on class discussion of judicial decisions.

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

Although the University has word processing equipment available for general student use, we advise that, to avoid inconvenience, students who prefer to use word processors should consider bringing their own personal computers to school with them.

### **THE SECOND AND THIRD YEARS**

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

The expectation is that all students will take programs that give them a strong foundation in the standard subject areas of the law. It is hoped, in addition, that most students will find some area or areas to pursue in special depth and breadth, either because of particular career inclinations or for the intellectual values that go with striving for the competence of the expert. However, students are warned against excessive specialization. It will be impossible to foresee with any precision

future career changes and challenges, and lawyers are not expected to be specialists when they graduate from law school. The freedom of the elective policy places responsibility on students to plan a coherent program that provides a sound general background and meets individual interests and objectives. Some specific considerations are set forth in the comments on the second year and on the third year. Students are encouraged to consult with members of the faculty for additional guidance on their programs.

As should be obvious from the organization of course offerings, the Law School believes in an integrated curriculum. History, economics, other social sciences, and the humanities are often useful, and indeed indispensable, for a better understanding of legal materials. They are not just appended (in the style of "law and . . ."), but constitute an integral part of legal analysis. A few somewhat more self-contained courses that are viewed as generally helpful are listed in the section on complementary subjects.

In determining the curriculum to be offered in any academic year, the faculty has identified a core group of courses which it expects to offer each year. Students wishing to take other courses offered during their second year should know that courses not on this list may not necessarily be offered during their third year. The courses offered every year are Accounting, Administrative Law, Antitrust Law, Commercial Law: Commercial Paper, Commercial Law: Secured Transactions, Constitutional Law I, Constitutional Law II, Constitutional Law III, Corporate Income Tax, Corporation Law, Criminal Procedure I, Economic Analysis of Law, Evidence, Family Law, Federal Jurisdiction, Federal Regulation of Securities, International Law, Legal Profession, Litigation Methods, Taxation of Individual Income, and Trusts & Estates.

### *The Second Year*

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

The planning of a student's program will properly take account of the relationship of some courses as predicates for more advanced work in the same general field. In the field of business associations, for example, a second-year student should consider taking Corporation Law and Corporate Income Taxation, which would provide a basis for advanced work in the third year in such courses as Federal Regulation of Securities, Corporate Readjustments and Reorganization, and Business Planning. The course on Trusts and Estates should be given special consideration for election in the second year by students who will be interested in taking Federal Estate and Gift Tax in the third year. Administrative Law has most often been taken as a second-year course, since it is a survey of general principles in the field and thus forms a background for understanding the operation of administrative agencies and procedures in a variety of special subject areas, such as labor law, securities regulation, taxation, public utility regulation, the communications industry, etc. Students who plan to take the Trial Advocacy course or to work intensively in the Legal Aid Clinic program may be well-advised to defer some other

subjects and take Evidence, and possibly a course on criminal procedure, in the second year.

The student should seriously consider taking two or more of the several courses that provide cross-disciplinary perspectives on traditional legal work. These offerings include Development of Legal Institutions, Accounting, Law and the Mental Health System, and Law and Literature.

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

While more will be said later about seminars and independent research and writing opportunities, students who are considering applying for a judicial clerkship are especially encouraged to make use of these opportunities in the second year. They generally provide faculty members with a more solid basis for supporting and evaluating a student's development with respect to research and writing than is ordinarily possible in a large course.

### *The Third Year*

The third year provides an opportunity for the student to round out his or her knowledge of basic subject areas and to take courses in fields of special or contemporary interest. It should also have distinct intellectual objectives. Three such objectives can be identified: (1) The taking of advanced courses or seminars in a field in which the student has acquired some foundation in the second year. (2) The taking of courses that cut across subjects previously studied and emphasize the application of legal principles to concrete problems as they come to the lawyer in practice. Business Planning, Litigation Methods, and Trial Advocacy are examples. (3) Studies, which may be thought of as cultural or perspective studies, that help give the student a broad and critical appreciation of legal institutions and their development. History, jurisprudence, comparative legal studies, and international law are examples. In particular, the Law School's increasingly rich offerings in the fields of law and economics and legal history afford an opportunity for cultivating a special dimension to legal studies.

### *Research and Writing*

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



Because of the special demands on the time of a student made by such a project, a student may not ordinarily be enrolled in more than one seminar at a time. No more than twenty students will, as a rule, be admitted to a seminar, and in some seminars enrollment is limited to a smaller number. Students will be given an opportunity to sign tentative registration lists for seminars. When necessary, selection of enrollment will be by lot or by a method to be determined by the instructor. Students are not permitted to register for more than one seminar in a quarter except with the permission of the Dean of Students.

**Deadlines for written work:** The final version of a paper for credit in a course, seminar, or independent research project is due no later than six weeks after the final day of examinations in the quarter in which credit is to be received. An instructor may vary this deadline for an entire seminar or research project only if the instructor determines that additional time is necessary in light of the special nature of the seminar or project. Individual extensions for specific students may be granted by the Dean of Students only on a showing of necessity similar to the showing required to postpone an examination. If a student fails to meet this deadline, the instructor shall advise the Committee on Academic Rules and Petitions, which may take appropriate action, including denial or reduction of credit. The Committee may also excuse the violation for good cause shown.

### *The Clinical Program*

In the second and third years, students have the opportunity to learn litigation and other advocacy skills through the School's clinical education program. Students learn through classroom instruction and individually through representation of clients under the close supervision of the clinical teachers. Students represent clients through the Mandel Legal Aid Clinic, a legal aid office jointly operated by the Law School and the Legal Aid Bureau of United Charities. The Clinic is located in the Law School.

The Mandel Clinic renders legal assistance to indigent clients in civil and criminal cases. Over eighty students participate in its work, conducting client interviews and assuming responsibility, under the guidance of full-time clinical faculty, for all aspects of the representation of clients, including litigation. The program is intended to complement the academic study of law with experience in interviewing clients, investigating facts, dealing with adverse parties, and participating in court and administrative proceedings. Under Illinois Supreme Court Rules, third-year students in the Clinic are authorized to appear on behalf of clients in the state trial courts. Students also represent clients under the supervision of the Clinic's attorneys in the United States District Court for the Northern District of Illinois and the Seventh Circuit Court of Appeals. Emphasis is placed on learning methods of planning and preparation. In addition, the program seeks to acquaint students with problems of professional responsibility and with the special problems of low-income clients. Part of the program is directed toward identifying legal remedies, such as test cases and other types of law reform, for recurrent problems.

The clinical program is planned as a two-year experience in the second and third years of law school. If more students want to participate in the Clinic than can be accommodated, a lottery is used as the basis for selection. The second year is devoted to out-of-court aspects of practice. In the Spring Quarter of their second year and the Fall Quarter of their third year, students enroll in the course on Litigation Methods and receive a total of six hours of credit. In the third year, students are assigned cases in litigation to give them experience in court and in preparing litigation. Also, students frequently choose topics suggested by issues

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arising in the clinical program for papers in such offerings as Section 1983 Civil Rights Litigation, Law and the Mental Health System, and Juvenile Justice and for independent research.

#### REQUIREMENTS AND GRADING

To receive the J.D. degree, a student must have been in residence for nine full quarters, have maintained satisfactory academic standing, and have received credit for the prescribed courses and other required units of credit. A total of 105 course hours, or 35 course units, is required. (Credit in the Law School is ordinarily measured in course hours but for certain purposes is expressed in course units. A single course unit is the equivalent of 3 course hours.) To qualify for residence for a full quarter, a student must take and complete 9 or more course hours.

To achieve credit for 105 course hours in nine quarters, a student must take an average of just under 11 course hours per quarter in the second and third years, for a total of 65 hours in those two years. Since most courses and seminars carry 3 hours of credit, the requirement for graduation will usually be met if a student takes in each of the second and third years 10 courses and one seminar. A student may take more than the required number of courses and may take up to 13 hours in a quarter without special permission. Permission of the Dean of Students is required to take more than 13 hours in a quarter. *Each student is responsible for keeping informed of the number of additional credits he or she requires for graduation.* In the course and seminar descriptions that follow, the number in parentheses at the end of the description represents the value of the course or seminar in course hours per quarter.

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

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

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

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

Regular class attendance is required as a condition of receiving credit for work done. The privilege of membership in the School may be withdrawn for unsatisfactory class work or attendance.

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

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

## SCHEDULE OF COURSES

### FIRST-YEAR COURSES

**CIVIL PROCEDURE. 302.** The first part of this course concerns the formulation and defense of legal claims in civil litigation, with special reference to the adversary system and the role of the lawyer. The second part studies the power of particular courts to decide cases (subject matter jurisdiction); jurisdiction of the courts over the person or things before them; the scope and effect of judgments; principles of finality of judgments; and the rules governing joinder of claims and parties. Aut (3). *Ms. Wood, Ms. Dreyfuss.* Spr (3). *Ms. Burley, Ms. Kagan.*

**CONTRACTS. 305.** The course will deal with the historical development of the enforceability of contractual arrangements, sanctions for their breach, and justification or excuses for nonperformance. The nineteenth-century elaborations of such basic contract doctrines as that of consideration will be examined in the light of their decline and fall in our own century. The relationship between contract liability and tort liability, taken as twin halves of a general theory of civil obligation, will be stressed. Win (3). *Mr. Greene, Mr. Lessig.* Spr (3). *Mr. Lessig, Mr. Baird.*

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

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

**LEGAL RESEARCH AND WRITING. 307.** Each first-year student is assigned to a tutor for individual and small-group work in legal analysis, research, and exposition, including an exercise in brief-writing and oral argument. Aut, Win, Spr (4). *Mr. Diamond, Mr. Gould, Mr. Heller, Ms. O'Hara, Ms. Southworth, Mr. Thomas.*

**PROPERTY. 304.** An introduction to the legal relationships that arise out of or constitute ownership of property. Among the subjects to be covered are the initial acquisition of rights in real and personal property, the nature of ownership of natural resources, the various types of concurrent and successive interests in land, and restraints on alienation. The course will also deal with the law relating to easements and covenants, landlord and tenant, and conveyancing. Aut (3), Win (3). *Mr. Epstein, Mr. Helmholz.*

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

**ELECTIVE.** In the Spring Quarter first-year students will elect one course from among the following: Economic Analysis of Law 492; European Community 1992—Trading in and with Europe 488; History of American Law 478; Jurisprudence 482; Law and Literature 480; The Legislative Process 464.

## SECOND- AND THIRD-YEAR COURSES

### SUBJECT CATEGORIES

\* = Not offered in 1991-92

#### Administrative Law and Government Regulation

##### Courses

Administrative Law 461.	Aut (3)	Federal Regulation of Securities 424	Win (3)
	Spr (3)	International Trade Regulation 487.	Spr (3)
Antitrust Law 428.	Win (4)	Labor Law 431.	Aut (3)
Banking Law 420.	Win (3)	The Legislative Process 464.	Spr (3)
Election Law 463	* (3)	Regulated Industries 462.	* (3)
Employment Discrimination 433.	Win (3)	State and Local Government 406.	Spr (3)
Environmental Law 460.	Spr (3)		

##### Seminars

Congressional Control of Executive Action 515.	Aut (3)	Regulation: What Works and What Doesn't 542.	* (3)
The Legislative Process 505	Spr (3)	Voting Rights and Theories of Representation 519.	Aut (3)
Perspectives on Social Welfare Policies 552.	Win (3)		

#### Commercial, Business and Labor Law

##### Courses

Accounting 494	Aut (3)	Corporate Finance 425.	Win (3)
Admiralty 413	Aut (3)	Corporate Income Taxation 442.	Win (3)
Advanced Corporations 432.	Spr (3)	Corporate Readjustments and Reorganizations 426.	Spr (3)
Agency, Partnerships, and the Law of Fiduciary Duties 434.	Aut (3)	Corporation Law 423.	Aut (3)
Antitrust Law 428.	Win (4)		Win (3)
Banking Law 420.	Win (3)	Employment Discrimination 433.	Win (3)
Bankruptcy 437.	Aut (3)	Federal Regulation of Securities 424.	Win (3)
Business Planning 427.	Win (3)	Fundamental Analysis of Financial Statements 438	* (3)
Commercial Law: Commercial Paper and the Sale of Goods 421.	Spr (3)	International Taxation 446.	Spr (3)
Commercial Law: Secured Transactions 422.	Spr (3)	Labor Law 431.	Aut (3)
Comparative Japanese and U.S. Business Law 490.	* (3)	Mining Law 454.	Spr (3)
Copyright Law 430.	Win (3)	Oil and Gas 453.	* (3)
		Patents and Trade Secrets 459.	Win (3)
		Regulated Industries 462.	* (3)

##### Seminars

Advanced Antitrust: Special Topics in Mergers and Acquisitions 523.	* (3)	Selected Problems in Health Law 545.	* (3)
Art Law 529	Spr (3)	Structuring Venture Capital and Entrepreneurial Transactions 530.	Spr (3)
Bankruptcy Practice and Litigation 533	Spr (3)	Theoretical Foundations of Intellectual Property 524.	Spr (3)
Current Developments in Corporate and Securities Law 522.	Spr (3)	Workshop in Economic and Legal Organization 561.	Aut (2)
Employee Benefits 555.	Spr (3)		Win (2)
History of Bankruptcy 532.	* (3)		Spr (2)
Insurance Law 520.	Win (3)	Trademarks, and Unfair Competition 457.	Aut (3)
International Business Transactions 556.	* (3)		
Real Estate Transactions 531.	Spr (3)		

## Constitutional Law

### Courses

American Law and the Rhetoric of Race 483.	Spr	(3)
Constitutionalism and Individual Rights in Post-Communist Poland and Central Europe 491.	Aut	(3)
Constitutional Law I 401.	Aut	(3)
Constitutional Law II: First Amendment 402.	Win	(3)
Constitutional Law III: Equal Protection and Substantive Due Process 403.	Win Spr	(3) (3)

Criminal Procedure I 472.	Aut	(3)
Criminal Procedure II 473.	Win	(3)
Election Law 463.	*	(3)
Foreign Affairs and the Constitution 408.	Aut	(3)
Intellectual Origins of the U.S. Constitution 407.	*	(3)
Religion and the First Amendment 404.	Aut	(3)
State and Local Government 406.	Spr	(3)

### Seminars

Constitutional Decision Making 502.	Win	(3)
The Constitution in Congress 501.	Spr	(3)
The Constitution of West Germany 557.	*	(3)
Current Issues in Racism and the Law 543.	Win	(3)
Law and Politics: U.S. Courts as Political Institutions 513.	Aut	(3)

The Supreme Court 503.	Aut	(3)
Voting Rights and Theories of Representation 519.	Aut	(3)
Workshop in Legal Theory 563.	Aut Win Spr	(1) (1) (1)

## Courts, Jurisdiction and Procedure

### Courses

Admiralty 413.	Aut	(3)
Conflict of Laws 415.	Spr	(3)
Criminal Procedure I 472.	Aut	(3)
Criminal Procedure II 473.	Win	(3)
Evidence 416.	Aut	(4)
	Win	(4)
Federal Jurisdiction 411.	Win Spr	(3) (3)
International Litigation in U.S. Courts 489.	*	(3)

Lawyer as Negotiator 419.	Win	(3)
The Legal Profession 410.	Aut	(2)
	Win	(2)
Litigation Methods 418.	Spr	(2)
	Aut	(2)
	Win	(1)
	Spr	(1)
Remedies 414.	Spr	(3)

### Seminars

Advanced Civil Procedure: Complex Litigation 525.	Win	(3)
History of the Jury 517.	Win	(3)
The Judicial Process 528.	*	(3)
Law and Politics: U.S. Courts as Political Institutions 513.	Aut	(3)
Major Civil Litigation 511.	Win Spr	(2) (2)

Law and International Relations: The European Court of Justice 564.	Spr	(3)
Section 1983 Civil Rights Litigation 514.	Win	(3)
The Supreme Court 503.	Aut	(3)
Trial Advocacy 512.	Win	(2)
	Spr	(2)

## Criminal Law and Criminal Procedure

### Courses

Critne and Punishment: Fault, Trial and Tariff 474.	*	(3)	Development of Legal Institutions 476.	*	(3)
Criminal Procedure I 472.	Aut	(3)	Evidence 416.	Aut	(4)
Criminal Procedure II 473.	Win	(3)	Federal Criminal Law 475.	Win	(4)
Criminal Justice System 469.	Aut	(3)		*	(3)

### Seminars

History of Criminal Justice 551.	Spr	(3)	Problems in Federal Criminal Law 544.	Spr	(3)
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## Family Law, Property Rights, Torts, and Insurance

### Courses

Copyright Law 430.	Win	(3)	Oil and Gas 453.	*	(3)
Environmental Law 460.	Spr	(3)	Patents and Trade Secrets 459.	Win	(3)
Estate Planning 451.	Spr	(3)	Remedies 414.	Spr	(3)
Family Law 450.	Aut	(3)	Trademarks, and Unfair Competition 457.	Aut	(3)
Law and the Mental Health System 470.	Win	(3)	Trusts and Estates: Family Wealth Transmission 452.	Win	(3)
Mining Law 454.	Spr	(3)			

### Seminars

Employee Benefits 555.	Spr	(3)	Rules and Standards in Tort Law 510.	Aut	(3)
Insurance Law 520.	Win	(3)	Selected Problems in Health Law 545.	*	(3)
Law and Science: Privacy and Information Technology 539.	Aut	(3)			
Perspectives on Social Welfare Politics 552.	Win	(3)			

## International and Comparative Law

### Courses

Comparative Japanese and U.S. Business Law 490.	*	(3)	International Law 485.	Spr	(3)
Constitutionalism and Individual Rights in Post-Communist Poland and Central Europe 491.	Aut	(3)	International Litigation in U.S. Courts 489.	*	(3)
European Community 1992: Trading in and with Europe 488.	Spr	(3)	International Taxation 446.	Spr	(3)
Foreign Affairs and the Constitution 408.	Aut	(3)	International Trade Regulation 487.	Spr	(3)
			The Law of the European Community 486.	Aut	(3)

### Seminars

The Constitution of West Germany 557.	*	(3)	Legal Aspects of the Arab-Israeli Conflict 568.	Spr	(3)
International Business Transactions 556.	*	(3)	Problems of International Law: Regional Conflicts 559.	Spr	(3)
Introduction to Japanese Law 569.	Win	(3)	Roman Law 527.	Spr	(3)
Law and International Relations: the European Court of Justice 564.	Spr	(3)			

## Jurisprudence

### Courses

Blackstone 479.	*	(3)	Law and Literature 480.	Spr	(3)
Economic Analysis of Law 492.	Spr	(3)	Law and the Mental Health System 470	Win	(3)
Feminist Approaches to Legal Issues 466.	Spr	(3)	The Legal Profession 410.	Aut	(2)
Jurisprudence 483.	Spr	(3)		Win	(2)

### Seminars

Contemporary Legal Theory 507.	Win	(3)	Readings in Legal Thought 570.	Spr	(3)
Oliver Wendell Holmes 566.	*	(3)	Selected Topics in Contemporary Legal Theory 541.	Win	(3)
Jurisprudence 518.	Win	(3)		Win	(1)
Legal Interpretation 516.	Aut	(3)	Women and the Law 553.	Win	(3)
Rawls and His Critics 565.	*	(3)			

## Legal History

### Courses

American Law and the Rhetoric of Race 483.	Spr	(3)	History of American Law 478.	Spr	(3)
Blackstone 479.	*	(3)	Intellectual Origins of the U.S Constitution 407.	*	(3)
Development of Legal Institutions 476.	*	(3)			

### Seminars

Blackstone's <i>Commentaries</i> 550	Spr	(3)	Oliver Wendell Holmes 566.	*	(3)
History of Bankruptcy 532.	*	(3)	Research in English Legal History 549.	Aut	(3)
History of Criminal Justice 551.	Spr	(3)	Roman Law 527.	Spr	(3)
History of the Canon Law 547.	*	(3)			
History of the Jury 517.	Win	(3)			

## Taxation

### Courses

Business Planning 427.	Win	(3)	International Taxation 446.	Spr	(3)
Corporate Income Taxation 442.	Win	(4)	Partnership Taxation 443.	*	(3)
Estate Planning 451.	Spr	(3)	Taxation of Individual Income 441.	Aut	(4)
				Win	(4)

### Seminars

Introduction to Tax Policy 537.	Spr	(3)	Structuring Venture Capital and Entrepreneurial Transactions 530.	Spr	(3)
Real Estate Transactions 531.	Spr	(3)			
Selected Topics in Federal Income Taxation 558.	Win	(3)			

## Complementary Courses

### Courses

Accounting 494.	Aut	(3)	Fundamental Analysis of Financial Statements 438.	*	(3)
Economic Analysis of Law 492.	Spr	(3)	Statistics and the Law 495.	*	(3)



*Seminars*

Current Issues in Racism and the Law 543.

Win (3)

Law and Politics: U.S. Courts as Political

Institutions 513.

Aut (3)

Roman Law 527.

Spr (3)

Workshop in Economic and Legal Organization 561.

Aut (2)

Win (2)

Spr (1)

Workshop in Law and Economics 560.

Aut (2)

Win (2)

Spr (1)

Workshop in Legal Theory 563.

Aut (1)

Win (1)

Spr (1)



## COURSE AND SEMINAR DESCRIPTIONS

**ACCOUNTING: 494.** The course is primarily concerned with a study of the major topics making up the body of “generally accepted accounting principles” and the manner in which they enter into legal problems. Introductory material on transaction analysis and the form of financial statements is followed by an analysis of major problem areas; revenue recognition, inventory accounting, depreciation, accounting for debt instruments, and for corporate capital. The course is concluded with a section on analysis and interpretation of financial statements. Published corporate financial reports, Statements of the Financial Accounting Standards Board, Opinions of the Accounting Principles Board, and Accounting Series Releases of the SEC are used as the basic accounting materials. Aut (3). *Mr. Davidson.*

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

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

**ADVANCED ANTITRUST: SPECIAL TOPICS IN MERGERS AND ACQUISITIONS: 523. (SEMINAR.)** This seminar will focus on mergers and acquisitions; in addition, it will briefly cover several other topics not discussed fully in the Antitrust course (which is a prerequisite). The seminar will examine the evolution of the antitrust treatment of mergers with particular attention to current practice before the antitrust enforcement agencies. It will also examine joint ventures and current issues involving corporate control and the Hart-Scott-Rodino Act. Time permitting, other topics to be covered include: (1) antitrust and high technology industries; (2) the relationship between antitrust and direct regulation of business; (3) special features of antitrust procedure and practice (contribution, class actions, Parens Patrie, proposals for detrebling); (4) evolving principles of causation and damage (antitrust injury, net benefit, losses on capital not invested); and (5) the principal antitrust exemptions including the labor exemption. (3). *Mr. Rosenfield.* [Not offered in 1991-92.]

