



# CLINICAL LAW PROGRAM

## FALL 2014-SPRING 2015

### COURSE OFFERINGS\*

JACOB D. FUCHSBERG CLINICAL LAW CENTER

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\*AS OF APRIL 1, 2014

CONSULT WEBSITE FOR UPDATES:

<http://www.law.nyu.edu/academics/clinics/>



## Table of Contents

Applications Overview .....	3
Introduction.....	3
Guidelines for Clinical Courses .....	3
Clinic Matching and Selection Process.....	4
Submitting Clinic Preferences .....	4
How Clinic Matching is Conducted .....	4
Acceptance Notification and Registration.....	4
Permission to Register .....	4
Commitment to the Clinic.....	5
Application Instructions .....	5
Submit Applications Online.....	5
Maximum Number of Clinic Applications .....	5
Pre- or Co-Requisites .....	5
Interviews.....	5
Important Dates for 2014-15 JD Clinic Applications .....	6
Note for LL.M.s .....	6
Contact Information for All 2014-15 Clinics.....	12
COURSE DESCRIPTIONS.....	15
Year-long Clinics offered 2014-15 .....	15
Civil Litigation - Employment Law Clinic, Full Year.....	16
Civil Rights Clinic.....	18
Criminal Defense and Reentry Clinic .....	21
Family Defense Clinic.....	24
Federal Defender Clinic.....	27
Immigrant Rights Clinic.....	29
Juvenile Defender Clinic .....	33
Semester-long Clinics offered 2014-15.....	35
Bankruptcy Appellate Clinic.....	36
Brennan Center Public Policy Advocacy Clinic .....	38
Business Law Transactions Clinic .....	42
Children’s Rights Clinic .....	45

Civil Litigation - Employment Law Clinic, Semester-long.....	47
Community Development & Economic Justice Clinic.....	49
Criminal Appellate Defender Clinic.....	52
Environmental Law Clinic.....	54
Equal Justice and Defender Clinic.....	55
Global Justice Clinic.....	57
Government Civil Litigation Externship - Eastern District of New York (formerly called the Government Civil Litigation Clinic - Eastern District of New York).....	60
Government Civil Litigation Externship - Southern District of New York (formerly called the Government Civil Litigation Clinic - Southern District of New York).....	62
Immigrant Defense Clinic.....	64
International Environmental Law Clinic.....	66
International Organizations Clinic.....	68
The Legal Ethics Bureau at NYU Law School.....	70
Legislative and Regulatory Process Clinic.....	72
LGBT Rights Clinic.....	74
Litigation, Organizing and Systemic Change Clinic.....	76
Mediation Clinic.....	80
Mediation Clinic – Advanced: Dispute System Design.....	83
New York Civil Liberties Clinic.....	85
Prosecution Externship - Eastern District of New York (formerly called the Prosecution Clinic - Eastern District of New York).....	87
Prosecution Externship - Southern District of New York (formerly called the Prosecution Clinic - Southern District of New York).....	89
Racial Justice Clinic.....	91
Regulatory Policy Clinic.....	93
Reproductive Justice Clinic and Advanced Reproductive Justice Clinic.....	95
Technology Law and Policy Clinic.....	98

## Applications Overview

### Introduction

All of our clinical courses combine work in the field with seminars and simulation exercises in which students' performances of various lawyers' activities are videotaped for critical review. Through these complementary activities, students develop systematic methods of learning from experience, as well as gain insight into a lawyer's functioning as advocate and counselor, investigator, negotiator, and planner. Legal ethics and professional responsibility in the practice of law are emphasized throughout these courses.

Some clinics are year-long, while some are offered for a single semester. The registration process for clinics differs from that of other law school courses in that one must pass through the application process first. Students may not be registered for a clinic without first applying for and being accepted into it by the instructor. Applications for all clinics - no matter when they are offered - are accepted only once per year. Students may apply to a maximum of six clinics, in any combination of year-long and/or semester-long clinics. Students may apply for one or both semesters of a given one-semester clinic, *but each semester counts separately toward the maximum*. Students interested in the clinics listed here should submit their applications online using the Clinic Application and Matching System (CAMS) at <https://its.law.nyu.edu/cams>.

The deadline for JDs to submit applications to all clinics (except the newly-created Legislative and Regulatory Process Clinic) is 5:00 p.m. on Friday, April 4, 2014. For those clinics which accept applications from LL.M.s, the deadline for LL.M.s is 5:00 p.m. on Monday, July 14, 2014. Please consult the Graduate Affairs Clinics page <http://www.law.nyu.edu/graduateaffairs/academics/clinics/index.htm> for further details on LL.M. deadlines and application procedures.

### Guidelines for Clinical Courses

The faculty has promulgated the following guidelines for clinical and advocacy courses, in part to comply with New York Court of Appeals rules concerning the admission of attorneys:

- **The clinical program strives to ensure that every student has an opportunity to take a clinic in their second or third year. The clinical program cannot ensure access to a particular clinic and so the clinical program's ability to place a student in a clinic will depend in part on the number of clinics to which the student applies. Students who wish to ensure that they have a clinical experience are well-advised to apply to at least three clinics to maximize their chances of getting into a clinic.**
- Matriculated students will be given priority over non-matriculated students for all clinical and advocacy courses.
- No student may register for more than one clinic in a term.
- Most of the courses described here offer a combination of academic credits and clinical credits. For purposes of the 83-credit requirement for graduation, all of a clinic's academic credits qualify and can be counted towards the 83 credits; up to 12 clinical credits can be devoted to the 83 credits needed for graduation. (Students are permitted to take more than 12 clinical credits, but the excess number above 12 will not count towards the graduation requirement.) For purposes of the Law School's rule that no more than 20 "non-classroom credits" can be allocated towards the graduation requirement, a clinic's "academic credits" qualify as "classroom credits" while the clinical credits are treated as "non-classroom credits." The "Adjunct Faculty Credit Cap," which limits the number of adjunct-course credits that may count toward students' degree requirements, does not apply to clinics taught by adjunct faculty. Questions about these requirements can be sent to Vice Dean Randy Hertz, at [randy.hertz@nyu.edu](mailto:randy.hertz@nyu.edu).

- Clinical courses will in most cases require substantial amounts of time outside of usual course hours and at varying times. Students with substantial commitments to journals, outside activities, work or other responsibilities should satisfy themselves through discussion with the respective teachers that they will definitely have sufficient time for a clinical or advocacy program.

## **Clinic Matching and Selection Process**

### Submitting Clinic Preferences

Once you have decided your preferences among the clinics to which you have applied, please submit those preferences using the CAMS system (<https://its.law.nyu.edu/cams/>). You may apply for one or both semesters of a one-semester clinic, but each semester should be indicated as a separate preference. Even if you are applying to only one clinic, you must indicate that preference affirmatively on CAMS in order for us to perform the clinic matching.

**It is recommended that you wait to submit preferences until you have completed all other parts of the application process, including any required interviews.** The deadline for JDs to submit their preferences on CAMS is 5:00 p.m. on Friday, April 25, 2014.

### How Clinic Matching is Conducted

Each clinic's faculty will submit the names of students they wish to accept. The names of accepted students will then be compared with each student's list of preferences. Students will be placed in the most preferred clinic to which they have been accepted.

Each clinic will maintain a wait list of alternates. In the event that any of the accepted students withdraw prior to the commencement of classes, alternates will be contacted and informed of their option to accept a position in that clinic. Thus, students placed in their second- or third-choice clinic may later be notified that they have gotten into a higher-preferred clinic if an opening becomes available.

Students who are offered admission to a clinic that was not their top preference may continue on the wait list for their preferred clinic(s) even after accepting or declining the clinic they are offered. However, students cannot remain on the wait list for a clinic they ranked lower than the clinic to which they are offered admission.

If a student is not accepted into any of the clinics to which s/he has applied, every attempt will be made to offer a clinic placement from openings available in other clinics.

### Acceptance Notification and Registration

JD students will be notified by e-mail on Wednesday, May 7, 2014, whether or not they have been accepted into a clinic. Students who are accepted will receive only one offer letter – for the highest-preferred clinic to which they were accepted.

### Permission to Register

Those who are accepted will be asked to confirm their intention to enroll in the clinic. To accept your offer, simply reply to the e-mailed offer, including the offer email with your response. This letter of intent should be e-mailed to Susan Hodges by 5:00 p.m. on Thursday, May 22, 2014. Ms. Hodges will then inform the

Registrar that you have the instructor's permission to enroll. The Records and Registration Office will then enroll you in the clinic to which you were accepted; you will not be able to register yourself through ABRA.

Students who are offered admission to a clinic that was not their top preference may continue on the wait list for their preferred clinic(s) even after accepting or declining the clinic they are offered. However, students cannot remain on the wait list for a clinic they ranked lower than the clinic to which they are offered admission.

### Commitment to the Clinic

Students should not register for a clinic unless they are certain that they can honor that commitment. Withdrawals from a clinic after indicating your intent to enroll can have substantial detrimental consequences for other students in the clinic, the faculty member(s) teaching the clinic, and the clients served by the clinic. **If a rising 2L student drops a clinic after the May 22nd deadline -- despite this explanation of the problems that it would cause -- and if the student thereafter applies for a clinic in her 3L year, teachers of the clinics to which the student applies will be informed of the student's failure to honor the deadline in the previous year.** If unforeseen circumstances require that a student withdraw after accepting an offer, s/he should notify both Susan Hodges, and the faculty member(s) teaching the course, at the earliest possible opportunity.

### **Application Instructions**

#### Submit Applications Online

Registration for clinics is by application and permission only. All applications should be submitted using the Clinic Application and Matching System (CAMS) at <https://its.law.nyu.edu/cams/>. An NYU NetID and a Law School-issued password are required to access the system. Once you log in, you will be able to upload the general application form, resume and unofficial transcript required by all clinics. Some clinics may request additional materials to supplement the basic application; these should also be submitted online via CAMS. **The JD application deadline for all clinics - whether year-long, Fall semester, or Spring semester - is Friday, April 4, 2014, at 5:00 p.m.** (The sole exception is the Legislative and Regulatory Process Clinic, whose deadline is February 7, 2014.)

#### Maximum Number of Clinic Applications

You may apply for a maximum of six clinics -- *i.e.*, any combination of year-long and/or semester-long clinics. You may apply for one or both semesters of a given one-semester clinic, but *each semester counts separately toward the maximum.*

#### Pre- or Co-Requisites

Please ascertain whether you have fulfilled the requirements for a particular clinic before submitting your application. If you have questions regarding any of the requirements, please direct them to the teachers of the relevant clinic.

#### Interviews

Not all clinics conduct interviews. Check clinic descriptions for details. If conducted, interviews will take place from Monday, March 24, through Thursday, April 24, 2014.

## Indicate Your Preferences for Clinic Matching

Once you complete the application process -- including any necessary interviews -- you must decide the order of your preferences among the clinics to which you applied, and communicate those choices to us through CAMS (<https://its.law.nyu.edu/cams/>). You may apply for one or both semesters of a given one-semester clinic, but each semester should be indicated as a separate preference. Even if you are applying to only one clinic, you must indicate that preference on CAMS in order for us to perform the clinic matching. **The deadline for JDs to submit your preferences for the clinic matching is Friday, April 25, at 5:00 p.m.**

## Important Dates for 2014-15 JD Clinic Applications

Date	Item
February 28, 2014	Clinic packet issued at 1PM.
March 7	Clinic Fair held at Furman Hall, 3-5 PM
March 24 – April 4	Clinic Application Period Application materials should be submitted online at <a href="https://its.law.nyu.edu/cams/">https://its.law.nyu.edu/cams/</a> . All materials are due by 5:00 PM on April 4.
March 24 – April 24	Interviews conducted (for clinics that require them).
April 25	Preferences must be submitted on CAMS by 5 PM.
May 7	Students notified by e-mail whether or not they have been accepted into a clinic.
May 22	Confirmation of students' intent to register must be received by 5:00 PM.

## Note for LL.M.s

The application period for LL.M.s runs from July 1 - July 14, 2014. The following clinics reserve spaces for LL.M. students:

- [Global Justice Clinic](#) (Fall and Spring)
- [International Environmental Law Clinic](#) (Fall)
- [International Organizations Clinic](#) (Fall)

The [Bankruptcy Appellate Clinic](#) (Fall), [Environmental Law Clinic](#) (Fall & Spring), [Legal Ethics Bureau](#) (Spring), [Mediation Clinic](#) (Fall) and [Regulatory Policy Clinic](#) (Fall & Spring) also welcome LL.M. applications and will consider taking LL.M. students, but they do not specifically reserve space for LL.M.s. Additional clinic opportunities will be posted later in the spring. Please consult the [Graduate Affairs Clinics](#) web page for further details.



*Pre- and Co-requisites for All Clinics*

Bankruptcy Appellate Clinic

Pre-requisites/Co-requisites: Bankruptcy.

Brennan Center Public Policy Advocacy Clinic

No prerequisites or co-requisites.

Business Law Transactions Clinic

Corporations is required. Federal Income Taxation is recommended.

Children's Rights Clinic

No prerequisites or co-requisites.

Civil Litigation – Employment Law Clinic – Full-year and Semester-Long

No prerequisites or co-requisites.

Civil Rights Clinic

No pre- or co-requisites. Evidence and Federal Courts are recommended.

Community Development and Economic Justice Clinic

No pre-requisites or co-requisites.

Criminal Appellate Defender Clinic

Criminal Procedure is a pre- or co-requisite. Evidence is also preferred as a pre- or co-requisite.

Criminal Defense and Reentry Clinic

Pre- or Co-requisite: Evidence. Criminal Procedure or Criminal Litigation are recommended.

Environmental Law Clinic

No prerequisites or co-requisites.

Equal Justice and Defender Clinic

Pre- or Co-Requisite: Racial Justice Law and Eighth Amendment Law and Litigation.

Family Defense Clinic

No prerequisites or co-requisites. Evidence is preferred but is not a prerequisite.

Federal Defender Clinic

Criminal Procedure, Evidence or a trial advocacy or litigation course is required as a prerequisite. If students have not taken any of these courses, they are expected to take one concurrently with the clinic; Criminal Procedure is the recommended course in that instance.

Global Justice Clinic

A course in International Human Rights Law is not a prerequisite for the clinic, but it is recommended. In addition, the clinic experience will be enhanced by some familiarity—either through formal study or other engagement—with public international law, international human rights law, and international humanitarian law.

Government Civil Litigation Externship – Eastern District of New York

No prerequisites or co-requisites. Students selected for the program will be required to obtain a security clearance waiver from the federal Office of Personnel Management; this is required of all interns working in all U.S. Attorney's Offices. Students must be United States citizens to obtain the clearance waiver. It is critical that students accepted for the clinic complete the required security paperwork as

soon as possible after acceptance into the clinic so that the security clearance waiver can be timely obtained. Students may not commence clinic work unless they receive a security clearance waiver. In addition, because the U.S. Attorney's Office is involved in litigation against many private law offices, legal services offices and other state or municipal law firms, students may not work part-time in such an office and participate in this externship.

#### Government Civil Litigation Externship – Southern District of New York

No prerequisites or co-requisites. Students selected for the program will be required to undergo a routine security clearance check by the F.B.I. that is required of lawyers, non-legal staff and interns working in all U.S. Attorney's Offices. Students are advised that they must be United States citizens to be eligible for the Government Civil Litigation Clinic and that dual citizenship or residence outside of the United States for a significant period of time may complicate the security clearance process. Further, it is critical that updated contact information be provided to ensure that the required paperwork is sent to you at the correct address. This paperwork must be completed and returned as soon as possible so that the security clearance may be completed in time for the student to commence clinic work. In addition, because the U.S. Attorney's Office is involved in litigation against many private law offices, legal services offices and other state or municipal law firms, students may not work part-time in such an office and participate in this Clinic. For a complete list of eligibility requirements, visit the [SDNY website](#) and scroll down to "Externships During the School Year."

#### Immigrant Defense Clinic

No prerequisites or co-requisites. However, Immigration Law class is highly recommended.

#### Immigrant Rights Clinic

There are no prerequisites or co-requisites; however, courses in immigration law, administrative law, federal courts, public benefits law, evidence, and civil litigation may be helpful.

#### International Environmental Law Clinic

Students enrolled in the Clinic must be taking or have taken courses in environmental law, international environmental law and/or public international law or have relevant practical experience.

#### International Organizations Clinic

Prerequisite: International Law. Preference will be given to those who have taken (or are taking concurrently with the clinic) a course on international organizations.

#### Juvenile Defender Clinic

Students in the clinic are expected to have previously taken either Criminal Procedure or Criminal Litigation, but this course may be taken concurrently with the clinic, preferably in the fall semester. A prior course on evidence is recommended but not required.

#### The Legal Ethics Bureau at NYU Law School

No prerequisites or co-requisites.

#### Legislative and Regulatory Process Clinic

Prerequisite: Legislation and the Regulatory State.

#### LGBT Rights Clinic

No pre-requisites or co-requisites.

#### Litigation, Organizing and Systemic Change Clinic

No pre or co-requisites.

#### Mediation Clinic

No prerequisites or co-requisites. Note that all students are expected to participate in 16 hours of training at the beginning of the semester. This training is a necessary qualification to mediate with real parties and ultimately to receive credit for the course.

#### Mediation Clinic – Advanced: Dispute System Design

Pre-requisite: Satisfactory completion of one of the following: Mediation Clinic Seminar Fall 2013 or 2014; other Mediation, Alternative Dispute Resolution, Negotiation or alternate approved by faculty.

#### New York Civil Liberties Clinic

No prerequisites or co-requisites.

#### Prosecution Externship – Eastern District of New York

Criminal Procedure and Evidence are recommended, but not required. These courses may be taken concurrently with the clinic. Students selected for this externship will be required to undergo a routine security clearance check by the F.B.I. that is required of lawyers, non-legal staff and interns working in all U.S. Attorney's Offices. Students must be United States citizens and meet residency requirements to be eligible for the Prosecution Clinic. It is critical that updated contact information be provided so that the required security paperwork may be completed and returned as soon as possible so that the security clearance may be completed in time for the student to commence clinic work. In addition, because the U.S. Attorney's Office is involved in litigation against many private law offices, legal services offices and other state or municipal law firms, students may not work part-time in such an office and participate in this clinic. Nor may you work for any federal judges while participating in this clinic. Furthermore, you may not receive any income or advance compensation from a law firm during the internship.

#### Prosecution Externship – Southern District of New York

Criminal Procedure and Evidence are recommended. These courses may be taken concurrently with the clinic. Students selected for this externship will be required to undergo a routine security clearance check by the F.B.I. that is required of lawyers, non-legal staff and interns working in all U.S. Attorney's Offices. Students must be United States citizens and meet residency requirements to be eligible for the Prosecution Clinic. It is critical that updated contact information be provided so that the required security paperwork may be completed and returned as soon as possible so that the security clearance may be completed in time for the student to commence clinic work. In addition, because the U.S. Attorney's Office is involved in litigation against many private law offices, legal services offices and other state or municipal law firms, students may not work part-time in such an office and participate in this clinic. Nor may you work for any federal judges while participating in this clinic. Furthermore, you may not receive any income or advance compensation from a law firm during the internship. For a complete list of eligibility requirements, visit the [SDNY website](#) and scroll down to "Externships During the School Year."

#### Racial Justice Clinic

No prerequisites or co-requisites; Evidence is recommended.

#### Regulatory Policy Clinic

Prerequisites: Legislation and the Regulatory State or Administrative Law.

#### Reproductive Justice Clinic

No prerequisites or co-requisites.

#### Technology Law and Policy Clinic

No pre- or co-requisites, but courses in privacy, intellectual property, or First and Fourth Amendment law will prove useful.

## Applications at a Glance

All clinics require that students submit a general application form, a resume and an unofficial transcript online using CAMS at <https://its.law.nyu.edu/cams/>. The following chart outlines any additional documents or procedures that may be required to complete your application. Please consult the individual clinic descriptions for full details.

Clinic	When Offered	Pre- or Co-Requisites	Writing Sample	Interview
Bankruptcy Appellate	Fall	Yes	Yes	--
Brennan Center Public Policy Advocacy	Fall, Spring	--	--	See description
Business Law Transactions	Fall, Spring	Yes	--	--
Children's Rights	Fall, Spring	--	--	--
Civil Litigation - Employment Law	Year	--	--	See description
Civil Litigation - Employment Law - Semester-long	Fall, Spring	--	--	See description
Civil Rights	Year	See description	--	See description
Community Development and Economic Justice	Spring	--	--	Yes – in groups
Criminal Appellate Defender	Spring	Yes	--	--
Criminal Defense and Reentry	Year	Yes	--	Yes
Environmental Law	Fall, Spring	--	--	Yes
Equal Justice and Defender	Fall	Yes	--	Yes
Family Defense	Year	See description	--	Yes
Federal Defender	Year	Yes	--	Yes
Global Justice	Fall, Spring	See description	--	See description
Government Civil Litigation Externship – EDNY	Fall, Spring	See description	Yes	--
Government Civil Litigation Externship – SDNY	Fall, Spring	See description	Yes	--
Immigrant Defense	Spring	See description	--	--
Immigrant Rights	Year	See description	--	See description
International Environmental Law	Fall	See description	Yes	Yes
International Organizations	Fall	Yes	--	Yes
Juvenile Defender	Year	Yes	--	Yes
Legal Ethics Bureau at NYU	Spring	--	Yes	Yes
Legislative and Regulatory Process	Fall	Yes	--	Yes
LGBT Rights	TBD	--	--	Yes
Litigation, Organizing and Systemic Change	Fall	--	--	Yes
Mediation	Fall	See description	--	Yes

Clinic	When Offered	Pre- or Co-Requisites	Writing Sample	Interview
Mediation – Advanced: Dispute System Design	Spring	See description	--	Yes
New York Civil Liberties	Spring	--	--	See description
Prosecution Externship – EDNY	Fall, Spring	See description	--	--
Prosecution Externship – SDNY	Fall, Spring	See description	--	--
Racial Justice	Fall	See description	--	See description
Regulatory Policy	Fall, Spring	Yes	--	Yes
Reproductive Justice	Fall	--	--	Yes
Advanced Reproductive Justice	Spring	Yes	--	--
Technology Law and Policy	Fall	See description	--	--

## Contact Information for All 2014-15 Clinics

Clinic	Faculty	Contact for Application Questions
Bankruptcy Appellate	Arthur Gonzalez Eric Brunstad	Eric Brunstad Eric.Brunstad@dechert.com
Brennan Center Public Policy Advocacy	Myrna Perez (Fall) Alicia Bannon (Spring)	Raymond Ivey Telephone: (212) 998-6474 ray.ivey@nyu.edu
Business Law Transactions	Stephanie W. Abramson Sean Delany Jeremy Steckel Emily Winston	Michelle Williams Telephone: (212) 998-6439 michelle.williams@nyu.edu
Children's Rights	Jacqueline Deane	Raymond Ivey Telephone: (212) 998-6474 ray.ivey@nyu.edu
Civil Litigation-Employment Law (Full-year and Semester-Long)	Laura Sager	Steve Bautista Telephone: (212) 998-6448 sb139@nyu.edu
Civil Rights	Christopher Dunn Alexis Karteron	Steve Bautista Telephone: (212) 998-6448 sb139@nyu.edu
Community Development and Economic Justice	Edward De Barbieri Nasoan C. Sheftel-Gomes	Michelle Williams Telephone: (212) 998-6439 michelle.williams@nyu.edu
Criminal Defense and Reentry	Kim Taylor-Thompson Anthony Thompson	Damaris Marrero Telephone: (212) 998-6473 marrerod@exchange.law.nyu.edu
Criminal Appellate Defender	Eunice Lee Rosemary Herbert	Michelle Williams Telephone: (212) 998-6439 michelle.williams@nyu.edu
Environmental Law	Eric A. Goldstein Nancy S. Marks	Jane Schuldiner Natural Resources Defense Council 40 West 20 <sup>th</sup> St, 11 <sup>th</sup> Floor, NYC jschuldiner@nrdc.org
Equal Justice and Defender	Bryan Stevenson Randy Susskind	Noelia Rodriguez Telephone: (212) 998-6459 rodriguezno@exchange.law.nyu.edu
Family Defense	Christine Gottlieb Martin Guggenheim	Michael D'Amelio Telephone: (212) 998-6635 damelio@exchange.law.nyu.edu
Federal Defender	Christopher A. Flood Annalisa Mirón	Michelle Williams Telephone: (212) 998-6439 michelle.williams@nyu.edu

Global Justice	Meg Satterthwaite	Diana Limongi Telephone: (212) 998-6446 limongid@exchange.law.nyu.edu
Government Civil Litigation Externship – EDNY	Michael J. Goldberger	Michael J. Goldberger US Attorney’s Office – EDNY 271 Cadman Plaza East Brooklyn, New York 11201 Tel: 718-254-6052 Michael.Goldberger@usdoj.gov
Government Civil Litigation Externship – SDNY	David J. Kennedy	David J. Kennedy US Attorney’s Office – SDNY 86 Chambers Street New York, NY 10007 (212) 637-2733 David.Kennedy2@usdoj.gov
Immigrant Defense	Jojo H. Annobil Yvonne Floyd-Mayers	Susan Hodges Telephone: (212) 998-6478 susan.hodges@nyu.edu
Immigrant Rights	Nancy Morawetz Ruben Loyo	Noelia Rodriguez Telephone: (212) 998-6459 rodriguez@exchange.law.nyu.edu
International Environmental Law	Richard Stewart Bryce Rudyk	Basilio Valdehuesa Telephone: (212) 992-8165 valdehuesa@exchange.law.nyu.edu
International Organizations	Gráinne de Búrca Angelina Fisher	Angelina Fisher fishera@exchange.law.nyu.edu
Juvenile Defender	Randy Hertz	Leomaris Sanchez Telephone: (212) 998-6477 leomaris.sanchez@nyu.edu
The Legal Ethics Bureau at NYU	Barbara S. Gillers	Michael D’Amelio Telephone: (212) 998-6635 damelio@exchange.law.nyu.edu
Legislative and Regulatory Process	Sally Katzen Robert Bauer	Susan Hodges Telephone: (212) 998-6478 susan.hodges@nyu.edu
LGBT Rights	Michael Kavey	Sarah Burns sarah.burns@nyu.edu
Litigation, Organizing and Systemic Change	Sarah Burns Deborah Axt Andrew Friedman	Raymond Ivey Telephone: (212) 998-6474 ray.ivey@nyu.edu
Mediation	Ray Kramer Eric R. Max	Raymond Ivey Telephone: (212) 998-6474 ray.ivey@nyu.edu
Mediation – Advanced: Dispute System Design	Ray Kramer Daniel M. Weitz	Raymond Ivey Telephone: (212) 998-6474 ray.ivey@nyu.edu

New York Civil Liberties	Claudia Angelos Corey Stoughton	Steve Bautista Telephone: (212) 998-6448 sb139@nyu.edu
Prosecution - EDNY	Christina Dugger Evan Norris	Michelle Williams Telephone: (212) 998-6439 michelle.williams@nyu.edu
Prosecution - SDNY	Justin S. Weddle	Michelle Williams Telephone: (212) 998-6439 michelle.williams@nyu.edu
Racial Justice	Claudia Angelos Dale Ho	Steve Bautista Telephone: (212) 998-6448 sb139@nyu.edu
Regulatory Policy	Richard Revesz Jason Schwartz	Jason Schwartz Telephone: (212) 998-6093 Wilf Hall, Room 317 jason.schwartz@nyu.edu
Reproductive Justice & Advanced Reproductive Justice	Sarah Burns	Raymond Ivey Telephone: (212) 998-6474 ray.ivey@nyu.edu
Technology Law and Policy	Jason Schultz Catherine Crump	Susan Hodges Telephone: (212) 998-6478 susan.hodges@nyu.edu



## **COURSE DESCRIPTIONS**

### **Year-long Clinics offered 2014-15**

Civil Litigation - Employment Law

Civil Rights

Criminal Defense and Reentry

Family Defense

Federal Defender

Immigrant Rights

Juvenile Defender

## Civil Litigation - Employment Law Clinic, Full Year

LW.10215 / LW.10625

Professor Laura Sager

Open to 3L and 2L students

Maximum of 8 students

Year-long course

14 credits\*

No prerequisites or co-requisites

### Course Description

The Civil Litigation-Employment Law Clinic, Full Year, provides two semesters of in-depth training in the tasks and skills involved in civil litigation through simulation and fieldwork cases involving employment law. The same subject and format is offered, under different course numbers, as one-semester courses in Fall 2014 and Spring 2015. It is offered in place of the Employment and Housing Discrimination Clinic, which Professor Sager is currently teaching. The combined enrollment in the full-year course and the semester-long course will be not more than a total of 8 students in both the Fall and Spring semesters.

