

INITIAL READING ASSIGNMENTS – FALL 2019

Listed below are the initial reading assignments we have received to date. Not all professors submit initial assignments, so do not be concerned if there is no listing for one or more of your Fall courses. Even if a course is not listed here, materials for the course should be available in the Bookstore. Initial reading assignments for first-year courses are not included in this list. This list may be updated again if we receive additional assignments. An electronic version of this document is available through Dean Sowles' Record page.

Assignment revised 8/16/19:

Ethics and Advocacy (Profs. Solow & Zhang)

Assignments added 8/16/19:

Business Entity Formation & Transactions (Prof. Gieseke)

Corporate Finance (Prof. Gieseke)

Health Care Law (Profs. Coffey & Lehninger)

I.P. and Technology Licensing (Profs. Gatteri, Drutchas & Conway)

Juvenile Law (Prof. Ammoura)

Negotiations (Prof. Schoenfield)

Business Entity Formation and Transactions – Prof. Gieseke

For the first class, please read:

*Preface (v-viii) and pp. 1-5, 15-18 in the Drake text.

*Pp. 5-8 in the Sepinuck and Hilson text.

Business Organizations (evening section) - Prof. Robbins

Welcome to Business Organizations! Our text for the course will be Klein, Ramseyer, Bainbridge, Business Associations, 10th ed. Foundation Press, 2018 (the “Text”). For our first class, please read pages 1-13 in the Text as well as the following sections of the Restatement of the Law (Third) Agency which will be posted on TWEN at least a week before classes begin: §1.01, §1.02, §1.03, §1.04, 2.04, §3.04, and §3.05. I'm looking forward to meeting you on August 26!

Civil Procedure – Prof. Perritt

Access the course syllabus at blogs.kentlaw.iit.edu/perrittcivpro. Do the assignment for the first class, and come to class prepared to do an exercise related to it.

Commercial Law: Secured Transactions – Prof. S. Harris

The casebook is S. Harris & C. Mooney, *Security Interests in Personal Property* (6th ed. 2016), ISBN 978-162810-144-7. Course information and assignments are posted on TWEN. For the first class (Monday, August 26), please read pp. 1-13 (*omit* Parts (B), (C)(4), & (E)) and pp. 15-21.

There will be a makeup class on Tuesday, September 3, from 11:45 am to 12:35 pm.

Constitutional Law - Prof. Rosen

We will be using the fifth edition of Chemerinsky, Constitutional Law, as well as the supplement. For first class please download the "Handouts" on the course's TWEN site. Be fully prepared to discuss the following:

1. Goals of the Course (first page in Handouts)
2. Marbury v. Madison (very start of the casebook)
3. Handout 1
4. Ames v. Kansas (Handout 2)

Constitutional Law - Prof. Schmidt

Read the U.S. Constitution. Repeat. Read District of Columbia v. Heller (2008) and accompanying material in our casebook (Chemerinsky, Constitutional Law, 5th ed. (Aspen, 2016)). Read the Constitution again.

Constitutional Law - Prof. Shapiro

Welcome to Constitutional Law. For our casebook, we will be using a custom edition that I curated and that Wolters Kluwer published. It is available in the Bookstore. The assignment for the first day of class is available on the course TWEN page.

Copyright Law - Prof. Balough

Welcome to Copyright Law! We will use the casebook Copyright in a Global Information Economy, 4th ed., by Cohen et al. For the first class, please read pp. 6-34 of the casebook. Come to class prepared to discuss the purpose of copyright law in the U.S.

Corporate Finance - Prof. Gieseke

For the first class, please read pp. 1-18 in the Carney text.