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

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

**AGENCY, PARTNERSHIPS, AND THE LAW OF FIDUCIARY DUTIES: 434.** Fiduciary duties are common in law and exist in a variety of different contexts. This course examines the different contexts in which the term fiduciary is used and the different meanings of the term in those contexts. The course will focus on the law of agency and partnerships, trusts, franchisor-franchisee relationships, as well as other areas. Aut (3). *Mr. Fischel.*

**AMERICAN LAW AND THE RHETORIC OF RACE: 483.** An episodic study of the ways in which American law has treated legal issues involving race. Two episodes are studied in detail: the criminal law of slavery during the antebellum period and the constitutional attack on state-imposed segregation in the twentieth century. The case method is used, although close attention is paid to litigation strategy as well as to judicial opinions. Satisfies part of the writing requirement if substantial written work is completed. Spr (3). *Mr. Hutcheson.*

**ANTITRUST LAW. 428.** An introduction to the law of antitrust. After a brief consideration of the common law of restraint of trade and the basic antitrust statutes, the course focuses on the practices by which competing firms eliminate, or are alleged to eliminate, competition among themselves. The practices considered include formal cartels, price-fixing conspiracies, "conscious parallelism," trade association activities, resale price maintenance, cross-licensing of patents, and mergers to monopoly and other types of horizontal merger. The course also focuses on the practices by which firms exclude or are alleged to exclude actual or potential competitors from their markets. Among the practices considered are boycotts, tying arrangements and reciprocal buying, vertical integration, and price discrimination under the Robinson-Patman Act. Vertical and conglomerate mergers, and the modern cases dealing with the offense of monopolization are also discussed. Win (4). *Ms. Wood.*

**ART LAW. 529.** (SEMINAR.) This seminar will address special problems in the arts, including such topics as moral rights, international disputes over ownership of works of arts, laws governing an artist's right to part of the resale value of a work of art, and government subsidies to the arts. Satisfies part of the writing requirement if substantial written work is completed. Spr (3). *Mr. Landes and Mr. Rosenfield.*

**BANKING LAW. 420.** This course is concerned with the federal regulation of depository institutions, including national and state-chartered commercial banks, savings and loans, and financial institution holding companies. Topics to be addressed include: entry restrictions, growth and expansion of bank activities, regulation of the business of banking, expansion through the bank holding company structure, branch banking, interstate banking, and regulation of failing or failed banks. Win (3). *Mr. Miller.*

**BANKRUPTCY. 437.** This course focuses on the policies underlying federal bankruptcy law. Subjects covered will include the jurisdiction of the bankruptcy courts, an individual's rights to discharge, the nature of claims that are cognizable in bankruptcy, the rejection and assumption of executory contracts, the automatic stay, and the avoidance powers of the trustee. This course is a prerequisite for Corporate Readjustments and Reorganizations. Aut (3). *Mr. Picker.*

**BANKRUPTCY PRACTICE AND LITIGATION. 533.** (SEMINAR.) This seminar surveys the issues that arise when a troubled firm seeks to restructure its debt, both inside and outside of Chapter 11. Students form teams and analyze issues from a variety of perspectives, including those of the lawyer for the secured creditor, the debtor in possession, the trade creditor, and the equityholder. Issues typically explored include the scope of the automatic stay, the application of fraudulent conveyance law and other avoiding powers to modern corporate transactions, and the new value exception to the absolute priority rule. Written work includes the drafting of motions and memoranda in addition to a plan of reorganization. The course in bankruptcy is a prerequisite. Students must either have taken or be simultaneously enrolled in Corporate Readjustments and Reorganization. Satisfies part of the writing requirement if substantial written work is completed. Spr (3). *Mr. Baird and Mr. Picker.*

**BLACKSTONE. 479.** This course will involve a systematic study of all four volumes of Blackstone's *Commentaries* in their eighteenth century context. Special emphasis will be placed on Blackstone's conception of property, but also on his ideas of the British constitution and sovereign power. (3). *Mr. Holmes.* [Not offered in 1991-92.]

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

**BUSINESS PLANNING. 427.** The aim of this course is to apply the student's knowledge of taxation and corporate and securities law to the solution of a series of transactional problems involving typical steps in business formation and rearrangement. The problems include the formation of a closely held company; the formation of a publicly owned corporation; executive compensation arrangements; the sale of a business; and mergers, tender offers, and other types of combination transactions. Both small-group discussions and lectures will be employed. The student must have taken (or be taking concurrently) Corporation Law and Corporate Income Taxation. Win (3). *Mr. Osborne and Mr. Sheffield.*

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

COMMERCIAL LAW: SECURED TRANSACTIONS. 422. This course deals with security interests in personal property under Article 9 of the Uniform Commercial Code, and the effect of those laws on debtor-creditor relations. Some attention will be given to the interaction between Article 9 and other laws governing debt collection, such as the Bankruptcy Code. Spr (3). *Mr. Picker.*

COMPARATIVE JAPANESE AND U.S. BUSINESS LAW. 490. This course will focus on the differences and similarities between Japanese and U.S. legal rules in a variety of business law contexts. Topics will be selected from the fields of commercial transactions, corporate law, corporate tax, securities regulation and banking law. The goal of this course is to provide students with a deeper understanding of U.S. law by comparing the theoretical underpinnings of selected portions of U.S. business law with those of their Japanese counterparts. Both course materials and classroom discussions will be in English. No prerequisite courses. (3). [Not offered in 1991-92.]

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

CONGRESSIONAL CONTROL OF EXECUTIVE ACTION. 515. (SEMINAR.) Most students of American government would be surprised by the claim that the Constitution grants Congress ultimate power over the other two branches. This seminar will explore the validity of this claim with regard to congressional control of the executive branch. When may Congress control executive branch action and when does the Constitution require or permit the executive to act free from legislative constraint? Is the "President of the United States" an agent of Congress or an independent actor? Does the "necessary and proper" clause mean what it says, authorizing Congress to control the execution of the laws? Or is the concept of a "unitary" executive who has the power to "take care that the laws be faithfully executed" a powerful counterweight? This seminar will explore these questions through materials drawn from political theory, the framing of the Constitution, Supreme Court cases old and new, and academic legal writing. Paper required. Satisfies part of the writing requirement if substantial written work is completed. Aut (3). *Mr. Greene.*

CONSTITUTIONAL DECISION MAKING. 502. (SEMINAR.) Students enrolled in this seminar will work as "courts" consisting of five "Justices" each. During each of the first eight weeks of the quarter, the courts will be assigned several hypothetical cases raising issues under either the equal protection clause or the first amendment's guarantee of freedom of speech and press. Each court must select in advance whether it will focus on equal protection or first amendment.

All cases must be decided with opinions (concurring and dissenting opinions are of course permitted). The decisions may be premised on the "legislative history" of the amendment (materials on that history will be provided) and on any doctrines or precedents created by the "Justices" themselves. The "Justices" may not rely, however, on any actual decisions of the United States Supreme Court. The seminar is designed to give students some insight into the problems a Justice confronts in collaborating with colleagues, interpreting an ambiguous constitutional provision, and then living with the doctrines and precedents he or she creates.

Constitutional Law II and III are *not* prerequisites for participation in this seminar. Enrollment will be limited to three courts. Since the members of each court must work together closely under rigid time constraints, it is preferable for students to form their own complete courts. All students interested in participating in the seminar must notify the instructor on or before *Tuesday, November 26*. If more than three courts sign up, the instructor will select the participating courts by lot. Satisfies part of the writing requirement if substantial written work is completed. Win (3). *Dean Stone.*

CONSTITUTIONALISM AND INDIVIDUAL RIGHTS IN POST-COMMUNIST POLAND AND CENTRAL EUROPE. 491. This course presents the evolution of constitutionalism and individual rights in Central Europe. The aim of the course is to discuss the dynamics of the relationship between the individual, the state, and civil society, as well as the role of constitutions and laws as major mechanisms of social change, in terms comprehensible to American students. It compares Western concepts of constitution and human rights as well as mechanisms for their protection with those that prevailed under Communism and are emerging now, in post-Communist Europe. Although the course is based primarily on the factual material from Poland, political and legal traditions and current developments in the Czech and Slovak Republic, in Hungary and in the U.S.S.R. will also be discussed. The course is not limited to constitutional and legal change; it explains such change in a broader perspective of history, society, politics, and culture. Although there are no formal prerequisites for this course, having had courses in human rights, constitutionalism and/or the Soviet Union and Eastern Europe will be helpful. Aut (3) *Mr. Osiatynski.*

CONSTITUTIONAL LAW I. 401. Analysis of the structure of American government, as defined through the text of the Constitution and its interpretation. The major subjects covered are: the allocation of powers among the legislative, executive, and judicial branches, the function of judicial review, and the role of the states and the federal government in the federal structure. It is recommended that students take

Constitutional Law I before studying Constitutional Law II or III, Administrative Law, or Federal Jurisdiction. Aut (3). *Mr. Greene, Mr. Lessig.*

CONSTITUTIONAL LAW II: FIRST AMENDMENT. 402. A study of the doctrine and theory of the constitutional law of freedom of speech. The subjects for discussion include advocacy of unlawful conduct, defamation, invasion of privacy, commercial speech, obscenity and pornography, offensive speech, symbolic expression, restrictions on the speech of government employees, restrictions on speech in schools and colleges, the relevance of free speech principles to museums and libraries, protest in public places, regulation of campaign expenditures and communications, freedom of the press as a distinct principle, and regulation of the electronic media. Win (3). *Ms. Kagan, Mr. Sunstein.*

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

THE CONSTITUTION IN CONGRESS. 501. (SEMINAR.) Students will present papers on constitutional controversies that have arisen in Congress, such as the Alien and Sedition Acts, the Missouri Compromise, and Reconstruction. Topics will be assigned and researched during the Autumn Quarter so that oral presentations may begin in January. Prerequisite: Constitutional Law I. Satisfies part of the writing requirement if substantial written work is completed. Spr (3). *Mr. Curie.*

THE CONSTITUTION OF WEST GERMANY. 557. (SEMINAR.) An examination of basic themes in the 1949 *Grundgesetz*, as illuminated by decisions of the Federal Constitutional Court, with comparative references to the U.S. Constitution. Topics covered will include federalism, the distribution of powers, and basic rights. Prerequisites: reading knowledge of German (if possible); Constitutional Law I. Satisfies part of the writing requirement if substantial written work is completed. (3). *Mr. Curie.* [Not offered in 1991-92.]

CONTEMPORARY LEGAL THEORY. 507. (SEMINAR.) This seminar examines twentieth-century American jurisprudence. It considers natural justice, legal positivism, legal realism, "normative" law and economics, critical legal studies, and feminism. A paper will be required. Satisfies part of the writing requirement if substantial written work is completed. Win (3). *Mr. Alschuler.*

COPYRIGHT LAW. 430. This course concentrates on the federal statute that grants limited property rights to the authors of creative works ranging from books to sound recordings to computer programs. Some attention will also be paid to allied state rights, primarily for the purpose of assessing the extent to which they are pre-empted by federal law. Win (3). *Ms. Gordon.*

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

CORPORATE INCOME TAXATION. 442. This course examines income tax aspects of the formation and liquidation of corporations and interim dividend and non-dividend distributions to shareholders. It also concerns the transfer, by taxable sale or tax free or partly taxable exchange, of a business operated in corporate form. While the focus is on the traditional corporate form, it is contrasted with alternate forms of business operation, primarily partnerships and subchapter S corporations. Win (4). *Mr. Shapiro.*

CORPORATE READJUSTMENTS AND REORGANIZATIONS. 426. This course deals with readjusting or reorganizing a corporation under the Bankruptcy Code. It focuses on the negotiating advantages or disadvantages that legal rules provide to various participants in the reorganization process. In analyzing a wide range of situations, attention is directed to (1) the role played by nonbankruptcy law; (2) the extent to which bankruptcy law overrides that law; (3) the measure of protection afforded creditors holding secured claims; (4) the treatment of lessors and lessees and of parties to executory contracts; (5) the contents of reorganization plans; (6) the degree to which a majority of those in a particular class of participants can bind dissenting minorities; and (7) the ability of the courts to force a plan on a dissenting class of participants. The course in Bankruptcy is a prerequisite for this course. Spr (3). *Mr. Blum.*

CORPORATION LAW. 423. This course considers the nature of the modern business corporation. It begins with an inquiry into the nature of the firm, including problems of the scope of limitations on liability, the selection of a particular form of doing business, and the extent of integration of operations. It then considers the role of managers, devices by which their authority is defined and restricted, and their duties to shareholders (including duties with respect to insider trading); the market for corporate control, including tender offers, mergers, squeeze-outs, going private, proxy fights, and other devices by which

some owners can replace either fellow owners or management; the market for corporate chartering, including the choice between state and federal laws and competition among states; the social responsibility of corporations, including corporate altruism, corporate speech, the use of bribes to obtain business, the amenability of corporations to the criminal law, and the responsibility of corporations for the acts of preceding owners of their assets; derivative litigation and other attempts by owners to act directly for the corporation. Aut (3). *Mr. Miller*. Win (3). *Mr. Ramseyer*.

CRIME AND PUNISHMENT: FAULT, TRIAL, AND TARIFF. 474. (=Fndmnd 251; PERL 251.) The central questions in a criminal justice system—What is blameworthiness? What mechanism determines it? What are the consequences of the determination?—are examined on the basis of texts produced both inside and outside the system. Texts include *Antigone*, *Billy Budd*, and selected judicial opinions from Anglo-American cases. (3). *Mr. Hutchinson*. [Not offered in 1991-92.]

CRIMINAL JUSTICE SYSTEM. 469. This course examines the criminal justice system and the problems of its reform. The primary purpose is to understand the institutional and operational interrelationships in that system. Topics will include legal and policy aspects of the “war” on drugs, police and prosecutorial discretion, pretrial procedure (including bail, diversion and preventive detention), plea negotiation and sentencing. Aut (3). *Mr. Schulhofer*.

CRIMINAL PROCEDURE I. 472. The focus of this course is on the constitutional law that governs searches, seizures, and confessions. Considered in some detail, and with attention to historical background, are the evolution of the exclusionary rule, the development and administration of the probable cause and the warrant requirements, and such topics as: stop and frisk, administrative searches, searches incident to arrest, vehicle searches, consent searches, and the admissibility of confessions. Aut (3). *Mr. Alschuler*.

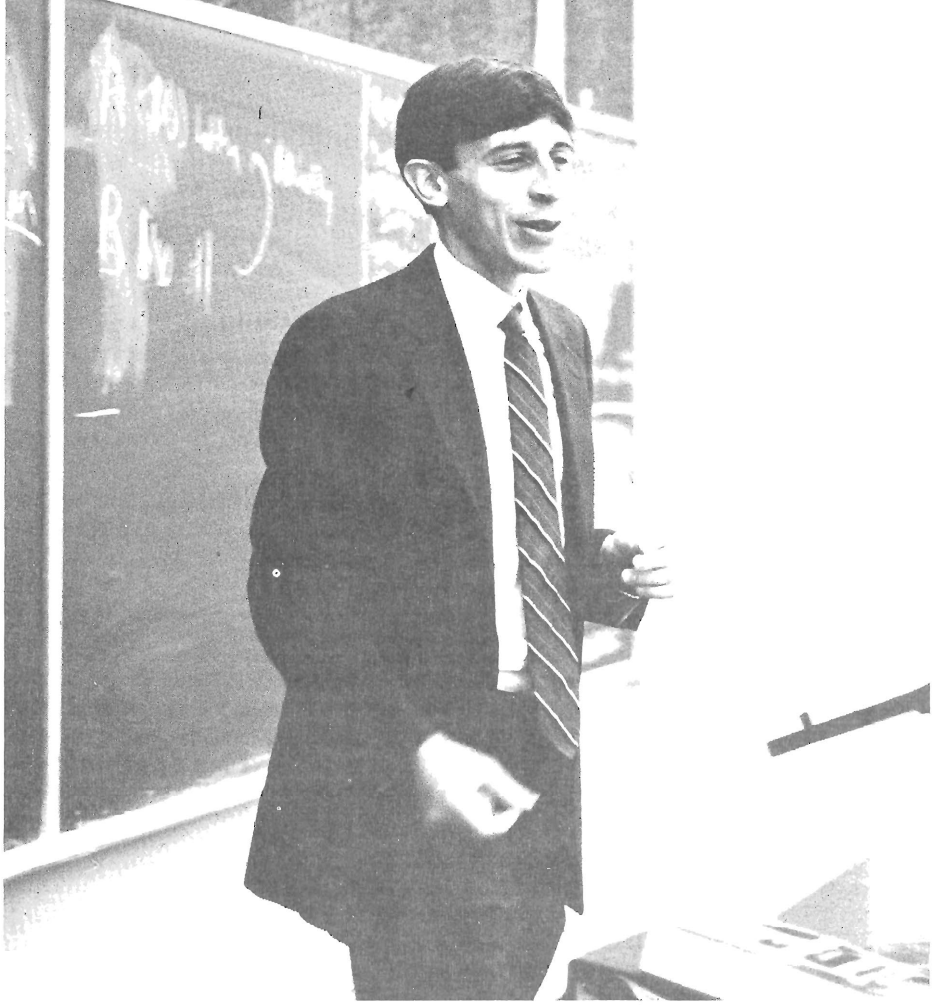
CRIMINAL PROCEDURE II. 473. Unlike Criminal Procedure I, which focuses on the investigation of criminal cases, this course focuses on what happens after police investigations have been concluded. It considers such topics as bail and preventive detention, the right to counsel, the prosecutor’s decision to charge, grand jury screening, the right to a speedy trial, pretrial discovery, joinder and severance, plea bargaining, the right to jury trial, and freedom from double jeopardy. The final portion of the course is devoted to a brief comparative examination of criminal procedure in the Federal Republic of Germany. Students need not have taken Criminal Procedure I to enroll in this course. Win (3). *Mr. Alschuler*.

CURRENT DEVELOPMENTS IN CORPORATE AND SECURITIES LAW. 522. (SEMINAR.) The seminar deals with the most important developments in corporate and securities laws during the preceding six months. The strategic, legal, and economic aspects of these developments are analyzed from the points of view of lawyers giving advice to a variety of clients, including legislators and regulators, and lawyers faced with litigation. Student opinions, memoranda and court papers on these subjects are analyzed by the instructor (usually in writing) and also discussed in class. Satisfies part of the writing requirement if substantial written work is completed. Spr (3). *Mr. Herzel*.

CURRENT ISSUES IN RACISM AND THE LAW. 543. (SEMINAR.) This seminar will examine current incidents of racism and the law’s response to those incidents. What can the law do to control racism? How have past and present legal approaches to racism fared? Is there any merit to the argument that the federal civil rights statutes have exacerbated the problems of racism? Students will prepare papers evaluating how the legal system has dealt with particular incidents of racism, the role of law in combating racism, and related topics. Satisfies part of the writing requirement if substantial written work is completed. Win (3). *Mr. Holzhauser*.

DEVELOPMENT OF LEGAL INSTITUTIONS. 476. An introductory course in the historical background of Anglo-American law, with particular emphasis on the development of criminal and civil procedure in the centuries before the American Revolution. Topics: (1) Jury system: origins, European alternatives; passivization; the rise of the law of jury control. (2) Civil justice: the forms of action and the pleading system; attorneys, bar and bench; the regular and itinerant courts; the yearbooks, law reporting, and the legal treatise; Chancery, the trust, and equitable procedure and remedies; the deterioration of Chancery procedure and the fusion of law and equity. (3) Criminal justice: medieval criminal procedure; presentment and indictment; the recasting of criminal procedure in the sixteenth and seventeenth centuries; the officialization of prosecution and policing; Star Chamber and High Commission; defense counsel and the privilege against self-incrimination; the adversary system, compulsory process, and the law of evidence; criminal sanctions. (3). *Mr. Helmholz*. [Not offered in 1991-92.]

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



**ELECTION LAW. 463.** This course will examine the legal rules that govern the election process through both the substantive regulation of elections and through the regulation of campaign finance. The course will begin with a discussion of the substantive law of elections. Particular attention will be devoted to state voting law, to the relevant constitutional rules governing speech and association, to the various state and federal laws governing primaries and caucuses, to gerrymandering, and to the relevant aspects of communications law. Next the course will consider the current law of campaign finance through an examination of the federal and state law regulating spending by political parties and independents, political action committees, corporations, and unions. An examination will be required, but with special permission of the instructor students may substitute a paper for the examination. Satisfies part of the writing requirement if substantial written work is completed. (3). [Not offered in 1991-92.]

**EMPLOYEE BENEFITS. 555. (SEMINAR.)** The private pension system now has assets approaching two trillion dollars, and pension accounts have become a fundamental means both of individual saving and of aggregate capital formation. This seminar will provide an overview of the main types of pension plans as well as other types of employee benefit plans, the principles of taxation governing deferred compensation arrangements, the Internal Revenue Code requirements applicable to qualified pension plans and the fiduciary and conflict of interest requirements of the Employee Retirement Income Security Act of 1974 (ERISA). The federal insurance scheme for defined benefit plans administered by the Pension Benefit Guaranty Corporation will also be examined. Finally, the seminar will explore the role of, and issues relating to, pension plans and employee stock ownership plans (ESOPs) in various types of transactions, particularly plan investments and corporate acquisitions. The materials will include finance and accounting literature as well as statutory and case material. Spr (3). *Ms. Gorman and Ms. Lutgens.*

**EMPLOYMENT DISCRIMINATION. 433.** This course studies the prohibition of discrimination in the labor market, with particular emphasis on Title VII of the Civil Rights Act of 1964, which bans discrimination on the basis of race, sex, religion, national origin, or color. The course will include consideration of sexual harassment and discrimination based on sexual orientation. Attention is given to substantive, procedural, and remedial issues, including unequal treatment, facially neutral rules that have disproportionate impacts on particular groups, dress codes and other facially discriminatory policies allowed by courts, and affirmative action. Win (3). *Mr. Donohue.*

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

**ESTATE PLANNING. 451.** The principal objective of this course is an examination of the federal estate and gift tax law and federal income taxation of trusts and estates. The course includes a study of various arrangements for the aggregation and devolution of wealth, applying principles of wills, trusts, future interests, and tax. The course seeks to develop an understanding of the process of estate planning and choosing among alternative means of accomplishing client personal and tax objectives. Spr (3). *Mr. Kanter.*

**EUROPEAN COMMUNITY 1992: TRADING IN AND WITH EUROPE. 488.** The course is designed as a general introduction to the legal system of the European Community covering both its constitutional and institutional architecture and focusing on a selection of substantive law issues. Attention will be given to equipping students with the basic tools necessary to understand the underlying principles of European legal integration and becoming comfortable working with European Community legal sources. Materials and discussion will follow three basic themes: 1. The transformation of Europe 1958-1992: the constitutional and institutional setting of the community and its goods. 2. Select issues of intra-community trade in goods. 3. Select issues of international trade with Europe. Photocopied materials will be provided. There will be a 72-hour take-home examination. Students taking this course may not enroll in Law of the European Community. Spr (3). *Mr. Weiler.*

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

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

**FEDERAL CRIMINAL LAW. 475.** This course deals with selected issues in the federal substantive criminal law. Particular topics to be studied include federal criminal jurisdiction and its relationship to state jurisdiction; mail and wire fraud; RICO (criminal); drug enforcement offenses; the Bank Secrecy Act; obstruction of justice; and sentencing federal offenders. The prescribed casebook is *Federal Criminal Law and Its Enforcement* by Norman Abrams (West, 1986). (3). [Not offered in 1991-92.]

**FEDERAL JURISDICTION. 411.** An introductory course concentrating on the original jurisdiction of the federal district courts. Topics will include: congressional control over the jurisdiction of the federal district courts; the elements of federal question jurisdiction; choice of law in the federal courts; and litigation against federal and state governments and their officials. Win (3). *Mr. Strauss. Spr (3) Mr. Currie.*

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

**FEMINIST APPROACHES TO LEGAL ISSUES. 466.** This course will use feminist methods of approaching legal issues to examine a number of contemporary controversies. The readings will include a broad range of scholarly writings by feminists on specific legal issues. Spr (3). *Ms. Becker.*

**FOREIGN AFFAIRS AND THE CONSTITUTION. 408.** This is a course about the intersection of law and foreign policy within the specific framework of the U.S. Constitution. Specific topics to be examined include: foreign affairs and separation of powers; the relationship between international and U.S. law; the treaty-making power and the status of treaties in U.S. law; recognition of foreign governments; the war power; the power over the purse; the role of the states in foreign affairs; the justiciability of foreign relations questions; and national security and freedom of expression. Aut (3). *Ms. Birley.*



FUNDAMENTAL ANALYSIS OF FINANCIAL STATEMENTS. 438. An accounting-based treatment of the analysis of financial statements for selected legal problems. Financial statements are broadly construed to include accounting reports (such as the annual report and form 10K) as well as proxy filings, shareholder information statements, and registration statements. Topics to be covered include (1) the concept of cost in an incremental analysis setting; (2) some basic techniques of conventional financial statement analysis; (3) the connection between accounting valuations and stock market valuations. The only prerequisite is a basic understanding of financial accounting. Either Business 310 or Law 494 would provide adequate background. (3). *Ms. Schipper*. [Not offered in 1991-92.]

HISTORY OF AMERICAN LAW. 478. The growth and development of American legal institutions, from colonial times to the present, with particular attention to crime and punishment, slavery and race relations, family law, the role of law in developing the economy, and the place of lawyers in American society. Spr (3). *Mr. L. Friedman*.

HISTORY OF BANKRUPTCY. 532. (SEMINAR.) This seminar will look at the development of English and American bankruptcy law from its origins in the 16th century until the enactment of the 1898 Bankruptcy Act and the Chandler Act in 1938. Topics covered will include the changing conceptions of the voidable preference, the idea of the "fresh start," the evolution of equity receiverships, and the three unsuccessful experiments with federal bankruptcy law in the United States in the 19th century. There are no prerequisites. Enrollment will be limited to fifteen students. Satisfies part of the writing requirement if substantial written work is completed. (3). *Mr. Baird*. [Not offered in 1991-92.]

HISTORY OF THE CANON LAW. 547. (SEMINAR.) After a brief exploration of the sources of the law of the medieval Church, this seminar will examine the way in which that law was put into practice. It will also attempt to assess the place of the canon law in the general development of English law. Satisfies part of the writing requirement if substantial written work is completed. (3). *Mr. Helmholz*. [Not offered in 1991-92.]