The Clinic represents individuals in claims of (1) employment discrimination based on race, sex, national origin, age and disability; (2) violations of the Family and Medical Leave Act (denial of leave and retaliation); and violations of the minimum wage and overtime pay laws. Most of the Clinic cases are in federal court, although some are in federal agencies such as the EEOC and the Department of Labor, or in state court.

The Clinic's docket comes from cases referred by the pro se office of the federal courts, other attorneys, and civil rights organizations. From time to time the Clinic acts as co-counsel with outside organizations such as Make the Road by Walking, an advocacy organization for low-wage Latino immigrant workers; MFY Legal Services, Inc. (a legal services organization that represents low income individuals); and Legal Momentum (formerly known as the NOW Legal Defense Fund), an advocacy organization for women's rights.

The work that students do on Clinic cases spans the full range of litigation tasks performed by attorneys. These include meeting with the clients, interviewing witnesses, conferring or negotiating with opposing counsel, taking depositions, and appearing in court for scheduling conferences, argument of motions, evidentiary hearings, trials, and appeals. Much of the fieldwork involves drafting documents such as pleadings, discovery requests, correspondence with opposing counsel and the court, deposition outlines, and briefs. Typically, two students work on each fieldwork case. However, more than two may work on cases that are particularly complex or demanding.

Two cases on the current Clinic docket are likely to still be in litigation at the start of the Fall 2014 semester. They are (1) a claim of sexual harassment and sex-based termination on behalf of two low-wage Hispanic women who worked for a small manufacturing company in Brooklyn and (2) a claim of sex discrimination against the New York City Housing Authority for failing to hire a woman in the position of Bricklayer. Other cases will be added to the docket to ensure that all students have a broad and full experience of the litigation process.

The seminar component of the course deals with the substantive and procedural law related to Clinic cases. The goal is to give students the opportunity to experience and reflect on how the rules of civil procedure and the rules of evidence operate in the real world of federal litigation. Students participate in simulation exercises derived from prior Clinic cases. These exercises include initial and on-going case planning; drafting pleadings, discovery requests, motions and briefs; arguing motions; taking depositions; and performing trial work, including direct and cross-examination of witnesses, opening statements, and closing arguments.

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\* 14 credits consisting of 3 clinical credits and 4 academic seminar credits each semester.

On average, students spend about 20 hours per week on the course. However, the workload may be heavier or lighter at different times during the semester depending on the demands of the fieldwork cases and simulation exercises.

### **Application Procedure**

Students who are interested in taking the Clinic should submit the standard application, resume and transcript online through CAMS. Professor Sager will schedule times to meet in small groups with applicants who would like more information about the course and the opportunity to ask questions. She will also be available to meet individually with students who so wish. The Clinic administrator will contact applicants to schedule the group information sessions and any individual meetings with Professor Sager. These meetings are not mandatory and applicants are not selected based on attendance.

### **Student Contacts**

Ali Bilow      [ali.bilow@nyu.edu](mailto:ali.bilow@nyu.edu)  
Brittany Francis    bnf215@nyu.edu  
Robyn Lym      rkl240@nyu.edu  
Drei Munar      jdm557@nyu.edu  
Emily Naphtal    esn224@nyu.edu  
Daniel Small      dis248@nyu.edu  
Daniel Yu      daniel.yu@nyu.edu

## Civil Rights Clinic

LW.10627 / LW.10559  
Professor Christopher Dunn  
Professor Alexis Karteron  
Open to 3L and 2L students  
Maximum of 8 students

Year-long course  
12 credits\*  
No pre- or co-requisites  
Recommended: Evidence, Federal Courts

### Introduction

Working with faculty and with the New York Civil Liberties Union (the New York State affiliate of the American Civil Liberties Union), students in the Civil Rights Clinic handle police accountability and related cases in New York federal and state courts.

### Course Description

The year-long Civil Rights Clinic is an intensive 12-credit litigation program in which students represent plaintiffs in civil rights cases in the Southern and Eastern Districts of New York and occasionally in state court under the supervision of professors at the New York Civil Liberties Union. They also take part in weekly seminars that help to develop their litigation skills and their understanding of the law and the political and social contexts of civil rights litigation. Students devote an average of 17 hours to clinic work each week. We aim to graduate students with an appreciation for the challenges of civil rights work; a thorough understanding of the civil litigation process; experience in the issues involved in representing clients; and the lawyering skills, habits of reflection, and confidence to handle clients and litigation effectively.

Founded in 1951 as the New York affiliate of the American Civil Liberties Union, the New York Civil Liberties Union has a central office in New York City with more than fifty staff members, eight regional offices, and more than 40,000 members across the state. Its core mission is to defend and promote the fundamental principles and values embodied in the Bill of Rights, the U.S. Constitution, and the New York Constitution, including freedom of speech and religion, and the right to privacy, equality and due process of law for all New Yorkers. The clinic has dedicated workspace at the NYCLU and the clinic students are an integral part of the NYCLU's legal team.

Students in the clinic run their own cases, almost always involving police practices, with the help of Chris Dunn, the associate legal director of the New York Civil Liberties Union and Alexis Karteron, an NYCLU senior staff attorney. Working in teams of two or three, the students are responsible for their clients and cases, and directly handle nearly all aspects of the litigation. Sometimes we are able to take a case from its initial stages through disposition within a school year, but not always. While a particular case may not present the opportunity to engage in all of the following tasks, each student will handle many of them: the decision whether to take a case; the development of case strategy; counseling clients; drafting pleadings; conducting discovery, including taking and defending depositions; negotiating settlements; appearances at pretrial conferences; briefing and arguing district court motions; and conducting trials.

The focus of the Clinic's case work is on the constitutionality of police practices, although any kind of civil rights or liberties matter might be on our docket. Some students in the clinic may pick up litigation that will carry over from this year. We are usually able to respond to student interest by matching students with their preferred cases.

Cases being handled by current clinic students include two § 1983 cases that defend the public's right to take photographs of police activity in New York City without fear of being arrested and a case challenging the use of force against a student by an NYPD school safety agent. To give interested students an idea of the

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\* 12 credits include 3 clinical credits and 3 academic seminar credits per semester.

kinds of cases and issues clinic students have handled, we describe some of them below. Much of the clinic's work is featured on the NYCLU's web site, [www.nyclu.org](http://www.nyclu.org), which we encourage you to visit.

- *Battle v. City of New York* (S.D.N.Y.), successful challenge to the NYPD's unlawful practice of detaining, questioning and searching innocent livery cab passengers – particularly blacks, Latinos and other people of color;
- *Sharma v. City of New York* (S.D.N.Y.), successful challenge to the arrest of an Indian filmmaker and to the constitutionality of New York City's film-permit scheme;
- *Wiita v. City of New York* (S.D.N.Y.), successful challenge to NYPD photography-investigation practices implicated by the arrest of a Columbia University graduate student for taking pictures near a subway stop;
- *Blair v. City of New York* (S.D.N.Y.), successful challenge to NYPD stop-and-frisk practices implicated by the arrest of an African-American reporter for the New York Post as well as aspects of a stop-and-frisk database maintained by the Department;
- *Lino v. City of New York* (New York County Supreme Court), successful challenge to the NYPD's refusal to seal the database containing personal information of people wrongly stopped and frisked;
- *Matthews v. City of New York* (S.D.N.Y.), ongoing challenge to retaliation against a veteran police officer who disclosed the use of an illegal quota system for arrests, summonses and stop-and-frisk encounters in his Bronx precinct;
- *NYCLU v. NYPD* (New York County Supreme Court), successful challenge to the NYPD's refusal to produce, pursuant to the New York Freedom of Information Law, a copy of an electronic database containing information about hundreds of thousands of police stops;
- *NYCLU v. New York City Transit Authority* (S.D.N.Y.), successful challenge to policy barring public from observing hearings for people accused by police officers of offenses on New York City's subways and buses;
- *Campeau-Laurion v. Raymond Kelly, The New York Yankees Partnership, et al.* (S.D.N.Y.), successful challenge to Yankee policy, enforced by NYPD, of requiring fans to stand at their seats for playing of "God Bless America" during the seventh-inning stretch;
- *Musumeci v. U.S. Department of Homeland Security* (S.D.N.Y.), successful challenge to federal government practice barring from photography of exteriors of federal buildings from public sidewalks and streets;
- *Sultan v. Kelly* (E.D.N.Y.), successful challenge to the twenty-one searches of a brown-skinned straphanger under the NYPD's purportedly "random" subway bag search program;
- *Charles v. City of New York* (E.D.N.Y.), ongoing challenge to arrest of woman for videotaping stop-and-frisk of three black teenagers on her block;
- *Zayas v. City of New York* (S.D.N.Y.), successful challenge to arrest of news photographer whom NYPD officers ejected from subway system for attempting to photograph stop-and-frisk and then arrested for objecting to the ejection;
- *Gaynor v. City of New York* (S.D.N.Y.), ongoing challenge to arrest and use of physical force against student by NYPD school safety officers;
- *Sullivan v. City of New York* (E.D.N.Y.), challenge to arrest of a Staten Island environment activist who criticized the borough president about his handling of a local development site.

In addition to the field work, the Clinic has a three-hour seminar where we meet at the NYCLU and use the cases that the students are working on to discuss and resolve the real-life challenges of litigation. Finally, litigation involving the police provides a rich experience from which we all can draw in seminar and other clinic discussions about the complex institutional, political, and social factors that drive behavior and policy in these settings, and about the possibilities for institutional change.

### **Application Procedure**

To apply to the Civil Rights Clinic, please submit the standard application, resume and transcript online through CAMS. Selection of students is not based on interviews; however, you are welcome to come to a

small group meeting of applicants and faculty so that we can have the opportunity to meet each other and so that we can answer the questions you may have. We will be in touch with you once all applications are in to set those meetings up.

### **Student Contacts**

We suggest that students who are interested in the Clinic talk to current students; they are:

Ryan Barrett  
Kirill Basin  
Brooks Emanuel  
Dave Giroux  
Andy Jondahl  
Isha Mehmood  
Matt Wasserman  
Geoff Wertime

## **Criminal Defense and Reentry Clinic**

LW.10051 / LW.10536

Professor Anthony Thompson

Professor Kim Taylor-Thompson

Open to 3L and 2L students

Maximum of 16 students

Year-long course

14 credits\*

Pre- or Co-requisite: Evidence. Criminal Procedure or Criminal Litigation are recommended.

### **Introduction**

The Criminal Defense and Reentry Clinic will be offered to 16 students as a year-long, 14-credit fieldwork course and seminar. Students should expect to devote 12-15 hours per week to their fieldwork. This new clinical opportunity is an outgrowth of two clinics formerly taught as independent clinics: the Community Reentry and Reintegration Clinic and the Criminal and Community Defense Clinic. Next year, the clinics will merge to offer students an exciting opportunity to explore the intersection of direct representation in criminal court, city-wide criminal justice policy, and community engagement.

The clinic will allow students to explore the ways that defenders can provide holistic representation to clients charged with criminal offenses. It will also explore that defenders can work in collaboration with community groups and their clients to address broad, pressing issues in the criminal justice system. The clinic will expect students in the course of direct representation to work on reentry issues. Using an interdisciplinary approach, students will be expected to explore ways that defender offices can be more grounded in the communities from which their clients come and to which they will return. In addition, the clinic will examine and work to make reform recommendations regarding current bail policies in the New York City criminal justice system.

### **Course Description**

#### *Fieldwork*

Students will be assigned to work in two offices: Brooklyn Defender Services (BDS) and the Bronx office of the Legal Aid Society Criminal Defense Practice. Students will have the unique opportunity to be embedded in two of the premier criminal defense offices in New York City. Students will have the opportunity to work with lawyers directly on criminal matters facing clients. That work will involve intake, investigation, advocacy at arraignments, working with clients and witnesses, and legal research in adult court. In addition, at BDS, the students will have the opportunity to continue working with the Brooklyn Adolescent Representation Division (BARD), a special unit that advocates on behalf of young people in the adult system. In both the Bronx and Brooklyn, the clinic will look to address common reentry issues that clients face in criminal court.

In addition to the casework, students in both offices will collaborate on an extensive review of misdemeanor bail policies in the Bronx and Brooklyn to gather data that can be used in litigation or in legislative advocacy to reform current bail practices.

Some feel for the fieldwork of the clinic can be found in the work of each independent clinic in previous years. Fieldwork has included the following:

- Working with clients and witnesses in the preparation of defenses to criminal charges.
- Legal research in preparation for matters that arise in criminal cases.
- Appearances in court in arraignment hearings.
- Making Bail Arguments.

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\* 14 credits include 3 clinical credits and 4 academic seminar credits per semester.

- Working with clients to obtain certificates of relief from disabilities and certificates of good conduct where appropriate.
- Devising and implementing a comprehensive legal needs assessment to determine the services a neighborhood-based defender office should provide.
- Devising and conducting a study of remand practices in juvenile court in New York City.
- Advocating, in coalition with other community-based providers, for the use of alternatives to incarceration and bail reform.
- Advocating for policies that facilitate the reentry of individuals returning to their communities.

### *The Seminar*

The seminar will examine various conceptions of the role of the defender office in an effort to begin developing a vision that treats individual representation as the primary, but not sole responsibility of a defender office. Students will be introduced to approaches that attempt to move defender offices toward more community-based, activist roles in the political and justice systems. Students will explore the range of roles that defenders can play in advocating for their clients and client communities. They will be exposed to principles of problem-identification and problem-solving as theoretical constructs. Then, through case studies of individual representation, outreach, education and organizing initiatives, students will closely examine ambitions, methods and achievements in light of those theories. The interdisciplinary approach of the seminar is designed to encourage students to share ideas and theories across disciplines as a means of developing stronger analytical, consensus-building and leadership skills.

The seminar will also provide a forum for a collaborative effort with staff from local defender offices, advocacy groups, and community members to begin the process of moving beyond the defender's constitutional mandate to represent individual clients charged with crimes toward a role that involves greater participation in the larger community. The seminar will explore various policy roles that defender offices might begin to assume. Students will examine the tendency of traditional defender offices to isolate themselves from the larger community and will attempt to determine whether and how these offices might become more actively involved with client communities, the media and others in position of influence to shape and advance an agenda on behalf of defenders' client base.

The seminar will include simulations and materials to expose students to various forms of advocacy. Lawyers who represent individuals charged in the criminal justice system need to have a varied arsenal at their disposal. The seminar will expose to students to media advocacy, legislative advocacy, and community advocacy. Students will explore ways to develop facts and frame issues, collaborate with staff and communities, and evaluate the effectiveness of the strategies that have been developed. Class discussions will examine the differences between - and interrelationship of - individual and group representation, informal and formal advocacy, and litigation and non-litigation strategies.

### **Application Procedure**

Please submit your clinic application, resume and unofficial transcript through CAMS, the online application system. There will be an interview which can be scheduled on CAMS. If you have any questions, please contact Damaris Marrero at 212-998-6473 or [damaris.marrero@nyu.edu](mailto:damaris.marrero@nyu.edu).



## Student Contacts

<u>Criminal and Community Defense Clinic</u>	<u>Community Reentry and Reintegration Clinic</u>
Danielle Arbogast	Stephen Ballentine
Siobhan Atkins	Toi Carrion
Kadeem Cooper	Jeffrey Dahlberg
Jesse Dong	Anna Estevaeo
Yvonne Eloisebo	Caleb Fountain
Hannah Mercuris	Brittany Francis
Sarah O'Brien	Rachel Hoerger
Olivia Scheck	Daniel Yu

## Family Defense Clinic

LW.11540 / LW.10251  
Professor Martin Guggenheim  
Professor Christine Gottlieb  
Open to 3L and 2L students  
Maximum of 12 law students

Year-long course  
14 credits\*  
No prerequisites or co-requisites\*\*

### Introduction

Over the past generation, the number of children placed in foster care in the United States reached historical highs (comparable in some respects to the rising incarceration rate). At times, of course, it is appropriate to separate children from their families. The trend, however, has been to increase the ease with which state officials can take children into custody when they have concern about the children's well-being, a determination that is highly subjective. The Family Defense Clinic has helped spearhead a movement—in New York City and nationally—over the past 20 years to push back against this trend. We believe that poor families, and poor families of color in particular, are entitled to the identical protections against unwelcome state intervention that wealthy parents (and their children) enjoy. The overwhelming majority of families that are monitored and disrupted by child welfare authorities are poor and they are disproportionately minorities. (In New York City, approximately 97 percent of the children in foster care are minorities.) The Family Defense Clinic strives to protect and expand the due process rights of these families, and to advocate for the services to which they are entitled, but which they are often denied. Central to the Clinic's mission is to work through both direct representation and systemic advocacy to combat the indignity and inequality routinely experienced by parents involved with the child welfare system.

Clinic students participate in a year-long, 14-credit course that examines child welfare policy and practice. The clinic's primary focus is on preventing the unnecessary break-up of indigent families and assisting separated families to reunite by representing individual parents and relatives of children who are in or at risk of foster care placement. The clinic also undertakes projects designed to address systemic problems in the foster care and Family Court systems. The clinic involves a mixture of fieldwork, seminar meetings, and participation in simulated exercises and hearings.

The Family Defense Clinic has pioneered an interdisciplinary model that integrates social workers into legal teams to ensure that representation includes securing appropriate social services and providing meaningful support for family preservation efforts. Graduate social work students join the seminar and fieldwork components of the clinic, and work in teams with law students. Central to all clinic work is attention to the coming together of law and social work, the differences inherent in the two fields, and exploration of the possible methods of collaboration.

### Course Description

#### *Fieldwork*

- (a) The heart of the clinic is the opportunity to represent individual clients in Family Court. Clinic students work with lawyers from the Family Defense Practice of Brooklyn Defender Services as counsel for parents of children in or at risk of entering foster care. The cases include child neglect and abuse cases, termination of parental rights proceedings, and permanency planning hearings.

Students, under supervision, are directly responsible for all aspects of case planning and litigation. The

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\* 14 credits include 3 clinical credits per semester and 4 academic seminar credits per semester.

\*\* Evidence is preferred but is not a prerequisite.

fieldwork includes extensive client contact, interviewing, counseling, investigation, legal research, motion practice, discovery, out-of-court advocacy, and preparing for and conducting trials and dispositional hearings in Family Court. It is common for students to argue motions and conduct contested hearings before Family Court judges. Students pursuing their master's degrees in social work will be part of the legal team representing each client, and will assist in analyzing and identifying issues, formulating plans to achieve clients' goals, assessing clients' strengths and needs, and accessing appropriate services.

(b) Clinic students may also work with faculty on projects designed to improve child welfare policy and practice. The Clinic's past projects have included legislative and regulatory lobbying; helping organize the first national association of parents advocates; drafting an amicus brief to the United States Supreme Court; preparing policy memoranda for the New York City Commissioner of Children's Services; hosting conferences of institutional providers of legal representation for parents; designing and conducting a survey of parents whose children are in foster care; drafting a report on Family Court for the New York City Bar Association; and developing "know your rights" trainings for parents. In addition, the Clinic works with various defender services to litigate appeals aimed at developing significant case law in the field. Students may have the opportunity to participate in strategic appeal planning and to draft appellate briefs.

### *The Seminar*

The seminar will generally meet twice each week for two hours. The early part of the fall semester will be devoted to study of the foster care system and the laws governing child protection and involuntary termination of parental rights. Special attention will be given to the roles of lawyers and social workers representing families and to an interdisciplinary approach to legal representation.

As the year moves forward, the seminar will be used to support and enhance both kinds of fieldwork activity. The seminar will focus on the cases students are handling, as well as broad policy questions in this field. Simulation exercises will focus on litigation skills, including interviewing, developing a theory of the case, direct and cross examination, and oral argument. Throughout the year, the seminar will be used to discuss issues relating to race and class in child welfare policy and practice, and ethical and systemic issues that arise in students' cases. The seminar will also hear from experts in the field.

### **Administrative Information**

Students must be prepared to make a full-year commitment to the program.

### **Application Procedure**

Students should submit an application, resume and a transcript online via CAMS. Applicants will be contacted by Michael D'Amelio for an interview with Martin Guggenheim or Christine Gottlieb. If you have any questions, you may contact Mr. D'Amelio at (212) 998-6635 or mad1@nyu.edu.

Students who enroll in the Family Defense Clinic as 2Ls may have the opportunity to join the Advanced Family Defense Clinic in their 3L year. There is no formal application process for the Advanced Family Defense Clinic. Students will be invited to apply in the spring for the following year.

## Student Contacts

Students are encouraged to speak with current members of the clinic. The following law students are members of the 2013-14 clinic:

Catherine Corbo  
Hannah Flamm  
Jennifer Garrett  
Julie Krumwiede

Taylor Napolitano  
William Price  
Samantha Rubin  
Joseph Tevelowitz

Students should also feel free to contact Professors Martin Guggenheim and Christine Gottlieb if they have any questions or wish additional information. Marty can be reached at (212) 998-6460 and [guggenh@exchange.law.nyu.edu](mailto:guggenh@exchange.law.nyu.edu). Chris can be reached at (212) 998-6693 and [gottlieb@exchange.law.nyu.edu](mailto:gottlieb@exchange.law.nyu.edu).

## Federal Defender Clinic

LW.10783 / LW.10767  
Professor Christopher A. Flood  
Professor Annalisa Mirón  
Open to 2L and 3L students  
Maximum of 12 students

Year-long course  
14 credits\*  
Prerequisites: Criminal Procedure, Evidence or a trial advocacy or litigation course\*\*

### Introduction

The Federal Defender Clinic (FDC) has been providing representation for indigent clients accused of misdemeanor offenses in the Eastern District of New York for over twenty-five years. The seminar is devoted to exploring the ethical foundations of client-centered advocacy and holistic representation, intensive litigation skill-building, and to critically examining the difficulties our clients face in the criminal justice system. Students spend approximately ten Tuesday mornings in federal court representing people accused of violations of federal law. Under supervision, FDC students conduct fieldwork consisting of all aspects of the client's case – interviews, negotiations, investigations, and litigation.

### Course Description

#### *Fieldwork*

The focus of the FDC is on providing client-centered representation in the area of federal misdemeanors and petty offenses. Fieldwork includes interviewing and counseling clients, investigating factual matters, developing legal and factual defenses, and negotiating with prosecutors and agency representatives to obtain favorable dispositions. In those cases that are not favorably resolved at the initial arraignment day, students conduct thorough legal research, crime scene investigation and witness interviews. Ongoing client counseling guides student efforts to identify and respond to the individualized interests of each client. This information meaningfully informs the conduct of clinic litigation, which ranges from traditional tasks like the drafting discovery motions, subpoenas, and pretrial motions, to more holistic measures including helping clients avoid the collateral consequences of a criminal record. To advance their clients' interests, students conduct extensive negotiations, engage in proffer sessions, and draft plea agreements. Cases not settled are taken to formal court hearings and bench trials before federal Magistrate Judges with students handling all aspects of the litigation, including motion practice, witness preparations, direct and cross-examinations, opening and closing statements, and legal arguments.

In addition to their misdemeanor cases, clinic students work on federal felony cases through the clinic's affiliation with the Federal Defenders of New York. Students will work directly with experienced Federal Defenders in the Eastern and Southern Districts of New York to help them defend federal felony cases. Research and preparation for sentencing will be a focus of the 2014-15 clinic felony fieldwork.