Criminal Procedure: Investigative Process (day section) – Prof. Bailey

The readings for the first week are:

Monday, August 26: Dressler & Thomas, *Criminal Procedure: Investigating Crime* (6th Edition), pp. 1-10, 38-49

Tuesday, August 27: pp. 95-104

Thursday, August 29: pp. 105-25

Criminal Procedure: Investigative Process (evening section) – Prof. Stasica

For the first class, please read: Criminal Procedure and the Constitution, by Israel, Kamisar, LaFave, King & Primus (2018 Edition), Chapters 1 and 2; and U.S. Constitution 4th, 5th and 6th amendments.

Employment Discrimination (evening section) - Prof. Malin

Book: Sullivan & Zimmer, Cases and Materials on Employment Discrimination (Walters Kluwer 9th ed. 2017).

Read the Note to Students, pp. Xxv - xxvii; also read Title VII of the 1964 Civil Rights Act and Wagenseller v. Scottsdale Memorial Hospital (on the class TWEN site). Consider and come prepared to discuss the following problems:

1. An Italian restaurant is known for its pizza for which it offers free delivery. The restaurant is expanding with two new locations and needs to hire delivery drivers. A priority for the restaurant is to hire safe drivers. Based on its experience, the restaurant knows that almost all applicants will be between the ages of 18 and 25. As a group, men in this age group have much worse driving records and higher accident rates than women. The company received an overwhelming number of applications. Rather than examine each application in individual detail, a task that would consume way too many hours of valuable time, the restaurant decides to exclude all male applicants. It realizes that by doing so, it is excluding some very safe drivers but the use of sex as a proxy for safe driving makes a good first cut. The restaurant knows that the pool of women applicants is so large that it will still have enough applicants to fill its openings with safe drivers. The restaurant will therefore focus on the individual applications of women only. Is this a rational business policy? Is it illegal? Should it be? Why or why not?

2. An insurance agency employs a sales staff that generates many of its sales by making cold calls on consumers. The racial and ethnic composition of the company's sales staff and their supervisors and the company's executives mirrors the racial and ethnic composition of the metropolitan area where the agency does business. The residential pattern in the metropolitan area is highly segregated by race. The company has decided that consumers are likely to either not be influenced by the race of the sales representative or are likely to be turned off when approached by a sales representative of a different race. Consequently, the company has decided to assign its sales representatives by race with African American sale reps assigned to predominantly African American areas and white sales reps assigned to predominantly white areas. In the few areas that are racially or ethnically diverse, the company assigns equal numbers of African American and white sales reps. Is this a rational business policy? Is it illegal? Should it be? Why or why not?

3. The Leisure Club, Inc., (LCI) owns and operates luxury resorts throughout North America. It is headquartered in Dallas, Texas. The company operates by selling memberships to individuals, families and corporations. Members pay a steep initiation fee. The amount varies by type of membership. Thereafter, members may reserve luxury rooms at Leisure Club resorts at prices substantially below the rates of comparable hotels and resorts in the area. Members also may take advantage of deep discounts on airfare, rental cars and other amenities that Leisure Club has been able to negotiate. Almost all Leisure Club facilities are in major vacation areas.

Mary Manager began working for LCI after earning a bachelor's degree in hotel management from Cornell University. Cornell's hotel school is generally regarded as the top program in the United States. Mary was hired as assistant housekeeping manager at LCI's resort in Vale, Colorado. After 14 months, she was promoted to housekeeping manager. She remained in Vale for another eight months. Then she was transferred to LCI's much larger resort at Maui, Hawaii.

The housekeeping department in Maui was in very poor shape when Mary arrived. There were major personnel problems, including very high turnover and absenteeism rates. Within six months, Mary had completely turned the department around. Her success caught the attention of the LCI corporate office which transferred her to the Dallas headquarters as Corporate Manager - Quality Assurance. Her new position required her to trouble-shoot problems in the LCI resorts in reservations, front office, housekeeping and concierge. When there appeared to be a problem,

she would investigate, recommend ways to correct the problem and follow up, taking direct action where necessary. She also developed training classes and training manuals and computer software. She traveled extensively. She was very successful in her position. She also assisted several other corporate managers with their projects and was praised by the head of her department for her skill and flexibility. Her performance was rewarded with numerous pay raises that greatly exceeded the average raise within the company.