HISTORY OF CRIMINAL JUSTICE. 551. (SEMINAR.) This seminar will deal with the growth and evolution of the American system of criminal justice. Special attention will be paid to empirical studies of the operation of trial courts over time. Other topics will include criminalization and punishment of crimes against morality; sentencing policy; the evolution of prisons and other forms of correction; and changes in the structure of criminal law. Satisfies part of the writing requirement if substantial written work is completed. Spr (3). *Mr. L. Friedman*.

HISTORY OF THE JURY. 517. (SEMINAR.) A survey of the establishment, growth, and transformation of trial by jury from the eleventh to the nineteenth centuries. Topics of importance will include the division of labor between the judge and jury, the appreciation of the distinction between law and fact, governmental control of the information on which juries make their decisions, the development of the rules of pleading and of evidence, and the availability of such jury control devices as special verdicts, special interrogatories, and post-trial motions. Consideration will be given to the development of the jury in both England and America. The seminar will aim to be theoretical and jurisprudential as well as descriptive and will aspire to awakening in the student some appreciation of the causes of legal change. Satisfies part of the writing requirement if substantial written work is completed. Win (3). *Judge Arnold*.

OLIVER WENDELL HOLMES. 566. (SEMINAR.) The major writings of America's greatest legal figure—mainly essays and lectures, however, rather than judicial opinions—analyzed from a philosophical and rhetorical, rather than from a legal-doctrinal, standpoint. The thesis of the seminar is that Holmes is a major figure in the philosophical and belles-lettistic, as well as in the jurisprudential, traditions of America. Some effort will be made to relate his style and thought to those of such contemporaries of his as Friedrich Nietzsche and William James. Selections from Holmes's work will be distributed for class use in mimeographed form. The seminar satisfies part of the writing requirement if substantial written work is completed. (3). *Mr. Holmes and Mr. Posner*. [Not offered in 1991-92.]

INSURANCE LAW. 520. (SEMINAR.) The law of the insurance enterprise: its institutional and regulatory framework, the relationship of insurance to the evolution of legal doctrine in torts and other areas, the uses of insurance, its relationship to other financial transactions and institutions, the law of the insurance contract. Satisfies part of the writing requirement if substantial written work is completed. Win (3). *Mr. Sykes*.

INTELLECTUAL ORIGINS OF THE U.S. CONSTITUTION. 407. (=Pol Sci 665.) This course will focus on the main philosophical traditions underlying the constitutional settlement of 1787. Particular attention will be paid to the history of ideas about sovereignty, federalism, executive authority, separation of powers, and judicial review. The writers to be studied fall roughly into three traditions: republicanism, natural jurisprudence, and liberalism. Particular authors to be read include: Harrington, Locke, Frenchard & Gordon, Hume, Montesquieu, and Blackstone. Satisfies part of the writing requirement if substantial written work is completed. (3). *Mr. Holmes*. [Not offered in 1991-92.]

INTERNATIONAL BUSINESS TRANSACTIONS. 556. (SEMINAR.) The national and international laws applicable to transnational commercial transactions will be examined in this seminar. We shall look at the different forms of doing business across national boundaries, including simple export sales (and methods of financing them), distributorship and licensing agreements, international joint ventures, and direct foreign investment. The legal regimes studied will include the U.N. Convention on International Sale of Goods, bilateral investment treaties, a comparative look at the regulation of international transfers of technology, regulation of foreign investment in developing countries, and commercial transactions with non-market economy countries. Paper required; no prerequisites. Satisfies part of the writing requirement if substantial written work is completed. (3). *Ms. Wood*. [Not offered in 1991-92.]

INTERNATIONAL LAW. 485. The basic introductory course in international legal studies. Students will be acquainted with a legal order devoid of effective adjudication and enforcement mechanisms. International law is an unavoidable feature of relationships and transactions that extend beyond the United States. The course will address the legal structure of the world community, the architecture of the Western economic system and of the European Community, the UN system, the law governing the use of force and the protection of human rights as well as the elaborate forms of agreement on which the international legal system rests. Students will be familiarized with a legal order in which judicial opinions are only a subsidiary source of law and with the fundamental concepts and sources of international law. Spr (3). *Mr. Gottlieb*.

INTERNATIONAL LITIGATION IN U.S. COURTS. 489. This course examines both private and semi-public international disputes arising out of transnational transactions. The first half of the quarter will focus on the procedural questions arising out of complex transnational litigation between private parties in U.S. courts. Specific topics will include personal jurisdiction over foreign defendants, forum selection, forum non conveniens and parallel litigation, taking evidence abroad, and enforcement of arbitral agreements and awards. The second half of the quarter will examine the special doctrines governing a more direct collision with the foreign sovereign itself. Specific topics include foreign sovereign immunity, jurisdiction to prescribe, the Act of State doctrine, and enforcement of foreign judgments. (3). *Ms. Burley*. [Not offered in 1991-92.]

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

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

INTRODUCTION TO JAPANESE LAW. 569. (SEMINAR.) This seminar is designed to introduce the non-specialist law student to major features of the Japanese legal system. The seminar attempts to integrate the structures, processes, and personnel of the Japanese legal system into other features of Japanese society and history. Topics covered include (but are not limited to): litigation and extra-judicial settlement, the legal services industry, economic regulation, electoral rules, corporate control, and constitutional litigation. Win (3). *Mr. Ramseyer*.

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

THE JUDICIAL PROCESS. 528. (SEMINAR.) This seminar explores how judges decide cases. After introducing the principal perspectives, from the traditional (such as Cardozo's *Nature of the Judicial Process*) to the realist, economic, and critical, the seminar takes up a series of problems, such as the role of stare decisis, the extent to which rationales and broad holdings govern later cases, and the power of a court to decide issues other than those identified by the parties. The seminar will use appellate briefs and arguments in pending cases to put the procedural issues in perspective. Satisfies part of the writing requirement if substantial written work is completed. (3). *Judge Easterbrook*. [Not offered in 1991-92.]

JURISPRUDENCE. 482. This course will examine a set of linked dualities that have played a strong role both in legal theory and in judicial doctrine: the harm/benefit distinction (this will provide our primary focus), the active/passive distinction, and the public/private distinction. Readings will be drawn from the work of philosophers, economists, and legal scholars both of prior eras (e.g. Wesley Hohfeld, J.S. Mill) and of our own. Spr (3). *Ms. Gordon.*

JURISPRUDENCE. 518. (SEMINAR.) We will read selections from major philosophers (not law professors) who have written about issues of jurisprudence or related issues of ethics of epistemology. Among the dead philosophers to be read are Plato, Aristotle, Bentham, Nietzsche, Peirce, and Wittgenstein; among the living, Richard Rorty, Hilary Putnam, Judith Jarvis Thomson, and Martha Nussbaum. The questions guiding our reading and discussion will be two: How if at all do philosophers' approaches to questions of or relating to jurisprudential issues differ systematically from lawyers' approaches? And what use if any can the lawyer or judge make of philosophy? Credit for the seminar will be based on a paper. Satisfies part of the writing requirement if substantial written work is completed. Win (3). *Judge Posner.*

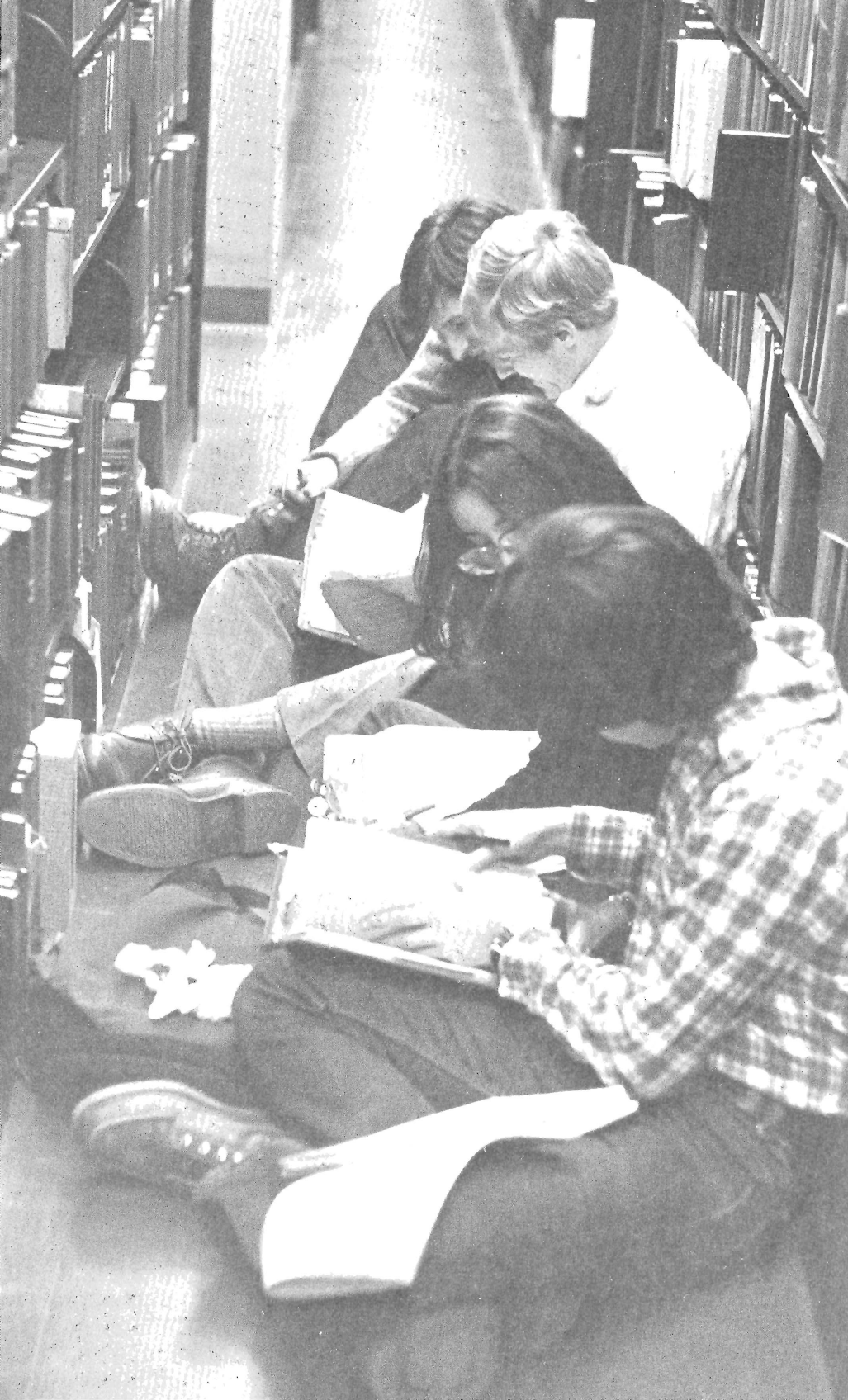
LABOR LAW. 431. This course examines the legal framework for collective bargaining. After brief consideration of labor law history, the course focuses on the National Labor Relations Act, and considers labor organizing, selection of unions by employees as their collective bargaining representatives, regulation of the bargaining process, enforcement of collective bargaining agreements, and the duty of fair representation. This is a course on the federal law governing the relationships among unions, employees, and employers and is not a course on all of the state and federal law dealing with employment relations. Aut (3). *Ms. Kagan.*

LAW AND INTERNATIONAL RELATIONS: THE EUROPEAN COURT OF JUSTICE. 564. (SEMINAR.) This seminar will examine the role of the European Court of Justice (ECJ) in the process of European political and economic integration. Just as the U.S. Supreme Court played an important role in unifying this nation, many argue that the ECJ has played a comparable role in building the European Community. We will examine a number of landmark "constitutional" cases handed down by the ECJ since 1958, focusing not only on the substantive law but also on how both the results and the argumentation in each case correspond to various political theories of integration. The broader inquiry of the seminar will be the ways in which law can be used to guide and shape the behavior of sovereign states. Three to five short papers will be required over the course of the quarter in preparation for class discussion. Political Science graduate students and candidates for the Masters in International Affairs are welcome. Spr (3). *Ms. Burley.*

LAW AND LITERATURE. 480. An examination of the interrelations between two systems of complex texts. The first two-thirds of the course will focus on the depiction of law in works of literature by Aeschylus, Sophocles, Shakespeare, Melville, Shaw, Kafka, Forster, and Camus and will ask what jurisprudential insights can be found in that depiction. The last third of the course will consider the possible utility of principles of literary interpretation for the interpretation of statutes and the Constitution, and of principles of literary style and rhetoric for legal advocacy and judicial expression. Texts plus mimeographed materials. A paper can be substituted for the examination at the student's option. Satisfies part of the writing requirement if substantial written work is completed. Spr (3). *Judge Posner.*

LAW AND THE MENTAL HEALTH SYSTEM. 470. The course is designed to help lawyers function effectively when issues of mental illness or retardation relate to legal issues. Consideration will be given to voluntary and involuntary commitment of the mentally ill and the retarded; to questions of their competency to consent to medical treatment, or to refuse medical treatment, and to surrogate decision making when they are found incompetent; to questions of their competency to enter into contracts and to control their property, and to guardianship arrangements when they are found incompetent; to the liability in tort of mental health professionals; to the civil rights and liberties of patients confined to mental hospitals; to the testamentary and testimonial capacities of the mentally ill; and to their responsibility under the criminal law and the law of torts. Issues of the definition of criminal and tortious responsibility will *not* attract close attention; but the hospital and out-patient treatment of those found unfit to stand trial and not guilty by reason of insanity will be discussed. Win (3). *Mr. Heyman and Mr. Morris.*

LAW AND POLITICS: U.S. COURTS AS POLITICAL INSTITUTIONS. 513. (SEMINAR.) (= Pol Sci 370.) The purpose of this seminar is two-fold. First, it aims to introduce students to the political nature of the American legal system. In reviewing a substantial amount of the social science literature on courts, we will focus on the relationship between the courts and other political institutions. The sorts of questions we will ask include: Are there interests that courts are particularly prone to support? What effect does congressional or executive action have on court decisions? What impact do court decisions have? Second, by critically assessing approaches to the study of courts, the course seeks to highlight intelligent and sound approaches. Particular concern will focus on what assumptions students of courts have made, how evidence has been integrated into their studies, and what a good research design looks like. Satisfies part of the writing requirement if substantial written work is completed. Aut (3). *Mr. Rosenberg.*



**LAW AND SCIENCE: PRIVACY AND INFORMATION TECHNOLOGY.** 539. (SEMINAR.) Using the example of new information technologies, this seminar surveys the issues that arise at the intersection of law and science. We begin by tracing the law of privacy from its origins through the modern day, examining the ways in which privacy and privacy doctrine are affected by the discovery of innovative methods for gathering, storing, and transmitting information (including genetic testing, computerization of data bases, and electronic transfers). Domestic approaches to the problems created by these techniques are compared to solutions adopted elsewhere (particularly in the EC), with special attention to transnational aspects of data transfer. Satisfies part of the writing requirement if substantial written work is completed. Aut (3). *Ms. Dreyfuss.*

**LAW OF THE EUROPEAN COMMUNITY.** 486. The course will give a general introduction to European Community law. It begins with several general topics, including the evolution of European integration since 1945; the basic status of the European Community; an examination of Community institutions; the sources of Community law; and the relationship between Community law and national law. It then considers more specific subjects, including the Community's budget; the "supranational" character of the Community; and a survey of Community activities. Finally, the course covers the free movement of goods, persons, payments, and capital; competition law; and external relations, particularly the EC and the GATT. Course materials are in English. Students who take this course may not enroll in European Community 1992—Trading in and with Europe. Aut (3). *Mr. Oppermann.*

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

**LEGAL ASPECTS OF THE ARAB-ISRAELI CONFLICT.** 568. (SEMINAR.) The seminar will examine the various legal issues pertinent to the evolution of the Arab-Israeli conflict. The approach will be historical (actually learning what happened there over the years)—commencing with the Balfour Declaration and extending to the Intifada and "Post Gulf" era. The seminar will also examine the various "peace models" suggested for resolution of the conflict. Apart from the inherent interest of the subject matter, the seminar will also serve as a window to an evaluation of some of the major principles and institutions of the international legal order, especially in the area of use of force by state, liberation movements, and so forth. Students must have taken a course in international law. Photocopied materials. Satisfies part of the writing requirement if substantial written work is completed. Spr (3). *Mr. Weiler.*

**LEGAL INTERPRETATION.** 516. (SEMINAR.) Many challenges in law come from the difficulty of interpreting words—always incomplete, often old. This seminar explores different methods of resolving interpretive problems: "plain meaning," its cousin textualism, a search for intent ("original," presumed, or imputed), functional analysis, and so on. The seminar will ask how the competing approaches to decoding texts stand up on different criteria, such as consistency with principles of democratic governance (including the contributions of public choice theory) and the philosophy of language. Constitutional and statutory interpretation will receive approximately equal emphasis. Satisfies part of the writing requirement if substantial written work is completed. Aut (3). *Judge Easterbrook.*

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

*Mr. Cicero's section:* This course examines current issues affecting the legal profession. The focus will be on the adversary system, its requirements and implications, including trends and abuses in litigation and alternate methods of dispute resolution; the relationships among lawyers and other constituencies in the justice system, including clients, opponents, third parties, courts, governmental agencies, the press and public; and the rules that govern the practice of law, including those addressed to unauthorized practice, attorney fees, duties of loyalty and confidentiality, and conflicts of interest, especially in light of the changing economic structure of law practice.

*Mr. Stone's section:* This course examines current issues affecting the legal profession with an emphasis on criminal defense of the indigent. The focus will be on legal ethics in an adversary system and may include systems of appointing counsel; conflicts of interest; effective assistance of counsel; zealous advocacy; client perjury; excessive caseloads; duties of loyalty and confidentiality; plea bargaining; and the application of selected American Bar Association Standards for Criminal Justice. Aut (3). *Mr. Miller, Mr. Cicero.* Win (2). *Mr. R. Stone.*

**THE LEGISLATIVE PROCESS. 505. (SEMINAR.)** This seminar will examine the legislative process both from the point of view of the other two branches of government and from the point of view of the Congress itself. With respect to the former topic, substantial attention will be devoted to both the role of the judicial branch and the executive branch in the lawmaking process, including on the judicial side issues such as the implications of judicial declarations of unconstitutionality, canons of interpretation, and several case studies, and on the executive side questions such as veto powers, ethical constraints, and legislative oversight. Aspects of the internal operations of the Congress to be examined will include the basic question "what is a law," the nomenclature and glossary of statutes, and the mechanics of the legislative process. Satisfies part of the writing requirement if substantial written work is completed. Spr (3). *Judge Mikva.*

**THE LEGISLATIVE PROCESS. 464.** This course will study legislation as a system of lawmaking distinct from the common law. We will examine such subjects as the political theory and constitutional law of representation; campaign financing; the structure of Congress and its effects on legislation; economic and political science theories of legislative behavior; the role of interest groups, and the public interest in legislation; the judicial interpretation of statutes; and the use of legislative histories. Spr (3). *Mr. Shapiro.*

**LITIGATION METHODS. 418.** A four quarter course beginning in the spring quarter of the second year and concluding in the spring quarter of the third year. The course develops legal skills with special emphasis on litigation strategy, pre-trial and trial preparation, and trial and appellate advocacy. Topics will include interviewing, initial planning, investigation, counseling, case planning, negotiation, pleading, discovery, motion practice, *voir dire*, direct and cross examination, expert witnesses, opening statements, closing argument, pre-trial preparation, post-trial procedure, and appeals. Throughout the course a combination of teaching techniques will be employed, including lectures, large and small group discussions, videotaping, simulations, and actual clinical experiences. Special emphasis will be placed on teaching strategic planning and preparation. Actual cases in progress will be used in small groups and large classes to teach the various elements of advocacy. Major impact cases actually in progress at the Clinic will be used to help students identify any differences in pre-trial or trial methods for major cases. Students will prepare and present actual cases in court under the supervision of the instructors. Each student will be expected to complete the following requirements in actual cases: substantial participation in an evidentiary hearing, a contested legal argument, three other court appearances, strategic planning memos on several cases, preparation of a legal brief or memorandum for submission to court, participation in discovery for at least one case and participation in at least one major case. Preference in enrollment will be given to second-year participants in the Mandel Clinic. All students will be certified to appear in court under Illinois Supreme Court Rule 711 during their third year. Evidence is a prerequisite. Students taking Litigation Methods are not eligible to enroll in Trial Advocacy or Major Civil Litigation. Students may choose to take the course for only the first two quarters. Satisfies part of the writing requirement if substantial written work is completed. Spr (2), Aut (2), Win (1), Spr (1). *Mr. R. Cohen, Ms. Haracz, Mr. Heyman, Ms. MacCarthy, Mr. Palm, Mr. Schmidt, Mr. R. Stone.*

**MAJOR CIVIL LITIGATION. 511. (SEMINAR.)** In this practical seminar students are taught proper and effective methods for preparing and presenting major civil litigation in trial and pretrial settings. Emphasis is on the federal courts. Unlike the Trial Advocacy seminar, this seminar covers not only trial presentations but also pretrial proceedings and discovery. It also requires preparation of written materials. Using a complex fact setting, students participate, both as plaintiff and defense counsel, in each of the principal litigation steps: contact by the client; development of the facts; drafting of pleadings; discovery including depositions; motion practice; hearings; and trials. Emphasis is also placed on teaching students how to perfect the appellate record at the trial court level. The seminar in the second quarter focuses on particular issues which arise in major civil litigation. For example, the second quarter concentrates on the effective presentation of (1) expert witnesses, including economic experts, accounting experts, and market survey experts; (2) computer generated evidence such as cost-analysis studies and complex damage models; and (3) videotaped evidence. The seminar is taught by a federal trial judge assisted by experienced trial lawyers. Enrollment is limited to sixteen students. Students should have taken Evidence. Students taking Major Civil Litigation are not eligible to enroll in Trial Advocacy or Litigation Methods. The seminar extends over two quarters. Satisfies part of the writing requirement if substantial written work is completed. Win (2), Spr (2). *Judge Holdeman.*

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

**OIL AND GAS. 453.** The law relating to the exploration, production, and development of oil and gas. The principal topics covered are (1) ownership interests in natural resources, (2) leasing and field development, (3) the classification and transfer of production interests, and (4) regulation of field operation—pooling, unitization, and environmental controls. Post-production marketing controls—the subject of regulated industries—will not be covered. (3). *Mr. Helmholtz.* [Not offered in 1991-92.]

**PARTNERSHIP TAXATION. 443.** This course examines income tax aspects of conducting business or investment activity in partnership form. While the subject is surveyed broadly, particular attention is given to special or disproportionate allocations to different partners of partnership income and deductions, and tax planning for the withdrawal of a partner or liquidation of the partnership. (3). [Not offered in 1990-91.]

**PATENTS AND TRADE SECRETS. 459.** This course will cover trade secrets and patents from a legal and economic perspective. The subjects covered will include methods of protecting intellectual property, the common law protection of trade secrets, the tension between trade secret and patent protection, and the purposes of patent requirements governing subject matter, novelty, utility and non-obviousness. Although there is no prerequisite for the course, an economic or scientific background is desirable. Satisfies part of the writing requirement if substantial written work is completed. Win (3). *Mr. D. Friedman.*

**PERSPECTIVES ON SOCIAL WELFARE POLITICS. 552. (SEMINAR.)** This seminar explores the evolution of welfare policy in the U.S. with particular attention to theoretical explanations for the dynamics that motivate policy change. Alternative approaches to understanding the political, economic, institutional and social dynamics that influence poverty policy and the implications of these dynamics for AFDC in the post-Reagan era will be considered. Satisfies part of the writing requirement if substantial written work is completed. Win (3). *Ms. Brodtkin.*

**PROBLEMS IN FEDERAL CRIMINAL LAW. 544. (SEMINAR.)** This seminar will deal with selected problems of current importance in federal criminal law enforcement. Topics to be considered will include drug enforcement policy, civil and criminal forfeiture proceedings, mail and wire fraud, other white collar offenses (public corruption, civil rights, commodities fraud), RICO, mandatory sentencing statutes and the federal sentencing guidelines. Satisfies part of the writing requirement if substantial written work is completed. Spr (3). *Mr. Schulhofer.*

**PROBLEMS OF INTERNATIONAL LAW: REGIONAL CONFLICTS. 559. (SEMINAR.)** It is by now a commonplace that the events of 1989 mark the dawn of a new era in international relations. The management of regional conflicts is taking on a new complexion. The seminar will emphasize juridical aspects of the management of conflicts involving Arab and Muslim states and societies from the Atlantic, into Africa, across the Middle East, the Horn of Africa, Central Asia, the Soviet Union, the Indian sub-continent and all the way into the Philippines. Legal issues involving the use of force, peace processes, and self determination will be emphasized. (By permission of the instructor, limited to fifteen students.) Satisfies part of the writing requirement if substantial written work is completed. Spr (3) *Mr. Gottlieb.*

**RAWLS AND HIS CRITICS. 565. (SEMINAR.) (= Pol Sci 666.)** John Rawls's *A Theory of Justice* (1971) may well be the most important work of normative political philosophy of this century. It has also generated a substantial body of critical commentary. This seminar will explore Rawls and his critics, with particular attention to (1) competing conceptions of equality and liberty and (2) the relationship of those conceptions to contemporary legal theory and contemporary legal disputes. The seminar will deal with some of Rawls's recent work as well as with *A Theory of Justice*, and it will include critics with a wide variety of different perspectives. Satisfies part of the writing requirement if substantial written work is completed. (3). *Mr. Holmes and Mr. Sunstein.* [Not offered in 1991-92.]