#### *Seminar*

The seminar meets two evenings per week for a total of four hours. The seminar involves critical examination and discussion of the criminal justice system based on the students' experiences and observations. After a discussion of interviewing and negotiating strategies and techniques during our early Fall semester "boot camp," students conduct mock client interviews and negotiating sessions to prepare for arraignment day. The remainder of the fall semester is spent discussing the operative components of federal

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\* 14 credits include 3 clinical credits and 4 academic seminar credits each semester.

\*\* If students have not taken any of these courses, they are expected to take one concurrently with the clinic; Criminal Procedure is the recommended course in that instance.

criminal practice including investigations, discovery, subpoenas, client-centered counseling, plea bargaining, motion practice, and other litigation techniques. Students draft case analysis memoranda, discovery requests, motion papers, and negotiation letters. The spring semester focuses on trial strategies as some cases may head to hearings and trials. During the school year, students will engage in a full simulated suppression hearing, and a full simulated trial. Interwoven throughout the year are discussions of the ethical and systemic issues facing public defenders.

### **Qualifications for Applicants**

Second-year and third-year students are eligible to take this clinic. Criminal Procedure, Evidence or a trial advocacy or litigation course is required as a prerequisite. If students have not taken any of these courses, they are expected to take one concurrently with the clinic; Criminal Procedure is the recommended course in that instance.

### **Credits and Hours**

The FDC is a year-long, 14-credit, clinic. We will award three clinical credits and four academic seminar credits each semester.

### **Particular Scheduling Requirements**

In addition to the evening seminar hours, FDC students will be required to attend approximately five court intake days per semester. Accordingly, students will need to be available on Tuesdays between 9 AM and 1:30 PM and may not schedule other classes at that time.

### **Application Procedure**

Applicants should submit a resume, unofficial transcript, and application using CAMS, the online application system. After submitting their applications, students should sign up for an interview slot through CAMS. If you have any questions, please contact Ms. Williams at (212) 998-6439 or [michelle.williams@nyu.edu](mailto:michelle.williams@nyu.edu).

### **Student Contacts**

Students are strongly encouraged to speak with current members of the clinic:

Max Ace	Gregg Re
Kayla Bensing	Julie Simeone
James Brockway	Josh Stanton
Paul Hanft	Brian Wood
Cynthia Jordan	

Interested applicants may also contact the adjunct professors. Christopher Flood may be reached via email at [Christopher\\_Flood@fd.org](mailto:Christopher_Flood@fd.org); Annalisa Mirón may be reached via email at [annalisa.miron@nyu.edu](mailto:annalisa.miron@nyu.edu).

## Immigrant Rights Clinic

LW.11134 / LW.10586  
Professor Nancy Morawetz  
Professor Ruben Loyo  
Open to 3L and 2L students  
Maximum of 10 students

Year-long course  
14 credits\*  
No prerequisites or co-requisites\*\*

## Introduction

The [Immigrant Rights Clinic](#) (IRC) is a leading institution in both local and national struggles for immigrant rights. Our students engage in direct legal representation of immigrants and community organizations in litigation at the agency, federal court, and where necessary Supreme Court level, and in immigrant rights campaigns at the local, state, and national level. Each student, along with a student partner, will typically have the opportunity to represent both an individual or a set of individuals in litigation (such as a removal proceeding or appeal, detention litigation, or a civil suit) as well as a community organization in a campaign (such as an organizing project or legislative campaign). We choose our docket in consultation with our community partners and engage in work that is responsive to community needs. Students have direct responsibility for these cases and the opportunity to build their understanding of legal practice and the field of immigrant rights law and organizing.

Our individual litigation work generally focuses on three main areas: (1) deportation defense, (2) detention challenges, and (3) affirmative immigrant rights litigation. Under current immigration law, thousands of noncitizens face exile and permanent separation from their families through deportation and detention policies every day, and the numbers are increasing. This is largely a result of an expanding interconnection between the criminal and immigration systems—where even a misdemeanor conviction may lead to mandatory detention and deportation, even for someone with lawful permanent resident status (a “green card”) and U.S. citizen family members. Moreover, federal agencies have been aggressively targeting individuals who lack status—in their homes, workplaces, and communities, often by turning police officers into immigration agents. As a result of these policies, immigrants have been targeted, racially profiled, criminalized, and subjected to draconian deportation and detention policies. Our individual litigation work, in immigration and federal court, pushes back against unjust interpretations of the current law and pushes forward to create systemic change.

Our community campaign work generally focuses on three main areas: (1) representing organizations engaged in drafting legislation and legislative campaigns, (2) developing organizations’ community education, reporting, and/or Know Your Rights work, and (3) spearheading amicus briefing or other forms of group-centered litigation on behalf of community organizations. As social justice lawyers in the immigrant rights struggle, we recognize that traditional litigation practices are only one small part of a larger movement. New York and New Jersey in particular are home to scores of amazing organizations that are engaged in immigrant organizing, public education, and legislative campaigns to fix our broken laws. Our clinic supports these efforts by representing these organizations in their work, much of which operates at the intersection of immigrant rights and labor rights, access to justice, criminal law reform, equality, and a number of key social justice issues.

## Course Description

### *Fieldwork*

Each student in our clinic, along with a student partner, will represent two clients: an individual (or set

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\* 14 credits include 3 clinical credits and 4 academic seminar credits per semester.

\*\* Courses in immigration law, administrative law, federal courts, public benefits law, evidence, and civil litigation may be helpful.

of individuals) in individual litigation, and an organization (or set of organizations) in a community campaign. Students serve as the lead attorneys for both their cases and campaign projects.

This means that students have direct responsibility for all aspects of their individual case and community campaign work. In individual cases, this may include client interviews, fact development, legal research, pleadings/complaint drafting, motions practice and briefing, negotiation, discovery, witness preparation, trial, and/or oral argument. In community campaign work, this may include legislative drafting, development of media strategies, planning for meetings with legislative or administrative officials, public education, and/or report documentation. In this way, the clinic gives students the opportunity to have their own cases and experience what it means to be a social justice lawyer.

We finalize our docket of cases/campaigns each summer prior to the start of the new academic year. Students have the opportunity to rank their preferences and we balance everyone's interests and goals in assigning student teams to each case/project.

To give you a sense of what our docket typically includes, here are examples of past/current individual cases:

- Representing a long time lawful permanent resident and community activist from Trinidad and Tobago who is facing mandatory deportation and permanent separation from his family due to his one-time fraud conviction. In 2013-2014, students have been litigating his case on several fronts, including seeking settlement of a petition for *coram nobis* (challenging his underlying conviction) in federal district court in New Jersey and seeking deferred action status and prosecutorial discretion from the Department of Homeland Security. Students are also pursuing working with a committee of activists and organizers to resolve his case. This case was referred by Families for Freedom, of which our client is a member and activist.
- Representing a father and longtime resident of the U.S. who was facing prolonged mandatory detention (detention without a bond hearing) based on prior convictions for which he received no jail time. IRC students filed, briefed and argued a petition for habeas corpus with the federal district court, which resulted in a successful decision ordering a bond hearing for our client, and set out an interpretation of the mandatory detention statute that will help other clients who served no jail time for the convictions that later trigger mandatory detention. We are now working with his immigration attorney to secure his release on bond following a bond hearing in immigration court. This habeas action was referred by Brooklyn Defenders.
- Representing an asylee who is seeking to adjust his status to a lawful permanent resident but is facing a possible "terrorism-related" hold in his case. As a young student, he had participated in nonviolent pro-democracy protests in the Republic of Congo (and fled after being persecuted). He was granted asylum status, but when he applied for a green card in 2011, his case never was adjudicated. Instead, because the leader of the political party he was involved in had a private militia (despite our client's lack of any interaction with the militia), the "terrorism-related" hold was triggered in his case. IRC students submitted extensive documentation to the U.S. Citizenship and Immigration Services (CIS) documenting why an exception applies to this hold, and will be filing a writ of mandamus in federal court if CIS fails to adjudicate the application. This case was referred by the American Friends Service Committee – Newark.
- Representing an unaccompanied minor from Honduras who is seeking Special Immigrant Juvenile Status (SIJS) due to the abandonment and neglect he experienced by his father. IRC students have submitted a petition for joint guardianship to family court by his mother and her partner, and will present testimony at a hearing on guardianship and a motion for a special findings order so we may terminate his removal proceedings and file a SIJS application. This case was referred by The Door.
- Representing a construction worker who developed lupus after working for decades on subway tunnels and other construction projects. Our client faces deportation to Haiti due to convictions from the 1980s. IRC students are developing evidence to support his claim for relief, including evidence about the availability of medical resources in Haiti and the link between his work history and his disease. They will represent him at a hearing before the immigration court this Spring. This case was referred by The Legal Aid Society.



- Representing a disabled New Yorker who faces removal to the Dominican Republic due to convictions from the 1990s. In addition to her own disability, our client is caring for an eight year old United States citizen daughter who has Down Syndrome. IRC students are developing evidence for a relief hearing so that she and her daughter will not be separated. The hearing will be conducted this Spring. This case was referred by Bronx Defenders.
- Representing a young mother married to an American who was denied adjustment of status to lawful permanent residence because of a youthful offense in Canada. IRC students researched the youth justice system in Canada and prepared a brief to the Immigration Court explaining why our client's youthful offense does not stand in the way of her request for permanent residence. This case was referred by The Legal Aid Society.

Here are examples of past/current organizational campaign case work from our docket:

- Representing national immigrant advocacy groups and community organizations in amicus filings before the circuit courts and the Supreme Court on issues related to detention and deportation. In recent years, the students have filed amicus briefs before the Supreme Court in cases involving the scope of the "drug trafficking aggravated felony" label, the availability of discretionary relief, and challenges to state anti-immigrant laws.
- Representing the New York State Youth Leadership Council in their campaign to enact the New York Dream Act, to ensure greater access to opportunities for undocumented youth in New York State. In 2013-2014, students are conducting research to help the group and their allies with their campaign, and working on the needs of undocumented youth in light of the deferred action for childhood arrivals programs.
- Representing New Jersey Advocates for Immigrant Detainees, a coalition of organizations that cares deeply about immigrants detained in the expanding patchwork of immigration jails in the state. In past years, students worked on groundbreaking reports, *Locked Up But Not Forgotten* and *Immigration Incarceration*, focusing on conditions and access issues in New Jersey jails. This year, students are working on a telephone justice campaign to lower phone rates in New Jersey facilities.
- Representing the Georgia Latino Alliance for Human Rights, the ACLU of Georgia, and the National Day Laborer Organizing Network in Freedom of Information Act litigation regarding the local enforcement of federal immigration law in Georgia. This year students are preparing a report based on documents received through this litigation.
- Representing Families for Freedom (FFF), a grassroots organization of persons who are directly affected by detention and deportation, on access to state post-convictions relief for immigrants who are held in federal detention. FFF has found that immigrants face numerous practical hurdles to post-conviction relief that effectively deny them their constitutional remedies for ineffective counsel. IRC students are preparing a report that FFF can use in its advocacy campaigns.
- Representing the International Youth Association (TIYA), a project of The Black Institute (TBI) and a membership-based organization of the children of teachers who were recruited to work for the New York City Department of Education with the promise of a path to lawful permanent residence. This past year, IRC students drafted a Freedom of Information Act request to receive data from the U.S. Department of Homeland Security, and have researched existing information from the U.S. Department of Labor. Students are also preparing an internal guide for TIYA members on various avenues for immigration status.
- Representing the National Immigration Project and a coalition of other groups in Freedom of Information litigation to achieve greater accountability from the federal government on its policies to return immigrants who prevail in their cases before the courts of appeals. In 2012, this litigation led to a groundbreaking admission by the Solicitor General of the United States that his office had misrepresented facts to the Supreme Court. This year we have continued to litigate for access to government documents and have submitted circuit level briefs seeking a revision of precedent on the standard for stays in light of the Solicitor General's admission.

### *The Seminar*

The seminar component of the Immigrant Rights Clinic is a practice-oriented examination of advocacy on

behalf of immigrants. The seminar meets twice weekly and covers both substantive and skill-based issues that arise in our fieldwork. Students have the opportunity to learn about immigration law and, where it arises in our cases, the intersection of immigration law with criminal, international, civil rights, labor and employment law. Students learn from their fellow students' cases and campaign work, and have the opportunity to explore what it means to be a social justice lawyer.

### **Application Procedure**

Students should submit the standard application, resume and transcript online via CAMS. Applicants should submit as lengthy a response to Question 4 of the standard application as they feel necessary and may ignore the 300 word limit. Applicants invited to interview will be contacted by email. The clinic accepts 2Ls and 3Ls. If you have any questions regarding the application process, please contact Noelia Rodriguez at 212-998-6459 or by [email](#).

Students who enroll in the Immigrant Rights Clinic as 2Ls may have the opportunity to join the Advanced Immigrant Rights Clinic in their 3L year. There is no formal application process for the Advanced Immigrant Rights Clinic. Those students will be contacted about the application process in the Spring.

### **Student Contacts**

We recommend that students interested in the clinic speak to members of the 2013-2014 Immigrant Rights Clinic and the Advanced Immigrant Rights Clinic.

#### 2013-2014 Immigrant Rights Clinic

Daniel Abdul-Malak  
Zachary Dorado  
Tsion Gurmu  
Antonia House  
Rebecca Hufstader  
Jehan Laner  
Nunu Luo  
Hannah McDermott  
Sean McMahon  
Juan Camilo Guzman Mendez  
Etan Newman  
Luis Angel Reyes Salvaza  
Martin de Jesus Santos Paredes  
Colin Stroud

#### 2013-2014 Advanced IRC

Cesar Francia Rivero  
Leila Kang  
Kendal Nystedt  
Amy Pont  
Jesse Rockoff  
Jessica Rofe

## **Juvenile Defender Clinic**

LW.11444 / LW.10531  
Professor Randy Hertz  
Open to 3L students only  
Maximum of 12 students

Year-long course  
14 credits\*  
Pre-requisites/Co-requisites: Criminal Procedure or Criminal Litigation (required); Evidence (recommended)\*\*

### **Introduction**

The Juvenile Defender Clinic is a year-long, 14-credit course that focuses on the representation of juveniles who have been charged with committing crimes. The clinic involves a mixture of fieldwork, seminars on criminal and juvenile law and litigation skills, and participation in simulated trials and hearings.

### **Course Description**

#### *Fieldwork*

Each student will work with the teacher of the clinic and the Legal Aid Society's Juvenile Rights Practice (JRP) division in representing children accused of crimes in New York Family Court delinquency proceedings. The clinic is designed to allow students to experience all stages of the juvenile/criminal process. Students work on all aspects of the process, including arraignment, investigation, drafting of motions, motions arguments, negotiation, client counseling, suppression hearings, trial, and sentencing (which, in Family Court, may take the form of a contested evidentiary hearing).

#### *The Seminar*

For the first five weeks of the fall semester, the seminar will focus on New York criminal and juvenile law and procedure, so as to prepare students for representing juvenile clients accused of crimes in Family Court delinquency proceedings. For the remainder of the fall semester and throughout the spring semester, students will participate in simulated hearings and trials that are designed to teach the range of skills involved in trial practice. After covering the basic skills of witness examination and trial-level argument, these simulations will focus on the ways in which lawyers use a "theory of the case" to guide their witness examinations and the host of tactical judgments that must be made when cross-examining adverse witnesses, making objections, presenting one's own witnesses, and arguing a case to a judge or jury.

The seminar also will be used to discuss ethical, strategic and systemic issues that arise in the cases in which students are involved. Several sessions of the seminar will be devoted to an examination of the criminal and juvenile justice systems. To provide students with additional information about the juvenile justice system, students will tour juvenile detention and correctional facilities.

### **Qualifications for Applicants**

Students in the clinic are expected to have previously taken either Criminal Procedure or Criminal Litigation, but this course may be taken concurrently with the clinic, preferably in the fall semester. A prior course on evidence is recommended but not required.

### **Application Procedure**

Students should submit an application, resume and transcript on-line via CAMS. Leomaris Sanchez will

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\* 14 credits include 3 clinical credits and 4 academic seminar credits per semester.

\*\* Any of these courses may be taken concurrently with the clinic.

contact you to schedule an interview with Randy Hertz. If you have questions, you can direct them either to Ms. Sanchez at (212) 998-6477 or leomaris.sanchez@nyu.edu or to Randy Hertz at [randy.hertz@nyu.edu](mailto:randy.hertz@nyu.edu).

### **Student Contacts**

Students who are interested in learning more about the course may wish to speak with the following students who are currently in the clinic:

Joe Austin  
Kelly Dreher  
Becca Fisher  
Christine La Rochelle  
Malika Lubell-Doughtie  
Sara Maeder  
Sharmeen Mazumder  
Stas Moroz  
Adam Saper  
Katie Sexton  
Ariel Werner  
Dana Williamson

## **COURSE DESCRIPTIONS**

### **Semester-long Clinics offered 2014-15**

Bankruptcy Appellate (Fall)  
Brennan Center Public Policy Advocacy (Fall and Spring)  
Business Law Transactions (Fall and Spring)  
Children's Rights (Fall and Spring)  
Civil Litigation - Employment Law (Fall and Spring)  
Community Development and Economic Justice (Spring)  
Criminal Appellate Defender (Spring)  
Environmental Law (Fall and Spring)  
Equal Justice and Defender (Fall)  
Global Justice (Fall and Spring)  
Government Civil Litigation Externship - Eastern District of NY (TBD)  
Government Civil Litigation Externship - Southern District of NY (TBD)  
Immigrant Defense (Spring)  
International Environmental Law (Fall)  
International Organizations (Fall)  
The Legal Ethics Bureau at NYU Law School (Spring)  
Legislative and Regulatory Process (Fall)  
LGBT Rights (TBD)  
Litigation, Organizing and Systemic Change (Fall)  
Mediation (Fall)  
Mediation – Advanced: Dispute System Design (Spring)  
New York Civil Liberties (Spring)  
Prosecution Externship - Eastern District of NY (TBD)  
Prosecution Externship - Southern District of NY (TBD)  
Racial Justice (Fall)  
Regulatory Policy (Fall and Spring)  
Reproductive Justice (Fall) and Advanced Reproductive Justice (Spring)  
Technology Law and Policy (Fall)

## Bankruptcy Appellate Clinic

LW.12273 / LW.12274

Senior Fellow Judge Arthur J. Gonzalez

Professor G. Eric Brunstad, Jr.

Open to 3L, 2L and LL.M. students

Maximum of 10 students

Fall semester

4 credits\*

Prerequisite/Co-requisite: a bankruptcy course.

## Course Description

The focus of the Bankruptcy Appellate Clinic is on the provision of appellate legal services to indigent bankrupt individuals. Insolvent individuals file over a million bankruptcy cases each year, generating hundreds of federal appeals. Many of these appeals involve issues of vital importance to the administration of bankruptcy cases and the availability of bankruptcy relief to overburdened consumers. As an indication of the significance of these matters, over the past twenty years the U.S. Supreme Court has routinely granted certiorari to review at least one bankruptcy appeal per term, most often a consumer case. In most (if not all) of these appellate cases, the debtors involved are unable to afford appellate counsel. On the other hand, governmental and creditor interests are typically well represented. A case in point is *Bullock v. BankChampaign, N.A.*, no. 11-1518 (2013), a recent matter in the U.S. Supreme Court. *Bullock* involved an important issue concerning the scope of the debtor's bankruptcy discharge.

### *Fieldwork*

The students' work will include participating in a federal bankruptcy appeal involving an issue of importance to insolvent consumers. The participation would include either the direct representation of the debtor in the appeal or the preparation and filing of an amicus brief in support of the debtor. The relevant fieldwork will include participating in strategizing the matter, reviewing the appellate record, conducting research, preparing one or more briefs, and attending oral argument (if feasible).

### *Seminar*

The relevant coursework will include a weekly two-hour seminar, which will focus on the study and development of appellate advocacy skills. Materials for the seminar will include readings on various appellate advocacy topics. As part of the seminar, students will be responsible for conducting a mock oral argument. A prior or concurrent course on bankruptcy law is required, although this requirement may be waived at the discretion of the instructors.

## Application Procedure

Please submit the standard [clinic application](#), resume, unofficial transcript, and a writing sample of 10-15 pages via CAMS, the online application system. There will be no interview. If you have any questions regarding the clinic, please contact [Eric Brunstad](#).

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\* 4 credits include 2 clinical credits and 2 academic seminar credits.

## **Student Contacts**

Clinic participants in Spring 2014 are:

Gabriel Brunswick  
Rebecca Chaikin  
Fielding Huseth  
Leslie Krusen  
Mike Legge  
Jonah Peppiatt  
Matthew Rappoport  
Isaac Sasson  
Xiaoye Rachel Wang

## **Brennan Center Public Policy Advocacy Clinic**

LW.10328 / LW.10353

Professor Myrna Pérez (Fall)

Professor Alicia Bannon (Spring)

Open to 3L and 2L students

Maximum of 12 fieldwork positions

Fall and Spring semesters

5 credits\*

No prerequisites or co-requisites

### **Introduction**

#### *The Purpose of the Brennan Clinic*

The Brennan Center Public Policy Advocacy Clinic is a semester-long fieldwork clinic designed to teach public policy reform strategies in the context of the real world campaigns that form the core of the Brennan Center's work. The Clinic will be taught by lawyers from the Brennan Center. In recognition of the fact that multi-strategy lawyering is increasingly necessary for dealing with societal inequities, including unjust laws and policies, the Brennan Center for Justice and the Clinical Law Program of New York University School of Law combine efforts to promote the rigorous study of public policy advocacy. The aim is to understand and master the broad range of strategies and skills relied on by advocates seeking to change public policy.

In both the Fall 2014 and Spring 2015 semesters, the Clinic's work will be closely organized around the activities of the Brennan Center, which are divided among three program areas: Democracy (elections and voting rights, money in politics, fair courts, redistricting and responsive government), Justice (access to civil legal aid, mass incarceration and racial justice reform, and promoting community-oriented defense), and Liberty and National Security (transparency and privacy issues and domestic counterterrorism policies, including intelligence collection). The work in each of these program areas is described more fully in the Fieldwork section below.

### **Course Description**

#### *The Seminar*

The Public Policy Advocacy Seminar meets for two hours weekly. Through class discussion, exercises arising out of fieldwork, workshops, simulation, and critique, students are trained in strategies and skills to influence public policy decision-making, focusing on a range of substantive policy areas, and considering local, state, and national contexts. Strategies and skills may include: conducting policy analysis and research; engaging in coalition building and organizing; collecting and analyzing opinion data; drafting and negotiating laws and rules; conducting lobbying; developing public education plans and using media effectively; fundraising; and running a nonprofit organization. The seminar will emphasize the relationship among these strategies and skills, including how they interact with public interest litigation. As in all clinics at the law school, it is expected that the study of process, grounded in actual experience in the field, will enhance students' abilities as advocates. Students learn how to run and support policy reform campaigns by studying theory and real life examples, and by testing solutions through simulation and actual application. The seminar offers students the opportunity to examine historical and current approaches to achieving policy reform and to propose and subject to critique their own strategies for reform. As part of the seminar, students will be integrated into real-time research and analysis of policy problems and advocacy for particular solutions. Students will be asked regularly to submit short written assignments, including simulation documents, essays, reports, or other work relating to fieldwork or other policy issues.

The seminar portion of this clinic will be substantially similar each semester; therefore, while students

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\* 5 credits include 3 clinical credits and 2 academic seminar credits.



may apply to participate in the clinic either semester, they will not be permitted to enroll in both.

### *Fieldwork at the Brennan Center for Justice*

All students in the clinic will work on projects at the Brennan Center. Students should expect to devote substantial time, at a minimum of 10-15 hours a week during the semester, to their fieldwork, and will also report on their fieldwork to the professors, and to the class, on a regular basis. The fieldwork projects reward investment of effort; students who dedicate more energy to their projects will learn more from the experience. In the past, students working at the Brennan Center have helped promote campaign finance reform in New York State and nationally, change New York State legislative processes, restore the vote to persons with felony convictions, develop guidelines for voter-protective purges, advocate for modernizing voter registration in the states, facilitate Congressional oversight of intelligence activities, establish Congressional oversight over domestic eavesdropping activities, reduce barriers to student voting, advocate for a civil right to counsel, promote language access in the courts, promote adequate funding for courts and access to justice, and advocate effective strategies to mitigate the foreclosure crisis. In the coming year, students will similarly be offered the opportunity to work on one of several projects at the heart of the Brennan Center's mission. A list of available projects will be circulated at the beginning of the semester, and based on student interest and availability, students will be assigned to particular project teams. Students interested in specific Brennan Center initiatives, or who possess experience in areas of policy relevant to the Brennan Center's work (such as political process and voting, governmental or bureaucratic reform, governmental regulation of nonprofits, or the provision of civil legal aid or indigent defense services) may find unique ways to develop their interests and to gain additional experience through the clinic. Students are strongly encouraged to examine the Brennan Center website at [www.brennancenter.org](http://www.brennancenter.org) for additional information about the Center's current activities.

Below is a brief description of some of these activities.

#### Democracy Program

The Brennan Center's Democracy Program seeks to bring the ideal of representative self-government closer to reality. The Program collaborates with grassroots groups, advocacy organizations, and reform-minded government officials to eliminate barriers to full and equal political participation and to promote institutions that meaningfully reflect the diverse interests and views of the populace. Current initiatives include:

**Voting Rights and Elections** — The Center works to promote fair representation of disempowered constituencies and to eliminate unnecessary burdens on registration and on voting. The project promotes policies that make voting more accessible, including modernizing the voter registration system in the states and on the federal level. The project includes work on the Right to Vote Campaign, which seeks to end barriers to voting by people with felony convictions, including the successful effort to pass the first referendum in the country restoring the right to vote to persons with convictions. It also includes work to protect voters from illegal purges, challenges and other barriers to voting that can deprive eligible citizens of the right to vote on Election Day. The Center has published the most comprehensive studies to date on new voting systems and registration lists, drew widespread attention to illicit purges and mass challenges, fought restrictions on voter registration drives and provisional ballots, and has been at the forefront of the struggle against new and overly restrictive identification rules. The Center now continues its multi-pronged attempt to ensure that those who wish to vote can vote, and have their votes counted, including a long-range campaign to secure voter registration modernization.