LCI was headed by a president - CEO. There were three senior vice-presidents. Under them were vice-presidents. Under the vice-presidents were department heads. The corporate managers reported to the department heads.

The president, all senior vice-presidents and all vice presidents are men. There are twenty department heads at the corporate office. Nineteen are men. There are 70 resorts, each headed by a general manager. The general managers are at the same level as corporate department heads, in that they report to vice presidents in charge of the regions where their resorts are located. Of the 70, 67 are men.

LCI has 70 corporate managers, 35 of whom are women. Mary is one of five managers who report to the same department head. Three of the five (including Mary) are women.

Mary's department head, two other male department heads, and the vice-president to whom they report work closely together. They often get together after work. They generally invite the corporate managers who work for them to join them. Mary joined them the first two times they invited her. However, she felt very uncomfortable for several reasons. First, she was the only woman who went. Second, there was a good deal of heavy drinking. Third, the conversation was not very appealing. Consequently, Mary stopped joining the after-work get togethers.

No one ever commented negatively about Mary's failure to join the after-work get togethers. For two years, her superiors praised and rewarded her work. Then, a vice-president retired and Mary's department head was promoted to the vice-presidency. There were rumors that Mary would be promoted to department head. Many people remarked that she was the logical choice because she was so good at her job and because she was always helping her fellow corporate managers. Some said that she knew their jobs better than they did.

Mary's former department head, now vice-president asked her out to lunch. Mary was sure that it was to discuss her promotion. Unfortunately, the vice-president advised her that the company had decided not to fill the department head position from within. He said that it was the consensus of the vice-presidents and other department heads that if they were to fill the position from within, Mary would get it. However, he explained, it was also the consensus view that the company could benefit even more by bringing in an outsider with a fresh perspective. Therefore, they decided to hire Homer Hotshot to fill the vacancy.

Homer was an employee of a consulting firm who had been working on several projects for LCI. Mary had worked with him and considered him to be very capable. She also noticed that Homer would often join the vice-president, department heads and mostly male managers in their after-work get togethers. Homer has an MBA from the University of Pennsylvania's

Wharton School. He has six years of management consulting experience, but only six months experience in the hospitality industry -- all of it for LCI.

Mary is considering filing a charge of sex discrimination with the Equal Employment Opportunity Commission. What advice would you give her?

Entertainment Law (Prof. Perritt)

Go to the seminar website at blogs.kentlaw.iit.edu/perrittseminar. Select Entertainment Law 2019. Browse the entire web page. Do what the page says for the first class meeting.

Entrepreneurship Law – Prof. Harper

For the first class, please read Barron & Reed, Chapter 1.

Estates and Trusts – Prof. Decatorsmith

The casebook for the class is the latest (10th) edition of Dukeminier's best-selling Wills, Trusts and Estates. For the first session, please read pp. 1-33, and be prepared to discuss and critically evaluate appropriate governmental constraints on a testatrix's freedom to dispose of her property according to her desires.

Ethics and Advocacy - Profs. Solow & Heredia

Note (8/16/19): The cases are available in the course pack, which you should purchase in the Bookstore. The Model Rules are available online.

For Tuesday, please read the Preamble, Scope and Terminology, Rules 1.1-1.6, 1.16, and 1.18 of the Model Rules of Professional Conduct. Additionally, also read cases *Togsted v. Vesely*, Otto, Miller & Keefe, 291 N.W. 2d 686 (Minn. 1980), and *Estate of Powell*, 2014 IL 115997. You will be assigned to one of four groups on that day, which will be your group for all future assignments.

For Thursday, please read *In re Matter of MR*, 638 A.2d 1274 (N.J. 1994), *In re Ring*, 141 Ill.2d 128, 565 N.E.2d 983 (Ill. 1990), and *In re Douglas Wayne Smith*, 168 Ill. 2d 269 N.E.2d 8986 (1995).