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

**REAL ESTATE TRANSACTIONS. 531. (SEMINAR.)** This seminar will analyze the dynamics of sophisticated contemporary real estate transactions. Methods of structuring and financing real estate acquisitions, refinancings, and dispositions will be reviewed, with emphasis on the form of investment (debt, equity or a hybrid); the choice of ownership entity (e.g., partnerships, joint ventures, REITs, REMICs, fixed investment trusts, group trusts, and investment companies); and the type of investor (e.g., individuals, corporations, tax-exempt organizations and financial institutions). Securitization structures (including mortgage-backed securities, CMOs and multiple-class pools) will be analyzed. Relevant aspects of federal income tax, partnership, securities, and real estate laws will be presented, along with general business concerns. Spr (3) *Mr. Banoff.*

**REGULATED INDUSTRIES. 462.** This course addresses state and federal regulation of price, quantity, and entry, with an emphasis on the regulation of natural monopolies, cost-of-service ratemaking, rate design, and the problem of partial competition within a regulated environment. While the scope of the course precludes a detailed investigation of any particular industry or system of regulation, particular attention

is paid to electrical generation, natural gas, and telecommunications, with exposure to problems of regulating transportation, agriculture, medical care, broadcasting, and other industries. Administrative Law is helpful as background but is not a prerequisite. (3). [Not offered in 1991-92.]

REGULATION: WHAT WORKS AND WHAT DOESN'T. 542. (SEMINAR.) One of the most sharply disputed subjects in the area of law and government has to do with the likelihood that government regulation will actually serve its intended purposes. This seminar will explore a variety of efforts by government to regulate private conduct in order to solve social problems. The principal focus will be on social regulation, including such areas as occupational safety and health, communications, safety and health generally, the environment, and discrimination on the basis of race and sex. Principal attention will be given to three topics: (1) what sorts of arguments justify government intervention in these areas? What sort of presumption should be given to "private" ordering?; (2) under what circumstances have regulatory programs actually served their intended purposes?; and (3) is it possible to draw some general conclusions about the relationship between institutional design and successful regulation? The seminar will be highly interdisciplinary, drawing on political theory, law, economics, and empirical work. The ultimate goal is to provide a set of guidelines by which to assess those problems of social regulation that are most likely to arise in the next generation. Satisfies part of the writing requirement if substantial written work is completed. (3). *Mr. Sunstein*. [Not offered in 1991-92.]

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

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

RESEARCH IN ENGLISH LEGAL HISTORY. 549. (SEMINAR.) The seminar provides an opportunity for intensive research and writing in the legal history of the early modern period. Enrollment is small, research is supervised, and papers normally go through several drafts. The object is to produce work of publishable quality. The first meetings of the seminar will deal with bibliographic questions and discussion of selected topics designed to give students a general familiarity with the sources. The questions suitable for investigation include: changes in the jury system, relations between the common law and its rivals; development and scope of various rules of evidence, such as the disqualification of parties for interest; the origins of compulsory process for witnesses; the Statute of Frauds of 1677; the development of the right to defense counsel and other safeguards in the criminal process; the growth of appellate review for insufficiency of the evidence; the expansion of the lawyer's role from pleading to trial advocacy. Prerequisite: Law 476, Development of Legal Institutions, or the permission of the instructor. Writing is likely to extend over the Winter and Spring Quarters. Satisfies part of the writing requirement if substantial written work is completed. Aut (3). *Mr. Helmholz*.

ROMAN LAW. 527. (SEMINAR.) An outline of the sources and procedure of Roman private law, followed by an examination of the Roman institutional system, the basis of most modern civil law codes. Particular emphasis will be given to property and to obligations (contracts and torts). The course is intended to develop skills in analyzing legal problems according to the processes of the Roman civil law, in contrast with those of the common law, and does not purport to give a comprehensive treatment of its detailed workings. No knowledge of Latin is required for the course. Satisfies part of the writing requirement if substantial written work is completed. Spr (3). *Mr. Epstein*.

RULES AND STANDARDS IN TORT LAW. 510. (SEMINAR.) This seminar will investigate, in the context of tort law, the distinction between rules that decide cases on categorical grounds and standards that must be implemented on a case-by-case basis. One central theme of the seminar will be the examination of negligence per se, custom, and other rule-oriented substitutes for the case-by-case application of the general negligence standard. How do these doctrines work, how important are they, and do they serve the purposes of tort law well? A second theme will be a comparison of American tort law, which is said by some to rely more on standards, and English tort law, which is said to rely more on rules. Is the contrast accurate, and which system works better? A third theme will be more general: using tort law as an example, how should one think about the right mix of rules and standards? What are the advantages and disadvantages of each technique? Satisfies part of the writing requirement if substantial written work is completed. Aut (3). *Mr. Gilles*.



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

SELECTED PROBLEMS IN HEALTH LAW. 545. (SEMINAR.) This seminar will examine the range of topics that arise out of the enormous expansion in health delivery services and in public health issues. Topics to be considered include the medical malpractice question, both as a legal and institutional issue; the rise of new forms of health delivery systems, such as HMOs and PPOs; AIDS and its relationship to both public health and hospital delivery services; budgetary and financial issues in health care delivery; the ethical and legal consequences of medical innovation on such matters as genetic engineering, reproductive choice, neonatal care, and legalized euthanasia. There will be some background readings in the first several weeks. In the second part of the seminar students will be expected to write an original research paper on some topic of their own choice, chosen after consultation with the instructor. The papers will then be presented in the seminar. The seminar is limited to 15 students. Satisfies part of the writing requirement if substantial written work is completed. (3). *Mr. Epstein.* [Not offered in 1991-92.]

SELECTED TOPICS IN CONTEMPORARY LEGAL THEORY. 541. (SEMINAR.) This seminar will explore some influential and controversial approaches to legal theory; it will also try to apply those approaches to concrete legal issues. Likely subjects are: the use and limits of the market (in dealing with such issues as labor, surrogacy arrangements, occupational safety and health, and the environment); economic analysis of law; feminism; traditionalism; challenges to and defenses of the notion of "neutrality" in law; and law and literature. Substantive areas will include environmental protection, labor law generally, discrimination law, and modern questions of freedom of contract and freedom of speech. Satisfies part of the writing requirement if substantial written work is completed. Win (3). *Mr. Stunstein.*

SELECTED TOPICS IN FEDERAL INCOME TAXATION. 558. (SEMINAR.) This seminar will examine a number of current issues in taxation from theoretical, practical and policy perspectives. Potential topics (which are subject to change as new issues arise) include tax protestors, the proliferation of unusual financial instruments, the interplay between tax and bankruptcy law, problems in the amortization of intangibles, the rise of information reporting, and the regulatory process. Participants will be expected to complete a substantial paper on one of the topics discussed (or another topic chosen with the instructor's consent). Taxation of Individual Income is a prerequisite. Satisfies part of the writing requirement if substantial written work is completed. Win (3). *Ms. Flom.*

STATE AND LOCAL GOVERNMENT. 406. An examination of the structures and allocation of power at the state and municipal levels, with an emphasis on electoral accountability, budgets, educational policy, and land use policy. Spr (3). *Mr. McConnell.*

STATISTICS AND THE LAW. 495. An introductory course on the theory and methods of statistical analysis and its applications in law. Both descriptive and inferential statistical methods will be treated, with emphasis on applications such as the weighing of uncertain evidence, the evaluation of social innovations, and the use and abuse of multiple regression methods in discrimination law. Topics will include estimation, hypothesis testing, and multiple regression analysis and its interpretation. There will be a laboratory on applications to experimental and observational data in which interactive computational resources will be provided. A year of college level mathematics would be helpful but is not essential. No prior experience with computational methods is expected. (3) *Mr. Meier.* [Not offered in 1991-92.]

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

**THE SUPREME COURT.** 503. (SEMINAR.) A study of selected cases currently on the docket of the Supreme Court of the United States. The members of the seminar, after considering the briefs filed with the Supreme Court by the parties to the cases, will present oral arguments, discuss the cases and draft opinions, generally before the Court's actual decision in the case. Each student will be responsible for several opinions. Enrollment will be limited. Satisfies part of the writing requirement if substantial written work is completed. Aut (3). *Mr. Strauss.*

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

**THEORETICAL FOUNDATIONS OF INTELLECTUAL PROPERTY.** 524. (SEMINAR.) This seminar examines the economic and philosophic rationales offered for the various branches of intellectual property and also examines the implications of the current trend toward doctrinal interpenetration among those branches. A paper will be required, and class size will be limited to fifteen. Prerequisite: knowledge of some field in intellectual property. This prerequisite can be satisfied by the student having successfully completed a course in copyright, patent, trademark and unfair competition, or trade secret law; in other cases, consent of the instructor must be obtained. Satisfies part of the writing requirement if substantial written work is completed. Spr (3). *Ms. Gordon.*

**TRADEMARKS AND UNFAIR COMPETITION.** 457. This course deals with federal and state laws designed to protect trademarks and to protect against unfair competition, including misappropriation and false and deceptive advertising. Aut (3). *Mr. Landes.*

**TRIAL ADVOCACY.** 512. (SEMINAR.) A study of advocacy in civil and criminal trials. This intensive course teaches trial preparation and strategy in a courtroom setting. The primary teaching method is student participation followed by instructor critique and demonstration. All aspects of a trial are covered, as procedural and substantive principles of law are presented through litigation techniques. Students in the seminar should have taken Evidence or be taking Evidence concurrently. Students taking Trial Advocacy are not eligible to enroll in Litigation Methods or Major Civil Litigation. The seminar will extend over two quarters. Win (2). Spr (2). *Mr. Howlett.*

**TRUSTS AND ESTATES: FAMILY WEALTH TRANSMISSION.** 452. This course examines various means of family wealth transmission: inter vivos transfers (including trusts), wills, and the operation of intestacy statutes. Win (3). *Ms. Becker.*

**VOTING RIGHTS AND THEORIES OF REPRESENTATION.** 519. (SEMINAR.) A study of the constitutional, statutory, and theoretical principles governing elections and voting rights. The class will read and discuss materials relating to the pre-constitutional discussions of representation, the one-person, one-vote cases, the applicability of the Equal Protection Clause to voting rights, voter qualifications, racial gerrymandering, political gerrymandering, campaign finance restrictions, the status of political parties, and alternative voting systems, including proportional representation. Satisfies part of the writing requirement if substantial written work is completed. Aut (3). *Mr. McConnell.*

**WOMEN AND THE LAW.** 553. (SEMINAR.) This seminar examines major feminist legal issues in light of readings from a variety of disciplines. Participants will consider discrimination, theories of equality and inequality, religion, sexuality, rape, pornography, prostitution, surrogacy, abortion, and mothering. Students have the option of writing three short essays or a longer research paper. The research paper satisfies part of the writing requirement if substantial written work is completed. Win (3). *Ms. Becker.*

**WORKSHOP IN ECONOMIC AND LEGAL ORGANIZATION.** 561. (SEMINAR.) This workshop is devoted to the examination of selected problems in the structure and behavior of industries, with special emphasis on the role of government regulation, and on the application of economic reasoning to legal questions in such fields of law as contracts, torts, and antitrust. Workshop sessions will be devoted to the presentation and discussion of papers primarily by members of the faculty of the University of Chicago and of other institutions. The workshop will meet every week throughout the academic year. Students enrolled in the workshop will receive five credits for satisfactory completion of a substantial paper. Satisfies part of the writing requirement if substantial written work is completed. Aut (2), Win (2), Spr (1). *Mr. Becker, Mr. Landes, Mr. Pashigian, Mr. Peltzman, and Mr. Stigler.*

WORKSHOP IN LAW AND ECONOMICS. 560. (SEMINAR.) This workshop is devoted to the intensive examination of selected problems in the application of economic reasoning to a wide variety of legal questions. Workshop sessions will be devoted to the presentation and discussion of papers by students and by members of the faculty of the University of Chicago and of other institutions. The workshop will meet every other week throughout the academic year. Students enrolled in the workshop will receive five credits for satisfactory completion of a substantial paper. Satisfies part of the writing requirement if substantial written work is completed. Aut (2), Win (2), Spr (1). *Mr. Baird, Mr. Fischel, and Mr. Landes.*

WORKSHOP IN LEGAL THEORY. 563. (SEMINAR.) This workshop considers a variety of selected topics in the area of legal theory. Among other subjects that may be addressed are: the role of self-interest in legal theory; republican, interest-group, and pluralist theories of legislation; the legal and moral standing of lies, omissions, and partial truths; legal anthropology; and the relations among legal, theological, and literary principles of interpretation. The workshop will meet nine times over the course of the academic year. Approximately six sessions will be devoted to the presentation and discussion of papers which will be delivered by members of the faculty of the University of Chicago and other institutions. Students will be asked to prepare brief (one or two page) critiques of the papers in advance of each workshop. The remaining three sessions will be devoted to conferences between the instructor and students. A paper on a topic in the area of legal theory is required. Enrollment limited. Satisfies part of the writing requirement if substantial written work is completed. Aut (1), Win (1), Spr (1). *Mr. Miller.*

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

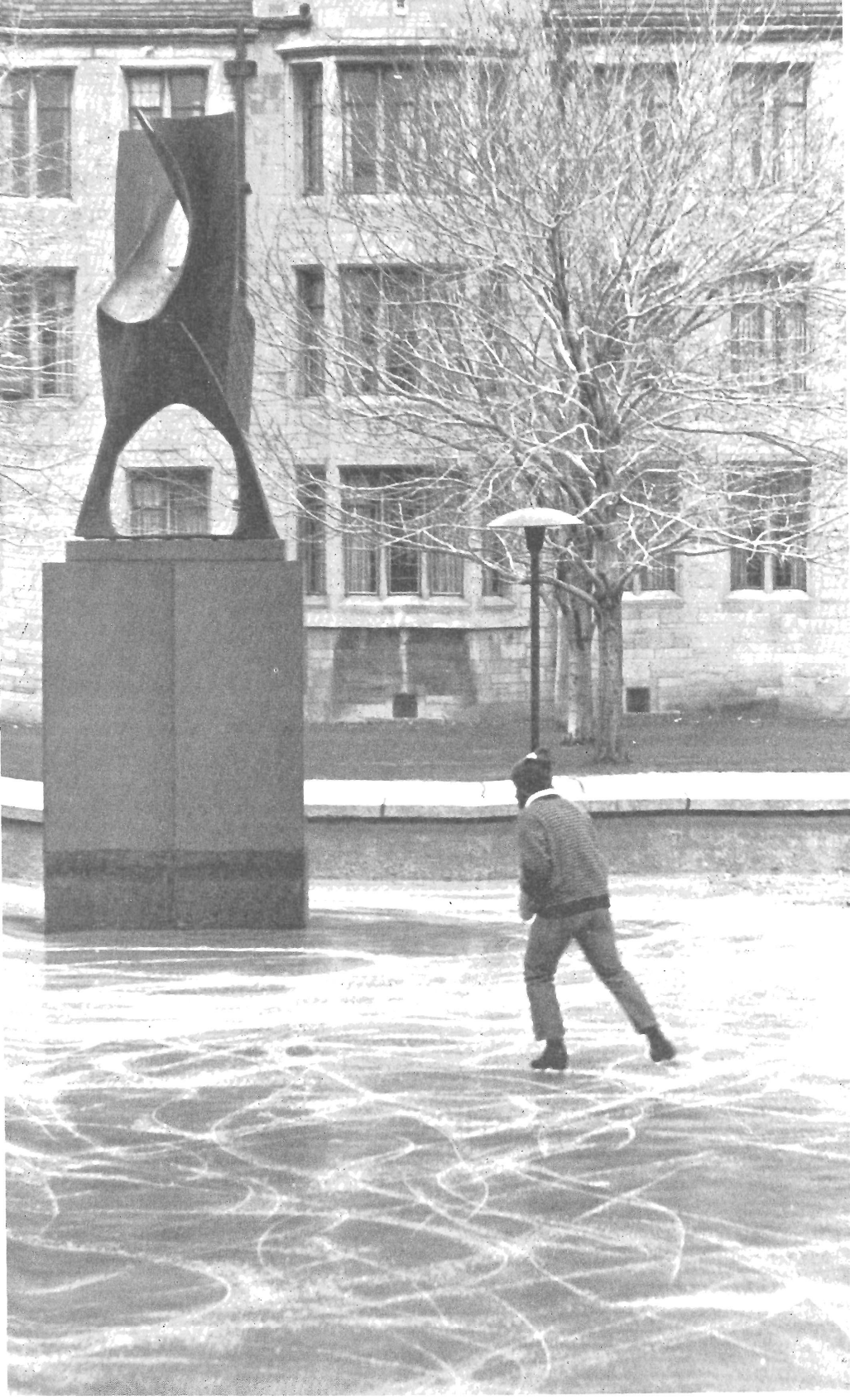
In Public Policy Studies: Problems of Policy Implementation; Housing Policy and Urban Communities; Metropolitan Development and Planning. In Political Science: Interest Group Politics; Bureaucratic Politics; Presidential Government in America; Organizational Decision-Making; Political Science and Public Policy; Introduction to International Relations; Global Issues: The Politics of World Prosperity and Peace; Formal Analysis; Topics in American Political Thought; Basic Problems of Political Philosophy; Politics of Education; American Political Institutions; Theories of Political Development; U.S. Courts as Political Institutions; Marxism and Rational Choice; Seminar: State Government and Policy Making. In History: Seventeenth-Century America; Eighteenth-Century American Colonies: 1700-63; The American Revolution: 1763-89; American Urban History: 1890-1970; American Social Movements in the Nineteenth Century; American Social Movements in the Twentieth Century; Emergence of the Modern Presidency 1890-1950; Afro-American History to the Civil War; Afro-American History from the Civil War through the Civil Rights Movement; American Labor History. In Anthropology: Political Anthropology; Language in Culture and Society. In Education: Economics of Education; The Family and Society: Historical and Comparative Perspectives; Social Aspects of Educational Administration. In Social Sciences: Introduction to American Political Thought: Federalists and Anti-Federalists; Medicine and the Law. In Sociology: Urban Structure and Process; The Social Organization of Schools and School Systems; The Professions: Law and Medicine; Urban Policy Analysis. In Social Services Administration: Policing and Helping Citizens: Alternatives to Traditional Social Services.

### *Independent Study.*

INDIVIDUAL RESEARCH. 499. In addition to the opportunities for writing research papers afforded in many of the seminars listed, second- and third-year students may earn course credit by independent research under the supervision of a member of the faculty. Such projects (commonly known as "499 papers") are arranged by consultation between the student and the particular member of the faculty in whose field the proposed topic falls. Special rules regarding credit, permission, and requirements for submission of written work are set forth in the regulations of the Law School. Students wishing to register for 499 credit should consult the Dean of Students.

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

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



**SCHEDULE OF COURSES BY QUARTERS 1991-92**

**FIRST-YEAR COURSES**

*Autumn*

	HOURS		HOURS
Civil Procedure I 302.	3	Property I 304.	3
Elements of the Law 301.	3	Torts I 306.	3
Legal Research and Writing 307.	2		

*Winter*

	HOURS		HOURS
Contracts I 305.	3	Property II 304.	3
Criminal Law I 303.	3	Torts II 306.	3
Legal Research and Writing 307.	1		

*Spring*

	HOURS		HOURS
Civil Procedure II 302.	3	Legal Research and Writing	1
Contracts II 305.	3	Elective	3
Criminal Law II 303.	3		

**SECOND- AND THIRD-YEAR COURSES AND SEMINARS**

*Autumn*

	HOURS	COURSES	HOURS
Accounting 494.	3	Criminal Procedure I 472.	3
Administrative Law 461.	3	Evidence 416.	4
Admiralty 413.	3	Family Law 450.	3
Agency, Partnerships, and the Law of Fiduciary Duties 434.	3	Foreign Affairs and the Constitution 409.	3
Bankruptcy 437.	3	Labor Law 431.	3
Constitutionalism and Individual Rights in Post-Communist Poland and Central Europe 491.	3	Law of the European Community 486.	3
Constitutional Law I 401.	3	Legal Profession 410.	2
Corporation Law 423.	3	Litigation Methods 438.	2
Criminal Justice System 469.	3	Religion and the First Amendment 474.	3
		Taxation of Individual Income 441	4
		Trademarks and Unfair Competition 457.	3

SEMINARS

	HOURS		HOURS
Congressional Control of Executive Action 515. <sup>b</sup>	3	Rules and Standards in Tort Law 510. <sup>b</sup>	3
Law and Politics: U.S. Courts as Political Institutions 513. <sup>b</sup>	3	Supreme Court 503. <sup>a</sup>	3
Law and Science: Privacy and Information Technology 539. <sup>b</sup>	3	Voting Rights and Theories of Representation 519. <sup>b</sup>	3
Legal Interpretation 516. <sup>b</sup>	3	Workshop in Economic and Legal Organization 561. <sup>b</sup>	2
Research in English Legal History 549. <sup>b</sup>	3	Workshop in Law and Economics 560. <sup>b</sup>	2
		Workshop in Legal Theory 563. <sup>b</sup>	1

<sup>a</sup>Extends over more than one quarter

<sup>b</sup>Satisfies part of the writing requirement if substantial written work is completed

<sup>c</sup>First-year elective

<sup>d</sup>See course description

Winter

COURSES

	HOURS		HOURS
Antitrust Law 428.	4	Employment Discrimination 433.	3
Banking Law 420.	3	Evidence 416.	4
Business Planning 427.	3	Federal Jurisdiction 411.	3
Constitutional Law II: First Amendment 402.	3	Federal Regulation of Securities 424.	3
Constitutional Law III: Equal Protection and Substantive Due Process 403.	3	Law and the Mental Health System 470.	3
Copyright Law 430.	3	Lawyer as Negotiator 419.	3
Corporate Finance 425.	3	Legal Profession 410.	2
Corporate Income Taxation 442.	3	Litigation Methods 418. <sup>ab</sup>	1
Corporation Law 423.	3	Patents and Trade Secrets 459. <sup>b</sup>	3
Criminal Procedure II 473.	3	Taxation of Individual Income 441.	4
		Trusts and Estates: Family Wealth Transmission 452.	3

SEMINARS

	HOURS		HOURS
Advanced Civil Procedure: Complex Litigation 525. <sup>b</sup>	3	Section 1983 Civil Rights Litigation 514. <sup>b</sup>	3
Constitutional Decision Making 502. <sup>b</sup>	3	Selected Topics in Contemporary Legal Theory 541. <sup>b</sup>	3
Contemporary Legal Theory 507. <sup>b</sup>	3	Selected Topics in Federal Income Taxation 558. <sup>b</sup>	3
Current Issues in Racism and the Law 543. <sup>b</sup>	3	Trial Advocacy 512. <sup>c</sup>	2
History of the Jury 517. <sup>b</sup>	3	Women and the Law 553. <sup>b</sup>	3
Insurance Law 520. <sup>b</sup>	3	Workshop in Economic and Legal Organization 561. <sup>ab</sup>	2
Introduction to Japanese Law 569.	3	Workshop in Law and Economics 560. <sup>ab</sup>	2
Jurisprudence 518. <sup>c</sup>	3	Workshop in Legal Theory 563. <sup>ab</sup>	1
Major Civil Litigation 511. <sup>ab</sup>	2		
Perspectives on Social Welfare Politics 552. <sup>b</sup>	3		

Spring

COURSES

	HOURS		HOURS
Administrative Law 461.	3	European Community 1992: Trading in and with Europe 488. <sup>c</sup>	3
Advanced Corporations 421.	3	Federal Jurisdiction 411.	3
American Law and the Rhetoric of Race 483. <sup>b</sup>	3	Feminist Approaches to Legal Issues 466.	3
Commercial Law: Commercial Paper and the Sale of Goods 421.	3	History of American Law 478. <sup>c</sup>	3
Commercial Law: Secured Transactions 422.	3	International Law 485.	3
Conflict of Laws 415.	3	International Taxation 446.	3
Constitutional Law III: Equal Protection and Substantive Due Process 403.	3	International Trade Regulation 487.	3
Corporate Readjustments and Reorganizations 426.	3	Jurisprudence 482. <sup>c</sup>	3
Economic Analysis of Law 492. <sup>c</sup>	3	Law and Literature 480. <sup>bc</sup>	3
Environmental Law 460.	3	Legislative Process 464. <sup>c</sup>	3
Estate Planning 451.	3	Litigation Methods 418. <sup>ab</sup>	2 <sup>d</sup>
		Litigation Methods 418. <sup>ab</sup>	1 <sup>d</sup>
		Mining Law 454.	3
		Remedies 414.	3
		State and Local Government 406.	3

SEMINARS

	HOURS		HOURS
Art Law 529. <sup>b</sup>	3	Problems in Federal Criminal Law 544. <sup>b</sup>	3
Bankruptcy Practice and Litigation 533. <sup>b</sup>	3	Problems of International Law: Regional Conflicts 559. <sup>b</sup>	3
Blackstone's Commentaries 550. <sup>b</sup>	3	Readings in Legal Thought 570. <sup>b</sup>	3
Constitution in Congress 501. <sup>b</sup>	3	Real Estate Transactions 531.	3
Current Developments in Corporate and Securities Law 522. <sup>b</sup>	3	Roman Law 527. <sup>b</sup>	3
Employee Benefits 555.	3	Structuring Venture Capital and Entrepreneurial Transactions 530.	3
History of Criminal Justice 551. <sup>b</sup>	3	Theoretical Foundations of Intellectual Property 524. <sup>b</sup>	3
Introduction to Tax Policy 537. <sup>b</sup>	3	Trial Advocacy 512. <sup>c</sup>	2
Law and International Relations: The European Court of Justice 564.	3	Workshop in Economic and Legal Organization 561. <sup>ab</sup>	1
Legal Aspects of the Arab-Israeli Conflict 568. <sup>b</sup>	3	Workshop in Law and Economics 560. <sup>ab</sup>	1
The Legislative Process 505. <sup>b</sup>	3	Workshop in Legal Theory 563. <sup>ab</sup>	1
Major Civil Litigation 511. <sup>ab</sup>	2		



## STUDENT ORGANIZATIONS AND ACTIVITIES

*The University of Chicago Law Review*, founded in 1933, is edited and managed by students. The *Review* publishes articles and book reviews by leading legal scholars along with comments by the *Review's* student staff members. The *Review* emphasizes student scholarship; on average, about half of each issue is devoted to student comments. Staff members also have opportunities to edit those articles, book reviews, and comments accepted for publication in the *Review*.