**Money in Politics** — The Center works to combat the unfair influence of money on our electoral and legislative processes. The Center has promoted public argument and scholarship to show how reform can augment speech, pursued extensive academic study to supply data to the reform effort, and worked to draft, enact, and defend the Bipartisan Campaign Reform Act ("BCRA," or McCain-Feingold), the principal federal campaign finance reform bill of the modern campaign era. The Center is now engaged in promoting and defending various finance reforms across the country, including creative efforts to secure public financing for

campaigns. The Center has played a leading role in a broad-based initiative to bring publicly financed elections to New York State, and has been at the forefront of developing a viable proposal for publicly funding federal elections.

**Fair Courts** — The Center seeks to protect the independence, impartiality, and integrity of the courts so that they can defend the rights of unpopular and vulnerable populations and uphold other core public values. The Center has become pivotal in the assessment of modern judicial campaigns, including study and advocacy concerning fundraising, advertising, campaign speech, recusal standards, and associated canons of ethical conduct. The Center played an instrumental role in a groundbreaking case in which the Supreme Court ordered, on constitutional due process grounds, a state justice to recuse himself from a case involving a litigant who individually spent \$3 million supporting the justice's campaign. The Center continues to advocate for meaningful reform of judicial disqualification practice in the states, including by advocating for reform of the American Bar Association's model rules. On the federal side, the Center has been a vocal advocate for the need to fill judicial vacancies.

**Redistricting & Government Accountability** — The Center promotes accountability, transparency, and ethics of government at all levels. The Center produced the landmark and oft-cited study of New York's legislative process that galvanized the current statewide reform movement, and has drafted reform legislation to help secure the integrity and transparency that the legislative process deserves. The Center has also engaged in extensive analysis of redistricting processes around the country.

### Justice Program

The Brennan Center's Justice Program is dedicated to justice system reform that reduces the gap between the promise of equal justice and the day to day reality experienced by many in our court system. The Center has led the national fight for effective civil legal representation for low income communities, including by fighting legal services funding restrictions and by advancing the civil right to counsel. Current initiatives include:

**Working to End Mass Incarceration** — The Center works to advocate an end to mass incarceration, which disproportionately affects communities of color, furthers inequality, and fails to accomplish public safety goals. The program examines the economic and society cost of the criminal justice system, and advocates ending the criminalization of minor behavior, holding actors in the criminal justice system accountable, and instituting effective, evidence-based programs.

**Strengthening Indigent Defense and Promoting Racial Justice Reform** — The Center works to strengthen indigent defense services, including by building the national community oriented defender movement, and by partnering with public defender programs in multiple communities to investigate racial bias and to advocate for needed reform (e.g., in Massachusetts the Center has authored and introduced racial profiling legislation) The Center is also conducting research and advocacy to counteract the recent trend of financing court systems by imposing onerous fees and fines on individuals convicted of crimes.

### Liberty and National Security Program

The Brennan Center's Liberty and National Security Program aims to ensure that our response to terrorism is consistent with Constitutional norms and values. We are currently conducting two interlocking campaigns. The first campaign focuses on restoring the proper flow of information between the government and the governed. It seeks to ensure that government collection of information about Americans is limited (privacy) and that citizens have access to information that allows them to develop informed views about the government's policies (transparency). The goal of the second campaign is to advocate for domestic counterterrorism policies are narrowly tailored to the terrorist threat. This includes developing information about intelligence collection by the government (particularly about Muslim Americans) and articulating reasonable limits on the collection of such information.

## **Application Procedure**

Students who wish to apply to the Public Policy Advocacy Clinic should submit via CAMS the standard application, resume and unofficial transcript. Each applicant is urged to explain why s/he is interested in this Clinic in the application. Some applicants may be contacted during the Clinic application period for an interview with the professors, in order to evaluate fieldwork interests and explore more fully the appropriateness of the Clinic for the students' professional interests and educational goals; based on the past popularity of the Clinic, the professors may not be able to interview every applicant, and some applicants may be selected for admission to the Clinic without an interview. Please contact Mr. Ivey at 212-998-6474 or ray.ivey@nyu.edu if you have any questions.

## **Student Contacts**

Interested students might wish to contact current or former Clinic students about their work with the Brennan Center.

### Fall 2013 Brennan Clinic

Andres Berry  
Leah Calvo  
Katherine Erickson  
Joseph Kolatch  
Sarah Lee  
Christopher Leuchten  
Benjamin Notterman  
Michael Pernick  
Alyssa Pronley  
Mark Salomon  
Melissa Siegel  
Wayne Smart

### Spring 2014 Brennan Clinic

Marissa Chorn  
Brittany Cohen  
Christopher Cowles  
Thaddeus Eagles  
Megan Graham  
Malcolm Kim  
James Koffler  
Emma Lewis  
Abel McDonnell  
Max Sarinsky  
Eve Torres

## Business Law Transactions Clinic

LW.10195 / LW.11302

Professor Stephanie Abramson

Professor Sean Delany

Jeremy Steckel, Clinic Fellow and Supervising Attorney

Emily Winston, Clinic Fellow and Supervising Attorney

Open to 3L students only

Maximum of 12 students

Fall and Spring semesters

5 credits\*

Prerequisite: Corporations

Recommended: Federal Income Taxation and Securities Regulation

## Introduction

Students participating in the Business Law Transactions Clinic provide legal services on transactional and governance matters relating to the business needs of the Clinic's clients. The Clinic provides legal services to non-profit organizations, as well as to small businesses, entrepreneurs and social enterprises that may not have access to the traditional legal market and that operate in areas of concern to the public. If you would like further information on becoming one of the Clinic's clients, please [click here](#).

## Course Description

In the Clinic program, first offered in the Spring 2010 semester, students have worked on:

- planning transactions and drafting contracts, memoranda of understanding, leases, promissory notes, employment agreements and other operating agreements;
- performing reviews of contracts and other documents and advising senior executives and boards about governance and disclosure practices;
- preparing bylaws, conflict-of-interest, investment, social media and other board policies, employee manuals, committee charters, and similar documents;

We expect students in the Clinic will develop analytical, planning, editorial and counseling skills in the context of client projects and reality-grounded class work. Students will learn to understand legal documents as business communications and to communicate complex legal concepts, factual matters and tactical choices in simple, concise, organized and understandable ways.

The Clinic's clients include both non-profit organizations and certain for-profit businesses. We focus on providing practical and thoughtful support to senior leaders of these institutions. We expect that Clinic students will do great work for our clients. Finally, we want our students to see how business lawyers can serve the community through pro bono activities.

The Clinic includes a weekly two-hour seminar, which focuses on the business lawyer's multiple roles in assessing, planning and managing corporate transactions. Most seminars will feature guest speakers, typically practicing lawyers whose specialties contribute to strategic decisions made by business executives or executives who work with business lawyers on transactions. Student exercises in the seminars will include negotiations, analysis of hypothetical transactions, and presentations of student work. In addition, the seminar will involve some substantive law sessions, including discussions of relevant ethical and not-for-profit law provisions and other areas that may be required for effective representation.

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\* 5 credits include 3 clinical credits and 2 academic seminar credits.

The following are some examples of the Clinic's work:

- For a not-for-profit national media company, conducted due diligence on a proposed acquisition of a for-profit technology company;
- For an animal hospital, drafted forms of agreements regarding non-competition and non-solicitation covenants and a memorandum of understanding with a partner veterinary provider for work of residents;
- For an organization which provides legal services to children in foster care, prepared an amendment to a funding contract with the State of New York, a contract with a software developer, a social networking policy, a memorandum on employer liability in connection with background checks, guidance on standards for hosting an online bulletin board, amended bylaws, an investment policy and a disaster and data recovery plan;
- For a community support organization, revised a personnel manual, negotiated the renewal of a lease, and reviewed corporate governance issues;
- For a civil rights organization, revised a contract regarding archiving of records and prepared a records retention policy;
- For a museum located outside New York, acted as special New York counsel on a combination with a New York cultural institution;
- For an organization providing tutoring services in public school, drafted a contract with a public school and a template for additional public schools, along with preparation of an employee manual;
- For an organization that supports cancer patients and their families, drafted a license agreement;
- For an association of law professors, amended bylaws and advised on charitable solicitation regulations;
- For an organization providing services for victims of domestic violence, revised forms of contracts and advised on issues regarding privileged information;
- For an organization rendering support services to women seeking career advancement, drafted an agreement with an agency of the City of New York to provide training sessions;
- For an organization sponsoring arts and other cultural events, prepared collaboration agreements with artists and institutions;
- For an organization that aims to improve community health, advised on transfers of technology contracts;
- For an organization that supports a subsidiary of the United Nations, reviewed form of corporate sponsorship;
- For various organizations, prepared investment policies and reviewed grant agreements for compliance with the New York Prudent Management of Institutional Funds;
- For a day care center, provided guidance on collaboration with other day care centers and drafted collaboration agreements with two other day care centers;
- For a sponsoring organization, prepared forms of fiscal sponsorship agreements;
- For NYU law school, drafted a series of agreements and memorandum of understanding to structure a proposed student organization;
- For various organizations, amended bylaws, drafter committee charters and prepared personnel manuals.

## Administrative Information

The seminar will meet once a week for two hours. **However, students interested in the clinic must be available on a weekly basis for meetings with the supervising attorneys on a weekly basis to discuss client projects or participate in calls with clients.**

## Application Procedure

Students should fill out and submit the standard application, resume and law school transcript using CAMS, the online application system. There will be no interview, but the faculty members may contact you with

questions regarding your application. For more information about the Clinic, please contact Stephanie Swanson at [stephanie.swanson@nyu.edu](mailto:stephanie.swanson@nyu.edu), or any of the prior students listed below.

### **Student Contacts**

#### Fall 2013

Chris Bachand-Parente

Max Cantor

Stephanie Coco

Dylan Consla

Nicole Escobar

Stephanie Lai

Jason Rosenthal

Saarah Woodby

## Children's Rights Clinic

LW.10422 / LW.10996  
Professor Jacqueline Deane  
Open to 3L and 2L students  
Maximum of 10 students

Fall and Spring semesters  
5 credits\*  
No prerequisites or co-requisites.

### Introduction

The Children's Rights Clinic will be offered to up to 10 students each semester as a semester-long, 5-credit course. The clinic involves the representation of children in a variety of civil legal settings. The seminar focuses on the issues in representing children particularly in child welfare proceedings.

### Course Description

#### *Fieldwork*

Students in the clinic will have the opportunity to work in a legal setting providing representation to young people. For example, fieldwork sites that have been used in prior years are:

- The Door Legal Services Center – The Door is a multi-service program for youth, which provides young people aged 12 to 21 with a full array of services including health care, educational services (including GED, ESL, computer classes, and tutoring), job training and placement. At the Legal Service Center, students will work with the Door's attorneys on housing and benefits or immigration related legal issues as well as other matters and may engage in legal rights trainings for youth.
- The Juvenile Rights Practice of the New York Legal Aid Society ("JRP") – JRP is the primary provider of child representation in child protection, juvenile delinquency, and PINS (Persons in Need of Supervision) proceedings in the New York City Family Courts. Students at this site will work with attorneys in the Manhattan and Brooklyn trial offices on all aspects of child neglect and abuse cases representing both adolescents and younger children. Students will participate in client interviewing and counseling, case investigation and planning, and will have the opportunity to make court appearances on behalf of their clients under attorney supervision.
- Advocates for Children ("AFC") - AFC is a non-profit organization that has provided information, advice, and advocacy on education issues to families of children with special needs in New York City. AFC works to ensure equal educational access through a combination of strategies including direct service, impact litigation, policy reform work, and parent training. Students assigned to AFC will work closely with parents and their children throughout all stages of representation from intake through investigation to preparation and execution of administrative hearings regarding the provision of special education. Foster Care project attorneys provide advice, assistance and advocacy to caseworkers, parents and children off-site at foster care agencies.

In each of these fieldwork sites, students will have the opportunity to develop the skills involved in identifying and pursuing solutions for child clients who need assistance for a specific legal problem but who typically have a wide range of other legal and non-legal problems that urgently require attention and that may or may not be related to the legal issue that brought the young person to the lawyer.

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\* 5 credits include 3 clinical credits and 2 academic seminar credits.

## Seminar

The fieldwork will be complemented with a weekly 2-hour seminar that uses class discussion and simulation exercises centered around the various issues involved in representing young people. The seminar will examine the role of a lawyer for child clients (including issues of professional responsibility) and the various models of representation provided by the fieldwork sites. The seminar will focus in particular on issues in representing children in child welfare proceedings. The simulations will teach lawyering skills in the context of a child protective case with a particular focus on client interviewing and counseling. The seminar will also provide an opportunity to examine broad, systemic issues in the Family Court system, including the treatment of youth and families based on race, class, gender identity and sexual orientation.

## Application Procedure

Students should fill out and submit the standard application, resume and unofficial transcript using CAMS, the online application system. There will be no interview. If you have questions regarding the application procedure, please contact [Ray Ivey](#). Students should feel free to contact the professor Jackie Deane via e-mail at [jdeane@legal-aid.org](mailto:jdeane@legal-aid.org) with any additional questions about the clinic.

## Student Contacts

Students who are interested in learning more about the course may wish to speak with the following students who were in the clinic during the 2013-14 school year:

### Fall 2013

Lewie Briggs  
Micah Doak  
Samantha Gardner  
Joseph Gracely  
Ryan Harris  
Peter Robau  
Jennifer Slocum

### Spring 2014

Mary Gabrielle Apollon-Richardson  
Caitlin Flood  
Sybren Hoekstra  
Joanna Laine  
Elizabeth Polido  
Lisa Sangoi  
Christina Skaliks  
Lauren West



## Civil Litigation - Employment Law Clinic, Semester-long

LW.12356 / LW.12357 / (LW.12358)  
Professor Laura Sager  
Open to 3L and 2L students  
Maximum of 8 students

Fall and Spring semesters  
6 credits in Fall semester\*  
7 credits in Spring semester\*\*  
No prerequisites or co-requisites

### Course Description

The **Civil Litigation-Employment Law Clinic, Semester-long**, provides one semester of in-depth training in the tasks and skills involved in civil litigation through simulation and fieldwork cases involving employment law. In the **Fall semester**, the classroom and simulation focuses on the pre-trial process through discovery, including depositions. In the **Spring semester**, the classroom and simulation focuses on summary judgment and trial work. Students work on the Clinic's docket of cases in both semesters. *Students who wish to take both semesters should apply for the full year course, which is listed under a different course number.* The combined enrollment in the full-year course and the semester-long course will be not more than a total of 8 students in both the Fall and Spring semesters.

The Clinic represents individuals in claims of (1) employment discrimination based on race, sex, national origin, age and disability; (2) violations of the Family and Medical Leave Act (denial of leave and retaliation); and violations of the minimum wage and overtime pay laws. Most of the Clinic cases are in federal court, although some are in federal agencies such as the EEOC and the Department of Labor, or in state court.

The Clinic's docket comes from cases referred by the *pro se* office of the federal courts, other attorneys, and civil rights organizations. From time to time the Clinic acts as co-counsel with outside organizations such as Make the Road by Walking, an advocacy organization for low-wage Latino immigrant workers; MFY Legal Services, Inc. (a legal services organization that represents low income individuals); and Legal Momentum (formerly known as the NOW Legal Defense Fund), an advocacy organization for women's rights.

The work that students do on Clinic cases spans the full range of litigation tasks performed by attorneys. These include meeting with the clients, interviewing witnesses, conferring or negotiating with opposing counsel, taking depositions, and appearing in court for scheduling conferences, argument of motions, evidentiary hearings, trials, and appeals. Much of the fieldwork involves drafting documents such as pleadings, discovery requests, correspondence with opposing counsel and the court, deposition outlines, and briefs. Typically, two students work on each fieldwork case. However, more than two may work on cases that are particularly complex or demanding.

Two cases on the current Clinic docket are likely to still be in litigation at the start of the Fall 2014 semester. They are (1) a claim of sexual harassment and sex-based termination on behalf of two low-wage Hispanic women who worked for a small manufacturing company in Brooklyn and (2) a claim of sex discrimination against the New York City Housing Authority for failing to hire a woman in the position of

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\* The 6 credits in the Fall consist of 3 clinical credits and 3 academic seminar credits each semester (LW.12356 / LW.12357).

\*\* The 7 credits in the Spring consist of 3 clinical credits, 3 academic seminar credits, and 1 credit to account for additional reading to catch up with the full-year students (LW.12358: Civil Litigation – Employment Law Directed Readings).

Bricklayer. Other cases will be added to the docket to ensure that all students have a broad and full experience of the litigation process.

The seminar component of the course deals with the substantive and procedural law related to Clinic cases. The goal is to give students the opportunity to experience and reflect on how the rules of civil procedure and the rules of evidence operate in the real world of federal litigation. Students participate in simulation exercises derived from prior Clinic cases. These exercises include initial and on-going case planning; drafting pleadings, discovery requests, motions and briefs; arguing motions; taking depositions; and performing trial work, including direct and cross-examination of witnesses, opening statements, and closing arguments. The simulation exercises in the fall semester focus on the first half of the pretrial process, through discovery and motion practice. The simulation exercises in the spring semester focus on the latter part of the pre-trial process and trial work.

On average, students spend about 20 hours per week on the course. However, the workload may be heavier or lighter at different times during the semester depending on the demands of the fieldwork cases and simulation exercises.

### **Application Procedure**

Students who are interested in taking the Clinic should submit the standard application, resume and transcript online through CAMS. Professor Sager will schedule times to meet in small groups with applicants who would like more information about the course and the opportunity to ask questions. She will also be available to meet individually with students who so wish. Once all applications are in, the Clinic administrator will contact applicants to schedule the group information sessions and any individual meetings with Professor Sager. These meetings are not mandatory and applicants are not selected based on attendance.

### **Student Contacts**

Ali Bilow [ali.bilow@nyu.edu](mailto:ali.bilow@nyu.edu)  
Brittany Francis [bnf215@nyu.edu](mailto:bnf215@nyu.edu)  
Robyn Lym [rkl240@nyu.edu](mailto:rkl240@nyu.edu)  
Drei Munar [jdm557@nyu.edu](mailto:jdm557@nyu.edu)  
Emily Naphtal [esn224@nyu.edu](mailto:esn224@nyu.edu)  
Daniel Small [dis248@nyu.edu](mailto:dis248@nyu.edu)  
Daniel Yu [daniel.yu@nyu.edu](mailto:daniel.yu@nyu.edu)

## Community Development & Economic Justice Clinic

LW.10172 / LW.11977

Professor Edward De Barbieri

Professor Nasoan C. Sheftel-Gomes

Open to 3L and 2L students

Maximum of 8 students

Spring semester

5 credits\*

No prerequisites or co-requisites.

### Course Description

The focus of this clinic is the provision of legal services to grassroots community organizations that engage in a variety of community development, economic justice and social justice efforts. Students in the clinic will have exposure to community groups and learn ways that lawyers can support their work. The clinic will work with organizations that are organizing low-income communities in New York City around the issues of workers' rights, affordable housing, consumer protection, and creation of non-profits. Students perform their fieldwork with attorneys from the Community Development Project (CDP) of the Urban Justice Center, and provide legal services to CDP's clients throughout New York City. As part of the fieldwork, students will work on litigation cases as well as research projects that help support and strengthen grassroots organizations' organizing and advocacy efforts. Students may also work on transactional cases in which they offer legal advice and assistance to grassroots organizations in a variety of areas, such as incorporating an organization, drafting corporate governance documents, applying for tax exempt status, formation of worker cooperatives, or land use and community benefit agreements.

CDP provides legal, technical and capacity building, and research and policy assistance to organizations engaged in a wide range of community development efforts throughout New York City. CDP strengthens the impact of grassroots organizations in New York City's low-income and other excluded communities. CDP's transactional services include providing legal advice and assistance to organizations in a variety of legal areas. CDP's litigation practice focuses on tenants' rights, workers' rights, and consumers' rights. CDP works with many organizations throughout New York City, such as the Chinese Staff and Workers Association, Mirabal Sisters, Fifth Avenue Committee, Chhaya, Communities for Safe Apartments (CASA), Mothers on the Move (MOM), CAAAV, the National Mobilization Against Sweatshops (NMASS), the Restaurant Opportunities Center of New York (ROC-NY), Domestic Workers United (DWU), and numerous tenants' associations. More information about CDP's work can be found on the [Urban Justice Center website](http://www.urbanjustice.org/ujc/projects/community.html) ([www.urbanjustice.org/ujc/projects/community.html](http://www.urbanjustice.org/ujc/projects/community.html)) and the website of the [Community Development Project](http://www.cdp-ny.org) ([www.cdp-ny.org](http://www.cdp-ny.org)).

#### *Fieldwork*

The fieldwork for this clinic will be primarily or entirely conducted with CDP. Clinic students will have the opportunity to be involved in a litigation case as well as a legal research matter that supports the ongoing work of CDP and the organizations it supports. Students will also have the opportunity to represent organizations on transactional matters. The majority of the fieldwork will consist of litigation cases.

Students will participate in a litigation matter in one of CDP's areas of practice: workers' rights, housing, and consumer justice. CDP uses litigation as a way to support grassroots organizing efforts in New York City. Litigation is developed in partnership with the organizations and usually arises out of issues facing their communities. The workers' rights cases typically involve minimum wage and overtime violations, workplace discrimination, and retaliatory discharge. Plaintiffs in these cases could be workers in the restaurant, nail salon, garment, food distribution, and domestic industries. The tenants' rights cases involve representing tenant associations organized by community-based organizations in litigation to combat landlord abandonment, to seek repairs to bring buildings into compliance with the housing code, and to combat harassment and retaliation by landlords. The consumer justice cases are varied, but often involve defending a client against an action by a creditor in court and representing clients on matters such as identity theft and unlawful debt collection abuse. Students' litigation work will likely entail joining an existing team of lawyers working on an ongoing case, and will provide an opportunity to meet with clients, strategize with co-counsel, draft documents,

and prepare for and observe depositions and court proceedings. In transactional matters, students will have the opportunity to counsel and work directly with organizational clients, in addition to experience drafting documents for a grassroots organization.

Students will work out of CDP's offices. Direct interaction with the grassroots organizations' staff and members will be an integral component of the fieldwork. Students are expected to spend at least ten hours a week at CDP's offices.

### *The Seminar*

The seminar will meet weekly on Tuesday from 4:20 – 6:10 p.m. at the offices of the Urban Justice Center, which is currently located at 123 William Street, 16th Floor, New York NY. (The Urban Justice Center will be moving in 2014 to 40 Rector Street in lower Manhattan.) Classes will be participatory in nature, and students will be expected to give presentations, discuss their fieldwork and engage in simulations intended to sharpen practical lawyering skills.

The seminar will probably cover the following topics: introduction to the work of grassroots community organizations; employment and labor laws affecting low-wage workers, including wage-hour violations; housing code enforcement; fair debt collection; the non-profit incorporation process; corporate governance of non-profit organizations, such as by-laws and boards of directors; the tax-exempt recognition process (501(c)(3) status; formation of worker cooperatives; land use and community benefit agreements; organizing and the legal issues commonly implicated (e.g. SLAPP litigation); and ethical issues arising from representation of grassroots community organizations and their members.

### **Application Procedure**

Students interested in applying for the clinic should submit the standard application, resume, and transcript online through CAMS. Selection of students is not based on interviews. However, Professors Galowitz and De Barbieri (who are both currently co-teaching the clinic) will meet with applicants in groups in order to provide a more complete description of the clinic and to answer questions. If you would like to attend a group meeting, please contact Michelle Williams, the clinic administrator, at (212) 998-6439 or by email at [williams@exchange.law.nyu.edu](mailto:williams@exchange.law.nyu.edu) after you submit your application to sign up for a time.

## Student Contacts

Students who wish to know more about the Community Development and Economic Justice Clinic may speak with the following students who are in the clinic this semester and the students who were in the clinic in the Spring 2013 semester:

### Spring 2014 students

Steven Couper  
Sophie Gebreselassie  
Diane Johnston  
Nnenna Okorafor  
Brence Pernell  
Steven Sasmor  
Molly Wolfe

### Spring 2013 students

Max Ace  
Atoosa Esmaili  
Elspeth Fairman Hans  
Sean Ford  
Sean McMahon  
Dama Saife-Selassie  
Alex Stein  
Jessica Valentino

Students should also feel free to contact the professors about the clinic. Professor Paula Galowitz can be reached at (212) 998-6441 or by email at [paula.galowitz@nyu.edu](mailto:paula.galowitz@nyu.edu). Professor DeBarbieri, an attorney with the Community Development Project of the Urban Justice Center, can be reached at (646) 459-3004 or by email at [edebarbieri@urbanjustice.org](mailto:edebarbieri@urbanjustice.org).

## **Criminal Appellate Defender Clinic**

LW.11820 / LW.10883  
Professor Eunice Lee  
Professor Rosemary Herbert  
Open to 3L and 2L students  
Maximum of 8-10 students

Spring semester  
5 credits\*  
Pre-requisites/Co-requisites: Criminal Procedure\*\*  
(Also see "Qualifications for Applicants")

### **Introduction**

Students in the Criminal Appellate Defender Clinic will represent a client appealing his or her felony conviction to the New York Supreme Court, Appellate Division, First Department. This Clinic is conducted in conjunction with the Office of the Appellate Defender (OAD). (For more information about OAD, go to the [OAD website](#).) The Clinic seminar consists of lectures and exercises dealing with a variety of aspects of criminal appellate defense. At the same time, students will write an appellate brief on behalf of an OAD client under the supervision of an OAD supervising attorney. Some students will have the sole responsibility for representing a client; on more complicated cases, students will work in teams. Additionally, there may be opportunities for students to be staffed on a reinvestigation case – working with OAD's Reinvestigation Project on challenging a conviction by means of a post-verdict motion in New York County Supreme Court or Bronx County Supreme Court.