Evidence - Judge Erickson

Texts: (1) Lempert, et al., *A Modern Approach to Evidence (MAE)* (current edition); (2) Gibbons, *Trial Objections*.

First assignment:

MAE, Chapter 1, pgs. 1-15, Chapter 2, pgs. 141-157: Federal Rules 101-106, 601-606, 611, 612, 615

MAE, Chapter 3, pgs. 215- 243: FRE 401, 402, 403

Be prepared to answer and discuss: Problems II-1, II-2, II-3, III-1

The notes in Gibbons are an excellent guide to understanding the rules.

First Amendment: Free Speech and Press - Prof. Nahmod

[Please note - if you are taking Prof. Heyman's seminar on First Amendment instead of Prof. Nahmod's course, see the next entry.]

This course, which meets weekly for two hours and covers the freedoms of speech and press, will use the Stone Seidman casebook, *The First Amendment* (5th ed. 2016), with the 2019 Supplement.

For our first class, please read pages 3-35, focusing on the history and theories of free speech, as well as on the seminal decisions on free speech. These decisions include the famous dissents of Holmes and Brandeis. We will get to page 60 (through *Brandenburg*) for our second class. The basic question is: What should the First Amendment rule be for advocacy of illegal conduct and why?

Free speech and press issues are always timely, important and fascinating, and I very much look forward to studying these issues with you. This is my favorite subject.

First Amendment Seminar – Prof. Heyman

In this seminar, we will use a set of photocopied Course Materials, which you can find in the Chicago-Kent Bookstore. For our first class on Monday, August 26, please read the First Amendment and the funeral-picketing problem on p. 13 of the Materials. Our second session, on Monday, September 9, will cover pp. 14-43 of the Materials.

Health Care Law – Profs. Coffey & Lehninger

For the first class, please read:

*AHLA Fundamentals, Chapter 6, Tax-Exempt Issues, sections 6.1.1 to 6.2.29 (pp. 251–278), and Chapter 12, Healthcare Transactions, sections 12.3 to 12.5.3 (pp. 526-543).

*AHLA Presentation, “Nuts and Bolts of a Hospital/Health System Affiliation Transaction,” Michael Bezney and Asha Scielzo (October 30, 2012). [available on TWEN]

International Human Rights - Prof. Brown

For the first class, please read pp. 1-57 in the text for the course, Philip Alston and Ryan Goodman, *International Human Rights*, Paperback, Oxford University Press (September 20, 2012), ISBN-10: 0199578729, ISBN-13: 978-0199578726.

International Law - Prof. Brown

The text for the class is Lori Fisler Damrosch & Sean D. Murphy, *International Law: Cases & Materials*, 7th Edition. For the first class, please read the Historical Introduction, pp. xix - xxx, and Chapter 1, pp. 1-20.

International Trade - Prof. Cho

Welcome to International Trade! Given the glaring trend of globalization as well as the recent push back against it (including trade wars), it is high time that we studied international trade law. This course will address basic laws and institutions of the World Trade Organization (WTO) that pertain to international trade law. The teaching materials can be downloaded at

<https://jeanmonnetprogram.org/resources/the-law-of-the-world-trade-organization-through-the-cases/teaching-materials/>, free of charge.

The course syllabus will be emailed to you before the first session. The assignment for the first session is as follows:

- Read Unit I, Ch. 2-1; Jeanna Smialek et al., Trump's Trade War Escalation Will Exact Economic Pain, Adviser Says, NY Times (May 13, 2019) (available at Westlaw or LexisNexis); Sungjoon Cho, Trade Wars Call for a Cool-Headed Arbiter, Fin. Times (May 1, 2019) (available at Westlaw or LexisNexis).
- Skim Unit I, Ch. 3-2