In recent years, about 15 percent of the students in each first-year class have been invited to join the *Review*, on the basis of either academic performance or excellence in an annual writing competition. Students who are not invited at the end of their first year may also join the staff during their second or third years by completing a substantial draft of a comment.

*The University of Chicago Legal Forum* is a student-edited journal, published annually. Each volume of the *Legal Forum* is devoted to a topic of current legal interest and contains articles by academics and practitioners, as well as student-written comments. The professional contributions to each volume are presented at an annual symposium held at the Law School. Volume 1992 of the *Legal Forum*, "Europe and America in 1992 and Beyond: Common Problems . . . Common Solutions?" will assess critically the legal, political, and economic responses of Europe and America to problems common to both.

Students may join the *Legal Forum* either through the annual writing competition, which is held during the summer, or by developing a comment topic of their own. Members of the journal work on their own contributions, organize the symposium, and edit the articles submitted by symposium participants.

*The Hinton Moot Court Competition*, founded in 1954 and named for judge Edward W. Hinton (Professor of Law, 1913–35), is open to all second- and third-year students. The competition affords all students the opportunity to further develop skills in writing and appellate advocacy. The focus of the preliminary fall round is on oral argument. After studying the briefs and record of an actual case and participating in several practice arguments with student judges, each competitor must argue both sides of the case to panels of Chicago attorneys. Twelve students advance to the semifinal round, where they work to brief and argue another case. A panel of faculty members and judges hears the semifinal arguments and selects the four best advocates. In the spring, the four finalists work in teams on yet another case. The briefs produced in the final round are printed and distributed to the Law School community. A panel of distinguished judges presides at the final argument, which is one of the highlights of the academic year. This panel selects the Hinton Moot Court champions and the Llewellyn Cup champions. The competition is conducted by semifinalists from the previous year, who constitute the Hinton Moot Court Committee, with the assistance of a faculty adviser and an alumni adviser.

*The Mandel Legal Aid Association* is the student organization associated with the work of the Mandel Legal Aid Clinic. The Association provides advice on the content, structure, and staffing of the clinical education program. The Mandel Clinic has a Director, Randolph N. Stone, six full-time attorneys who are Clinical



Professors or Clinical Lecturers of Law in the Law School, and a social worker who is also a field instructor at the University's School of Social Service Administration. The clinical program is described more fully elsewhere in these *Announcements*.

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

LSA funds a variety of student groups, including: the *American Civil Liberties Union*, a local chapter dedicated to promoting discussion of civil rights and related issues; the *Asian-American Law Students Association*, a local chapter of a national organization concerned with the interests of Asian-American students at law school; the *Black Law Students Association*, a local chapter of a national organization concerned with the interests of black students in law schools; the *Edmund Burke Society*, a conservative debating society; the *Chicago Law Foundation*, a nonprofit organization providing funds for law school students to work on public interest legal projects; the *Christian Law Students*, organized to discuss the relationship between legal education, the legal profession, and Christianity; the *Entertainment and Sports Law Society*, promotes presentations by current practitioners in this area of practice; the *Environmental Law Society*, organized to discuss the legal aspects of environmental issues; the *Ethics and Law Society*, a group committed to increasing ethical awareness relating to legal issues and the lawyer's fiduciary role; the *Federalist Society*, a local chapter of a national society organized to discuss political issues from conservative and libertarian perspectives; the *Gay/Lesbian Law Students Association*, a group that provides support and sponsors programs regarding the legal status of lesbians and gay men; the *Health Care Law Society*, organized to discuss the legal aspects of medical and public health issues; the *Hispanic Law Students*, a local chapter of a national organization concerned with the interests of Hispanic students at the Law School; the *International and Comparative Law Society*, organized to examine the legal systems of other countries and their relationship to the Anglo-American legal system; the *Jewish Law Students Association*, a group concerned with Jewish issues of legal interest and legal issues of Jewish interest; *Law School Films*, shows old, classic movies on Tuesday, Friday, and Saturday nights; the *Law Students against Homelessness*, students who forgo amenities of the professional interviewing process with the request that the law firms donate their savings to shelters for the homeless; the *Law Women's Caucus*, women committed to understanding and improving their role in law school, the legal profession, and society; the *Metaphysical Club*, organized to discuss jurisprudential and philosophical issues in the law; the *National Lawyers' Guild*, a local chapter of the national organization devoted to progressive change through law; the *Order of Protection Society*, assists overburdened legal agencies by filing orders of protection for abused spouses and children; the *Phoenix*, the law school student newspaper; the *Progressive Law Students Association*, a group organized to promote the discussion of liberal and humanistic ideas, from both a philosophical and a political perspective; *Scales of Justice*, an a cappella singing group; *Street Law* and *Horizons*, organizations that send law students to local high schools to teach legal issues; the *10K Club*, coordinates the running of 10K races around the Chicago area; *Tortious Productions*, the law school musical; and *Volunteer Income Tax Assistance*, a volunteer student program that prepares annual income tax returns for indigent Chicago residents.



## PLACEMENT

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

As part of its operations, the Placement Office maintains contact with employers throughout the year, and there is a regular flow of inquiries concerning student job opportunities. In addition, employers are invited to come to the Law School in the fall to interview second-year students for summer positions and third-year students for permanent employment. Facilities and scheduling of interviews are provided by the Law School, and about 400 employers will be interviewing at the School this fall. They come from all over the United States, as far away as Hawaii, and afford students a wide range of location and type of employment from which to choose. During the 1990-91 academic year, the cities with the largest number of interviewers were Chicago (75), Washington, D.C. (71), New York (68), Los Angeles (40), and San Francisco (27), with substantial representation from such cities as Boston, Philadelphia, Atlanta, Miami, Cleveland, Minneapolis-St. Paul, Phoenix, and Seattle. The greatest percentage of interviewing employers represent law firms of all sizes, but other fields of interest, including corporate law departments, government departments and agencies, public interest, and legal services are also represented.

Since all the concentration of effort by the Placement Office staff in the fall "interview season" is directed toward second- and third-year students, first-year students are welcome in the Placement Office on a very limited basis. First-year hours will be posted. Job opportunities do become available to first-year students as the school year proceeds, particularly in the Winter and Spring Quarters. In recent years, an average of 85 percent of the first-year class have obtained law-related positions for the summer following their first year of school.

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

Approximately three-fourths of the graduates in recent classes entered law firms after graduation. Twenty-five percent received appointments to judicial clerkships. (During the 1991-92 term, three Law School graduates will be serving as clerks for justices on the United States Supreme Court.) A significant number of graduates have also taken positions with government departments and agencies, corporations, and public interest or legal services organizations. Our graduates go to roughly half the states of the union, with approximately one-third of the class taking positions in Chicago, New York, Washington, D.C., and Los Angeles are the next most popular, in that order.

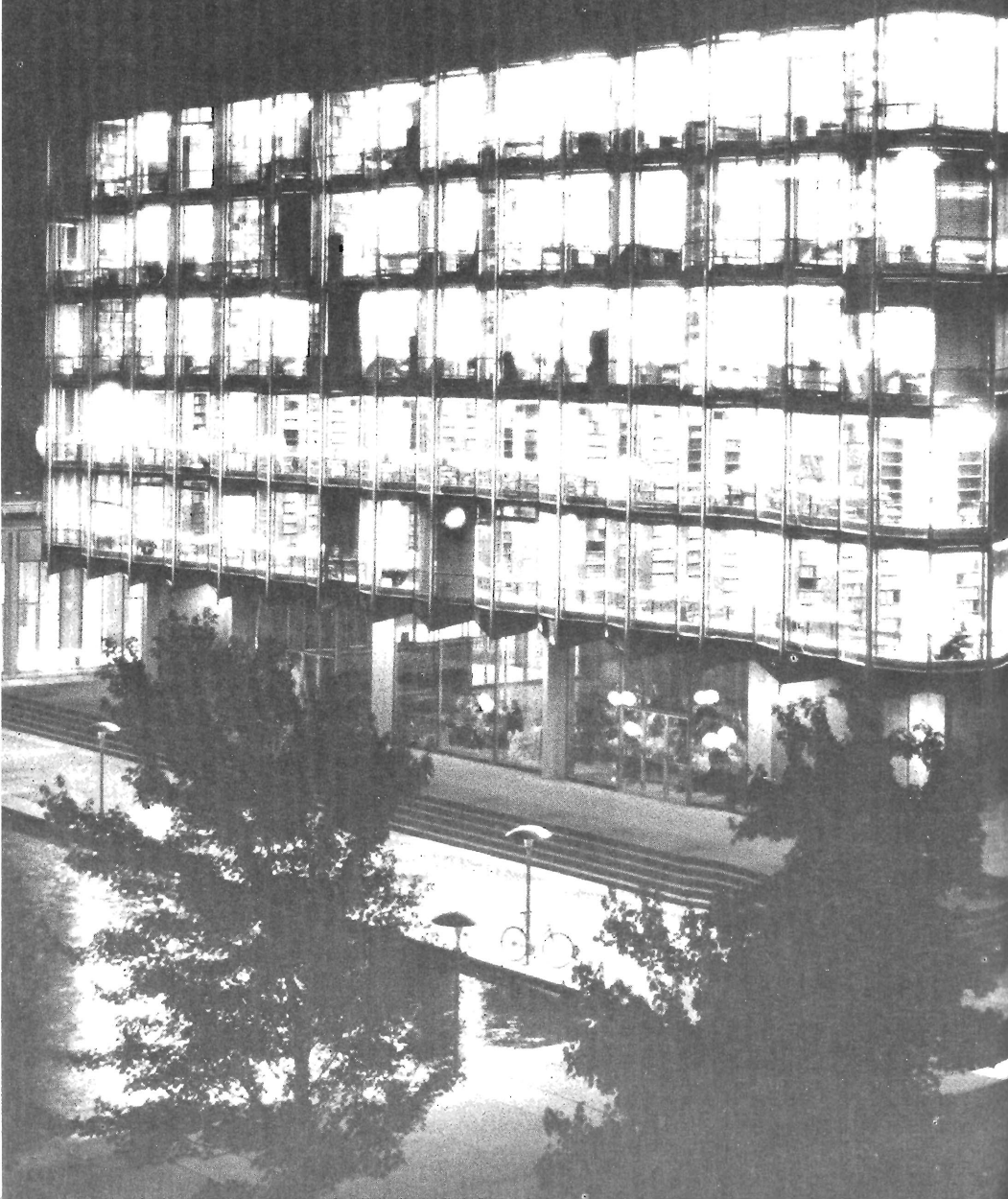
Almost 100 percent of the second-year class obtain law-related positions during the summer after their second year of school. Here, too, the vast majority of positions are with law firms, with the balance being spread among legal services, public interest, corporations, and government departments and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

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

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

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





## INFORMATION FOR APPLICANTS

### ADMISSIONS

#### *Preparation for Law Study*

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

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

#### *Application Procedure*

A request for application forms should be addressed to the Admissions Office, The Law School, The University of Chicago, 1111 East 60th Street, Chicago, Illinois 60637. The completed application form must be returned to the same office along with an application fee of \$45, in the form of a check or money order payable to the University of Chicago. The application fee is not refundable. Since applications are considered as soon as they are completed, candidates are advised to have all their material submitted as early as possible. Applications received after the middle of January or those completed after the middle of February will normally not be considered by the Admissions Committee until late spring or early summer.

Applicants must arrange to take the Law School Admission Test and have an official report of their scores on the test sent to the Law School. Application forms for the test and information about it may be obtained by requesting the *Law Services Information Book* from Law School Admission Services, Box 2000, Newtown, Pennsylvania 18940-0998. It is recommended that applicants take the test no later than December to insure timely reporting of scores to the Law School. Applications to take the test in the United States must be postmarked at least one month before the scheduled date.

Applicants must also register with the Law School Data Assembly Service (LSDAS) by completing and mailing the registration form supplied with each *Law Services Information Book*. A transcript from each college or university attended should then be sent not to the Law School but directly to LSDAS. LSDAS will analyze the transcripts and send copies to this law school and to others designated by the applicant. Please note that the only way in which the Admissions Office can obtain a copy of a candidate's LSDAS report is for the candidate to enclose a Law School Application Matching Form, which is found in each LSAT/LSDAS registration packet, with the application for admission. If accepted, the applicant will be asked to submit a final transcript, showing the award of a Bachelor's degree, directly to the Law School.

Applicants requesting financial assistance during their first year should submit a financial data questionnaire processed by the Graduate and Professional School Financial Aid Service (GAPSFAS). The GAPSFAS application may be obtained from the financial aid officers at most undergraduate institutions or from GAPSFAS, P.O. Box 23900, Oakland, CA 94623-0900. Applicants should complete their own questionnaires and arrange to have parents and spouses or spouses-to-be complete the appropriate questionnaires. The questionnaires should then be sent to GAPSFAS, where they will be analyzed, duplicated, and sent to each law school designated on the registration form.

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

The large number of Law School applications makes it necessary to forgo personal interviews as a *required* part of the admission process for all applicants. Prospective students are encouraged, however, to visit the Law School, if convenient, to see the facilities, talk with students, and familiarize themselves with the School. Applicants having questions about the application procedure and the admissions process or applicants wishing to present documentation in support of their applications should feel free to correspond directly with the Dean of Students. Interviews can be arranged in those special instances when an applicant feels that his or her case cannot be adequately described in writing. After the Committee begins acting on applications, a number of candidates will be invited to have interviews, generally in February and March, with representatives of the Committee at the Law School.

### *Admissions Process*

Admission to the Law School is based on a careful review of each application by one or more members of the Admissions Committee. The Committee considers all evidence that may indicate academic and professional promise. No automatic quantitative criteria are applied, although academic achievement as reflected in the college record and the evidence of intellectual ability provided by the Law School Admission Test are necessarily major determinants. The candidate group accepted for the 1991 entering class had a median LSAT score at the 98th percentile on the test and a median cumulative undergraduate grade-point average of 3.75 on a 4.00-point system.

Discerning letters of recommendation and personal statements, submitted written material, special distinction in undergraduate work, and outstanding achievements are often crucial factors in the admission decision. Letters of recommendation of

particular value are those from former instructors who have special knowledge of the candidate's abilities.

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

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

#### *Admission with Advanced Standing*

A student in good standing at an approved American law school who has completed at least one year of law study may apply for admission to the Law School with advanced standing. The amount of transfer credit which may be recognized will be determined on the facts of each case. Ordinarily students admitted with advanced standing will be required to complete at least six quarters (two academic years) of residence at the Law School to qualify for the J.D. degree. In reviewing these applications the Admissions Committee looks at the same criteria that it considers for entering first-year students. If an applicant has applied in the past, then his or her earlier application material will be on file, and it will not be necessary to resubmit this information. If the applicant is applying here for the first time, then all of the supporting material must be submitted. In either case, the most important documents will be the record of first-year law performance and any letters of recommendation from law school professors. Applications may be made at any time during the year, but they will not be considered complete until the transcript of the first-year legal work has been received. In recent years, between eight and ten new students have enrolled with advanced standing annually. Students who enroll with advanced standing are invited to participate in all the activities of the Law School, including *Law Review*, *Legal Forum*, Moot Court, and the Mandel Legal Aid Clinic. Transfer students are also eligible for selection to the Order of the Coif and may graduate with honors based on their two years of work at the Law School.

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

Inquiries and requests for application forms concerning admission with advanced standing should be addressed to the Dean of Students.



## *Regulations and Discipline*

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

## FINANCIAL INFORMATION

### *Fees*

**APPLICATION FEE.** An application fee of \$45 must accompany each original application for admission to the Law School. No part of the fee is refundable, nor is it applicable as an advance payment of other fees.

**TUITION.** Tuition in the Law School for 1991-92 is \$5,860 per quarter, or \$16,980 for the nine-month academic year.\* A student who is required to withdraw for disciplinary reasons shall not be entitled to any reduction of tuition or fees.

**HEALTH FEES.** All students pay a \$219 annual fee for use of the University's Student Health Service. University policy requires that each student be covered by adequate health and hospitalization insurance. Students must pay an annual premium of approximately \$645 for this supplemental insurance or supply evidence of comparable protection from an individual or family health policy.

**SPECIAL FEES.** The University charges \$50 for late registration, \$100 for late payment of tuition, and a \$48 annual student activities fee.

### *Expenses*

During the 1991-92 academic year each student can expect to pay about \$18,247 for tuition, fees, books, and supplies. Expenses for room, board, laundry and cleaning, clothing, recreation, travel, and incidentals will vary depending on individual taste and circumstances. A single student may expect to pay about \$28,080, including tuition, for the academic year.

## FINANCIAL AID FOR J.D. CANDIDATES

Approximately 70 percent of the students at the Law School receive some financial aid. Since scholarship funds are insufficient to cover all needs, nearly all assistance involves a combination of scholarship grants and loans. Decisions as to the amount of financial aid awarded to entering students are based primarily on considerations of need. Academic achievement is also taken into account, particularly in determining the proportion of scholarship and loan assistance. In determining financial need, a student's resources are apportioned over three years and, as a consequence, applicants should begin applying for financial assistance in the first year rather than waiting until their resources have been exhausted before applying. Since the decisions of many students to attend Chicago may depend, in part, on their initial scholarship award, a principal goal of the financial aid program is to maintain scholarship amounts in the second and third years at approximately the amount of the first-year award unless there has been a substantial change in a student's financial situation.

Applicants requesting financial assistance during their first year should submit a financial data questionnaire processed by the Graduate and Professional School Financial Aid Service (GAPSFAS). The GAPSFAS application may be obtained from the financial aid officers at most undergraduate institutions or from GAPSFAS,

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\*Fees and other charges are subject to change from year to year and prior to the beginning of each academic year.

P.O. Box 23900, Oakland, CA 94623-0900. Applicants should complete their own questionnaires and arrange to have parents and spouses or spouses-to-be complete the appropriate questionnaires. The questionnaires should then be sent to GAPS FAS, where they will be analyzed, duplicated, and sent to each law school designated on the registration form.

### *Scholarships*

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

### *Loans*

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

1. Stafford Student Loan Program (SSL). Under the Stafford Student Loan Program, law students can borrow up to \$7,500 each year at 8 percent interest from banks, credit unions, or savings and loan associations. Repayment of these loans is guaranteed to the lender by state agencies (State Guaranteed Loans), or private guarantee agencies (HEAF, USAF), or by the U.S. Department of Education (Federal Insured Student Loans). The government also pays the interest on all SSLs while the borrowers are full-time students and for nine months thereafter. Borrowers are allowed a nine- to twelve-month grace period after leaving school before they must begin repayments. Maximum allowable loan amounts, the length of the grace period, and the length of the repayment period vary from state to state. A student may borrow up to \$54,750 in Stafford Student Loans over the course of his or her education, including loans made as an undergraduate.

2. Perkins Loans. Students who demonstrate financial need by nationally accepted federal guidelines may borrow through the Perkins Loan Program. Students who demonstrate enough need may borrow up to the amount of tuition in a combination of Perkins and Stafford Student Loans. No interest is charged on a Perkins Loan until six months after the borrower's last registration as a full-time student. At the end of this grace period, interest of 5 percent per year begins to accrue and the borrower must begin repayment. Repayment can be deferred for further schooling or service in the Peace Corps, VISTA, or the Armed Forces. Perkins Loans must be repaid within 10 years, excluding periods of authorized deferment.

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

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

percent.

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

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

## HOUSING

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

### *Single-Student Housing*

In the Fall of 1983 a new Graduate Residence Hall became available to entering and returning students enrolled in graduate and professional programs. Formerly the Center for Continuing Education, designed by Edward Durrell Stone in 1963, the Graduate Residence Hall is a three-story classical style building located two blocks east of the Law School. It has a capacity of about 140 graduate men and women. Approximately 85 of them are first-year law students. Seventy-five percent of the accommodations are single rooms with private baths; the remaining rooms, also with private baths, are for double occupancy. The average single room measures eleven by sixteen feet while the average double room measures twenty-one by fourteen feet. Common facilities in this residence are many and spacious. They include study and meeting rooms, computer terminal/typing rooms, music practice rooms, laundry and exercise facilities, as well as a television room, a House lounge, and a community kitchen where residents may prepare their own meals. The room rate is \$3,675 per person in a double room and \$4,793 in a single.

All inquiries concerning University housing for single students should be addressed to the Office of Neighborhood Student Apartments, 824 East 58th Street, Chicago, Illinois 60637 (312/753-2218). Students are advised to apply early in order to obtain the desired accommodations.

More than five hundred graduate men and women live in International House, an international student center on campus which houses both American and foreign students—about half and half—from the University and other colleges and universities in the Chicago area.

International House offers a varied program of cultural and social activities planned to give opportunities for the students to acquire knowledge of each other's customs and culture. Informal discussion groups interpret the historical, political, and sociological aspects of various countries. Social events include dances, concerts, receptions, and programs presenting activities of a national character. Opportunities

are provided for foreign and American students to work together in many types of student enterprise. Facilities include a large dining room with year-round cafeteria service, tennis courts, lounges and television rooms, and an assembly hall.

Annual rates for rooms in International House are from \$4,095 to \$5,205. The daily rate is \$27.00 per person. All rooms are furnished, including blankets and bed linen. Students should allow between \$6.00 and \$7.00 per day for meals in the International House cafeteria.

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



*International House*



*Graduate Residence Hall*



*Neighborhood student housing in Madison Park*

### *Neighborhood Student Housing*

The University has over one thousand apartments in thirty buildings for the housing of married students. There are furnished apartments ranging in size from one and one-half to three and one-half rooms; the unfurnished units range from two to six and one-half rooms. The rates for furnished apartments are from \$288 to \$727 monthly; those for unfurnished are from \$374 to \$578 monthly. Apartments are rented on a twelve-month basis, but special arrangements can be made to terminate the lease as of the first day of an academic quarter. Utilities other than telephone are included in the rental rate for furnished apartments but not in that for unfurnished units. The furnished apartments do not include bedding, linens, dishes, silver, or kitchen utensils. Both furnished and unfurnished apartments are provided with a stove and a refrigerator, and all apartments have a private bath.