### **Course Description**

#### *Client Representation*

Students will represent a client appealing his or her felony conviction to the New York Supreme Court, Appellate Division, First Department. Under the active supervision of an OAD supervising attorney, each student will read the hearing or trial record, research and select issues, and prepare the opening appellate brief. In addition, each student will communicate with his or her client and, where feasible, visit the client.

While preparation and filing of the reply brief and the oral argument for the case will occur after the end of the semester, where possible, students will have the opportunity - on a voluntary basis - to write the reply brief and orally argue the case.

#### *The Seminar*

The seminar will meet weekly at the Office of the Appellate Defender, 11 Park Place, Suite 1601, New York, NY, on Wednesdays from 2:30 to 4:30 p.m. On occasion, there will be Clinic activities that will take place outside of this time slot. Students will be given as much notice as possible of any changes in class schedule.

The seminar portion of the class will cover three broad areas: (1) the lawyering and counseling skills necessary to represent an indigent client appealing his or her conviction; (2) substantive elements of criminal appellate advocacy (standards of review, the preservation doctrine, harmless error analysis, and remedies); and (3) brief-writing skills (including analysis of a record, issue selection, and developing a theory of the case). There will also be seminar sessions dealing with oral advocacy, challenging a conviction by means of a post-verdict motion in trial court, and other types of advocacy an appellate attorney can engage in on behalf of his or her client (for example, parole advocacy, addressing prison-related problems, immigration matters, social work assistance).

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\* 5 credits include 3 clinical credits and 2 academic seminar credits.

\*\* Evidence is also preferred as a pre- or co-requisite.

## **Qualifications for Applicants**

Criminal Procedure is a pre- or co-requisite. Evidence is also preferred as a pre- or co-requisite.

The Office of the Appellate Defender represents indigent defendants in cases from Bronx and New York Counties. To avoid any possible conflict of interest, students who are likely to have pending applications for employment with either the Bronx or New York County (Manhattan) District Attorneys' Offices may not be able to participate in the clinic.

## **Application Process**

Please submit the standard clinic application, resume and unofficial transcript, using CAMS, the online application system. There will be no interview. If you have any questions regarding the application process, please contact Michelle Williams via email at [michelle.williams@nyu.edu](mailto:michelle.williams@nyu.edu) or at (212) 998-6439. For other questions, contact either Rosemary Herbert (via email at [rherbert@appellatedefender.org](mailto:rherbert@appellatedefender.org), or at 212-402-4112) or Eunice Lee (via email at [elee@appellatedefender.org](mailto:elee@appellatedefender.org), or at 212-402-4111).

## **Student Contacts**

The following students were enrolled in the Criminal Appellate Defender Clinic in the Spring of 2013:

Daniel Agius  
Brian Chelcun  
Jared Davidson  
Gail Hyman  
Elizabeth Jordan  
Christine La Rochelle  
Nathan Potek  
Heather Vail

## Environmental Law Clinic

LW.11120 / LW.10633  
Professor Eric A. Goldstein  
Professor Nancy S. Marks  
Open to 3L students (preferred) and 2L students  
Maximum of 8 students

Fall and Spring semesters  
5 credits \*  
No prerequisites or co-requisites.

## Course Description

### *Fieldwork*

The Environmental Law Clinic program emphasizes environmental litigation and advocacy from the public interest point of view. Clinic participants will work under the supervision of attorneys at the [Natural Resources Defense Council](#). Approximately 12 to 15 hours of work per week is required. This is a one semester clinic that is offered in both the fall and the spring. Up to eight students per term are accepted for the clinic. Typical issues that students have worked on recently include: pollution from shale gas extraction, energy efficiency, protection of fisheries, policies related to New York food supplies, stormwater pollution, and environmental justice litigation.

### *The Seminar*

The group meets for a two-hour session on Wednesdays from 5:00 pm to 7:00 pm. These sessions are devoted to discussion of environmental law practice, led by NRDC attorneys and visiting experts. At the seminars, speakers lead discussions on current issues in environmental law, as well as environmental lawyering skills, strategies and tactics. At one session, students participate in a moot court argument of a pending environmental case. Interested students will be given a copy of the term's current seminar schedule by contacting the clinic's support person, [Jane Schuldiner](#), via email at [jschuldiner@nrdc.org](mailto:jschuldiner@nrdc.org).

## Application Procedure

Applicants should submit their application, resume and transcript via the CAMS system. Applicants are interviewed at the NRDC's offices, 40 West 20th Street. Ms. Schuldiner will contact students to arrange an interview with either Professor Goldstein or Marks. While third-year students are preferred, second-year students will be considered. If you have any questions regarding the application process, please [contact Ms. Schuldiner](#).

The Environmental Law Clinic also welcomes LL.M. enrollments and will consider taking one LL.M. student each semester, but does not specifically reserve space for LL.M.s. The application deadline for LL.M. students is July 14, 2014. (Please note there is a [separate application form for LL.M. students](#).)

## Student Contacts

Students are encouraged to speak with current and former Clinic students listed below:

### Spring 2013

Sheila Baynes  
Caryn Bower  
Sara Dayan  
Rose Dorvel  
Akiva Fishman  
Nicholas Goldberg  
Alexander Kondo  
Adam Waks

### Fall 2013

Jacob Benson  
Steven Feit  
Rebecca Gerome  
Jesse Glickenhau  
Zachary Kolodin  
Julianne Marley  
Seth Silverman  
Yael Tzipori

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\* 5 credits includes 3 clinical credits and 2 academic seminar credits.



## **Equal Justice and Defender Clinic**

LW.11245 / LW.11427  
Professor Bryan Stevenson  
Professor Randy Susskind  
3L students preferred  
Maximum of 12 students

Fall semester  
9 credits\*  
Pre- or Co-Requisite: Racial Justice Law and Eighth Amendment Law and Litigation (see “Qualifications for Applicants” below)

### **Introduction**

Students in the Equal Justice and Defender Clinic will provide direct assistance to death row prisoners in Alabama, children who have been sentenced to life imprisonment without parole, or other inmates facing extreme punishment. Students will also work on racial justice projects with staff attorneys at the Equal Justice Initiative in Montgomery. The clinic will be offered as a nine-credit course in the Fall Semester, in connection with Racial Justice Law and Eighth Amendment Law and Litigation.

### **Course Description**

The course will focus on collateral litigation challenging death sentences and other excessive punishment in Alabama where many indigent death row inmates are without counsel and where many inmates have been condemned to die in prison for crimes committed when they were children. Students will be involved in the development of strategies for successfully challenging unconstitutional convictions and sentences, the investigation and collection of information from clients and witnesses, and the review of documentary evidence. Students will draft petitions and pleadings that will ultimately be filed on behalf of condemned or unfairly convicted prisoners. Students will also study the history of racial inequality in the United States and work on projects that engage communities in the South that have experienced extreme racial violence and terror with a goal of helping communities confront these histories in a meaningful way.

#### *Fieldwork*

The clinic will involve periodic travel for all students to the Deep South for investigative work, interviewing and local research. Students will perform simulations of investigation interviews and techniques to enhance effectiveness in fieldwork.

Students will work on pending cases that are currently being managed by the Equal Justice Initiative, and will spend time with condemned prisoners, conduct legal research and writing on active cases, conduct investigative work and interact with families of clients. Students will assist EJI on community projects that relate racial history with contemporary racial inequality.

#### *The Seminar*

The seminar component of the course will complement the fieldwork with an intensive analysis of the legal, strategic, ethical and cultural issues that students confront in their clinical work, as well as a study of the broader political, social and institutional norms which influence the lives of clients and create obstacles to successful litigation. The seminar will stress the importance of developing skills with respect to building relationships with clients, interviewing witnesses, identifying legal issues, and developing theories of relief or change.

### **Qualifications for Applicants**

The Equal Justice and Defender Clinic will be offered in the Fall Semester for a total of nine credits (seven clinical credits and two seminar credits). In addition to the clinic, students are required to take the relevant substantive courses associated with the clinic work: Racial Justice Law and Eighth Amendment Law

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\* 9 credits include 7 clinical credits and 2 seminar credits.

and Litigation. If a student has already taken one of these courses, a directed research opportunity will be offered for two additional credits.

### **Application Procedure**

Students should submit via CAMS the standard application, resume and unofficial transcript. Applicants should submit as lengthy a response to Question 4 of the standard application as they feel necessary and may ignore the 300 word limit. The clinic assistant, Noelia Rodriguez, will contact you via email to schedule an interview. If you have questions regarding the application procedure, please contact Noelia Rodriguez at (212) 998-6459 or [via email](#).

### **Student Contacts**

Current NYU students who were in the 2013 clinic: Sacha Baniel-Stark ('15), David Billingsley ('15), Chris Donati ('15), Luke Federicks ('15), Nishi Kumar ('15), Landon Reid ('15), Jake Schneider ('15).

Former clinic students currently employed by EJI can be contacted at 334-269-1803: Krystal Quinlan ('11), Ryan Becker ('11) and Ben Schaefer ('11).

## Global Justice Clinic

LW.10679 / LW.11210  
Professor Meg Satterthwaite  
Open to 2L, 3L and LL.M. students  
Maximum of 6-8 students

Fall and Spring semesters  
7 credits\*  
Pre-Requisite: None. (See "Qualifications for Applicants" below)

### Introduction

The Global Justice Clinic explores how human rights law can be brought to bear on situations of global injustice, and whether, how, and when human rights work can be rights-based. Working on cases and projects that involve cross-border human rights violations, the deleterious impacts of extraterritorial activities by state and non-state actors, and emerging problems that require close collaboration between actors at the local and international levels, students engage in human rights advocacy in domestic and international settings.

### Course Description

Fieldwork consists of projects and/or cases undertaken for or in collaboration with individual clients, human rights organizations in the United States and abroad, and intergovernmental human rights experts and bodies (including the United Nations). Fieldwork focuses on issues related to global injustice such as: economic and social rights such as the right to health and the right to water; human rights, national security, and counter-terrorism; transnational corporate accountability; human rights and the environment; and the human rights of marginalized groups. These projects give students an opportunity to assist in formulating policy, research, and legal responses to complex human rights problems.

The seminar critically examines human rights movements and campaigns, and emphasizes practical skills, including litigating human rights claims in domestic and international forums; investigating, documenting, and publicizing human rights violations; advocating before United Nations, regional, and national human rights bodies; and using social science methods to monitor human rights. Throughout their work, students engage questions of ethical, political and professional accountability related to human rights work.

Past and current projects include working with NYU's [Center for Human Rights and Global Justice](#) or with domestic and international NGOs to:

- Prepare country mission materials, expert reports, petitions, complaints, and shadow reports for international and regional human rights bodies, including the Inter-American Commission on Human Rights, the African Commission on Human Rights, the Special Court for Sierra Leone, the Committee on the Elimination of Discrimination Against Women, the Human Rights Committee, the Special Rapporteur on Human Rights and Counter-Terrorism, the Special Rapporteur on extrajudicial executions, and the Special Rapporteur on the Rights to Water and Sanitation;
- Litigate in U.S. and international forums on behalf of individuals seeking redress for their rendition, enforced disappearance and cruel, inhuman and degrading treatment;
- Use open government laws, such as the Freedom of Information Act, to obtain information about rights-violating practices and develop advocacy strategies with a wide range of partners to promote free speech and assembly rights;
- Investigate, research, document and report on human rights concerns, such as those raised by the use of drones, using traditional and cutting-edge human rights methodologies;
- Engage in dialogue with corporate actors to promote accountability for alleged corporate abuses;

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\* 3 clinical credits and 4 academic seminar credits are awarded each semester for a total of 7 credits.

- Enhance the capacity of community-based organizations to incorporate human rights methodology and law into their preventive advocacy efforts in relation to mining in poor countries; and
- Document and report on violations of social and economic rights in poor and disaster-affected countries and seek accountability of international actors for their interventions in such situations.

### **Qualifications for Applicants**

A course in International Human Rights Law is not a prerequisite for the clinic, but it is recommended. In addition, the clinic experience will be enhanced by some familiarity—either through formal study or other engagement—with public international law, international human rights law, and international humanitarian law. Please address these issues in your application.

### **Credit Structure and Time Commitment Expected**

The clinic's seminar plus fieldwork components are to be taken together for a combined total of 7 credits per semester. Students will be expected to devote two full days (approximately 16 hours) per week to their clinic fieldwork in addition to the time allotted to reading, written, and simulation assignments for the seminar. Students applying to the clinic should ensure that they are able to make such a time commitment. We strongly recommend that students speak to prior clinic students to get a sense of the workload and requirements.

### **Application Procedure**

Students should submit the standard application, a resume and a grade transcript via CAMS. Selected student applicants will be contacted by Diana Limongi for an interview.

The Global Justice Clinic accepts applications for a limited number of spaces for LL.M. students. Students should carefully consider the impact of the clinic on their other academic choices during their LL.M. year. The application deadline for LL.M.s is July 14, 2014. There is a separate application form for LL.M. students. Please use that form and submit it along with a resume and unofficial transcript to CAMS. Selected LL.M. and transfer J.D. students will be contacted for interviews in August 2014 as part of the selection process.

Students who enroll in the Global Justice Clinic as 2Ls may have the opportunity to join the Advanced Global Justice Clinic in their 3L year, for either one or two semesters (for four credits per semester). There is no formal application process for the Advanced Global Justice Clinic. Those students will be contacted about the application process in the Spring.

For further application instructions, or if you have any questions, please contact Diana Limongi.

## **Student Contacts**

Students interested in the Clinic may want to speak to students from the Fall 2013 and Spring 2014 Global Justice Clinic.

### Fall 2013

Gabrielle Apollon  
Thomas Artaki  
Julia Freidgeim  
Anjali Manivannan  
Roxanne Moore  
Daniella Raveh  
Fahd Reyaz  
Rebecca Riddell  
Rebecca Sheff

### Spring 2014

Vishney Ambalavanar  
Mayuri Anupindi  
Dennis Ardis  
Max Bernstein  
Katherine Erickson  
William Henrich  
Christopher Hughes  
Paula Iwanowska  
Anna Jay  
Nicole Karlebach  
Sarah Macrory  
Tamara Morgethau  
Breta Olsen  
Arlene Rivera  
Sharon Samuel  
Christel Tham

**Government Civil Litigation Externship - Eastern District of New York (formerly called the Government Civil Litigation Clinic - Eastern District of New York)**

**Important Information about this Course Offering:**

Because of a policy change at the U.S. Attorney's Office, the clinical program probably will not be able to offer this clinic in the same form in which it was offered in prior years. The Law School is currently working with the U.S. Attorney's Office to develop a new programmatic structure that satisfies the Office's new rule.

It appears very likely that the Law School will be able to offer fieldwork placements for credit at the U.S. Attorney's Office next year, which would be accompanied by a seminar taught by an Assistant U.S. Attorney (AUSA). The resulting structure will probably be roughly equivalent to the fieldwork and seminar components of the clinics we offered at these offices in the past.

Given the likelihood that the new structure will roughly approximate what we have offered in the past, set out below is a description of the fieldwork and seminar components of the clinic that was offered in prior years. Because the new structure probably will be called an externship and accompanying seminar rather than a clinic, the offering is listed in the clinic application form as an "externship" rather than a "clinic."

Interested students should submit via CAMS the standard application, résumé and transcript, and a writing sample which is preferably not more than five pages long. Students selected for the program will be required to obtain a security clearance waiver from the federal Office of Personnel Management; this is required of all interns working in all U.S. Attorney's Offices. Students must be United States citizens to obtain the clearance waiver. It is critical that students accepted for the clinic complete the required security paperwork as soon as possible after acceptance into the clinic so that the security clearance waiver can be timely obtained. Students may not commence clinic work unless they receive a security clearance waiver. In addition, because the U.S. Attorney's Office is involved in litigation against many private law offices, legal services offices and other state or municipal law firms, students may not work part-time in such an office and participate in this clinic.

Further information will be posted on this web page as it becomes available. Questions can be directed to Randy Hertz, Vice Dean and Director of Clinical and Advocacy Programs, [via email](#).

**Description of the Former Clinic**

**Conducted with the cooperation of the Civil Division of the United States Attorney for the Eastern District of New York**

LW.10679 / LW.11210

Professor Michael Goldberger

Open to 3L and 2L students

Maximum of 12 students

Fall and Spring semesters

5 credits

No prerequisites or co-requisites.

**Course Description**

The Government Civil Litigation Clinic - EDNY is conducted in conjunction with the Civil Division of the United States Attorney's Office for the Eastern District of New York. This clinic is designed to expose students to the civil litigation process through the prism of federal government practice. Students will have the opportunity to observe and actively participate in both affirmative and defensive cases in which the United States is a party. The classroom portion of the clinic will include discussions, exercises and sample problems designed to assist students to develop greater insight into litigation as a dispute resolution process. It is designed to maximize student participation and involvement.

### *Fieldwork*

In the clinical internship component of the course, each student will work under the supervision of one or two Civil Division Assistant United States Attorney (AUSAs). All of the AUSAs who work with students are strongly committed to providing students with substantive litigation experience. Students will be exposed to a broad and interesting range of affirmative and defensive civil litigation cases, including affirmative civil rights cases, environmental claims, employment law disputes, tort actions, civil fraud investigations, immigration disputes and asset forfeiture claims. This sheer diversity exposes students to many of the legally and socially significant issues of our time.

Students will participate directly in many aspects of litigation, including preparing for, attending, and assisting with court appearances, conducting and defending depositions, engaging in settlement negotiations, performing witness interviews and conducting arbitrations, trials, and appeals. Wherever possible, students are given the opportunity to argue a motion in court or to examine a witness in a deposition.

Students will be required to work approximately twelve hours each week at the United States Attorney's Office in Brooklyn. The office is conveniently located in Brooklyn Heights, and is easily accessible on the A, C, F, M, R, 2, 3, 4, and 5 trains.

### *The Seminar*

The primary purpose of the seminar will be to teach practical lawyering skills and to engage in and discuss the active strategic and tactical, legal, and ethical considerations that confront government attorneys in their daily practices. Students will be given short reading assignments designed to encourage thought and participation and will engage in exercises throughout the term designed to hone students' lawyering skills. The class will require students to prepare a complaint, answer, deposition outlines and an opening statement. Classes will be held in the United States Attorney's Office.

## **Government Civil Litigation Externship - Southern District of New York (formerly called the Government Civil Litigation Clinic - Southern District of New York)**

### **Important Information about this Course Offering:**

Because of a policy change at the U.S. Attorney's Office, the clinical program probably will not be able to offer this clinic in the same form in which it was offered in prior years. The Law School is currently working with the U.S. Attorney's Office to develop a new programmatic structure that satisfies the Office's new rule.

It appears very likely that the Law School will be able to offer fieldwork placements for credit at the U.S. Attorney's Office next year, which would be accompanied by a seminar taught by an Assistant U.S. Attorney (AUSA). The resulting structure will probably be roughly equivalent to the fieldwork and seminar components of the clinics we offered at these offices in the past.

Given the likelihood that the new structure will roughly approximate what we have offered in the past, set out below is a description of the fieldwork and seminar components of the clinic that was offered in prior years. Because the new structure probably will be called an externship and accompanying seminar rather than a clinic, the offering is listed in the clinic application form as an "externship" rather than a "clinic."

Interested students should submit via CAMS the standard application, résumé and transcript, and a writing sample which is preferably not more than five pages long. Students selected for the program will be required to obtain a security clearance waiver from the federal Office of Personnel Management; this is required of all interns working in all U.S. Attorney's Offices. Students must be United States citizens to obtain the clearance waiver. It is critical that students accepted for the clinic complete the required security paperwork as soon as possible after acceptance into the clinic so that the security clearance waiver can be timely obtained. Students may not commence clinic work unless they receive a security clearance waiver. In addition, because the U.S. Attorney's Office is involved in litigation against many private law offices, legal services offices and other state or municipal law firms, students may not work part-time in such an office and participate in this clinic.

Further information will be posted on this web page as it becomes available. Questions can be directed to Randy Hertz, Vice Dean and Director of Clinical and Advocacy Programs, [via email](#).

### **Description of the Former Clinic**

#### **Conducted with the cooperation of the Civil Division of the United States Attorney for the Southern District of New York**

LW.10679 / LW.11210

Professor David J. Kennedy

Open to 3L and 2L students

Maximum of 10 students

Fall and Spring semesters

5 credits

No prerequisites or co-requisites.

### **Course Description**

Up to ten students will be selected to participate in the Government Civil Litigation Clinic - SDNY, in the Office of the United States Attorney for the Southern District of New York in Manhattan, recognized nationally as one of the finest law offices, public or private, in the country.

As described below, the clinic includes fieldwork and a two-hour seminar. Students are required to work twelve to fifteen hours each week in the United States Attorney's Office. The seminar meets one evening a week at the United States Attorney's Office at 86 Chambers Street.



## **Work of the Civil Division**

The work of the Civil Division offers perhaps the most challenging and diverse civil caseload of any law office, public or private, in the United States. An Assistant U.S. Attorney in the Civil Division represents the interests of the United States and its agencies at trial and on appeal in affirmative and defensive civil litigation in the Southern District of New York. On the affirmative side, Civil Division Assistants not only investigate and prosecute health care fraud, mortgage fraud, and labor racketeering cases, but also enforce the federal civil rights laws, environmental laws, and tax laws. On the defensive side, Civil Division Assistants represent such federal agency clients as the CIA, the FBI, the Department of Defense, and the Department of the Treasury, often in cases that implicate the national security of the United States, raise complex issues of first impression, and involve challenges to the constitutionality of federal statutes and regulations. Civil Assistants run their cases from investigation through conclusion, handling all court appearances from initial conference, through trial, and on appeal to the United States Court of Appeals for the Second Circuit, performing legal work that rivals that found in the nation's premier law offices. The Civil Division generally does not require Assistants to specialize, thus providing a civil practice that is extraordinary in its scope. Assistants in the Civil Division are afforded the unique opportunity to represent the United States of America in some of the most important and difficult matters, affirmative and defensive, that our legal system has to offer.

### *Fieldwork*

Each student will be assigned to work with two Assistant United States Attorneys (AUSAs). This arrangement permits continuity of assignments and familiarity with the cases of the AUSAs. Diversity of assignments by AUSAs is encouraged, and will include not only traditional legal research, but also legal drafting, participation in pre-trial discovery proceedings and trial preparation. Students will attend depositions, court proceedings, settlement negotiations, trials, and appellate arguments.

### *The Seminar*

Participants meet weekly for a two-hour evening seminar conducted at the United States Attorney's Office. Through legal drafting assignments, in-class simulations, and class discussion, participants study the substantive, stylistic and tactical considerations in the conduct of litigation as a mechanism for dispute resolution. The seminar will also focus on the unique ethical issues that confront government lawyers in civil cases.

## **Immigrant Defense Clinic**

LW.10660 / LW.10230  
Professor Yvonne Floyd-Mayers  
Professor Jojo H. Annobil  
Open to 3L and 2L students  
Maximum of 12 students

Spring semester  
5 credits\*  
No prerequisites or co-requisites. However,  
Immigration Law class is highly recommended.

### **Introduction**

This course will be offered to up to 12 students in the Spring semester as a semester-long, 5-credit course. This clinic focuses on the intersection between immigration law and criminal law and is separate from the year-long Immigrant Rights Clinic.

### **Course Description**

The Immigrant Defense Clinic provides students with real-life lawyering experiences. Students collaborate with experienced attorneys in the representation of detained and non-detained indigent non-citizens, facing removal from the United States because of criminal convictions and other immigration law violations. Under current immigration law, non-citizens with old or minor criminal offenses such as jumping a turnstile, petty larceny or possession of marijuana are subject to removal from the United States no matter how long they have resided in this country or how strong their family ties in the United States. Although deportation practically constitutes banishment, non-citizens in removal proceedings have no right to an attorney at government expense. Clients are screened through various projects including the Immigration Representation Project at 26 Federal Plaza, where the main immigration court in New York City is located, at immigration detention facilities located in New Jersey and in Goshen, Orange County, New York, and through referrals from community based organizations.

#### *Fieldwork*

Students in the clinic will have the opportunity to work one on one with staff attorneys at The Legal Aid Society's Immigration Law Unit. Students will work on every facet of litigation including conducting client interviews, investigating facts, developing case strategy, preparing applications for relief from removal, preparing supporting document packets for submission to Immigration Court, assisting with preparation of witnesses for evidentiary merits hearings, legal research and writing briefs and memoranda of law. Students attend master calendar and individual merits hearings. In addition, 3Ls will have an opportunity to provide direct representation to indigent clients in Immigration Court, under the supervision of their field work attorney. Students also have an opportunity to conduct Know Your Rights presentations at immigration detention facilities.

#### *Seminar*

The seminar component of the clinic meets once a week for two hours and complements students' fieldwork. The seminar introduces students to immigration institutions and procedures. We explore the history of deportation and the impact of some of the recent immigration laws: the Antiterrorism, and Effective Death Penalty Act (AEDPA), Illegal Immigration Reform and Immigrant Responsibility Act (IIRIRA) and USA PATRIOT Act. The seminar discusses grounds of deportability and inadmissibility, relief from removal, the intersection between immigration and criminal law and mandatory detention provisions and developing case law. Following a discussion on interviewing and how to develop a theory of the case, students engage in simulated interviewing exercises. The seminar also explores ethical issues unique to the practice of immigration law. During the course of the semester, other stakeholders in the removal process including an

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\* 5 credits include 3 clinical credits and 2 academic seminar credits.

immigration court judge, an attorney from the Office of Chief Counsel, Immigration and Customs Enforcement and a criminal defense attorney are invited to share their perspective and roles in the removal process. Guest appearances by a clinical psychologist/social worker and a non-citizen who has been through the immigration removal process help students delve into the human impact of removal. The students also have the opportunity to go on a tour of one of the local county jails where Immigration Customs Enforcement detains New York residents. Weekly seminars end with case rounds during which students discuss their ongoing cases.