I.P. and Technology Licensing - Profs. Gattari, Drutchas & Conway

The text for the course is Port, et al., Licensing of Intellectual Property in the Information Age (2d ed.). For the first class, please read Chapter 1 (all); and Chapter 2 (skim all). The book is available fairly inexpensively from several sources online. There is also an ebook option from the following link:

<https://redshelf.com/book/589606/licensing-intellectual-property-in-the-information-age-589606-9781531005092-kenneth-l-port-jay-dratler-jr-faye-m-hammersley-terence-p-mcelwee-charles-r-mcmanis-and-barbara-a-wrigley>

Labor Law - Prof. Malin

Text: Dau-Schmidt, Malin, Corrada, Cameron & Fisk, Labor Law for the Contemporary Workplace (West 3d ed 2019).

For the first class, please read Text pp. 1-44. Also consider the following problem (you will want to consult the Norris-LaGuardia Act, 29 U.S.C. §§ 101 - 115, available in the Statutory Supplement)

Your client is a trucking company which transports new cars from factories in and around Detroit, Michigan to new car dealers across the country. Your client has been party to a contract with other new car transport companies and the International Brotherhood of Teamsters, Local 299. The contract has a provision prohibiting strikes during its term.

The contract was about to expire. Negotiations were progressing but a new agreement had not been reached. Your client and the other trucking companies agreed with the union to extend the old contract, including its no strike clause, and to make any increases in wages and benefits that might ultimately be agreed to in a new contract retroactive to the date the old contract was scheduled to expire. Eventually, the parties agreed on a new contract. However, the Local 299 membership rejected it in a ratification vote.

Your client and the union leadership returned to the bargaining table. They again agreed to extend the old contract and to make increases in wages and benefits that might ultimately be agreed to in a new contract retroactive. When this agreement was announced, the members of Local 299, against the directives of the local's leadership, struck your client and the other trucking companies. Their picket signs complain of sweetheart deals between the Local's officials and the employers, corrupt Local officials, failure to prosecute grievances vigorously,

and a general lack of leadership. Your client's entire operation has been shut down, as have the operations of the other new car transport companies. The auto manufacturers' inventory is piling up and they have threatened to move as much of the work as possible to the railroads. What advice can you give your client regarding its legal options?

Juvenile Law - Prof. Ammoura

Welcome to Juvenile Law! This course will rely on statutes, caselaw, and other supplemental materials that will be listed in the syllabus for each class, not a casebook. Students are responsible for obtaining all statutes and caselaw independently (e.g. via Westlaw or Lexis) for each class. All other supplemental materials (e.g. handouts) will be provided by the professor.

For the first class please read the following two case, which can both be accessed via Westlaw or Lexis:

- (1) *In re Gault*, 387 U.S. 1, 87 S. Ct. 1428 (U.S. May 15, 1967). Pay attention to the history of juvenile rights until *Gault*, and which rights are or are not afforded to juveniles after *Gault*.
- (2) *McKeiver v. Pennsylvania*, 403 U.S. 528, 91 S. Ct. 1976 (U.S. June 21, 1971). Pay attention to the discussion of the right of juveniles to jury trials in delinquency matters.

Land Use - Prof. Stern

Please note we are NOT meeting on Monday, August 26. Our first day of class will be Wednesday, August 28. For our first meeting on Wednesday, August 28, please read the following material in our textbook (*Land Use Controls*, Fourth edition, by Ellickson, Been, Hills, and Serkin):

- Class 1: The Demographic and Regulatory Backdrop of Land Use Conflicts
- Demographic Trends: pp. 1-10
 - The Housing Product: pp. 23-30
 - The Legal Structure of Government: 45-50

Legislation (day section) – Prof. Marder

For the first class, please read: Eskridge, Frickey, Garrett & Brudney, *Cases and Materials on Legislation and Regulation* (Fifth edition), pp.1-34. (Please note that we'll be using the Fifth edition, which is the most recent edition of this book.)