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

### *Meal Service*

Arrangements may be made by law students to purchase special meal cards for breakfast, lunch, or dinner, or any combination, in the Burton-Judson dining halls next to the Law School. A contract for the full twenty meals per week is \$2,753 for the year. Meals are also available in Woodward Commons, Pierce Commons, Billings Hospital, and International House.

### *Housing Staff Positions*

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

### STUDENT HEALTH SERVICES

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

Medical care for University students is provided in the University Health Services located in the University Hospitals. All University students pay an annual fee of \$219 for basic medical care. All registered students are required to have some form of group hospital-medical-surgical insurance to supplement the ambulatory care available in the Student Health Service. The Student Blue Cross/Blue Shield policy is recommended as the most effective and economical policy to fulfil this requirement. Students with other group health insurance providing equivalent or greater coverage may waive participation in the University's policy, but they must submit complete policy and subscriber information. Registration is not complete until the student subscribes to the University's Blue Cross/Blue Shield policy *or* files a properly completed waiver. Students with alternative coverage are urged to study carefully the schedule of benefits offered by the University's Student Blue Cross/Blue Shield Plan described in the brochure available at the Student Health Service and in the offices of the Deans of Students. This brochure is regularly sent to all entering students.

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

### *Emergency Services*

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



## LAW SCHOOL FUNDS AND ENDOWMENTS

### PROFESSORSHIPS

*The Harry A. Bigelow Professorship in Law* was established in 1967 in honor of the late Harry A. Bigelow, who was Dean of the Law School from 1929 to 1939 and a member of the faculty of the Law School from 1904 until his death in 1950. Past holders of the Harry A. Bigelow Professorship have been Grant Gilmore, Harry Kalven Jr., and Phil C. Neal.

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

*The William B. Graham Distinguished Service Professorship* was established in 1980. It was made possible through the generosity of William B. Graham, a member of the Class of 1936 and a Trustee of the University.

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

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

*The James Parker Hall Distinguished Service Professorship in Law* was established in 1930 by the alumni of the Law School in memory of James Parker Hall, Dean of the School from 1904 until his death in 1928. The Hall family endowed the Fund fully through a gift made in 1984. Past holders of the James Parker Hall Professorship have been Edward Wilcox Hinton, George Gleason Bogert, Wilber Griffith Katz, Sheldon Tefft, and Bernard D. Meltzer.

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



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

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

*The Edward H. Levi Distinguished Service Professorship* was established during the 1978–79 academic year with a gift from an anonymous member of the University's Board of Trustees. The Professorship is named in honor of Edward Hirsch Levi (Ph.B. 1932, J.D. 1935), Glen A. Lloyd Distinguished Service Professor and President Emeritus, a member of the Law School Faculty since 1936 and Dean of the Law School from 1950 to 1962. The past holder of the Edward H. Levi Distinguished Service Professorship has been Walter J. Blum.

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

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

*The Clifton R. Musser Professorship in Economics* was established in 1970 by members of Mr. Musser's family, to provide a permanent professorship in economics in the Law School. The past holder of the Clifton R. Musser Professorship has been Ronald H. Coase.

*The Max Pam Professorship in American and Foreign Law* was established in 1935 in memory of Max Pam, a member of the Chicago Bar, with funds allocated by the Trustees under the will of Mr. Pam. Past holders of the Max Pam Professorship have been Max Rheinstein, Gerhard Casper, and John H. Langbein.

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

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

*The Arnold I. Shure Professorship in Urban Law* was established in 1971. The professorship was made possible by a grant from the Ford Foundation. Matching gifts were contributed by many friends and alumni of the Law School in honor of Mr. Shure, an alumnus of the Law School in the Class of 1929. (Please also see "Research and Other Funds" for the *Arnold and Frieda Shure Research Fund*.) The past holder of the Arnold I. Shure Professorship has been Allison Dunham.

*The Leo Spitz Professorship in international Law* was established in 1975 with a bequest provided by the will of Leo Spitz (J.D. 1910), in memory of his parents, Caroline and Henry Spitz.

*The John P. Wilson Professorship in Law* was established in 1929 with funds contributed for the John P. Wilson Memorial Foundation by John P. Wilson Jr. and Anna Wilson Dickinson as a memorial to their father, a member of the Chicago Bar. Past holders of the John P. Wilson Professorship have been Ernst Freund, Harry Augustus Bigelow, Wilber Griffith Katz, Roscoe T. Steffen, Kenneth Culp Davis, and Paul M. Bator.

*The Wilson-Dickinson Professorship in Law* was established in 1974 by the Trustees of the University with funds from the John P. Wilson Memorial Fund, to honor the memory of the donors of the John P. Wilson Memorial Fund, John P. Wilson Jr. and Anna Wilson Dickinson. The past holder of the Wilson-Dickinson Professorship has been Walter J. Blum.

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

#### SCHOLARSHIP FUNDS

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

*The Russell Baker Scholarship Fund* was established in 1981 by the partners of Baker & McKenzie in this country and abroad in honor of the late Russell Baker, a graduate of the Law School Class of 1925 and founder of Baker & McKenzie, for the support of foreign and upperclass students.

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

*The William G. Burns Scholarship Fund* was created in 1988 as a moral obligation scholarship fund in memory of Mr. Burns (Ph.B. 1929, J.D. 1931) by his colleagues at the firm of Bell, Boyd & Lloyd and other friends.

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

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

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

*The Andrew D. and Eleanor C. Collins Scholarship Fund* was established in 1969 by bequest under the will of Eleanor C. Collins.

*The Jack Corinblit/Martin M. Shapero Scholarship Fund* was established in 1984 by Jack Corinblit (J.D. 1949) and Martin M. Shapero, his law partner. The fund provides scholarship support to a second- or third-year law student.

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

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

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

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

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

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

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

*The Burton and Adrienne Glazov Scholarship Fund* was established in 1984 by Mr. Glazov, a member of the Class of 1963, and his wife, in honor of their parents, Mr. and Mrs. Joseph Glazov and Mr. and Mrs. Reuben Graff. The fund supports a scholarship for a student who shows both financial need and significant potential.

*The Albert Gore Scholarship Fund* was established in 1973 in memory of Albert Gore (J.D. 1948), by his family and friends.

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

*The Frank and Bernice J. Greenberg Scholarship Fund* was established in 1985 through the estate of Frank Greenberg, Class of 1932, to provide financial support to deserving students.

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

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

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

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

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

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

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

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

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

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

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

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

*The Victor McQuistion Scholarship Fund* was created in 1986 by his widow, Mrs. Ethel McQuistion, and the estate of Victor McQuistion, a member of the Class of 1921. The fund is to provide financial aid for deserving students.

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

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

*The George B. Pletsch Scholarship Fund* was established in 1985 by The Grover Hermann Foundation as a memorial to George B. Pletsch, a member of the Class of 1944, who was a prominent member of the legal profession and who served for many years as a director and officer of the foundation. The fund supports moral obligation scholarships which are awarded annually as determined by the Dean of the Law School.

*The James Nelson Raymond Scholarship* was established in 1930 from a fund given by Anna Louise Raymond in memory of her husband, James Nelson Raymond.

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

*The Ruth Wyatt Rosenson Scholarship Fund* was established in 1989 as an endowed scholarship by a bequest from Mrs. Rosenson. Selections will be made annually based on scholarship, financial need, moral integrity, and indications of a promising future. Recipients will be known as Ruth Wyatt Rosenson Scholars.

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

*The Stonewall Scholarship* was created in 1989 and is awarded by the Dean of Students to a Law School student who is likely to use his or her legal education to further gay and lesbian rights.

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

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

*The S. K. Yee Scholars Fund* was established in 1983 by the S. K. Yee Scholarship Foundation in honor of General Yee, Chairman of the Board of the United Chinese Bank of Hong Kong. These moral obligation scholarships are awarded annually to twenty law students as determined by the Dean of the Law School.

#### PUBLIC SERVICE FUNDS

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

*The Thomas Loren Karsten Public Service Fund* was created in 1990 by Marilyn Herst Karsten (Ph.B. 1944) and the Marilyn and Thomas Karsten Foundation. This fund honors the memory of Thomas Loren Karsten (Ph.B. 1937, J.D. 1939), whose long career included distinguished public service. Through the Law School's Public Service Program, the Karsten Fund helps to ease the financial burden faced by students and graduates considering careers in public service.

*The 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. Spector's family in recognition of his lifelong devotion to civil liberties.

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

#### FELLOWSHIP FUNDS

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

*The Victor H. Kramer Foundation Fellowship* was established in 1976 by the Victor H. Kramer Foundation of Washington, D.C., for mid-career training of employees of the Federal Trade Commission and the Antitrust Division of the Department of Justice. The Kramer Fellowship Program is offered in alternate years with the Institution for Social and Policy Studies at Yale University.

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

*The James Nelson Raymond Fellowship* was created in 1933 and 1934 by Anna Louise Raymond.

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

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

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

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

## LOAN FUNDS

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

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

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

*The Ernst Freund Loan Fund* was established in 1922 by the late Professor Ernst Freund and since his death has been augmented by other contributions.

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

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

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

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

## THE LAW SCHOOL STUDENT LOAN FUND

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

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

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

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

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

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

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

*The Frederick and Edith Shaffer Sass Loan Fund* was established by Frederick Sass Jr. (Ph.B. 1930, J.D. 1932) and Louis Sass (S.B. 1932), in memory of their parents.

*The Earl K. Schick Loan Fund* was established through the generosity of the late Mr. Schick, a member of the Law School Class of 1920.

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

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

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

#### RESEARCH AND OTHER FUNDS

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

*The Russell Baker Scholars Fund* for the support of faculty research was established in 1981 by the partners of Baker & McKenzie in this country and abroad in honor of the late Russell Baker. Mr. Baker, an alumnus of the Law School Class of 1925, was the founder of Baker & McKenzie. In 1990-91, the fund supported research leading to the following publications: Mary Becker, *Can Employers Exclude Women to Protect Children?*, 264 JAMA, Journal of the American Medical Association 2113 (1990); Mary E. Becker, *Can Employers Exclude Women because of Concerns for the Health and Safety of Potential Fetuses?* 1990-91 Preview of U.S. Supreme Court Cases No. 1, p. 8 (September 28, 1990); Mary Becker, *Needed in the Nineties: Improved Individual and Structural Remedies for Racial and Sexual Disadvantages in Employment*, 79 Georgetown Law Journal 1659 (1991).

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

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

*The Arnold and Samuel Chutkow Memorial Fund* was established in 1958 as a memorial to Arnold M. Chutkow (J.D. 1951), through a gift from Samuel Chutkow (J.D. 1920), and the friends and classmates of Arnold Chutkow, to support the student moot-court competition. In 1981 it was also designated as a memorial to Samuel Chutkow.

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

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

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



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

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

*The James H. Douglas Jr. Fund for the Study of Law and Government* was created in 1988 in memory of Mr. Douglas, a Trustee of the University, by his colleagues at the firm of Gardner, Carton & Douglas, clients and other friends. The fund supports the Law School's program in Law and Government.

*The George E. Fee Jr. Memorial Fund*, established in 1976 in memory of George E. Fee Jr. (J.D. 1963), who served as Director of Placement and later Dean of Students in the Law School from 1965 to 1969, is used to support activities or grants that will aid students or the quality of student life.

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

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

*The Lee and Brena Freeman Faculty Research Fund* was created in 1986 by Mr. Lee A. Freeman Sr. to provide faculty support for research and study. In 1990-91, the fund supported research leading to the following publication: Albert W. Alschuler, *The Failure of Sentencing Guidelines*, 58 *University of Chicago Law Review* 901 (1991).

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

*The Herbert and Marjorie Fried Faculty Research Fund* was established in 1980 by Mr. and Mrs. Fried to assist in providing support for faculty. Mr. Fried is an alumnus of the Law School Class of 1932.

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

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

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

*The Irving H. Goldberg Family Fund* was created in 1988 by Mrs. Jane Wolfsohn Goldberg (Ph.B. 1932) and the Goldberg family in memory of Mr. Goldberg (Ph.B. 1926, J.D. 1927). The fund is used to promote diversity within the student body.

*The Dwight P. Green Sr. Fund for Studies in Criminal Justice* was established in 1973 by Dwight P. Green for support of the Law School's continuing research and teaching program in crime control and criminal justice. Mr. Green was an alumnus of the Law School in the Class of 1912.

*The Harold J. Green Faculty Recruitment and Retention Fund* was created in 1989 by Marion Green, the Green family, and the Harold J. Green Foundation in memory of Harold J. Green (Ph.B. 1927, J.D. 1928). The proceeds of the fund are used to provide housing support and salary supplements for the recruitment and retention of outstanding teachers and scholars for the faculty of the Law School.

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

*The Frank Greenberg Dean's Discretionary Fund* was established in 1985 through the estate of Frank Greenberg, Class of 1932, to be used at the discretion of the Dean of the Law School.

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

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

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

*The Harry Kalven Jr. Memorial Fund* was established in 1974 by the family, friends, and former students of Harry Kalven Jr. (J.D. 1938). Mr. Kalven, who had been a member of the faculty since 1946, was the Harry A. Bigelow Professor of Law at the time of his death.

*The Wilber G. Katz Lectureship* was established in 1976 in honor of Wilber G. Katz, Dean of the Law School from 1940 to 1950, to fund an annual lectureship on a legal topic of significance by a member of the faculty of this law school.

*The Miriam Hamilton Keare Environmental Law Fund (ELF)* was created in 1989 by Miriam Hamilton Keare (J.D. 1933) to support student research, bring speakers to the Law School, fund summer and part-time public service work by law students, and public service work by graduates of the Law School in the area of environmental law.

*The Samuel J. Kersten Faculty Fund* was established in 1985 by the Samuel J. Kersten Family Foundation for the purpose of supporting faculty research at the Law School. The gift was made in honor of the Fiftieth Graduation Anniversary of Bernard G. Sang (J.D. 1935).

*The Jerome F. Kutak Faculty Fund* was established in 1985 through the generosity of Mr. Kutak, Class of 1929, to support distinguished law faculty. In 1990-91, the fund supported research leading to the following publication: Albert W. Alschuler, Foreword: The Vanishing Civil Jury, 1990 University of Chicago Legal Forum 1.

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

*The Frank D. Mayer Fund* was established in 1985 through a gift from the Nathan and Emily Blum Foundation in honor of Mr. Mayer, Class of 1929, a friend and counselor of Mr. and Mrs. Blum. The fund underwrites projects in the Center for Studies in Criminal Justice at the Law School.

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

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

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

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

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

*The Nussbaum Fund* was created in 1983 by Bernard J. Nussbaum (J.D. 1955) and was endowed in 1990 on the occasion of Mr. Nussbaum's 35th Reunion and in honor of his brother, Michael (J.D. 1961), and his sons, Peter (J.D. Yale 1985) and Andrew (J.D. 1991). Currently, the proceeds of the fund are utilized at the discretion of the Dean to support the central mission of the Law School.

*The Russell J. Parsons Faculty Research Fund* was created in 1983 by a gift from the Borg-Warner Corporation honoring Mr. Parsons (J.D. 1942) on his retirement after thirty-seven years of service. The fund supports faculty scholarship. In 1990-91, the fund supported research leading to the following publications: Mary Becker, Can Employers Exclude Women to Protect Children?, 264 JAMA, Journal of the American Medical Association 2113 (1990); Mary E. Becker, Can Employers Exclude Women because of Concerns for the Health and Safety of Potential Fetuses? 1990-91 Preview of U.S. Supreme Court Cases No. 1, p. 8 (September 28, 1990); Mary Becker, Needed in the Nineties: Improved Individual and Structural Remedies for Racial and Sexual Disadvantages in Employment, 79 Georgetown Law Journal 1659 (1991).

*The Pritzker Family Faculty Fund* was established in 1987 by Thomas J. Pritzker (J.D. 1976) and Nicholas J. Pritzker (J.D. 1975) and the Pritzker Foundation to support faculty research.

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

*The Leonard M. Rieser Memorial Fund* was established in 1959 by the family and friends of Leonard M. Rieser, a distinguished Chicago lawyer and a former Lecturer in Law at the Law School, as a memorial to him to be used in a manner consistent with his wide and varied interests in law. Currently the fund supports the Workshop in Legal History in the Law School.

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

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

*The Bernard G. Sang Faculty Fund* was established in 1973 by Bernard G. Sang, a member of the class of 1935, to assist in providing faculty support. In 1990-91, the fund supported research leading to the following publication: Diane P. Wood, Court Annexed Arbitration: The Wrong Cure, 1990 University of Chicago Legal Forum 421.

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

*The Ulysses S. and Marguerite S. Schwartz Memorial Fund* was established in 1974 by the friends and family of Ulysses and Marguerite Schwartz. The fund is used to support visits to the Law School of distinguished lawyers, whose experience may be either in the academic field or in practice or public service.

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

*The 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 Arnold and Frieda Shure Research Fund*, one of the Law School's first and largest funds of its type, was created in 1945 to fund legal studies pertaining to the public welfare, e.g., housing, restrictive covenants, the small investor, and other such problems which touch closely the needs of the underprivileged or inadequately 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 Law Library. More than 250 friends of Mr. Shure and of the Law School also have established the *Arnold I. Shure Professorship in Urban Law* (see "Professorships").

*The Sonnenschein Fund* was established as an endowed fund in 1984 by the partners of Sonnenschein Nath & Rosenthal in honor of Leo J. Carlin (J.D. 1919), Bernard Nath (J.D. 1921), and Samuel R. Rosenthal. Until a permanent designation is made, income from this fund is to be used at the discretion of the Dean of the Law School. In 1990-91, the fund supported research leading to the following publication: David P. Currie, *The Constitution in the Supreme Court: The Second Century, 1888-1986* (University of Chicago Press, 1990).

*The Leonard Sorkin Faculty Fund* was established in 1984 by Leonard Sorkin for the purpose of supporting faculty research at the Law School. The gift was made in honor of the fiftieth Graduation Anniversary of Bernard G. Sang (J.D. 1935).

*The Jerome S. Weiss Faculty Research Fund* was established in 1980 through the generosity of Mrs. Gertrude Weiss Goodwin in memory of her late husband, Jerome S. Weiss, a graduate of the Law School Class of 1930. Mr. Weiss's partners in the Chicago law firm of Sonnenschein Nath & Rosenthal, as well as friends of Mr. Weiss, have made substantial contributions to the fund. In 1990-91, the fund supported research leading to the following publication: David P. Currie, *The Constitution in the Supreme Court: The Second Century, 1888-1986* (University of Chicago Press, 1990).

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

#### CLASS FUNDS

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

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

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

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

*The Class of 1940 Fund* was created in 1990 on the occasion of the Class's 50th Reunion. The proceeds of the fund are designated for the support of student financial aid and the central educational and scholarly mission of the Law School as determined by the Dean.

*The Class of 1941 Scholarship Fund* was established in 1981 by members of the Class of 1941 to provide scholarships in the Law School.

*The Class of 1949 Dean's Discretionary Fund* was created in 1989 by members of the Class of 1949 on the occasion of their 40th Reunion. The fund is utilized at the discretion of the Dean to further the central mission of the Law School.

*The Class of 1950 Fund* was created in 1990 in honor of the Class's 40th Reunion and is designated to provide support for the central educational and scholarly mission of the Law School.

*The Class of 1951 Scholarship Fund* was established in 1981 by members of the Class of 1951 to provide scholarships in the Law School.

*The Class of 1952/Malcolm Sharp Scholarship Fund* was established in 1982 by members of the Class of 1952 to provide scholarships in the Law School in honor of Law School Professor Malcolm P. Sharp (1933– 65).

*The Class of 1955 Fund* was created in 1990 in celebration of the Class's 35th Reunion. The fund is dedicated to the maintenance and enhancement of the education and scholarly programs of the Law School, as designated by the Dean.

*The Class of 1956 Fund* was established in 1991 on the occasion of the Class's 35th Reunion. Proceeds from the Fund are used to support the faculty and student programs of the Law School.

*The Class of 1960 Fund* was created in 1990 on the 30th anniversary of the Class's graduation from the Law School. The proceeds of the fund are used at the Dean's discretion to further the Law School's central mission and improve the quality of education.

*The Class of 1961 Fund* was established in 1991 in celebration of the 30th Anniversary of the Class's graduation from the Law School. At the discretion of the Dean, the Fund will be utilized to provide support for outstanding educational and scholarly opportunities as they arise.

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

*The Class of 1965 Faculty Fund* was established in 1990 during the Class's 25th Reunion celebration. The proceeds of the fund are utilized at the discretion of the Dean to support the faculty of the Law School.

*The Class of 1966 Fund* supports the needs of the Law School as identified by the Dean. It was created in 1991 by members of the Class in recognition of the 25th anniversary of their graduation.

*The Class of 1970 Fund* was established at the Class's 20th Reunion in 1990. The fund exists to further the academic pursuits and paracurricular interests of the students and faculty of the Law School.

*The Class of 1971 Fund* was established in 1991 on the occasion of the Class's 20th Reunion, in memory of Richard Hudlin (J.D. 1971), a distinguished lawyer and jurist. Proceeds from the Fund are used to support minority and female student and faculty recruitment and advancement and to otherwise support the central mission of the Law School.

*The Class of 1975 Fund* was created on the occasion of the Class's 15th Reunion in 1990. The fund is utilized at the discretion of the Dean of the Law School to address educational opportunities as they arise.

*The Class of 1976 Fund* was established in 1991 in celebration of the Class's 15th Reunion. Its proceeds will be used to support the educational and paracurricular mission of the Law School, as determined by the Dean.

*The Class of 1979 Michael Bernstein Fund* was created in 1989 on the occasion of the Class's 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 1980 Fund* was established in 1990 in honor of the Class's 10th Reunion. The fund is used by the Dean to support the Law School's central educational and scholarly mission.

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

#### LIBRARY FUNDS

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

*The Charles W. Boand Library Fund* was established in 1967-68 by Mr. Boand, a member of the Class of 1933.

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

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

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

*The Benjamin B. Davis Library Fund* was established by his wife, Janice, and his son, Muller, in 1984. The fund to honor Mr. Davis (J.D. 1923) is for library materials in the domestic relations field.

*The Isaiah S. Dorfman Prize and Library Fund.* (See description under "Honors and Prizes" below.)

*The Allan T. Dunham Memorial Fund* was established in 1964 by Professor and Mrs. Allison Dunham in memory of their son, for a general reading collection.

*The Essington and McKibbin Memorial Fund* was established in memory of two distinguished lawyers and public servants, Thurlow G. Essington (J.D. 1908), and George B. McKibbin (J.D. 1913), by Mrs. Essington and Mrs. McKibbin.

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

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

*The Ernst Freund Memorial Book Fund* was established in 1989 by Nancy Freund White in memory of her father, Professor of Law from 1902 to 1930 and John P. Wilson Professor of Law from 1930 until his death in 1933.

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

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

*The Jacob I. Grossman Memorial Library Fund* was established in 1975 by a bequest under the will of Jacob I. Grossman.

*The William B. Hale Fund* was established in 1944 by the family of Mr. Hale for the collection of materials for research and study in the field of monopoly.

*The Walter Harnischfeger Library Fund in International Business Law* was established in 1979 in memory of Walter Harnischfeger by the Harnischfeger Foundation for the acquisition of library materials on international business law.

*The Wallace Heckman Memorial Fund* was established in 1929 by Mrs. Heckman in memory of her husband, business manager of the University from 1903 to 1924.

*The David Horwich Memorial Law Library Fund* was established in 1965 in memory of David Horwich for furthering the study of Ethics and Law.

*The Kellstadt Foundation Law Library Fund* was established in 1984 in honor of Leo H. Arnstein, a member of the Class of 1928. This fund supports acquisitions in the area of business and corporate law.

*The Elaine and Samuel Kersten Jr. Law Library Fund* was established in 1978 through the gift of Mr. and Mrs. Kersten.

*The KixMiller, Baar & Morris Law Library Fund* was created in 1991 by Arnold I. (Ph.B. 1927, J.D. 1929) and Frieda Shure. It honors the careers of William KixMiller (Ph.B. 1908, J.D. 1910), Arnold R. Baar (Ph.B. 1912, J.D. 1914) and George Maurice Morris (J.D. 1915), civic leaders, founders of Commerce Clearing House loose leaf law services and of the Chicago and Washington, D.C., law firm which bore their names, at which Mr. Shure began his long and distinguished legal career.

*The Archibald H. and Estelle P. Kurland Memorial Book Fund* was established in 1971 in memory of Archibald H. Kurland and Estelle P. Kurland by their family and friends for the collection of research and study materials in the area of constitutional law.