### **Application Procedure**

Students should submit the standard application, resume and unofficial transcript using CAMS, the online application system. There will be no interview. If you have questions regarding the application procedure, please contact Susan Hodges.

### **Student Contacts**

The following students are currently in the IDC in Spring 2014:

Gabriel Ascher  
Peter Hur  
Erica Kerman  
Naomi Oberman-Breindel  
Emily Sanders  
Phillip Shapiro  
David Surry  
Harrison White  
Randal Wilhite  
Josephine Yoon  
Keli Young  
Nan Zhang

## International Environmental Law Clinic

LW.10289

Professor Richard Stewart

Professor Bryce Rudyk

Open to 2L, 3L and LL.M. students\*

Maximum of 7 students

Fall semester

2 credits (possibility of 3 credits in some cases)\*\*

Prerequisites/Co-requisites\*\*\*

### Introduction

This Clinic offers students opportunities to bring together theory and practice to provide innovative situations to cutting-edge problems in international and developing country environmental law and sustainable development. Clients include environmental groups located in the U.S. and abroad; the United Nations and its various agencies; the World Bank and other multilateral development agencies and other international organizations; and governments of developing countries and countries with transition economies. Depending on the client assignment, students may draft laws or regulations; research and prepare position papers for clients on the negotiation and implementation of international and regional environmental agreements; or analyze and develop strategies on environmental law reforms and policy initiatives.

The regular credit allocation is 2 hours. Some projects may warrant 3 credit hours with agreement of the instructor.

### Course Description

#### *Fieldwork*

The clinic instructors will develop a portfolio of placement opportunities and seek to match student's interests and experience with client needs. The instructors will meet with students on a regular basis (usually bi-weekly) to review progress and provide assistance. Most placements call for student preparation of a substantial memorandum, together with supporting documentation, analyzing the legal and policy issues presented by the client project and presenting options and recommendations for client action. Some projects may involve drafting laws or regulations or the development of annotated drafts of proposed international environmental agreements or reports. Students will be expected to devote approximately 10-12 hours a week to client projects (15-18 hours/weeks for 3 credits). Given that international and developing country environmental law is still in a relatively early stage, students will have to develop innovative approaches to the questions of law and policy involved in their projects. Accordingly, students will have to function as law

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\* 3L applicants will receive a preference over 2Ls. The International Environmental Law Clinic welcomes LL.M. enrollments. See information in text about LLM applications.

\*\* 2-3 clinical credits, depending on clinic project scope. There is also a possibility of developing some Clinic projects into written work as a directed research project for two credits that can satisfy the J.D. written work requirement.

\*\*\* Students enrolled in the Clinic must be taking or have taken courses in environmental law, international environmental law and/or public international law or have relevant practical experience. Please address any questions about these requirements to Professor Stewart.

reformers as well as attorneys working within an existing body of law.

Projects that students in the Clinic have worked on during the past several years include the following:

- Preparation of a handbook on Chinese citizens' legal rights to public access to environmental information for the Beijing office of a major US-based environmental organization.
- Research and analysis in support of a review of forestry legislation in Liberia for their Ministry of Justice.
- Legal research for a number of small island developing states concerning climate change, sea level rise, maritime baselines and potential legal recourses.
- Legal and research assistance to an environmental group in Spain on the development of legal principles and regimes to ensure environmentally sound management of rivers shared by Spain with France and with Portugal.
- Research for a US NGO on extraterritorial effect of domestic environmental legislation.
- Advice to a small island state on access international finance for renewable energy projects.
- Research for an international NGO and a developing country on the future climate change regime, including how to reform the negotiating process and how to structure the obligations of states under the UNFCCC.

### **Application Procedure**

All J.D. students interested in applying for the Clinic should submit via CAMS the standard application, resume and unofficial transcript, and a writing sample. 3L applicants will receive a preference over 2Ls. To arrange an interview, please contact Basilio Valdehuesa, Vanderbilt Hall, Room 411, (212) 992-8165.

The International Environmental Law Clinic welcomes LL.M. enrolments. Please note that the final deadline for LL.M.s applying to this clinic for the Spring 2014 semester is July 14, 2014. There is a [separate application form for LL.M. students](#). Please use that form and submit it along with supporting materials to CAMS. For questions regarding the application procedure, please contact Basilio Valdehuesa. Admitted LL.M. students with a background in environmental / international law who are interested in taking this Clinic should contact Basilio Valdehuesa via email as soon as possible with a statement of their interest and background in order to enhance their chances of admission to the clinic.

### **Student Contacts**

Students who took the Clinic in Spring 2014:

Nathaniel Blood-Patterson  
Eliza Northrop  
Claire Tan  
Adriana Vidal  
Kylie Wilson  
Kate Yesberg  
Apostolos Zampounidis

## International Organizations Clinic

LW.12165 / LW.12166  
Professor Gráinne de Búrca  
Professor Angelina Fisher  
Open to 2L, 3L and LL.M. students  
Maximum of 8 students (4 JDs, 4LL.M.s)

Fall semester  
5 credits\*  
Prerequisite: International Law\*\*

### Introduction

The aim of this clinic is to assist students in developing a fuller set of skills required to address increasingly complex global (i.e. both international and transnational) problems. The seminar portion of the Clinic will introduce students to a range of the different legal, political and regulatory theories informing the legal norms, practice and policy of international organizations. It is designed to help students understand the relevance of inter-disciplinary perspectives to the practice of law in global settings, and to learn the ways in which core cognitive lawyering skills (i.e. mastering legal research tools, developing an ability to integrate factual and legal knowledge, strengthening analytical and reasoning skills, and exercising judgment based on the understanding gained) matter in the practice of international law.

"Thinking like a lawyer" may be more demanding today than it has been in the past, given how complex law and lawyering has become, but it is particularly demanding for lawyers who want to work in an international context. Given the increasing interdependence of legal and economic regimes across countries, lawyers (including domestic lawyers) need a broad set of tools to solve increasingly complex, and sometimes novel, legal problems. There is increasing demand for lawyers with a sound understanding of the institutional, socio-political and economic contexts within which domestic and international legal issues arise and are addressed: how do markets function? How do bureaucracies behave? How do technologies shape change? How do domestic laws interact with international regimes? How do international legal and regulatory regimes and institutions interact with each other?

### Course Description

#### *Seminar*

Drawing on existing scholarship and ongoing research conducted by faculty and others at NYU, the seminar will focus on themes that intersect with projects in the areas of global governance, such as inter-institutional cooperation; the role of lawyers and private actors in the creation, the evolution and interpretation of international legal norms; the relationship between branches/offices of international organizations; the diffusion of ideas and legal norms; the North-South relationship in international law, amongst others.

Students will be encouraged to think about the implications of their clinical project for the people affected by it or by broader actions or policies that relate to the project, and to consider the perspectives of under-represented or non-represented constituencies. They will also be asked to consider the role of an

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\* 5 credits include 3 clinical (fieldwork) credits and 2 academic seminar credits.

\*\* Preference will be given to those who have taken (or are taking concurrently with the clinic) a course on international organizations.

international lawyer in development of international law, to discuss the professional legal responsibility of lawyers working with international or foreign laws, and to examine the ethics of international law. To this end, the seminar might also feature the occasional participation of members of the U.N. community and lawyers working in the international organizations.

### *Fieldwork*

The students will work with the Professors of the clinic on projects with international organizations on a broad range of topics related to global governance. Last year's projects included advising a major development bank on the need to adapt its accountability institution/complaints mechanism to the changing international development environment, working with a UN agency on promoting a global accountability mechanism for the post-2015 sustainable development process, and assisting an international organization to think about ways to promote and regulate the global sharing of information related to viruses with pandemic potential. Although the fieldwork **is not an internship**, students will have an opportunity to engage first hand in the work of international organizations. If the organization is geographically proximate, students will have regular visits to the IO's offices; if the location of the IO makes frequent visits not possible, students will communicate with the IO officials by phone or Skype and will visit the organization at least once.

The combination of fieldwork and seminar will enable students to see the relevance of the theory learned to practice.

### **Application Procedure**

Students interested in applying for the clinic should submit the standard application, resume, and transcript online through CAMS. To arrange an interview, please use the CAMS system as well. The application deadline for LL.M. students is July 14, 2014. (Please note there is a [separate application form for LL.M. students](#).) If you have questions regarding the application procedure, please contact Angelina Fisher at [fishera@exchange.law.nyu.edu](mailto:fishera@exchange.law.nyu.edu).

### **Student Contacts**

Students who took the Clinic in Fall 2013:

Jean Cheng  
Stephanie Chu  
Emma Clippinger  
Paul Henson  
Cédric Hocepied  
Michael Lu  
Ian Murray  
Dimitri Van der Meerssche  
Christiaan Van Veen

## The Legal Ethics Bureau at NYU Law School

LW.12228 / LW.12229

Professor Barbara S. Gillers

Open to 3L, 2L and LL.M. students

Maximum of 10 students

Spring semester

5 credits\*

No pre-requisites or co-requisites.

### Course Description

#### Introduction

The Legal Ethics Bureau at NYU Law School will advise lawyers in public interest matters on ethical issues, submit amicus briefs in a variety of public interest contexts, and draft ethics opinions. Emphasis will be on practical skills training, as described below.

#### *Fieldwork*

Students will work with the clinic director and with public interest lawyers in non-profit organizations and in law firms, and with members of professional and judicial ethics committees. Assignments will involve counseling lawyers, drafting ethics rules and opinions, drafting amicus briefs to high courts, and researching complex legal ethics issues. Emphasis throughout will be on practical skills training, including written and oral presentations.

Fieldwork projects will include: (a) ethics counseling to NYU's own clinics and projects, to national and state public interest organizations, and to private lawyers handling public interest cases in which lawyer regulatory issues arise; (b) preparing research memos that will provide assistance to lawyers who are litigating claims of (e.g.) ineffective assistance of counsel in capital cases, prosecutorial or defense lawyer conflicts, and like issues; and (c) assisting bar committees on ethics opinions, on proposed changes to the rules governing lawyers and judges, and on rule of law issues related to the professional responsibility of lawyers and judges worldwide. Committees that students assist may include the Federal Bar Council Public Service Committee, the ABA Standing Committee on Ethics and Professional Responsibility, the City Bar Professional and Judicial Ethics Committee, and the NYS Committee on Standards of Attorney Conduct. Students may meet with these committees and make presentations to them in connection with the fieldwork.

From time to time, the clinic will prepare amicus briefs in the Supreme Court and elsewhere in conjunction with pro bono lawyers on significant questions of professional responsibility. For sample briefs, see, e.g. *Maples v. Thomas*, 565 U.S. \_\_\_, 132 S.Ct. 912 (2012) (attorneys abandoned a client who was on death-row when they failed to file a timely appeal) and *Holland v. Florida*, 560 U.S. \_\_\_, 130 S.Ct. 2549 (2010) (extending the time for a capital defendant to file a habeas petition because of his lawyer's misconduct).

In the first year, clinic students drafted an opinion on prosecutorial ethics for the American Bar Association's Standing Committee on Ethics and Professional Responsibility. They also prepared an amicus brief to the New York Court of Appeals, which argued the impropriety of prosecutorial questioning of unrepresented indigent persons while they are in custody and immediately before arraignment and appointment of counsel. See *People v. Dunbar*, New York Court of Appeals Docket No. APL-2013-00119.

#### *Seminar*

Students will participate in a 2-hour seminar once each week. Using selected readings on professional responsibility and on leadership, current events, and peer critiques students will discuss issues in professional

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\* 5 credits include 3 clinical (fieldwork) credits and 2 academic seminar credits per semester. Enrollment satisfies the professional responsibility requirement.



responsibility that confront public interest lawyers and law firms and issues that arise in our fieldwork.

### **Qualifications for Applicants**

Students in the clinic are expected either to have previously taken a basic professional responsibility course of 2 or 3 credits or be taking the course concurrently with the clinic.

### **Application Procedure**

Students should submit an application, resume, writing sample and transcript online via CAMS. To arrange an interview, please use the CAMS system as well. If you have questions regarding the application procedure or the work of the clinic, please contact adjunct professor Barbara S. Gillers at [barbara.gillers@nyu.edu](mailto:barbara.gillers@nyu.edu) or 917.679.5757.

### **Student Contacts**

Students interested in the clinic are encouraged to speak to members of the 2013-14 Legal Ethics Bureau listed below.

James Aliaga	<a href="mailto:james.aliaga@law.nyu.edu">james.aliaga@law.nyu.edu</a>
Zachary Kravat	<a href="mailto:zmk210@nyu.edu">zmk210@nyu.edu</a>
David Leapheart	<a href="mailto:dtl260@nyu.edu">dtl260@nyu.edu</a>
Alex Levy	<a href="mailto:ahalpernlevy@gmail.com">ahalpernlevy@gmail.com</a>
Xiao Luo	<a href="mailto:xl904@nyu.edu">xl904@nyu.edu</a>
Sam McMullan	<a href="mailto:ssm515@nyu.edu">ssm515@nyu.edu</a>

You are also invited to contact the instructor with any questions you may have.

## Legislative and Regulatory Process Clinic

LW.12230 / LW.12231  
Professor Sally Katzen  
Professor Robert Bauer  
Open to 3L students only  
Maximum of 15 students

Fall semester  
14 credits\*  
Prerequisite: Legislation and the Regulatory State  
**Note: THE APPLICATION PROCESS FOR THIS CLINIC IS CLOSED. Description is provided for information purposes only.**

## Course Description

### Introduction

The Legislative and Regulatory Process Clinic is designed to introduce students to the roles and skills of the government lawyer. The clinic will provide practical experience with how lawyers support the development and implementation of public policy by assisting in defining the available options and identifying and resolving issues before they become the subject of legal contention or litigation. It will emphasize what lawyers do and what they need to know in the policy arena in order to provide effective legal counsel, sharpening such skills as analysis, writing, advocacy and problem solving. The clinic will provide an understanding of government decision-making that will be important for those students intending to seek positions in the government and it will offer those heading to the private sector greater insight into the workings of government that often significantly affect their clients. While the focus will be in Washington DC and hence the federal government, both the processes and the skills required are readily transferable to state or local government decision-making.

## Course Description

### *Fieldwork*

Each student will work four days a week in a federal agency or congressional office. The objective is to provide hands-on experience with how governmental entities approach policy issues, including determining the appropriate response to an issue via various possible administrative actions (e.g., rulemaking, adjudication, negotiation, interpretation, policy statements, enforcement, or drafting legislation); compiling an adequate record to support the selected action; evaluating private interest advocacy in influencing decisions; and analyzing and assisting in shaping the competing strategies to achieve the desired objectives. Within federal agencies, placements will generally be in the Office of General Counsel of regulatory agencies or related positions; congressional placements will generally be in leadership offices, with committee staffs or non-partisan congressional agencies. Every effort will be made to assure placements that provide students with access to solid substantive work and adequate supervision. Placements will be dependent in part on a student's experiences and interests.

### *Seminar*

On one day a week, there will be a three-hour seminar that will provide an understanding of how the political institutions (Congress and the Executive Branch) work, and the roles and obligations of lawyers in influencing that process. For up to one hour of each class, one or more students will discuss (subject to confidentiality concerns) their experiences in their fieldwork, especially the governmental processes in which the students are participating and the government actors with whom they are interacting. In the remaining time, we will cover over the semester: the scope of Congress' constitutional authority; the Senate and House

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\* 14 credits include 8 clinical (fieldwork) credits and 6 academic seminar credits for the semester.

leadership and committee structure(s) and their powers; how a bill becomes a law, including the role of hearings and mark-ups, conference committees, and the development of statements of administration policy; the budget process, including the preparation of the President's budget by the Office of Management and Budget and Congress' review and enactment of the budget, with its work on appropriations, continuing resolutions and omnibus bills, as well as tax legislation; congressional oversight and the Executive Branch response, including the exercise of investigative powers and claims of executive and other privileges; and ethics (professional responsibility), including issues unique to government lawyers; and, more generally, the issues of the role of private interests as examined through direct and grassroots lobbying, recurring issues of conflict of interest, and campaign financing. There will also be occasional extended (several hours) working sessions with government officials as guest lecturers on a subject of current interest or controversy. In addition, each student will be expected to produce a serious research/analytical paper, with a minimum length of 35 pages, on a subject approved by the seminar professor(s) that focuses on the legislative and regulatory process, or on an issue with which government lawyers are currently grappling. The paper will be due no later than the end of the semester following the clinic.

### **Application Procedure**

Students interested in applying for the clinic should submit the standard application, resume, and transcript online through CAMS by February 7th. Members of the Fall 2013 LRP Clinic will host an information session about the clinic the week before applications are due. Preference will be given to those with 2L courses in advanced administrative law (either process – e.g., advanced administrative law -- or substance – e.g., environmental law) and demonstrated motivation to engage in the work of the agencies or Congress. If a student has taken a year-long clinic in his or her second year of law school and has already received 6 credits of fieldwork, then 2 of the fieldwork credits from this clinic will not count toward graduation because 12 is the maximum number of fieldwork credits that can be counted toward graduation. The application process includes at least one interview with the Professors. You will be notified by February 17th to schedule your interview. If you have questions regarding the application procedure, please contact Susan Hodges at [susan.hodges@nyu.edu](mailto:susan.hodges@nyu.edu) or Sally Katzen at [Katzens@exchange.law.nyu.edu](mailto:Katzens@exchange.law.nyu.edu).

**Note: students who accept a position in the LRP Clinic will not be eligible to apply for additional clinics offered in the 2014-15 academic year.**

## LGBT Rights Clinic

LW.11130 / LW.11483  
Professor Michael Kavey  
Open to 3L and 2L students  
Maximum of 8 students

Fall or Spring semester (to be determined)  
5 credits  
No pre-requisites or co-requisites.

## Course Description

The LGBT Rights Clinic will be offered in Fall 2014 or Spring 2015. The clinic is open to a maximum of 8 students. The clinic will combine fieldwork at local non-profit organizations with a weekly seminar on cutting edge legal issues that LGBT people face.

The clinic and seminar will be taught by an adjunct professor who is being chosen this spring. The new appointment will be announced before the end of Spring 2014.

### *Fieldwork*

The fieldwork will continue to be with LGBT rights organizations. The placements will depend, in part, on the adjunct ultimately chosen. Currently under consideration is whether to move some or all fieldwork to assignments focused on litigation of marriage equality cases or other similar impact efforts in the LGBTQ field. Students applying this spring should indicate whether s/he has any particular fieldwork, interests that might influence her/his ultimate decision whether to take the clinic.

Students are currently placed with five LGBT rights organizations in New York City. Placement organizations have always changed slightly from year to year although the change in leadership this coming year may bring bigger adjustments.

It may be helpful to outline the clinic work as it has been configured in the current and prior years. Students placed with [Immigration Equality](#) represent LGBT asylum seekers and work on policy/advocacy issues on behalf of LGBT immigrants and their U.S. partners. Students placed with [The Sylvia Rivera Law Project](#) work on legal issues that affect low-income transgender individuals, such as conditions of confinement; employment discrimination; and/or obtaining the appropriate gender marker on identity documents. Additionally, students are currently placed with the [Peter Cicchino Youth Project](#) of the Urban Justice Center working on issues relating to foster care; legal name changes; and/or immigration law. Students are also placed with the [LGBT Rights Project of the New York Legal Assistance Group](#) where they work on a variety of issues affecting low-income LGBT people, including housing, name changes, and estate planning. Finally, students are placed with the [Anti-Violence Project](#) where they work on issues of domestic violence and hate crimes in the LGBT community.

In addition to these fieldwork placements, each clinic student will attend at least one legal clinic held at the LGBT Community Center by the Lesbian, Gay, Bisexual and Transgender Law Association of Greater New York ([LeGal](#)) of New York. The LeGal clinics round out the students' experiences and expose them to a variety of legal issues faced by the LGBT community, in addition to the area in which the student specializes for the semester.

### *Seminar*

The seminar meets once a week and explores the leading legal issues that LGBT people face, but with an emphasis on the relationship of these issues to clinical issues. Topics included are marriage and other forms of couples' recognition and why these issues have become central to the LGBT rights movement. The seminar will also cover issues unique to transgender individuals, such as access to necessary medical care, detention issues, and where transgender rights fit within the LGBT rubric. The seminar currently has class

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\* 5 credits consist of 3 credits for fieldwork and 2 credits for the seminar.

sessions that relate to the substantive areas of the clinical placements, including: immigration law, discrimination law, and housing law. That is likely to remain true in the coming year, although the substantive areas may change somewhat. Materials and exercises on important practice concepts and skills fill out the remaining seminar curriculum for the semester. These are chosen based upon what is needed to prepare students to function professionally on fieldwork assignments. Students are expected to participate actively in class and make occasional presentations on readings and/or fieldwork, as well as writing several short papers.

The course credits will be 2 credits for the seminar, which meets weekly for 2 hours, and 3 credits for fieldwork for a total of 5 credits. The seminar meeting time is to be determined, but has typically been scheduled in the evening to accommodate the adjunct's schedule. The LeGal clinics meet on Tuesdays from 6-8 pm.

## **Application Procedure**

Interested students should submit an application, resume and grade transcript through CAMS. Students need not limit themselves to 300 words in answer to Question 4 and should use that space to articulate fieldwork interest and also whether fall or spring semester is a preferred semester. Applicants should sign up in CAMS for an interview which will give you a chance to explore further how the clinic is taking shape for the coming year. If you have any questions about the clinic, please contact Professor Sarah Burns at [burns@exchange.law.nyu.edu](mailto:burns@exchange.law.nyu.edu).

## **Student Contacts**

### Spring 2014

Johnston Chen  
Wendy Cheng  
Liana Dixon  
David Glasgow  
Emily Juneau  
Adam Sapper

### Spring 2013

Michael Braun  
Shira Burton  
Theresa Troupson  
Geoffrey Wertime  
John-Paul Young

## Litigation, Organizing and Systemic Change Clinic

LW.10035 / LW.12146

Professor Sarah E. Burns

Professor Deborah Axt

Professor Andrew Friedman

Open to 2L and 3L students

Maximum of 16 students

Fall semester

5 credits\*

No pre-requisites or co-requisites.

*In this year of political transition for New York City, this Clinic will consider many interesting questions about the future of New York and, as a result, students will learn much about the dynamics of change.*

### Introduction

In this complex world, how can public and private institutions be inspired to recognize and respond to the needs of diverse communities? How do members of communities make their voices effectively heard? Clearly neither elections nor the free market make this happen in the absence of organized and effective communication and leveraging by communities – whether the community be one of individuals, groups or organizations. Increasingly lawyers need a wide range of knowledge and skill to help their clients identify and achieve needed change. This is the learning that the Litigation, Organizing & Systemic Change Clinic presents and explores.

#### *Clinic Partners*

This Clinic partners with two outstanding organizations devoted to community building and organizing. The first is Make the Road New York (MRNY), [www.maketheroad.org](http://www.maketheroad.org), a membership organization of over 15,000 low-income and recent immigrant New Yorkers, and the second is MRNY's national partner, The Center for Popular Democracy (CPD), [www.populardemocracy.org](http://www.populardemocracy.org), which builds organizing power and works to transform the local and state policy landscape through deep, long-term partnerships with leading community-based organizing groups nationwide. Both organizations were founded by NYU Law graduates. The professional leadership of MRNY and CPD are closely involved in teaching and supervision of this Clinic.

Working with this formidable team, NYU Law students will learn how

- to envision and implement high quality, innovative legal work which supports and sustains a community and its organizing work to realize community members' aspirations;
- to promote community self-determination through grassroots organizing, public policy advocacy and strategic litigation.

MRNY and CPD take on some of the most challenging questions of systemic change today. These questions include: How can low-income and working class families win decent treatment in the workplace, obtain suitable living conditions, improve their neighborhoods, and realize their public policy aspirations amid the cacophony of competing interests, many of which are well-funded and powerful? Can communities develop indigenous and local leadership despite obstacles of poverty, unemployment, care-giving and other daily demands? How do communities find and cultivate the leadership and skills to alter the urban landscape? How can lawyers and other professionals provide support, without undermining, local and indigenous leadership and decision-making?

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\* 5 credits include 3 clinical credits for fieldwork and 2 academic seminar credits.

## Course Description

The Litigation, Organizing and Systemic Change Clinic is designed to train law students to perform a range of professional work in the service of a community and its members. Law students will work with communities to translate the community aspirations into public policy and private sector reforms. Students will be trained in community and worker organizing; non-profit and organizational management; policy and legislative advocacy; and specific kinds of litigation.

Students take a 2-credit clinic seminar focused on organizing, policy advocacy to legislative, administrative and executive actors, and media and public education outreach. This seminar addresses illustrative case studies as well as the specific fieldwork that students are doing during that semester. All training will foster interpersonal and intrapersonal skills – such as how to offer and support leadership and how to give and receive effective and frank feedback – that will enable students to perform at their highest levels in all of the roles they explore.

The clinic seminar includes close attention to the ethical issues implicated in the fieldwork, and engages debate about lawyering in the context of community-building and organizing. Students will delve into the particular skill sets required for high-level professional organizing, policy advocacy and legal work and will explore how institutional values can inform organizational management practices. Throughout the experience, through detailed case studies and on-the-ground fieldwork and observation, students will learn how to integrate the range of distinct skills that they learn, and the range of attorney roles to which they are exposed, into actual dynamic campaigns. Because this clinic engages students with many distinct areas of substantive and procedural law and a rich and diverse range of skill sets, students will interact with a broad range of professionals who provide specialized guidance in the classroom and in the fieldwork settings.

CPD and MRNY sponsor and are involved in many rallies, meetings, symposia, workshops and conferences. They also work in close coalition with other policy-making groups on all their substantive initiatives. Clinic students engage with these efforts.