Legislation (evening section) – Asst. Dean Sowle

For the first class, please read Eskridge, Frickey, Garret & Brudney, *Cases and Materials on Legislation and Regulation* (5th ed. 2014), pp. 1-21.

National Security Law - Profs. Geiringer & Jonas

For the first class, please read pp. 1-41 in the text for the class, *National Security Law: Principles and Policy* (Aspen 2d ed.), by Geoffrey S. Corn, Jimmy Gurulé, Eric Jensen, and Peter Margulies.

Negotiations - Prof. Schoenfield

You may purchase either the Course Materials or the published text (the Course Materials are less expensive). For the first class, please read Chapters 1-3 of the Course Materials. For those

students who prefer to use the published text, *Legal Negotiations: Getting Maximum Results*, instead of the Course Materials, they should read chapters 1, 2, 12 and section 3.06.

Oral Advocacy for the IP Lawyer - Profs. Gosse & Micheletti

For our first class, please read the following:

*MPEP § 713 (Examiner Interviews)

*USPTO FAQ page “Interview Practice FAQs” (available at <https://www.uspto.gov/patent/laws-and-regulations/interview-practice/interview-practice-faqs>)

*Lexis Nexis “Strategic Use of Patent Examiner Interviews” (available at <https://www.lexisnexis.com/lexis-practice-advisor/the-journal/b/lpa/posts/strategic-use-of-patent-examiner-interviews>)

*Optionally: read pp. 3–22 in Rockton et al., “An Advocate Persuades” (2016).

Patent Law - Prof. Hulbert

For the first class:

1. Think about under what circumstances, if any, a society’s best interests are served by granting a single entity exclusive rights to an “invention.”
2. Watch the video at <https://www.youtube.com/watch?v=SwPw2VchQGQ> (a top ten list of “inventions that changed the world”) and consider whether you agree it.
3. Read the following pages in the Merges casebook, *Patent Law and Policy: Cases and Materials* (7th ed.): 1-19; 55-73.

Supplementary materials, including a Course Outline, will be available on the TWEN website for the class no later than the first day of class.

Partnership Tax 1 - Prof. Buttell

For the first class, please read: Chapter 1 (What is a Partnership for Tax Purposes?) and Chapter 2 (Partnership Formation: the Basics) in “The Logic of Subchapter K: A Conceptual Guide to the Taxation of Partnerships” (5th ed., 2017), together with the accompanying problems from “Learning the Logic of Subchapter K: Problems and Assignments for a Course in the Taxation of Partnerships.”

Personal Income Tax - Prof. Goldsher

Please read section 1 of the materials for the first class on Tuesday. Also, please read chapter 1 and the first 4 sections of the TPC Briefing Book. Use the link below to go to the Briefing Book on the Tax Policy Center site. For Thursday, please read sections 2 and 3 of the course materials.

<https://www.taxpolicycenter.org/briefing-book>

Pretrial Litigation - Prof. R. Gonzalez

For the first class, please read Chapter One of Fundamentals of Pretrial Litigation.

Professional Responsibility - Prof. Gross

Course Materials:

- A. Simon, Needham & Powell, *Lawyers and the Legal Profession: Cases and Materials* (Lexis Nexis, Fourth Edition)
- B. Dzienkowski, *Professional Responsibility Standards, Rules & Statutes* (West, 2018-2019 Abridged Edition or 2017-2018 Abridged Edition)

Assignment: Week 1

- A. Simon, Needham & Powell, *Lawyers and the Legal Profession: Cases and Materials*, Chapter 1, Creating and Maintaining a Profession, pp. 1-7
- B. Dzienkowski, *ABA Model Rules of Professional Conduct*, Preamble and Scope only

Remedies (day section) – Prof. S. Harris

The casebook is D. Laycock & R. Hasen, *Modern American Remedies* (**concise** 5th ed. 2019), ISBN 978-1-4548-9126-0. Course information and assignments are posted on TWEN. For the first class (Monday, August 26), please read pp. xxiv-xxvi (Preface, through the end of "A Note for Students") and pp. 1-15 (Chapters 1 & 2A) of the casebook.