*The Wendell M. Levi Law Library Fund* was established in 1987 by a bequest from the estate of Wendell M. Levi (J.D. 1915).

*The McDennott, Will & Emery Law Library Fund* was established in 1978 by partner Lorenz F. Koerber Jr. (LL.B. 1942), and is supported by gifts from other members of the firm.



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

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

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

*The Abra and Herbert Portes Law Library Book Fund* was established in 1987 by Ann, Gerald, Michael, and Joshua Yutkin in honor of the 50th Wedding Anniversary of Abra and Herbert (J.D. 1936) Portes.

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

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

*The Max Rheinstein Comparative Law Fund* was established in 1974 by alumni and friends of the Law School in honor of the late Max Rheinstein, Max Pam Professor Emeritus of Comparative Law. The funds are used for adding to the Foreign Law Collection in the D'Angelo Law Library.

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

*The Samuel Schoenberg Memorial Book Fund* was created in 1990 by Irene F. Schoenberg in memory of her husband, Samuel Schoenberg (Ph.B. 1933, J.D. 1935). The proceeds of the Fund are used for the acquisition of library materials.

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

*The David M. Sloan Library Fund* was established as a memorial fund in 1973 in honor of David M. Sloan, Class of 1951, by his family and friends. In 1985, it became a permanent source of support for the D'Angelo Law Library.

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

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

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

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

#### HONORS AND PRIZES

*The Ann Watson Barber Outstanding Service Award* was established in 1978 by family and friends in memory of Mrs. Barber, who was the registrar at the Law School from 1962 until 1976. The award is given to a third-year student who has made an exceptional contribution to the quality of life at the Law School.

*The Joseph Henry Beale Prize*, named in honor of the first Dean of the Law School, is awarded to the first-year student in each section of the first-year legal research and writing program whose work is judged by the faculty to be most worthy of special recognition.

*The D. Francis Bustin Educational Fund for the Law School* was established in 1971 by provision of the will of D. Francis Bustin, a 1917 alumnus of the University, to give awards or prizes from time to time for a valuable and important contribution, proposal, or suggestion for the improvement and betterment of the processes, techniques, and procedures of our government or any of its branches or departments, at city, state, or federal level. In 1990-91, the fund supported research leading to the following publication: David P. Currie, *The Constitution in the Supreme Court: The Second Century, 1888-1986* (University of Chicago Press, 1990).

*The Chicago Chapter of the Order of the Coif* is an honor society founded to encourage and to advance the ethical standards of the legal profession. Its members are elected each spring from the 10 percent of the graduating class who rank highest in scholarship.

*The Ronald H. Coase Prize* for excellence in the study of law and economics was created in 1982 through the gifts of Junjiro Tsubota (a member of the Class of 1967). The award is made by the Dean of the Law School on the basis of recommendations from the editors of *The Journal of Law and Economics*, *The Journal of Legal Studies* and *The University of Chicago Law Review*.

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

*The Hinton Moot Court Competition Awards* are made to the winners of the moot court competition.

*The Edwin F. Mandel Award* is given to members of the graduating class who, during their Law School careers, have made exceptional contributions to the legal aid program, in both the quality of the work done and the conscientious exercise of legal aid responsibilities.

*The Thomas R. Mulroy Endowment for Excellence In Appellate Advocacy* was established in 1987 by Thomas R. Mulroy (J.D. 1928), Senior Counsel of the Chicago firm of Hopkins and Sutter, to fund the Thomas R. Mulroy Prizes for Excellence in Appellate Advocacy, which are awarded annually to the most outstanding participants in the Law School's Moot Court Competition.

*The John M. Olin Prize in Law and Economics* was established in 1985 through the generosity of the John M. Olin Foundation. This annual award is given to the

outstanding graduating law student in Law and Economics in the opinion of the Law and Economics faculty. The recipient will express, through his or her work, a dedication to outstanding scholarship and a broad understanding of the functioning of legal and economic institutions, together with their historic contributions to human liberty and progress.

*The Casper Platt Award* is awarded each year for the outstanding paper written by a student in the Law School. The award is supported by the Casper Platt Memorial Fund, established in 1968 in honor of the late Casper Platt (J.D. 1916), who served with distinction for many years as United States District Judge for the Eastern District of Illinois.



## INFORMATION ON THE STUDENT BODY

### DEGREES CONFERRED 1990-91

#### *Master of Laws*

Yotvat Adi Alshuler  
Fabrice Baumgartner  
Maurits D. Beerepoot  
Stefanie Beinert  
Pierre Philippe Bertae  
René R. Bösch  
Ernst Othmar Brandl  
Claudia Koogan Breitman  
Hartwin Bungert  
Francis Peter Crispino  
Fidelis Vusi Dlamini  
Eiichi Kanda  
Cristina Maria Ladeira Ferreira  
Thomas K. Luchsinger  
Irene Mavroyannis  
Helen Claire McQueen  
Bernard Moens  
Henrik Møgelhøse  
Jean-Marc Puech  
Louis Raikin  
† Eka Ramamurni  
Erich Ruegg  
Franz Samner  
Vassilios D. Tsirbas  
Erik M.K. Valgaeren  
Michele Vanesse  
Tanguy Van Overstraeten  
Nicholas White  
Theodore William Bernstein  
\* Giles Andrew Birch  
Albert John Koerts Birkbeck  
Richard Thomas Black  
Jillisa Brittan  
\* Alison Marie Brumley  
\* Henry Thomas Byron III  
Brian Edward Cameron  
Benton Jay Campbell  
Genevieve Patricia Cannon  
Steven Carl Cherny  
David Joel Chizewer  
Mark Daniel Churkow  
Pasquale Cipollone  
Dennis G. Clark  
Philip Sack Clark III  
\* Charles Carlyle Colby II  
\*\* Thomas Benjamin Collier  
Patrick M. Collins  
Ellen Mary Cosgrove  
Marcelo Andrés Cosma  
\* Mary Letitia Coyne  
\* Nora Catherine Cregan  
Louis David D'Angelo  
\* Susan Marie Davies  
Jeffrey S. Davis  
\* Joshua Malcolm Davis  
Lisa K.L. DeBois  
Elizabeth Dickey  
Linda S. Dilts  
Mary McColl Dobson  
Leah J. Domitrovic  
Mark Lewis Dosier  
Scott Patrick Downing  
\*\* Allison Hartwell Eid  
Troy Andrew Eid  
\* Brad B. Erens  
\* Marc J. Fagel  
\* Jeremy Peter Feigelson  
Andrew John Ferren  
Barry E. Fields  
Edward Joseph Finley II  
John Andrew Flaherty  
Anita S. Fort  
George J. Frunkin

#### *Doctor of Law*

Terence Migue. Abad  
Ellyn C. Acker  
Lisa Beth Allen  
Michael Bruce Allen  
Bronwyn Denise Andreas  
Frank Anthony Angileri  
Brian Scott Arbetter  
Josef S. Arhanas  
Robert Anthony Badgley  
\* James William Baker  
\* John A. Bannon  
Charles Eugene Baumann  
\* Roya Behnia  
\* Debra L. Beinstein  
John Edwin Birmingham

- Nancy J. Fuller
- \* Paul Benedict Gaffney
- \* Terri Anne Garland  
Frances Harman George
- \* Maripat Gilligan  
Jill Janette Gladney  
Jeffrey M. Glass  
Paulin Christophe Goebels  
Scott Benjamin Golant  
David R. Goldberg  
Jeffrey Alan Goldenberg  
Gary Lee Goldsholle  
David Bert Gollin  
Nancy J. Goodman
- \* Charles Edmund Graf
- \*\* Mark Jan Greenberg  
Cynthia Jean Griffith  
John Christopher Groobey
- \* Gerald Michael Halfenger
- \* Lynn Christina Hartfield  
Benjamin Jeffrey Haskin
- \* Gary Alan Haugen
- \* Sharon J. Hendricks  
Kurt Michael Heyman  
Carl David Hill
- \* Adam Daniel Hirsh  
Laura M. Holm  
David Alan Honig
- \* Judith W. Hooyenga  
Teresa Kramer Hughes  
Kevin Gary Hunter
- \*\* Richard Allen Husscini
- \* Yongjin Im  
Perri Lynn Irmer  
Thomas Edward Johann
- \* Karen Marie Johnston  
Joseph Allen Kelly
- \* Colleen Marie Kenney
- \*\* Daniel Marc Klerman  
Elizabeth N. Knier
- \* Thomas M. Koutsky
- \* Joseph Michael Kronsnooble
- \* Holly Kay Kulka  
Grace Whittenburg Lawson
- \* Lea Denise Leadbeater
- \*\* Thomas Rex Lee
- \* Lewis Harley Leicher
- \* Mark William Lewis  
David Emil Lieberman  
Colin Henry MacDonald Luke
- \*\* Sharon C. Lynch
- Gahmk S. Markarian  
Gregory Starr Markow  
Donna G. Matias
- \* Scott Carrington Matthew
- \* Susan Annette Maxson  
Catherine Ann McCain
- \* Tracey Louise Meares  
Robert Joseph Mendes  
Lisa Laney Moorehead
- \*\* George Leo Mullin  
Keith Charles Nashawaty  
Michael David Nolan  
Emily Sarah Nozick
- \*\* Andrew Joseph Nussbaum  
Dana Keone O'Banion  
Joseph Allen Ostoyich  
Lynn Elizabeth Parseghian
- \*\* Mark Andrew Perry  
Jane Elizabeth Peterson  
Donna Petrine  
Michael James Pinsel  
Alison Lee Pivonka  
Timothy R. Pohl  
Marc Jeffrey Porosoff
- \* Amanda Stratton Pratt  
Edith A. Rasmussen  
Thomas Andrew Reed
- \* Arthur Bennett Reinstein
- \* Richard Elliot Robbins  
Steven Craig Robbins  
Ella Lisa Roberts
- \* Valerie Ellen Ross  
Neal David Rutstein
- \* Mary Frances Ryan
- \* George James Sampas  
Jonathan Scott Sanders  
Thomas James Sarakatsannis  
David Joseph Saul
- \* John Andrew Shope  
Marc J. Shrake  
Andrew Joseph Sloniewsky  
Michael Joseph Small
- \* Barbara Lee Smith  
Joseph Carroll Smith, Jr.
- \* Mary L. Smith  
Karen Gail Soldatos
- \* Jeffrey Todd Soukup
- \* Marc B. Stahl  
Anthony George Stamato  
Lisa A. Stegink  
John Francis Sullivan

- \* Rita M. Sutton
- Edward Clement Sweeney
- Jeffrey Decker Tekanic
- Melanie Isa Togman
- Valarie English Turner
- \* Joel Garth Wakefield
- Thomas Delaney Waldman
- \* Thomas O. Weeks
- \* Laurence Andrew Weiss

- Milton Russell Wofford, Jr.
- \* Joseph Patrick Wood
- \* Earnest William Wotring
- \* James Paten Young

\*with Honors

\*\*with High Honors

†graduated December 14, 1990

SCHOOLS, COLLEGES AND  
UNIVERSITIES REPRESENTED IN THE  
STUDENT BODY DURING 1990-91

	No. of Students		No. of Students
University of Alabama.....	1	Central Methodist College.....	1
Albert-Ludwigs University.....	1	University of Chicago.....	23
Amherst College.....	21	Chicago State University.....	1
University of Amsterdam.....	1	Claremont McKenna College.....	1
University of Ankara.....	1	University of Colorado.....	1
Arizona State University.....	2	Columbia College (Chicago).....	2
University of Arkansas.....	1	Columbia University.....	7
Barnard College.....	2	University of Connecticut.....	1
Belarmine College.....	1	Cornell University.....	11
Birmingham Southern College.....	1	University of Dallas.....	3
Boston College.....	1	Dartmouth College.....	9
Bowdoin College.....	2	Davidson College.....	1
Brandeis University.....	1	Université de Droit, Paris.....	1
Brigham Young University.....	4	Denison University.....	1
Brown University.....	16	Drake University.....	1
Université Libre de Bruxelles.....	2	Duke University.....	12
Bryn Mawr College.....	1	Emory University.....	1
University of California, Berkeley.....	14	Universitaire Faculteiten Sint Ignatius Te Antwerpen.....	2
University of California, Los Angeles.....	8	Universidade Federal de Minas Gerais.....	1
University of California, Santa Barbara.....	1	Fisk University.....	1
California Institute of Technology.....	1	University of Florida.....	3
Calvin College.....	3	Fordham University.....	1
Cambridge University.....	1	Franklin & Marshall College.....	1
Carleton College.....	4	University of Fribourg.....	1
Carnegie-Mellon University.....	1	Georgetown University.....	13
Case Western Reserve University.....	1	George Washington University.....	2
		University of Georgia.....	2
		Haile Selassie University.....	1

No. of Students	No. of Students
Hampden-Sydney College .....	1
Hampshire College .....	1
Harvard College .....	33
Haverford College .....	1
Hebrew University .....	1
College of the Holy Cross .....	1
Howard University .....	2
Illinois Benedictine College .....	1
University of Illinois, Champaign/Urbana .....	24
University of Illinois, Chicago .....	2
Illinois Institute of Technology .....	1
Indiana University .....	3
University of Indonesia .....	1
University of Iowa .....	1
Iowa State University .....	2
Johns Hopkins University .....	3
University of Kansas .....	2
Keio University .....	1
Knox College .....	2
Lake Forest College .....	1
LaSalle College .....	1
Lawrence University .....	1
Lebanon Valley College .....	1
Louisiana State University .....	1
Loyola Marymount University .....	1
Loyola University of Chicago .....	1
Ludwig Maximilians University .....	1
Macalester College .....	1
University of Maryland .....	1
University of Massachusetts .....	1
Massachusetts Institute of Technology .....	5
McGill University .....	1
University of Miami .....	2
University of Michigan .....	18
Michigan State University .....	3
Middlebury College .....	2
University of Minnesota .....	2
University of Missouri .....	3
Monmouth College .....	2
Mt. Holyoke College .....	1
National Taiwan University .....	1
University of Neuchatel .....	1
State University of New York, Stony Brook .....	2
University of North Carolina .....	5
Northeastern Illinois University .....	2
Northern Illinois University .....	2
Northwestern University .....	16
University of Notre Dame .....	5
Oberlin College .....	4
Occidental College .....	1
Ogelthorpe University .....	1
University of Oregon .....	1
University of Ottawa .....	1
University of Paris .....	1
University of Pennsylvania .....	21
Pennsylvania State University .....	1
Pomona College .....	3
Princeton University .....	21
Principia College .....	1
Providence College .....	1
Purdue University .....	1
Queens College .....	1
University of Redlands .....	1
Rice University .....	5
Ripon College .....	2
University of Rochester .....	1
Rutgers University .....	1
St. John's College .....	3
St. John's University .....	1
College of St. Thomas .....	1
San Diego State University .....	1
University of Scranton .....	1
Simmons College .....	1
Smith College .....	1
University of South Carolina .....	2
University of Southern California .....	5
Southern Illinois University .....	1
Southern Methodist University .....	1
Stanford University .....	15
Stony Brook University .....	1
Swarthmore College .....	2
University of Swaziland .....	1
Tel-Aviv University .....	1
Temple University .....	1
University of Tennessee .....	3
University of Texas .....	2
Texas A&M University .....	2
University of Toronto .....	1
Trinity University .....	1
Trinity Christian College .....	1
Tufts University .....	1
Tulane University .....	4

	No. of Students		No. of Students
Tuskegee University .....	1	College of William & Mary .....	1
University of Utah .....	1	Williams College .....	6
Vanderbilt University .....	3	University of Wisconsin, Madison .....	6
Vassar College .....	2	University of Wisconsin, Milwaukee .....	4
Victoria University .....	1	Wright State University .....	1
University of Vienna .....	1	Xavier University .....	1
University of Virginia .....	3	Yale University .....	38
Wabash College .....	1	Yeshiva University .....	1
Wake Forest University .....	1	University of Zurich .....	2
University of Washington .....	6		
Washington and Lee University .....	1	Total number of schools represented .....	171
Washington University .....	1		
Wellesley College .....	6		
Wesleyan University .....	7		
Westfield State College .....	1		
Wheaton College .....	1		





RESIDENCE OF MEMBERS OF THE STUDENT BODY DURING 1990-91

	No. of Students		No. of Students
I. Northeast		V. Plains Area	
Vermont .....	1	Minnesota .....	11
New Hampshire .....	1	Iowa .....	8
Massachusetts .....	22	South Dakota .....	1
Maine .....	3	Nebraska .....	5
Connecticut .....	21	Kansas .....	2
New York .....	60	Missouri .....	14
Pennsylvania .....	22		41
New Jersey .....	19	VI. Far West	
Maryland .....	11	Colorado .....	7
Delaware .....	3	Utah .....	6
District of Columbia .....	13	Washington .....	7
Rhode Island .....	4	Oregon .....	3
	180	California .....	42
II. Southeast		Hawaii .....	1
Virginia .....	6		66
North Carolina .....	6	VII. Foreign Countries	
South Carolina .....	7	Austria .....	1
Georgia .....	4	Belgium .....	7
Florida .....	11	Brazil .....	2
Puerto Rico .....	1	Canada .....	3
Alabama .....	4	China .....	1
Louisiana .....	4	Denmark .....	1
Tennessee .....	5	Ethiopia .....	1
Kentucky .....	4	France .....	3
West Virginia .....	1	Germany .....	2
	53	Greece .....	1
III. Middle West		Indonesia .....	1
Ohio .....	24	Israel .....	2
Michigan .....	12	Japan .....	1
Indiana .....	9	The Netherlands .....	1
Illinois .....	122	New Zealand .....	1
Wisconsin .....	16	Spain .....	1
	183	Swaziland .....	1
IV. Southwest		Switzerland .....	4
Oklahoma .....	3	Turkey .....	1
Texas .....	16	United Kingdom .....	1
Arizona .....	7		36
	26	Total number of students .....	585
		Number of states represented .....	41
		Foreign countries represented .....	20

## THE UNIVERSITY OF CHICAGO LAW SCHOOL ALUMNI ASSOCIATION

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#### CHAIR 1990-91

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Madison, Wisconsin.*

CHARLOTTE ADELMAN '62, *Law Offices of Charlotte Adelman, Chicago, Illinois.*

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 THE HONORABLE EDWARD R. BECKER, United States Court of Appeals for the Third  
 Circuit, Philadelphia, Pennsylvania.  
 THE HONORABLE CAROL E. MOSELEY BRAUN '72, Cook County Recorder of Deeds,  
 Chicago, Illinois.  
 RITA BRAVER, CBS News, Washington, D.C.  
 JOSEPH N. DUCANTO '55, Schiller DuCanto & Fleck, Chicago, Illinois.  
 BARBARA FRIED '57, Barbara Fried Attorney at Law, Springfield, Virginia.  
 THE HONORABLE TERRY J. HATTER JR. '60, United States District Court for the  
 Central District of California, Los Angeles, California.  
 ELMER M. HEIFETZ '37, Rollins Burdick Hunter, Chicago, Illinois.  
 PETER D. LEDERER '57, Baker & McKenzie, New York, New York.  
 STUART C. NATHAN '65, JMB Realty, Chicago, Illinois.  
 GEORGE PHOCAS '53, London, U.K.  
 JAMES H. SHIMBERG '49, Town 'n Country Park, Inc., Tampa, Florida.  
 MARK R. WILKOW '74, M & J. Wilkow, Ltd., Chicago, Illinois.  
 JOSEPH T. ZOLINE '35, Joseph T. Zoline Investments, Beverly Hills, California.

TERMS EXPIRING 1991-92

DENNIS ARCHER, Dickinson, Wright, Moon et al., Detroit, Michigan.  
 IRVING I. AXELRAD '39, Beverly Hills, California.  
 SARA BALES '70, Chicago, Illinois.  
 MICHAEL A. DONNELLA '79, American Telephone and Telegraph, Baskin Ridge,  
 New Jersey.  
 BRUCE L. ENGEL '64, WTD Industries, Inc., Portland, Oregon  
 DANIEL GREENBERG '65, Electro Rent Corporation, Van Nuys, California.  
 THE HONORABLE EDITH H. JONES, United States Court of Appeals for the Fifth  
 Circuit, Houston, Texas.  
 CHESTER T. KAMIN '65, Jenner & Block, Chicago, Illinois.  
 MILTON LEVENFELD '50, Levenfeld Eisenberg Janger et al., Chicago, Illinois.  
 NANCY LIEBERMAN '79, Skadden Arps Slate Meagher & Flom, New York,  
 New York.  
 ROBERT F. LUSHER '59, Builders Federal, Hong Kong.  
 THE HONORABLE MARY K. MOCHARY '67, U.S. Department of State, Washington,  
 D.C.  
 THE HONORABLE STEPHEN REINHART, United States Court of Appeals for the Ninth  
 Circuit, Los Angeles, California.  
 THE HONORABLE WILLIAM SESSIONS, Director, Federal Bureau of Investigation,  
 Washington, D.C.  
 THE HONORABLE MILTON SHADUR '49, United States District Court, Northern  
 District of Illinois, Chicago, Illinois.  
 STEPHEN E. TALLENT '62, Gibson Dunn & Crutcher, Washington, D.C.  
 THE HON. PATRICIA WALD, United States Circuit Court for the District of Columbia  
 Circuit, Washington, D.C.  
 EDWARD W. WARREN '69, Kirkland & Ellis, Washington, D.C.  
 THE HONORABLE J. HARVIE WILKINSON, United States Circuit Court for the Fourth  
 Circuit, Charlottesville, Virginia.