### *Fieldwork*

In clinic fieldwork, students participate in in organizing, litigation, and policy advocacy directed at private parties and at executive, legislative and administrative officials and bodies. Part of many projects will also include media advocacy and other public education in support of CPD's and MRNY's work. Students will partner with MRNY and CPD organizers and attorneys on projects that could include: drafting legislative proposals, representing clients at all stages of federal and state court litigation, lobbying elected officials, drafting white papers or reports on emerging issues, developing know-your-rights materials and trainings, and conducting policy and participatory action research. Students will have the opportunity to do sustained fieldwork where they can apply the range of skills taught in the clinic to promote equity and opportunity in New York City, New York State and/or nationally. Depending on student interest, some students may primarily focus on litigation and some primarily on policy work during their fieldwork – though each student will be exposed to and expected to work on some projects outside her/his primary fieldwork assignment. Given the natural and sometimes unpredictable trajectories of policy, legislative and litigation campaigns, the exact details of fieldwork may change somewhat over time. We anticipate, however, that teams will work on the following key issue areas:

### Workers' Rights

- Community Organizing/Policy Advocacy: CPD's and MRNY's worker organizing seeks to enforce existing legal protections as well as win wages, benefits, and working conditions that are better than what the law guarantees. Currently, CPD and MRNY are combating attacks on a recently-won NY state law to combat wage theft by tightening criminal and civil penalties for noncompliance with wage law, increase worker protections against retaliation, and improve mechanisms for collecting judgments. CPD is working to replicate this law throughout the United States, to promote access to paid family and sick

leave, to support campaigns to increase state minimum wages, and to expand the use of licensing authority to combat wage theft. CPD and MRNY are also working in partnership with union and community allies to ensure that state investment in “economic development” includes requirements that protect and expand the rights of New York workers.

- Litigation and Administrative Advocacy: MRNY staff attorneys litigate federal and state cases to recover unpaid wages or win damages for discrimination. Other advocacy includes helping workers file administrative complaints to challenge underpayment of wages or unsafe conditions and access workers’ compensation and unemployment insurance benefits.

### New Immigrants’ Civil Rights

- Community Organizing/Policy Advocacy: Through grassroots-led community organizing, MRNY won interpretation and translation services for close to 2 million limited English proficient New Yorkers at New York City schools, hospitals and at all New York State government agencies and chain pharmacies. MRNY and CPD are currently working to monitor and enforce compliance with these new requirements, and to expand them to key private sector actors. CPD is working to win language access services around the country, to promote municipal identification and stored value cards, to help municipalities to push back on the miss-named federal Secure Communities program, and to promote state and municipal funding of deportation defense legal services. Both CPD and MRNY are also engaged in statewide legislative efforts to expand immigrant access to licenses and privileges, as well as community organizing efforts to promote accountable and lawful police and immigration officer conduct, especially with respect to the rights of youth and undocumented immigrant community members. Both organizations have been closely involved in efforts to pass the DREAM Act and obtain immigration reform.
- Litigation and Administrative Advocacy: To support its organizing, MRNY may initiate litigation or administrative complaints with the New York State Attorney General to enforce City, State, or federal laws prohibiting discrimination and requiring language access.

### Tenants’ Rights

- Community Organizing/Policy Advocacy: CPD and MRNY aid communities in improving community conditions. MRNY’s tenant organizing focuses on preservation of safe, affordable housing through aggressive enforcement of the rent stabilization law, fighting landlord harassment designed to push tenants from their homes, and reform of state and city agencies charged with tenant protection. Past successes include passage of the Safe Housing Act, which requires the City to repair conditions in the 200 worst buildings each year at the landlords’ expense, and the Tenant Protection Act, which permits tenants to sue landlords in Housing Court for harassment. MRNY works in coalition with other City organizations to sustain, improve and enforce meaningful housing law protections for low-income residents in the City. CPD is working on innovative municipal financial sector regulation, as well as using eminent domain to enable municipalities to purchase under water foreclosed properties at market value, and then re-selling them to homeowners.
- Litigation and Administrative Advocacy: MRNY handles a varied docket of housing cases: eviction prevention, Housing Part (HP) Actions (forcing landlords to repair unsafe and subpar conditions or challenging harassment by landlords), 7A actions (appointing an administrator to collect rent and manage buildings where a landlord has demonstrated serious neglect or abuse), and plenary actions in state court to challenge deceptive business practices by landlords.

Depending on the stage of each campaign, and each piece of litigation, any and all of the above work areas are likely to involve clinical students as full participants in the broad range of roles that MRNY and CPD attorneys and other professionals play.



The fieldwork will be performed under the supervision of Professors Axt, Burns and Friedman working closely with attorneys, policy experts and senior staff at Make the Road New York and the Center for Popular Democracy, in close collaboration with staff organizers and community members.

### Application Procedure

Students who are interested in applying to the Litigation, Organizing and Systemic Change Clinic should submit the standard application, resume and transcript online via CAMS. Applicants should submit as lengthy a response to Question 4 of the standard application as they feel necessary and should ignore the 300 word limit. Students should also indicate whether they have any Spanish language proficiency and how much. If you have any questions regarding the application process, please contact Mr. Ray Ivey at 212-998-6474 or [ray.ivey@nyu.edu](mailto:ray.ivey@nyu.edu). Applicants will be contacted by Mr. Ivey during the application period with instructions concerning a face-to-face meeting required to complete the application process.

### Student Contacts

Interested students are encouraged to contact Mr. Ivey with any questions; Mr. Ivey will facilitate communication with faculty. Former Clinic students from previous years include:

Fall 2012	Spring 2013	Fall 2013
Dennis Ardis	Daniel Barron	Jordan Chisolm
Daniel Barron	Malika Lubell-Doughtie	Sophia Gebreselassie
Kadeem Cooper	Sara Maeder	Luke Herrine
Nicholas Dingeldein	Anne Mathews	Diane Johnston
Thomas Gottheil	Fiona Poon	Malcolm Kim
Rachel Hoerger	Joanna Powell	Joanna Laine
Dahsong Kim	Michelle Quiles	Meghan Ragany
Heather Lewis	Jayla Randleman	Jacqueline Seitz
Raquel Manzanares	Christopher Spelman	Samuel Steinbock
Jacob McDonald		Jake Walter-Warner
Michelle Quiles		
Adam Saper		
Paula Vera		
Michele Yankson		

## Mediation Clinic

LW.10833 / LW.10657

Professor Ray Kramer

Professor Eric R. Max

Open to 3L, 2L and LL.M. students

Maximum of 8 students

Fall semester

5 credits\*

No pre- or co-requisites. (see "Qualifications for Applicants" below)

## The Purpose of the Mediation Clinic

The Mediation Clinic is designed to foster mediation skills while orienting students to major issues in the intersection between law and informal dispute resolution and delivery and regulation of dispute resolution services.

## Course Description

This course is designed to teach facilitative mediation techniques and related communication, problem-solving and negotiation skills. The course is taught using a series of progressively more difficult simulations exploring negotiation and then placing the student in the role of a neutral/mediator managing a formal mediation, first with unrepresented parties and then with parties represented by lawyers. The training is supported with a video-integrated text.

The course begins with two full days of intensive training held on Monday, August 25, and Tuesday, August 26, 2014, at Furman Hall. Students will be expected to attend both full days because the 2-day intensive training accounts for one seminar credit. Following training, the seminar meets once a week for two hours, reinforcing the initial intensive training with classroom simulations. Students are required to mediate and critique their own videotaped mediations and to observe and critique similar mediations by other mediation teams in the class. Course requirements are completed with a final paper on a related topic of the student's choice. Because the course is based upon an experiential learning model, attendance and participation are essential.

This seminar is open to 16 students. It serves as the co-requisite for students taking the Mediation Clinic fieldwork in Fall 2014 and as one of several possible prerequisites for [Mediation Clinic - Advanced: Dispute System Design](#) in Spring 2015. Priority in admission to this seminar is therefore given to students taking one or both of the Mediation Clinic and Mediation Clinic - Advanced: Dispute System Design.

### *Fieldwork*

Fieldwork mediation study and practice takes several forms, including co-mediating, teaching, coaching and training. Students will contrast facilitative mediation with evaluative court-imposed settlement process. Students may also have an opportunity to observe mediation in other contexts, such as family and housing court. As part of the guided learning, students will be required to submit journal entries and site reports reflecting upon their observations and experiences in mediation and training.

- **Mediation:** In 2013, clinic work engaged students as practitioners with five primary systems focused on mediation and we expect that we will be working in the same venues for Fall 2014. These include: NYC Small Claims Courts, primarily the courts in the Bronx and Brooklyn; New Jersey Small Claims and Civil Court, primarily in Jersey City; the New Jersey State Court Foreclosure Mediation Program,

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\* 5 credits include 2 clinical/fieldwork credits and 3 academic/seminar credits. Note that all students are expected to participate in 16 hours of training at the beginning of the semester. This training is a necessary qualification to mediate with real parties and ultimately to receive credit for the course.

administered by the State of New Jersey Office of Dispute Settlement ("NJ ODS"), primarily in Jersey City and Trenton; the New York City Office of Administrative Trials and Hearings ("OATH") at 40 Rector Street in NYC; and NYU Residential Life Conflict Management Program ("NYU CMP") on the NYU campus. Students may also be able to observe mediations conducted under the S.D.N.Y. Federal Court Mediation Program. New York and New Jersey Small Claims/Civil Courts and NJ Foreclosure Mediation offer numerous opportunities for students to gain experience as mediators. OATH and NYU CMP offer challenging mediation experiences on a more infrequent basis. Full mediator apprenticeship training requires each fieldwork student to complete a minimum of eight (8) live party mediations under supervision of an experienced mediator. A regular time will be blocked in fieldwork student schedules to ensure each student is available to complete their apprenticeship work.

- **Conflict Teaching, Coaching and Training:** Working to foster conflict resolution learning is a core aspect of any dispute resolution expert's work – and is thus part of the Clinic's work. Clinic students may be called upon to do conflict education or assist in training as part of NYU CMP or other partner programs. Clinic students may also coach law students mediating in Small Claims Court under the NYU Mediation Organization ("NMO").

### **Qualifications for Applicants**

All students are expected to participate in 16 hours of training at the beginning of the semester. The dates and times for the intensive training will be 9 a.m. to 5 p.m. on Monday, August 25 and Tuesday, August 26, 2014. This training is a necessary qualification to mediate with real parties and ultimately to receive credit for the course.

### **Application Procedure**

Students who wish to apply to the Mediation Clinic should submit via CAMS the standard application, resume and unofficial transcript. Applicants will be contacted by Ray Ivey for an interview with Professor Ray Kramer; once contacted, students should sign up for the interview on the CAMS system. These interviews will be held throughout the clinic application period and are a prerequisite to admission to the clinic. Please contact Mr. Ivey at 212-998-6474 or [via email](#) if you have any questions.

The Mediation Clinic also welcomes LL.M. enrollments and will consider taking LL.M. students, but does not specifically reserve space for LL.M.s. Students should carefully consider the impact of the clinic on their other academic choices during their LL.M. year, including consulting the LL.M. Program concerning credit requirements. The application deadline for LL.M.s is July 14, 2014. There is a separate application form for LL.M. students. Please use that form and submit it along with a resume and unofficial transcript on CAMS. Applicants will be contacted for interviews as part of the selection process; accordingly, please make sure your submission includes information about how you can be reached during the weeks immediately following the application.

## Student Contacts

Interested students might wish to contact current or former Clinic students, including:

### Fall 2013

Alex Boies  
Alex Ferguson  
Becky Greenwald  
Soren Flecks  
Daniella Jones  
Julian Landau-Sabella  
Stephen Millington  
Gil Ofir  
Arash Parsi  
Brittni Reaser  
Leah Rosenbaum  
Jennifer Saeckl  
Charles Smith  
Seema Vora  
Laura Ferro  
Kathleen Kaffer  
Nicholas Joseph  
Melissa Quartner

### Fall 2012

Ariel Bucher  
Andrew Choi  
Rebecca Francus  
Adria Gulizia  
Maximilian Hain  
Raymond Hedaya  
Konstantin Karchevskiy  
Dana Lee  
Jonathan Lee  
Adrienne Lucas  
Holly Martin  
Winnie Nwapa  
Brian Senie  
Elana Siegel  
Alexandra Simotta  
Benjamin Steinberg  
Shana White

## Mediation Clinic – Advanced: Dispute System Design

LW.11031 / LW.11641

Professor Ray Kramer

Professor Daniel M. Weitz

Open to LLM, 3L and 2L students\*

Maximum of 16 students

Spring semester

5 credits\*\*

Pre-requisite: Satisfactory completion of one of the following: Mediation Clinic Seminar Fall 2013 or 2014; other Mediation, Alternative Dispute Resolution, Negotiation or alternate approved by faculty.\*\*\*

### The Purpose of the Mediation Clinic - Advanced: Dispute System Design

This Clinic is focused on the study and practice of dispute system design - understanding the design choices made by, and the challenges presented to, organizations seeking to manage conflict formally or informally, internally or externally. This includes examination of court processes and other government or private systems for managing conflict. Dispute system designers also develop and improve upon mediation and other alternative dispute resolution (ADR) service programs, as well as provide assessment of their appropriateness in various contexts.

The clinic is also designed to enhance the basic mediation skills learned in the Mediation Clinic by application in field work venues.

### Course Description

This advanced course promotes understanding of conflict management on a systemic level, teaches basic dispute system design analysis, and orients lawyers and others to conflict needs assessment tools and related problem-solving skills. The course also focuses on enhancing basic mediation skills and examining and practicing the tools and strategies required to mediate more complex disputes, including multi-party mediations, and to mediate in special contexts. This is done through case studies, simulations and observations of actual mediations. The approach to the course is interdisciplinary. Because the course is based upon an experiential learning model, attendance and participation are essential.

The course will only be open to students who have taken one of the following, or an equivalent: the Mediation Clinic in either Fall 2013 or 2014; Mediation simulation course; Alternative Dispute Resolution or Negotiation. Students who have completed equivalent experience-based training in conflict management may petition for Clinic faculty approval on a case-by-case basis.

#### *The Seminar*

The Spring seminar meets once a week for two hours with a focus upon identifying and resolving issues of conflict in government and private organizations and problems arising in design, regulation, delivery and/or assessment of conflict management services. The seminar also focuses on advanced mediation topics, including transformative mediation, the impact of mediator orientations on dispute system design, and recent developments in cognitive science and their potential impact on dispute resolution. Each student will be assigned to work on a project or projects related to one or more specific ADR service-delivery settings and report upon that work in class. In final satisfaction of the spring seminar requirements students conduct an in-

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\* *The seminar portion of the clinic is also open - by special application - to degree candidates from other NYU schools.*

\*\* *5 credits include 3 clinical credits and 2 academic seminar credits in Spring 2015.*

\*\*\* *Faculty will also consider, on a case-by-case basis, whether other negotiation, mediation or ADR training that a student has satisfactorily completed adequately satisfies the prerequisite requirement.*

class workshop and complete a work product or research paper on a mediation or ADR service delivery or dispute system design topic, typically based upon fieldwork.

### *Fieldwork*

For Spring fieldwork, the Clinic will partner with the courts, government or private organizations to study particular aspects of conflict and explore dispute design system choices and the challenges presented. Where requested, the Clinic may assist by conducting conflict needs assessments, designing a new dispute system, evaluating an existing one, and helping build or implement design system recommendations.

The Clinic has provided conflict design and assessment services in partnership with public and private institutions, including the NY Unified Court System and various components of the NYC Courts, NYC Administrative Judicial Institute, NYC Civil Service Commission, NYC Citywide Diversity and EEO Office, the George Walker Jr. Community Coalition, the NJ Foreclosure Mediation Task Force, New York Legal Assistance Group, New York Peace Institute, the NYC Probation Department, the NYC Commission on Human Rights Peer Mediation Training Program, the NYU Residential Life Program, the NYU Mediation Organization (“NMO”) and to various pilot high/middle schools in New York City’s school system.

While formal mediation training is not necessary for a student to work on dispute system design fieldwork, it is an essential prerequisite to function as a mediator. For students appropriately trained in mediation, the clinic field work will also include co-mediating in various New York and New Jersey mediation venues. Full mediator apprenticeship training requires each fieldwork student to complete a minimum of eight (8) live party mediations under supervision of an experienced mediator. A regular time will be blocked in fieldwork student schedules to ensure each student is available to complete their apprenticeship work. For a more complete description of the mediation work and the partner organizations where the Clinic provides mediation, please review the fieldwork under the Mediation Clinic description.

As part of the guided learning, students will be required to submit periodic journal entries and site reports reflecting upon their observations and experiences in field work, mediation and training.

### **Application Procedure**

Students who wish to apply to the Advanced Mediation Clinic: Dispute System Design should submit via CAMS the standard application, resume and unofficial transcript. Students who have not satisfied the prerequisites should submit this application, including a special request for admission to the fall 3-credit Mediation Clinic Seminar.

Applicants will be contacted by Ray Ivey for an interview with Professor Ray Kramer; once contacted, students should sign up for the interview on the CAMS system. These interviews will be held throughout the clinic application period and are a prerequisite to admission to the clinic. Please contact Mr. Ivey at 212-998-6474 or [via email](#) if you have any questions.

### **Student Contacts**

Interested students might wish to contact current or former Clinic students, including:

#### Spring 2014

Joshua Cohn  
Laura Ferro  
Becky Greenwald  
Matthew Medaglia  
Stephen Millington  
Melissa Quartner  
Leah Rosenbaum  
Jennifer Saeckl  
Charles Smith  
Noah Susskind

#### Spring 2013

Mariana Abel  
Yelena Archiyani  
Rebecca Francus  
Maximilian Hain  
Konstantin  
Karchevskiy  
Dana Lee  
Jonathan Lee  
Adrienne Lucas  
Sharon McDonald

Winnie Nwapa  
Benjamin Steinberg  
Michael Stromquist

## New York Civil Liberties Clinic

LW.11798 / LW.10510  
Professor Claudia Angelos  
Professor Corey Stoughton  
Open to 3L and 2L students  
Maximum of 8 students

Spring semester  
5 credits\*  
No prerequisites or co-requisites.

### Introduction

The New York Civil Liberties Clinic provides an opportunity for students to handle civil rights impact litigation at the New York Civil Liberties Union under the supervision of clinic faculty. The students' cases primarily involve racial and economic justice issues but may span the range of issues on the docket of the New York Civil Liberties Union.

### Course Description

The New York Civil Liberties Union (NYCLU) is the constitutional conscience of New York and one of the nation's foremost defenders of civil liberties and civil rights. Founded in 1951 as the New York affiliate of the American Civil Liberties Union, it has a central office in New York City with more than forty staff members, eight regional offices, and more than 50,000 members across the state. Its core mission is to defend and promote the fundamental principles and values embodied in the Bill of Rights, the U.S. Constitution, and the New York Constitution, including freedom of speech and religion, and the right to privacy, equality and due process of law for all New Yorkers.

Clinic students handle cases on the NYCLU docket under the supervision of Professor Corey Stoughton, senior staff attorney at the NYCLU, and Professor Claudia Angelos of the full-time NYU faculty. In addition to the racial and economic justice issues that make up the core of Professor Stoughton's docket, students may also have the opportunity to work on other matters on the NYCLU docket, such as free speech, education issues, religious freedom, immigrants' rights, women's rights, and the rights of lesbians, gay men, bisexuals and transgender people. Clinic students are responsible for their cases and clients and for the tasks that the litigation calls for, including making intake decisions, handling clients, case planning and strategy, taking depositions, drafting pleadings, and preparing and arguing motions. Because the cases are complex, students typically work on them in teams of two or three. The clinic has dedicated workspace at the NYCLU and the students' work is an important component of the NYCLU's legal program.

This year students have worked on a variety of cases and projects, including litigation alleging that the delivery of indigent criminal defense services in New York statewide is unconstitutional; a First Amendment challenge to an anti-immigrant ordinance banning day laborers' solicitation of work; a First Amendment challenge to the arrest of a man who used profanity on a form required for payment of a traffic ticket; and unconstitutional conditions of confinement at a local jail. In recent years clinic students handled cases including a First Amendment challenge to a law making "cyber-bullying" a crime; a constitutional challenge to the use of TASER weapons on a high school student; and the state's warrantless use of GPS tracking on a worker's personal automobile to collect evidence of workplace misconduct. Much of the clinic's work is described on the [NYCLU's web site](#), which we encourage you to visit.

The fieldwork is supported by a weekly 2-hour seminar that considers the challenges that face civil rights lawyers, their adversaries, and other participants in the process. The seminar involves a simulation program in pretrial skills that provides students with an opportunity to engage in the full range of lawyering activities in the pretrial process, including client counseling, drafting, media advocacy, motions, discovery and depositions, and negotiation. It also holds discussions of the issues raised by institutional civil rights work. A

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\* 5 credits include 2 clinical credits and 3 academic seminar credits.

third hour of seminar time is devoted to discussion of the challenges that students face in their cases, in order more effectively to advance the interests of the clinic's clients and also so that the rich field work in which the clinic is involved becomes a basis for broader student learning.

### **Application Procedure**

If you are interested in applying to the NY Civil Liberties Clinic, please submit the standard application, resume and transcript online through CAMS. Selection of students is not based on interviews; however, you are welcome if you like to come to a small group meeting of applicants and faculty so that we can have the opportunity to meet each other and so that we can answer the questions you may have. We will contact all applicants to set up a time once all applications are submitted.

### **Student Contacts**

Clinic participants in the 2013-14 academic year are:

#### Fall 2013

Jason Barnes  
Matthew Bartlett  
Atoosa Esmaili  
Cara Gagliano  
Douglas Keith  
Sean Petterson  
Lisa Sangoi  
Randal Wilhite

#### Spring 2014

Richard Fortunato  
Annie Friedman  
Rebecca Gerome  
Caitlin Gray  
Amy Oden  
Jonathan Ossip  
Samantha Schnier  
Michael Szeto



## **Prosecution Externship - Eastern District of New York (formerly called the Prosecution Clinic - Eastern District of New York)**

### **Important Information about this Course Offering:**

Because of a policy change at the U.S. Attorney's Office, the clinical program probably will not be able to offer this clinic in the same form in which it was offered in prior years. The Law School is currently working with the U.S. Attorney's Office to develop a new programmatic structure that satisfies the Office's new rule.

It appears very likely that the Law School will be able to offer fieldwork placements for credit at the U.S. Attorney's Office next year, which would be accompanied by a seminar taught by an Assistant U.S. Attorney (AUSA). The resulting structure will probably be roughly equivalent to the fieldwork and seminar components of the clinics we offered at these offices in the past.

Given the likelihood that the new structure will roughly approximate what we have offered in the past, set out below is a description of the fieldwork and seminar components of the clinic that was offered in prior years. Because the new structure probably will be called an externship and accompanying seminar rather than a clinic, the offering is listed in the clinic application form as an "externship" rather than a "clinic."

Interested students should immediately submit an application, transcript and resume via CAMS, the online application system. Students selected for this externship will be required to undergo a routine security clearance check by the F.B.I. that is required of lawyers, non-legal staff and interns working in all U.S. Attorney's Offices. Students must be United States citizens and meet residency requirements to be eligible for the Prosecution Clinic. It is critical that updated contact information be provided so that the required security paperwork may be completed and returned as soon as possible so that the security clearance may be completed in time for the student to commence clinic work. In addition, because the U.S. Attorney's Office is involved in litigation against many private law offices, legal services offices and other state or municipal law firms, students may not work part-time in such an office and participate in this clinic. Nor may you work for any federal judges while participating in this clinic. Furthermore, you may not receive any income or advance compensation from a law firm during the internship.

Further information will be posted on this web page as it becomes available. Questions can be directed to Randy Hertz, Vice Dean and Director of Clinical and Advocacy Programs, [via email](#).

### **Description of the Former Clinic**

#### **Conducted with the cooperation of the Civil Division of the United States Attorney for the Eastern District of New York**

LW.10679 / LW.11210

Professor Christina Dugger

Professor Evan Norris

Open to 3L and 2L students

Maximum of 8-10 students

Fall and Spring semesters

5 credits

Prerequisites/Co-requisites. Criminal Procedure and Evidence are recommended, but not required\*

### **Course Description**

Approximately eight to ten students will be selected to participate in the Prosecution Clinic at the United States Attorney's Office for the Eastern District of New York – a national leader in the prosecution of federal crimes, including terrorism, cybercrime, organized crime, public corruption, violent crime, civil rights, human trafficking, international narcotics trafficking, and business and securities fraud. Students will work closely with Assistant United States Attorneys in investigating and prosecuting complex and significant criminal cases.

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\* *These courses may be taken concurrently with the clinic.*

Each student will appear in court on behalf of the United States at a trial, hearing, and/or other court appearance.

The Eastern District of New York encompasses Brooklyn, Queens, Staten Island, and Long Island. The Clinic will operate out of the downtown Brooklyn offices of the United States Attorney, located near Borough Hall. The clinic includes fieldwork and a weekly two-hour seminar. Students will be required to work approximately fifteen hours each week in the United States Attorney's Office. The seminar will meet on Tuesday evenings from 4 p.m. to 6 p.m. at the United States Attorney's Office (with the exception of the first class).

### **Work of the Criminal Division**

Criminal Division Assistant United States Attorneys handle criminal cases from the initial investigative stage through appeal, working with federal agents, investigators, and local police to plan strategy, presenting cases to the grand jury, negotiating with defense counsel, handling all court appearances and motion practice, trying cases before the bench and jury, and briefing and arguing appeals to the United States Court of Appeals for the Second Circuit. Assistant United States Attorneys in the Eastern District of New York have prosecuted some of the most significant criminal cases in the nation in the areas of terrorism, cybercrime, organized crime, public corruption, violent crime, civil rights, human trafficking, international narcotics trafficking and business and securities fraud. Recent examples include successful prosecutions of: Al Qaeda operatives arrested in the United States; home-grown terrorists who plotted to bomb the NYC subway system and JFK Airport; the cybercriminal who co-founded CarderPlanet, one of the first online marketplaces for stolen financial data; the boss and acting boss of the Bonnano crime family and other members and associates of the five families of New York City; NYPD detectives who served as hitmen for the mafia; the NYPD officers responsible for the sexual assault on Abner Louima; former-New York State Senator Pedro Espada, who engaged in embezzlement and tax evasion; members of the notorious Stapleton Crew, including Ronell Wilson, who murdered two undercover police detectives in Staten Island; numerous members of Mexican sex trafficking operations; Credit Suisse bankers who fraudulently sold toxic auction rate securities; and executives of Symbol Technologies for massive stock fraud.