There will be a makeup class on Tuesday, September 3, from 12:45 pm to 1:40 pm.

Remedies (evening section) - Prof. Godfrey

For the first class, please read the first 15 pages in the required casebook, *Modern American Remedies: Cases and Materials, Concise 5th ed.*, by Laycock and Hasen.

Sales and Exchange (Tax LL.M.) - Profs. Pryor & Schaff

Our initial reading assignment for the class will be Chapter 1 from the photocopied materials for the class.

Securities Regulation - Prof. White

For the first class, please read pp. 1-21 in the casebook, *Securities Regulation: Case and Materials* (8th ed. 2017, James D. Cox, Robert W. Hillman, and Donald C. Langevoort).

Seventh Circuit Review Honors Seminar - Prof. Morris

Welcome to the Seventh Circuit Review! The Seventh Circuit Review has been published since the Spring of 2006 and remains the preeminent student written and edited law journal on recent decisions of the United States Court of Appeals for the Seventh Circuit. During the course of the upcoming semester, each seminar participant will serve in two very important and complementary roles: author and editor. As such, for the first class, please be prepared to present a case or cases on which you would like to write and article. For your use during class, you should bring copies of the case/cases, as well. It cannot be overemphasized that early selection of a topic and case on which to write is key to a successful semester. Articles can be case comments, case notes, statistical evaluations of the circuit, or whatever you find most interesting. In selecting a case that merits your analysis, you should look for a “noteworthy” case. A case of first impression, a case that represents a departure from precedent, or a case with a dissenting opinion may qualify as “noteworthy.” In addition, a selected case may present a

“noteworthy” aspect. For example, a case where the court reached the right conclusion for the wrong reasons also qualifies as “noteworthy.” In the past, we have published articles that discuss cases involving:

- An area of significant concern.
- A case with the possibility of impacting results in later cases.
- A case in which the court ignores logical reasoning or common sense (i.e., reaching the right result for the wrong reason or reaching the wrong result).
- A case in which the court fails to follow the majority of jurisdictions.
- The first case in a newly legislated area.
- A case that is useful in guidance to lawyers and judges.
- A case that results in extra-legal effects in areas such as business, consumers, employment, or education.

Because we are looking for balance in the Review, please note that you should have more than one case in mind because we do not allow articles on the same case, a case may have been written in a prior volume of the journal and we are looking for cases over a wide range of subject areas. To assist in selecting a topic/cases, you can consult the recommended text, *Scholarly Writing for Law Students* and prior issues of the Review. Also, a date-restricted search in Westlaw and/or LEXIS can be helpful. By the conclusion of the first class each seminar participant will have selected a topic which is approved by the editors of the Review. We suggest that you consult with either Professor Morris (312.876.7185 or hal.morris@saul.com) or Executive Editor Eva Dickey (edickey@kentlaw.iit.edu) regarding case/topic selection if you have having problems. The only required text for the Seminar is the *Blue Book*, which can be either in print or on-line. Lastly, we strongly suggest that you attend with your laptop as reference to Westlaw/LEXIS and other sources may be needed during class. We look forward to having you in class and we are sure you will find the process of creating the next issue of the Seventh Circuit Review exciting and rewarding.

Supreme Court Review - Prof. Schmidt

Read the prologue and chapters 1-5 in Joan Biskupic, *The Chief: The Life and Turbulent Times of Chief Justice John Roberts*.

Tax Crimes and Penalties (Tax LL.M.) - Prof. Decatorsmith

"Circular 230". Before our first class, find out what this document is and how to access it. Also be prepared to start discussing its scope and underlying policies.

Workers' Compensation Law – Prof. Bareck

The initial reading assignment is Ch. 1, pp. 3-10 and Ch. 2, pp. 18-25 in the text.