TERMS EXPIRING 1992-93

- TERRY DIAMOND '63, Steiner Diamond Asset Management Co., Chicago, Illinois  
JOHN FRIEDMAN JR. '70, Dewey Ballantine Bushby et al., New York, New York  
DAVID GREENBAUM '76, Mendik Realty Co., Inc., New York, New York  
JEAN REED HAYNES '81, Kirkland & Ellis, New York, New York  
THE HON. THELTON E. HENDERSON, United States District Court, Northern District of California, San Francisco, California  
ALBERT F. HOFELD JR. '64, Hofeld and Schaffner, Chicago, Illinois  
COLETTE HOLT '85, Park District, Chicago, Illinois  
ELMER JOHNSON '57, Kirkland & Ellis, Chicago, Illinois  
KAREN KAPLOWITZ '71, Alschuler Grossman & Pines, Los Angeles, California  
THE HON. PHYLLIS KRAVITCH, United States Court of Appeals for the Eleventh Circuit, Savannah, Georgia  
DANIEL E. LEVIN '53, The Habitat Company, Chicago, Illinois  
WILLIAM F. LLOYD '75, Sidley & Austin, Chicago, Illinois  
PETER H. MERLIN, Gardner Carton & Douglas, Chicago, Illinois  
THE HON. ABNER MIKVA '51, United States Court Appeals for the District of Columbia Circuit, Washington, D.C.  
HUGH M. PATINKIN '75, Mark Bros. Jewelers, Inc., Chicago, Illinois  
JEFFREY PECK '82, United States Senate Committee on the Judiciary, Washington, D.C.  
HERBERT PORTES '36, Portes, Sharp, Herbst et al., Chicago, Illinois  
ALFONS PUELINCX '65, Puelincx, Linden, Grolig, Uyttersprot, Brussels, Belgium  
THE HON. STEPHANIE SEYMOUR, United States Court of Appeals for the Tenth Circuit, Tulsa, Oklahoma  
MARC WOJNSKY '80, Wachtell Lipton Rosen & Katz, New York, New York

**PUBLICATIONS OF THE FACULTY 1990-91**

**ALBERT W. ALSCHULER**

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ANNE-MARIE BURLEY

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NORVAL MORRIS

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RANDAL C. PICKER

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RICHARD A. POSNER

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STEPHEN J. SCHULHOFER

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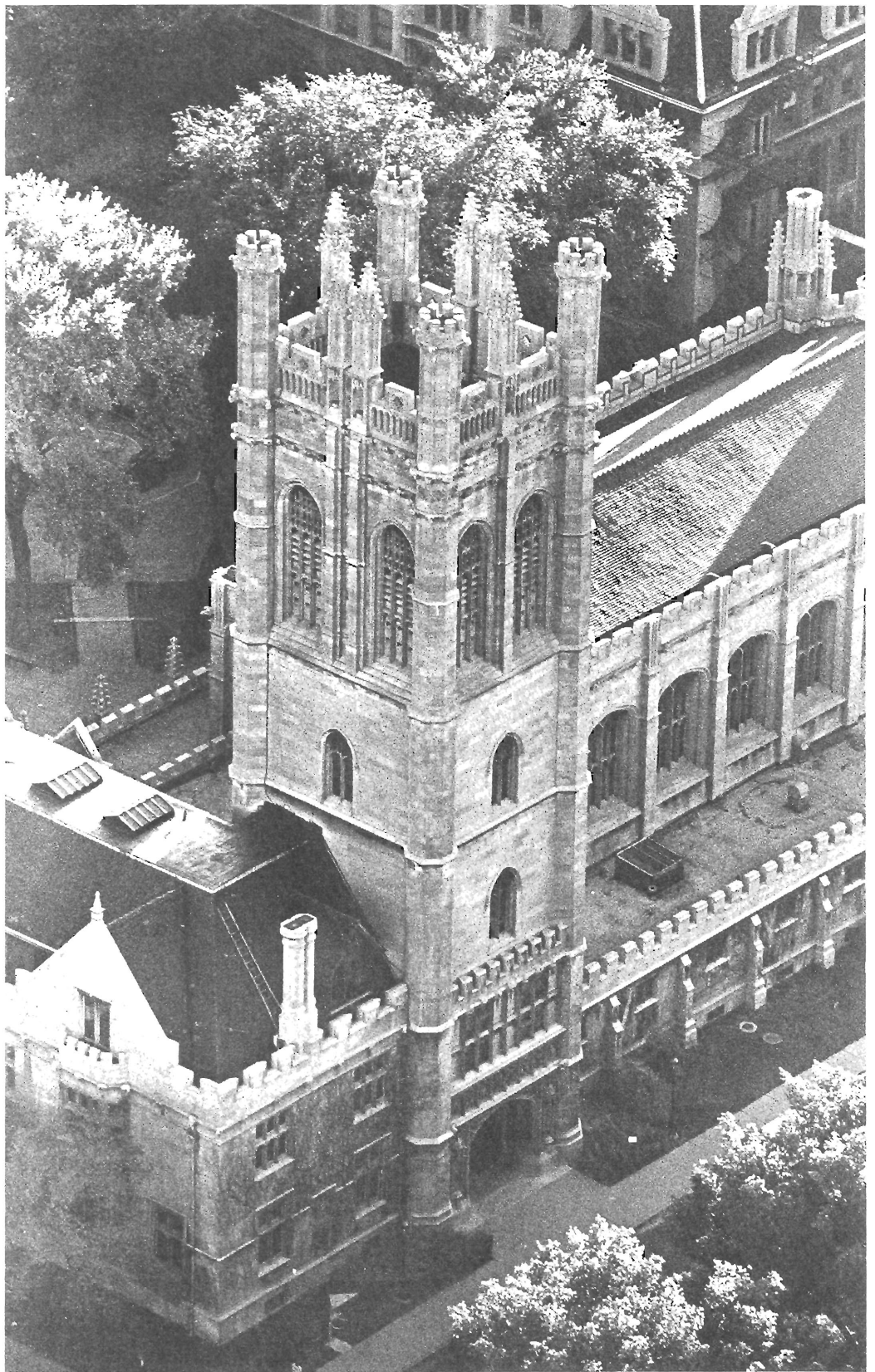
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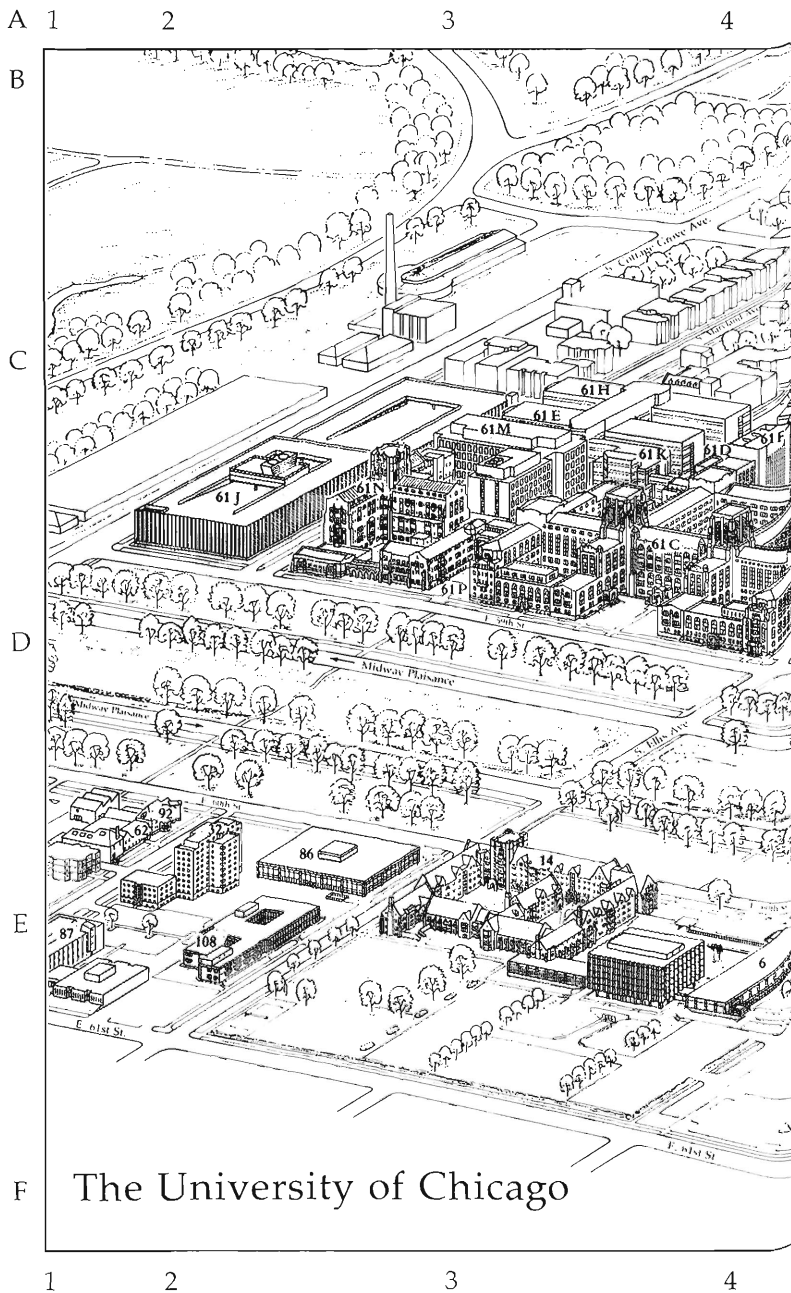
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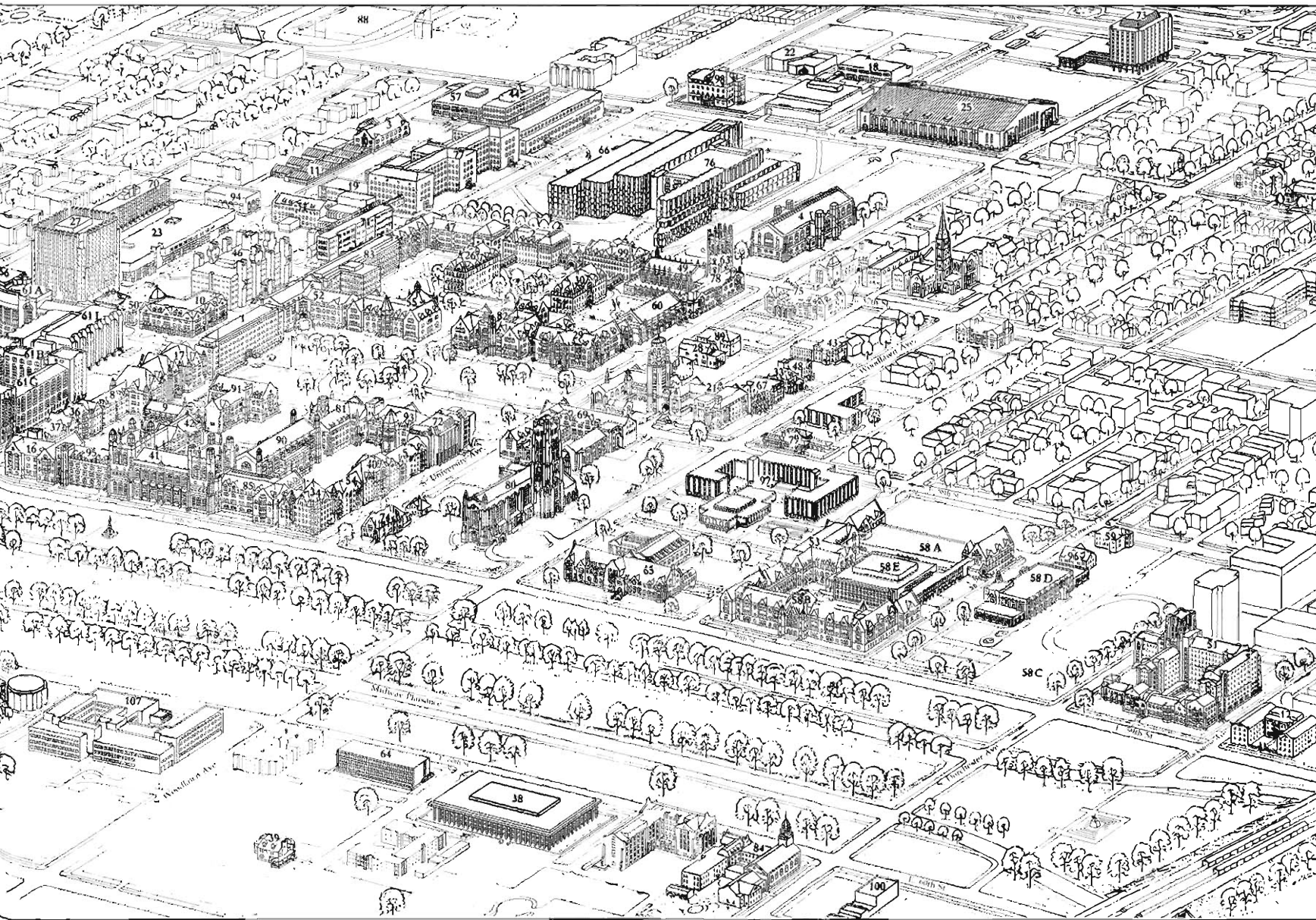
# The University of Chicago

## University Building

- 1 Administration Building (C-5)
- 2 Anatomy Building (C-7)
- 3 Barnes Laboratory (B-6)
- 4 Bartlett Gymnasium (C-8)
- 5 Beecher Hall (D-6)
- 6 Laird Bell Law Quadrangle (E-4)
- 21 William Benton House (C-8)
- 17 Bergman Gallery (C-5)
- 8 Blake Hall (D-5)
- 9 Bond Chapel (D-5)
- 10 Bookstore (C-5)
- 11 Botany Controlled Environmental Laboratory (C-6)
- 16 Classics Building (D-4)
- 17 Cobb Lecture Hall (C-5)
- 18 Cochrane-Woods Art Center (B-8)
- 19 College Science Laboratories (C-6)
- 100 Community & Family Study Center (F-8)
- 22 Court Theatre (B-8)

- 23 John Crerar Library (C-5)
- 25 Henry Crown Field House (B-9)
- 26 Culver Hall (C-6)
- 27 Cummings Life Science Center (C-5)
- 28 Development Office (D-8)
- 29 Eckhart Hall (C-7)
- 107 1155 E. 60th St. (E-5)
  - A Computation Center
  - B National Opinion Research Center
- 30 Erman Biology Center (C-7)
- 31 Eye Research Laboratories (C-6)
- 32 Faculty Apartments (E-2)
- 33 Far Eastern Languages & Civilizations (D-8)
- 34 Foster Hall (D-6)
- 36 Gates Hall (D-5)
- 37 Goodspeed Hall (D-5)
- 108 Graduate School of Business/Signmund E. Edlstone Center (E-2)
- 40 Green Hall (D-6)

- 41 Harper Memorial Library/College Center (D-5)
- 42 Haskell Hall (D-5)
- 108 Health Administration Center/GSB Development (E-2)
- 44 High Energy Physics Building (B-7)
- 46 Hinds Laboratory for Geophysical Sciences (C-5)
- 48 Human Development (D-8)
- 49 Hutchinson Commons (C-7)
- 50 Ingleside Hall (C-5)
- 51 International House (E-10)
- 52 Jones Laboratory (C-6)
- 53 Judd Hall (D-8)
- 54 Kelly Hall (D-6)
- 55 Kent Chemical Laboratory (C-6)
- 71 Kersten Physics Teaching Center (C-6)
- 56 Marjorie B. Kovler Viral Oncology Laboratories (C-4)
- 57 Laboratory for Astrophysics &



- Space Research (LASR) (B-6)
- 58 Laboratory Schools (E-8)
  - A Belfield Hall
  - B Blaine Hall
  - C Jackson Field
  - D Sunny Gymnasium
  - E University High School
- 59 Little House (D-10)
- 60 Minkler House (C-7)
- 61 Medical Center/The Pritzker School of Medicine (D-3)
  - A Abbott Memorial Hall
  - B Armour Clinical Research Building
  - C Billings
  - D Emergency Room
  - E Main Entrance, The Bernard Mitchell Hospital, open 24 hrs.
  - F Ben May Laboratory
  - G Franklin McLean Research Institute

- H The Bernard Mitchell Hospital and Chicago Lying-in Hospital
- J Parking Facility
- K Arthur Rubloff Intensive Care Tower
- L Surgery-Brain Research Pavilions
- M Wyley Children's Hospital
- N Chicago Lying-in—outpatient clinics and Medical Center main entrance
- P Handicapped entrance
- 62 Midway Studios (E-2)
- 63 Mitchell Tower (C-8)
- 64 Charles Stewart Mott Building (E-6)
- 65 Ida Noyes Hall (E-7)
- 66 "Nuclear Exigency" (Enrico Fermi Memorial) (B-7)
- 67 Nursery School (D-8)
- 69 Oriental Institute (D-7)
- 70 Phemister Hall (C-5)
- 72 Albert Park Hall for Interregional Studies (D-6)
- 74 President's House (D-6)

- 75 Quadrangle Club (C-8)
- 37 Recital Hall, Department of Music (D-5)
- 76 Joseph Regenstein Library (C-8)
- 17 Renaissance Society (C-5)
- 77 Research Institutes (B-6)
  - Astronomy & Astrophysics Centes
  - Enrico Fermi Institute
  - James Franck Institute
- 78 Reynolds Club (C-8)
- 79 Robie House (D-8)
- 80 Rockefeller Memorial Chapel (D-7)
- 81 Rosenwald Hall (D-6)
- 82 Ryerson Hall (C-7)
- 83 Searle Chemistry Laboratory (C-6)
- 108 6030 S. Elst Ave. (B-2)
- 84 Sonia Shankman Orthogenic School (F-8)
- 18 David and Alfred Smart Gallery (B-8)
- 85 Social Science Research Building (D-5)
- 86 Social Service Administration Building (E-2)

- 87 Social Services Center (E-2)
- 88 Stagg Field (B-6)
- 89 Statistics and Mathematics (C-8)
- 90 Stuart Hall (D-6)
- 91 Swift Hall (D-5)
- 92 Loras Park House (E-2)
- 43 University Press (C-8)
- 93 Walker Museum (D-6)
- 94 Whittman Laboratory (C-5)
- 79 Wieboldt Hall (D-5)
- 96 Wicker House (D-9)
- 97 Young Memorial Building (B-8)
- 99 Zoology Building (C-7)
- Student Residence Houses
  - 7 Blackstone Hall (D-11)
  - 12 Brockridge House (E-10)
  - Broadview Hall, 5540 S. Hyde Park Blvd.
  - 14 Burton-Julson Courts (E-3)

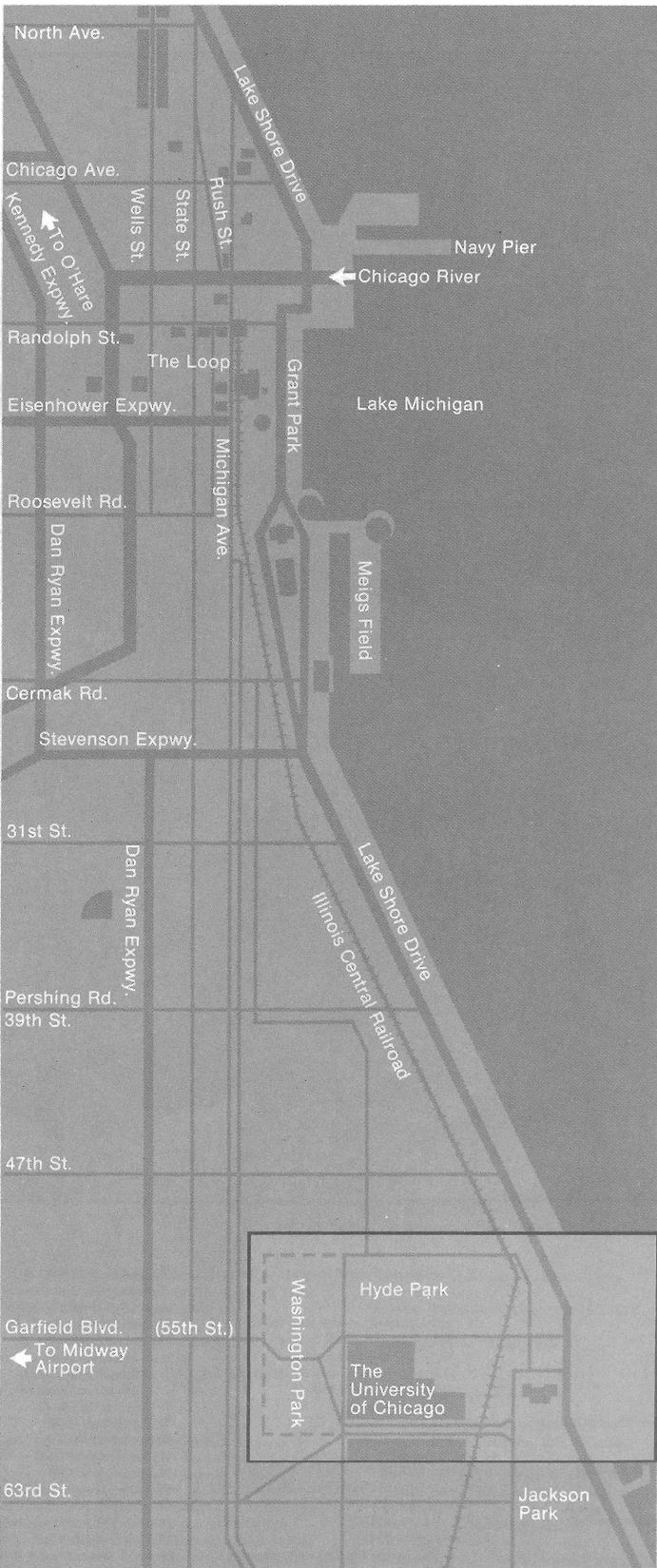
- 47 Hitchcock/Snell Halls (C-6)
- Max Mason House, 1215 E. Hyde Park Blvd.
- 38 New Graduate Residence (F-7)
- 73 Pierce Hall (B-10)
- Shurcliff Hall, 5454 S. Shore Drive
- 97 Woodward Court (D-8)
- 51 International House (E-10)
- Other Institutions
  - Catholic Theological Union, 5401 Cornell Av
  - Center for Research Libraries, 6050 Kenwood Av
  - Charles E. Merriam Center for Public Administration, 1313 E. 60th St
  - Chicago Theological Seminary, 5757 University Av
  - Disciple Divinity House, 1156 E. 57th St.
  - Lutheran School of Theology, 1100 E. 55th St.
  - McCormick Theological Seminary, 5555 Woodlawn Av

- Meadville/Lombard Theological School, 5701 Woodlawn Av.
- Museum of Science and Industry, 5700 S. Lake Shore Drive.
- Quadrangle Club, 1155 E. 57th St.
- Bishop Brent House, 5540 Woodlawn Avenue
- B'nai B'rith Hillcl Foundation, 5715 Woodlawn Avenue
- Calvert House, 5735 University Avenue
- Church of Jesus Christ of Latter-Day Saints Student Center, 5345 University Avenue
- Crossroads International Student Center, 3621 Blackstone Avenue
- Society of Friends 57th Street Meeting House, 5615 Woodlawn Avenue

## Places to Visit

80. **Rockefeller Memorial Chapel**—named for University founder John D. Rockefeller; the 72-bell carillon is named for his wife, Laura Spelman Rockefeller. Tours are conducted after the 11 a.m. services each Sunday.
60. **Mandel Hall**—the University's main auditorium, seating 900 for a wide variety of musical and theatrical performances.
78. **Reynolds Student Clubhouse**—adjacent to Mandel Hall and a center for services, information, and tickets for campus events.
41. **Harper Memorial Library-College Center**—formerly the main library, now the home of the College administrative and classroom activities.
55. **Ida Noyes Hall**—the center for student organizations and activities, it is also an elegant reception hall and includes, as well, recreation facilities and a restaurant.
76. **Regenstein Library**—built on the site of the original Stagg Field, the library now houses more than 4 million volumes.
69. **Oriental Institute**—a research organization dedicated to studying the ancient Near East, the museum houses a major collection of objects from that region. Museum hours: Tuesday–Saturday, 10 a.m.–4 p.m. and Sunday, noon–4 p.m.
25. **Henry Crown Field House**—the largest indoor athletic facility in the Chicago area and the site of many intercollegiate and intramural sports activities.
17. **Bergman Gallery**—Room 418, Cobb Hall—home of the Renaissance Society, which presents periodic art exhibits and sales.
66. **Enrico Fermi Memorial**—a bronze sculpture entitled “Nuclear Energy” by Henry Moore marks the spot where Fermi and 41 other scientists achieved man's first controlled, self-sustaining, nuclear chain reaction on December 2, 1942.
62. **Midway Studios**—the former workshop of Lorado Taft. Hours: weekdays, 9 a.m.–4 p.m.
79. **Robie House**—by Frank Lloyd Wright, completed in 1909.
18. **David and Alfred Smart Gallery**—a teaching gallery, its shows are open to the public. Hours: Tuesday–Saturday, 10 a.m.–4 p.m. and Sunday, noon–4 p.m.
52. **Plutonium Plaque**—plutonium was first isolated and weighed in Room 405, Jones Laboratory. Hours: weekdays, 10 a.m.–4 p.m.
63. **Mitchell Tower**—modeled after the tower of Magdalen College, Oxford, the chimes are dedicated to the memory of Alice Freeman Palmer, first dean of women.





North Ave.

Chicago Ave.

Kennedy Expwy.  
To O'Hare

Wells St.

State St.

Fush St.

Lake Shore Drive

Navy Pier

Chicago River

Randolph St.

The Loop

Grant Park

Lake Michigan

Eisenhower Expwy.

Michigan Ave.

Roosevelt Rd.

Dan Ryan Expwy.

Meigs Field

Cermak Rd.

Stevenson Expwy.

31st St.

Dan Ryan Expwy.

Lake Shore Drive

Illinois Central Railroad

Pershing Rd.

39th St.

47th St.

Garfield Blvd.

(55th St.)

To Midway  
Airport

Washington Park

Hyde Park

The University  
of Chicago

63rd St.

Jackson  
Park



LAW SCHOOL CALENDAR FOR 1991-92

1991 AUTUMN QUARTER

September 27	Friday	Registration
September 30	Monday	Classes meet
October 3	Thursday	No classes. Centennial celebration
October 28	Monday	No classes for 2nd and 3rd year students
November 1;	Monday	No classes for 2nd and 3rd year students
November 12	Tuesday	No classes for 2nd and 3rd year students
November 28-29		No classes
December 4	Wednesday	Friday class schedule for all students
December 5	Thursday	Last day of classes
December 5-6		Registration
December 6	Friday	Reading period begins
December 11	Wednesday	Examinations begin
December 15	Sunday	Examinations end.

1992 WINTER QUARTER

January 6	Monday	Classes meet
March 10	Tuesday	Last day of classes
March 10-11		Registration
March 11	Wednesday	Reading period begins
March 16	Monday	Examinations begin
March 20	Friday	Examinations end

1992 SPRING QUARTER

March 30	Monday	Classes meet
May 25	Monday	Memorial Day. A Holiday.
May 26	Tuesday	Last day of classes for 2nd and 3rd year students
May 27	Wednesday	Reading period begins for 2nd & 3rd year students. Early examinations begin for 3rd year students.
June 1	Monday	Examinations begin for 2nd and 3rd year students
June 2	Tuesday	Last day of classes for 1st year students
June 3	Wednesday	Reading period begins for 1st year students.
June 5	Friday	Examinations end for 2nd and 3rd year students
June 8	Monday	Examinations begin for 1st year students. Grades for graduating students due at 12 noon.
June 12	Friday	Examinations end for 1st year students Spring Convocation.



S.F. Kealey '89