#### *Fieldwork*

By participating in this clinic, students will have an opportunity to learn all about the inner workings of the federal criminal justice system. Each student will report to, assist, and work under the supervision of one or two Criminal Division Assistant United States Attorneys. Each student will report to, assist, and work under the supervision of two Criminal Division Assistant United States Attorneys. Students will work closely with each of their supervisors in the investigation, preparation, and prosecution of criminal cases in federal court in Brooklyn. The students' work may include, for example, interviewing federal agents, attending proffers of cooperating witnesses, and drafting motions, briefs, plea agreements, and other pleadings, and otherwise assisting in the preparation of such materials. Students will also assist Assistant United States Attorneys who are preparing for trial by, for example, debriefing witnesses and drafting jury instructions. Every student will appear in court on behalf of the United States at a trial, hearing and/or other court appearance.

#### *The Seminar*

Participants will meet weekly for a two-hour evening seminar to discuss, study, and explore the many important roles of the prosecutor in the federal criminal justice system. Classes will focus on numerous topics, including ethical considerations in the prosecution of criminal cases and the strategies and practical skills involved in federal criminal prosecutions. Students will also be required to participate in courtroom simulations of detention hearings, jury addresses, and witness examinations, so that students can improve and enhance their advocacy skills and prepare for actual court appearances on behalf of the United States.

## **Prosecution Externship - Southern District of New York (formerly called the Prosecution Clinic - Southern District of New York)**

### **Important Information about this Course Offering:**

Because of a policy change at the U.S. Attorney's Office, the clinical program probably will not be able to offer this clinic in the same form in which it was offered in prior years. The Law School is currently working with the U.S. Attorney's Office to develop a new programmatic structure that satisfies the Office's new rule.

It appears very likely that the Law School will be able to offer fieldwork placements for credit at the U.S. Attorney's Office next year, which would be accompanied by a seminar taught by an Assistant U.S. Attorney (AUSA). The resulting structure will probably be roughly equivalent to the fieldwork and seminar components of the clinics we offered at these offices in the past.

Given the likelihood that the new structure will roughly approximate what we have offered in the past, set out below is a description of the fieldwork and seminar components of the clinic that was offered in prior years. Because the new structure probably will be called an externship and accompanying seminar rather than a clinic, the offering is listed in the clinic application form as an "externship" rather than a "clinic."

Interested students should immediately submit an application, transcript and resume via CAMS, the online application system. Students selected for this externship will be required to undergo a routine security clearance check by the F.B.I. that is required of lawyers, non-legal staff and interns working in all U.S. Attorney's Offices. Students must be United States citizens and meet residency requirements to be eligible for the Prosecution Clinic. It is critical that updated contact information be provided so that the required security paperwork may be completed and returned as soon as possible so that the security clearance may be completed in time for the student to commence clinic work. In addition, because the U.S. Attorney's Office is involved in litigation against many private law offices, legal services offices and other state or municipal law firms, students may not work part-time in such an office and participate in this clinic. Nor may you work for any federal judges while participating in this clinic. Furthermore, you may not receive any income or advance compensation from a law firm during the internship.

Further information will be posted on this web page as it becomes available. Questions can be directed to Randy Hertz, Vice Dean and Director of Clinical and Advocacy Programs, [via email](#).

### **Description of the Former Clinic**

#### **Conducted with the cooperation of the Civil Division of the United States Attorney for the Eastern District of New York**

LW.10679 / LW.11210

Professor Justin S. Weddle

Open to 3L and 2L students

Maximum of 8-10 students

Fall and Spring semesters

5 credits

Prerequisites/Co-requisites. Criminal Procedure and Evidence are recommended\*

### **Course Description**

Approximately eight to ten students will be selected to participate in the Prosecution Clinic at the United States Attorney's Office for the Southern District of New York in Manhattan, recognized nationally as one of the finest prosecution offices in the country.

As described below, the clinic includes fieldwork and a two-hour seminar. Students will be required to work approximately fifteen hours each week in the United States Attorney's Office. The seminar will meet on

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\* *These courses may be taken concurrently with the clinic.*

Monday evenings from 6:00 p.m. to 8:00 p.m. Classes will be held both at the assigned classroom and at the United States Attorney's Office.

### **Work of the Criminal Division**

Criminal Division Assistant United States Attorneys handle criminal cases from the initial investigative stage through appeal, conferring with investigators, local police and federal agents to plan strategy, presenting cases to the grand jury, negotiating with defense counsel, handling all court appearances and motion practice, trying cases before the bench and jury, and briefing and arguing appeals to the United States Court of Appeals for the Second Circuit. The cases are often very complex and significant. Because the Southern District is the financial capital of the world, as well as a major center for organized crime, narcotics trafficking, and terrorism, the Office handles an unusually large number of cases involving sophisticated schemes in both the white collar and the violent crime areas.

#### *Fieldwork*

By participating in this clinic, students will have an opportunity to learn all about the inner workings of the federal criminal justice system. Each student will report to, assist, and work under the supervision of one or two Criminal Division Assistant United States Attorneys. Students will work closely with each of their supervisors in the investigation, preparation, and prosecution of criminal cases in federal court in Manhattan. The students' work may include, for example, interviewing federal agents, attending proffers of cooperating witnesses, and drafting motions, briefs, plea agreements and other pleadings and otherwise assisting in the preparation of such materials. Students will also assist Assistant United States Attorneys who are preparing for trial by, for example, debriefing witnesses and drafting jury instructions. Students will attend court proceedings, including pre-trial conferences, guilty pleas, sentencing proceedings, and trials.

#### *The Seminar*

Participants meet weekly for a two-hour evening seminar to discuss, study, and explore the many important roles of the prosecutor in the federal criminal justice system. Classes will focus on ethical and strategic considerations in exercising prosecutorial authority and other challenges facing prosecutors. In particular, classes will examine how federal prosecutors may influence criminal cases at all stages of development, investigation and arrest through plea bargaining and sentencing. Students will also participate in in-class trial simulations, so that students can improve and enhance their advocacy skills.

## Racial Justice Clinic

LW.10012 / LW.11764  
Professor Claudia Angelos  
Professor Dale Ho  
Open to 3L and 2L students  
Maximum of 8 students

Fall semester  
5 credits\*  
No prerequisites or co-requisites; Evidence is recommended

## Introduction

The Racial Justice Clinic provides an opportunity for students to work on landmark, cutting edge civil rights litigation with the national office of the ACLU. Clinic students explore current challenges to, and creative strategies for, engaging in racial justice advocacy and litigation. Students also learn pre-trial case development and negotiation skills through simulations.

## Course Description

The American Civil Liberties Union is the nation's leading advocate of constitutional and civil rights. The ACLU works daily in courts, legislatures and communities to defend and preserve the individual rights and liberties that the Constitution and laws of the United States guarantee everyone in this country. The ACLU brings impact lawsuits in state and federal courts throughout the country; its racial justice cases are designed to have a significant and wide-reaching effect on communities of color. Each of the organization's four centers, the Center on Equality, the Center on Democracy, the Center on Liberty, and the Center on Justice, does racial justice advocacy. Racial justice matters include advocacy on criminal justice, immigrants' rights, education, the school to prison pipeline, affirmative action, juvenile justice, poverty rights, voting rights, indigent defense, and national security/post-9/11 discrimination.

Students in the Racial Justice Clinic may work on any of these matters under the supervision of ACLU legal staff, and Professor Claudia Angelos of the full-time NYU faculty. Clinic students work collaboratively with the faculty, the ACLU lawyers, and each other on the tasks that the litigation calls for, including making intake decisions, handling clients, case investigation, planning and strategy, drafting pleadings, motions, and briefs, and preparing depositions and motions argument.

Clinic students have worked on a variety of racial justice cases and projects. These have included challenges to anti-immigrant legislation and ordinances; to Morgan Stanley's predatory lending practices; to voter suppression laws; to abusive police practices around the country; to conditions at a Georgia alternative school operated by a private company; a class action lawsuit challenging abuse and wrongful arrests of New York City public school students by the NYPD; representation of students who were victims of excessive use of force by Mississippi police; representation of a man ejected off of an airline due to racial profiling; investigation and preparation of litigation challenging conditions at alternative schools in Florida and Texas; advocacy for indigent defendants in Louisiana; and advocacy to challenge anti-affirmative action ballot initiatives around the country. Much of the clinic's past work is described on the [ACLU's web site](#), which we encourage you to visit.

The fieldwork is supported by a weekly 2-hour seminar that considers the challenges that face civil rights plaintiffs, their lawyers, their adversaries, and other participants in the process. The seminar involves simulations in pretrial skills that provide students with an opportunity to engage in lawyering activities in the pretrial process, including client counseling, media advocacy, motions, discovery and depositions, and negotiation. We also consider the issues raised by impact civil rights work and racial justice advocacy and read and discuss critical race theory and other theories of racial injustice and remediation. Finally, we often discuss the challenges that students face in their cases in order more effectively to advance the interests of the clinic's

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\* 5 credits include 2 clinical credits and 3 academic seminar credits.

clients and also so that the rich field work in which each clinic student is involved becomes a basis for broader student learning.

### **Application Procedure**

If you are interested in applying to the Racial Justice Clinic, please submit the standard application, resume and transcript online through CAMS. Selection of students is not based on interviews; however, you are welcome to come to a small group meeting of applicants and faculty so that we can have the opportunity to meet each other and so that we can answer the questions you may have. We will get in touch with you once all applications are in to set those meetings up.

### **Student Contacts**

We suggest that students who are interested in the Clinic talk to recent students; they know best about the Clinic experience. Students recently in the Racial Justice Clinic are:

#### Spring 2013

Yan Cao  
Nkoyo Effiong  
Caitlin Hall  
Avery McNeil  
Vaughn Morrison  
Caitlin Naidoff  
Eve Torres  
David Tracey

#### Spring 2014

Lewie Briggs  
Judy Jun  
Martin Kim  
Shana Knizhnik  
Lindsay Long-Waldor  
Lisette Martinez  
Vivake Prasad  
Adrienne Warrell

## Regulatory Policy Clinic

LW.11029 / LW.10105  
Professor Richard Revesz  
Professor Jason Schwartz  
Open to 3L (preferred), 2L and LL.M. students  
Maximum of 8 students

Fall and Spring semesters  
5 credits  
Prerequisites: Legislation and the Regulatory State or  
Administrative Law

### Introduction

The Regulatory Policy Clinic (formerly called the Administrative and Regulatory State Clinic) is sponsored by the Institute for Policy Integrity at the Law School, a think tank that works to improve the quality of government decision-making through advocacy in the fields of administrative law, economics, and public policy. The Clinic will focus on practice before federal agencies and courts to help students develop a set of core administrative lawyering skills. For more information about Policy Integrity, please visit [www.policyintegrity.org](http://www.policyintegrity.org).

### Course Description

This course is designed to teach students how to conduct effective advocacy before administrative agencies and courts on a wide range of issues, from environmental protection to public safety. While the substantive areas of administrative law vary greatly, the course teaches a core set of skills -- including statutory interpretation, policy analysis, and understanding the political context of regulation -- that is required in all administrative law practices. The ability to critique the economic analyses that underlie agency actions is also an increasingly valuable tool for advocacy in the modern regulatory state. Through hands-on participation in regulatory proceedings and a weekly seminar that focuses on the institutional structures and substantive standards of administrative decision-making, students will have the opportunity to cultivate these skills.

#### *Fieldwork*

Students work in teams and, together with Policy Integrity's legal advocates and economic scholars, tackle cutting-edge regulatory matters. Projects cover all rulemaking stages: drafting petitions, submitting comments, recommending changes to the regulatory process, engaging with executive reviewers, and participating in litigation as both amicus and merits counsel. Targeted agencies include the Environmental Protection Agency, the Department of Transportation, the Department of Labor, and the Department of the Interior. In addition to policy analysis and administrative law skills, fieldwork provides rich opportunities for students to gain skills in collaborative problem-solving, effective communication of legal issues and strategies, working with non-legal experts, and relationship-building.

#### *Seminar*

Students will also participate in a two-hour seminar held once every week on regulatory policy and advocacy, taught by the clinic directors. Special guest speakers will also share their perspectives from inside the government, advocacy groups, and academia. Through readings, class discussions, case studies, workshops, and peer critiques, the seminar will focus on developing theoretical and practical understanding of the regulatory process, bureaucratic decision-making, and executive and judicial review of agency action. The seminar also reviews the agency practice of cost-benefit analysis and will help students build the tools to critique the economic analyses that underlie rules. Using both academic literature and fieldwork as jumping-off points, the seminar will focus on developing a rounded approach to administrative lawyering that includes consideration of the legal, policy, economic, and political issues that shape administrative decisions.

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\* 5 credits include 3 clinical (fieldwork) credits and 2 academic seminar credits per semester.

## **Application Procedure**

Students interested in applying for the clinic should submit the standard application, resume, and transcript online through CAMS. To arrange an interview, please use the CAMS system as well. LL.M. and transfer students may also apply for open spots by using CAMS and following the deadlines set online. If you have questions regarding the application procedure, please contact Policy Integrity's legal director Jason Schwartz, [jason.schwartz@nyu.edu](mailto:jason.schwartz@nyu.edu).

## **Student Contacts**

Adam Axler  
Margaret Clements  
Hillary Coleman  
Kelly Cosby  
Nuveen Dhingra  
Matthew Weprin



## Reproductive Justice Clinic and Advanced Reproductive Justice Clinic

LW.12261 / LW.12262  
Professor Sarah E. Burns  
Open to 2L and 3L students  
Maximum of 16 students

Fall semester  
5 credits\*\*  
No prerequisites or co-requisites

### Introduction

The purpose of this clinic is to train students in the legal knowledge and skill required to secure fundamental liberty, justice and equality for each person regardless of gender, sexuality, reproductive or family circumstance. This is achieved primarily through advocacy and litigation, most often but not exclusively on behalf of pregnant women.

### Course Description

Reproductive justice describes a world in which all people have the social, political, and economic power and resources to effect healthy decisions about gender, bodies, sexuality, reproduction and families for themselves and their communities. Reproductive justice incorporates but means more than just reproductive rights. Reproductive rights refer to the constellation of legal doctrines surrounding the rights of women and transgender persons to self-determination in their reproductive and family rights, including the right to abortion, contraception, reproductive health care and freedom. These issues are of course critical to genuine equality, but they inform only a portion of the ambition of this Clinic. Reproductive justice encapsulates a broader concept and list of issues; its mandate is to challenge to all uses of policy and regulation that use reproduction as a tool of oppression, whether for reasons of gender, sexuality, race, economic, or other form of discrimination. The goal of reproductive justice is preservation of the reproductive sphere as a space of unqualified liberty and equality.

#### *Fieldwork*

The Clinic regularly undertakes fieldwork from or with partnering organizations, including the ACLU Reproductive Freedom Project (ACLU), the Center for Reproductive Rights (CRR) and National Advocates for Pregnant Women (NAPW). Students in the Clinic have the opportunity to work closely with these organizations and to gain insight into their respective working environments while also having close supervision of and feedback from the Clinic's faculty and fellow. The Clinic also accepts projects from smaller, unaffiliated organizations and individuals, and on occasion, is active in offering assistance in other cases of national prominence and importance. Case work is not geographically restricted and may involve State or federal law in any number of U.S. jurisdictions. The Clinic does not currently undertake legal representation internationally.

Fieldwork projects run the gamut from legislative drafting and research, organizing, media outreach and management, to litigation in either direct services or impact capacities. Most commonly, however, students will be engaged in litigation practice in either representative suits or as amicus curiae. All students will have significant exposure to legal research and writing and can expect to see real development and personal attention to their growth in these areas while becoming deeply knowledgeable about the field of reproductive justice.

The substantive content of fieldwork assignments will depend on the circumstances of particular cases. Elements of civil procedure and evidence are common, as are constitutional doctrines under the Bill of Rights. Students will also likely engage in statutory interpretation and argument, and may work with federal court issues of procedure and jurisprudence in either habeas corpus or Section 1983 cases.

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\*\* 5 credits include 3 clinical (fieldwork) credits and 2 academic seminar credits per semester.

In its first two semesters of existence, the clinic students worked on the following cases in particular – these cases do not necessarily suggest the precise nature of likely field assignments for 2014-15, but are representative of the diversity of projects in this broad field generally and the variety of experience the projects bring:

- Habeas corpus challenge in Eastern District of Wisconsin federal court on behalf of plaintiff as co-counsel; in this suit, the Clinic, NAPW, and local counsel represented the plaintiff in an attack on her involuntary detention in an in-patient drug treatment facility for alleged drug use during pregnancy. Students formed part of the research and drafting core and were responsible for drafting numerous pleadings challenging the constitutionality of the underlying Wisconsin child abuse and neglect statute. The case drew national attention and was widely reported, including in the New York Times, NPR, Slate, and others.
- Amicus briefing on an appeal in the New York State child custody proceedings after a New York State Referee declined to take jurisdiction over a child custody proceeding based on a finding that the petitioner, the mother, had “absconded with the child” while pregnant by relocating to New York from California. The Clinic and NAPW drafted an amicus brief, joined by New York Civil Liberties Union and ten other groups, raising issues of statutory construction and constitutional repercussions. The brief helped to procure a reversal in the New York First Department Appellate Court. This case also garnered national news media attention, including a major New York Times article.
- Appellate research and drafting for a Fourth Circuit Court of Appeals brief in a Section 1983 suit alleging constitutional violation in a pregnant prison inmate’s shackling during labor and delivery. This project was undertaken in conjunction with the ACLU.
- Together with the ACLU, students monitored prospective abortion legislation in the American Southwest and researched prospective challenges in the event of passage, focusing on issues of standing.
- The Clinic agreed to research prospective claims coming out of Idaho pertaining to potential conditions of confinement litigation as it relates to the incarceration of a pregnant woman. This effort is ongoing, making disclosure of further details improper at this time.
- Together with CRR, students worked on litigation, legislation and public education outreach projects relating to the problem of deceptive practices by anti-abortion and anti-contraception pregnancy centers purporting to provide medical referrals to pregnant women but interfering with the woman’s access to services if she was seeking to terminate her pregnancy.
- With several different partner organizations, students worked on several freedom-of-information act projects to ascertain policy and practice in government health care monitoring and rule-making.

### *Seminar*

Fieldwork is reinforced with a weekly seminar that provides background education and project-specific support. Students learn about and weigh-in on one another’s specific projects with an emphasis on goals and strategy. The Clinic also uses the seminar period to expose students to reproductive justice issues and legal controversies not covered by the specific fieldwork of the given semester.

### **Application Procedure**

Students who are interested in applying should submit the standard application, resume and transcript online via CAMS. Applicants should submit as lengthy a response to Question 4 of the standard application as they feel necessary and should ignore the 300 word limit. If you have any questions regarding the application process, please contact Mr. Ray Ivey at 212-998-6474 or ray.ivey@nyu.edu. Applicants will be contacted by Mr. Ivey during the clinic application period with instructions concerning a face-to-face meeting with Professor Burns required to complete the application process.

## Advanced Reproductive Justice Clinic – Spring Semester

Students who have completed the Reproductive Justice Clinic are eligible to take the Advanced Clinic in the spring. This will involve a 2-credit seminar and an option of 1-3 fieldwork credits. Students applying to the Reproductive Justice Clinic who are interested in a year-long experience are strongly urged to state this in their initial application to the clinic so their commitment to and interest in year-long work can be considered and accommodated in the admission process. Students who previously took the clinic do qualify for the Advanced Clinic and should submit an application to the Clinic stating that their interest is in the Advanced Clinic.

### Student Contacts

Interested students should speak to the following current and former clinic students for more information about their experiences.

#### Fall 2013 Reproductive Justice Clinic

Elizabeth Buechner  
Katherine Deabler  
Danielle DeBold  
Laura Ferro  
Erin Gallagher  
Carolin Guentert  
Emily Juneau  
Caitlin Kelly  
Marcella Kocolatos  
Margaret Marron  
Katherine Mitchell  
Amy Nemetz  
Sarah Schuster  
Amy Wolfe  
Alyson Zureick

#### Spring 2014 Advanced Reproductive Justice Clinic

Elizabeth Buechner  
Katherine Deabler  
Danielle DeBold  
Laura Ferro  
Erin Gallagher  
Caitlin Kelly  
Marcella Kocolatos  
Margaret Marron  
Katherine Mitchell  
Amy Nemetz  
Sarah Schuster  
Alyson Zureick

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## Technology Law and Policy Clinic

LW.12148 / LW.12149  
Professor Jason Schultz  
Professor Catherine Crump  
Open to 2L and 3L students  
Maximum of 10 students

Fall semester  
6 credits\*  
Pre-/Co-requisites: None, but courses in privacy, intellectual property, or First and Fourth Amendment law will prove useful.

### Introduction

With technological advances driving greater social, economic, and political change—from access to information, health care, and entertainment to impacts on the environment, education, and commerce to facilitating greater surveillance by law enforcement agencies—issues related to privacy, consumer rights, free speech, and intellectual property are becoming increasingly critical and complex.

The Technology Law & Policy Clinic is a semester-long, 6-credit course that focuses on the representation of individuals, nonprofits, and consumer groups who are engaged with these questions from a public interest point-of-view. It involves a mixture of fieldwork and seminar discussion ranging from technology law and policy to the ethical challenges of representing public interest organizations.

### Course Description

#### *Fieldwork*

Approximately one-third of the students in the clinic will work with the teachers of the clinic and the American Civil Liberties Union's Speech, Privacy & Technology Project on issues or cases currently on the Project's docket. Representative matters include:

- Challenging suspicionless searches of laptops at the international border. The ACLU has been involved in two lawsuits, *House v. Napolitano* and *Abidor v. Napolitano*, arguing that the government's policy of conducting purely suspicionless searches and seizures of laptops and other electronic devices of travelers at the international border violates both the First Amendment right to free speech and the Fourth Amendment right to be free from unreasonable searches and seizures.
- Filing public records lawsuits to inform the public about government surveillance programs. For example, the ACLU has litigated Freedom of Information Act requests to force the disclosure of records regarding the warrantless tracking of the location of people's cell phones.
- Challenging unconstitutional Internet filtering. The ACLU has been involved in a challenge to a library system's refusal to disable its Internet filters to allow adults patrons to engage in uncensored sessions of reading and research, and has also challenged public high school filtering policies that block access to pro-gay speech while allowing access to websites that condemn homosexuality.

The other two-thirds will work with Prof. Schultz in representing clients on additional public interest issues primarily focused on intellectual property topics. Past representative matters include:

- Filing briefs in important copyright cases such as *Viacom v. YouTube* (arguing that overzealous enforcement of copyright will censor independent and experimental video artists), *Authors Guide v. Google* (arguing that courts should protect the privacy of online book readers), *UMG v. Augusto* (arguing in favor of consumers' rights to resell CDs on eBay), *Eldred v. Ashcroft* (arguing for First Amendment limits on the term of copyright protection), and *Coupons, Inc. v. Stottlemire* (arguing that the First Amendment protects posting information online concerning computer security issues).

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\* 6 credits include 3 clinical (fieldwork) credits and 3 academic seminar credits.

- Counseling open source software, open science, and DIY makers to develop appropriate licensing mechanisms that allow for creative and scientific advances to remain publicly and globally available for research and educational use.
- Filing patent oppositions on behalf of non-profit and public health groups to stop pharmaceutical companies from artificially inflating the price of life saving HIV drugs in poor countries.
- Filing comments and testifying before the U.S. Copyright Office in favor of exemptions to the Digital Millennium Copyright Act to allow for non-commercial remixing of DVD content and “jailbreaking” of smart phones, tablets, e-book readers, and videogame consoles in order to facilitate scientific research, competition, and access to amateur “homebrew” computer programs.

### *Seminar*

The seminar will include readings and discussions, student presentations of projects for discussion and problem-solving workshops, guest speakers on relevant topics, and other exercises designed to expose you to the practice of technology law in the public interest.

### **Qualifications for Applicants**

Students in the clinic should have a passionate interest or curiosity about the impact of new technologies on public policy and the law and a desire to support and represent the public interest in these matters.

### **Application Procedure**

Students should submit an application, resume and transcript on-line via CAMS. Applicants should submit as lengthy a response to Question 4 of the standard application as they feel necessary and may ignore the 300 word limit. Applicants to this clinic are asked to answer two additional questions to complete their applications, available on the [Forms page](#) and in CAMS. There will be no interview. If you have questions about the clinic, you may direct them either to [Susan Hodges](#) or to [Jason Schultz](#).

### **Student Contacts**

The following students took the clinic in Spring 2014:

Megan Briskman	<a href="mailto:mlb430@nyu.edu">mlb430@nyu.edu</a>
Matt Callahan	<a href="mailto:mattcallahan.callahan@gmail.com">mattcallahan.callahan@gmail.com</a>
Philip Cernera	<a href="mailto:pjc418@nyu.edu">pjc418@nyu.edu</a>
Ilyssa Coghlan	<a href="mailto:ic507@nyu.edu">ic507@nyu.edu</a>
Amanda Levendowski	<a href="mailto:amlevendowski@gmail.com">amlevendowski@gmail.com</a>
Rafael Reyneri	<a href="mailto:reyneri@gmail.com">reyneri@gmail.com</a>
Aimee Thomson	<a href="mailto:aimee.thomson@nyu.edu">aimee.thomson@nyu.edu</a>
Peter Van Valkenburgh	<a href="mailto:pvv212@nyu.edu">pvv212@nyu.edu</a>