



CLINICAL LAW PROGRAM

FALL 2015-SPRING 2016

COURSE OFFERINGS*

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REVISED *AS OF MARCH 25, 2015

CONSULT WEBSITE FOR UPDATES:

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

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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 3, 2015. For those clinics which accept applications from LL.M.s, the deadline for LL.M.s is 5:00 p.m. on Wednesday, July 15, 2015. 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.

- 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 24, 2015.

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 6, 2015, 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 21, 2015. 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 21st 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 3, 2015, at 5:00 p.m.** (The sole exception is the Legislative and Regulatory Process Clinic, whose deadline was February 2, 2015.)

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 23, through Thursday, April 23, 2015.

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 24, at 5:00 p.m.**

Important Dates for 2015-16 JD Clinic Applications

Date	Item
March 6	Clinic Fair held at Furman Hall, 3-5 PM
March 23 – April 3	Clinic Application Period Application materials should be submitted online at https://its.law.nyu.edu/cams/ . All materials are due by 5:00 PM on April 3.
March 30 – April 23	Interviews conducted (for clinics that require them).
April 24	Preferences must be submitted on CAMS by 5 PM.
May 6	Students notified by e-mail whether or not they have been accepted into a clinic.
May 21	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 15, 2015. The following clinics reserve spaces for LL.M. students:

- [Global Justice Clinic - for LL.M.s](#) (Fall)
- [International Environmental Law Clinic](#) (Fall)
- [International Organizations Clinic](#) (Fall)
- [International Transactions Clinic – for LL.M.s](#) (Spring)

The [Bankruptcy Appellate Clinic](#) (Spring), [Brennan Center Public Policy Advocacy Clinic](#) (Fall and Spring), [Environmental Law Clinic](#) (Fall & Spring), [Legal Ethics Bureau](#) (Spring), [LGBTQ Rights Clinic](#) (TBD), [Mediation Clinic](#) (Fall), [Mediation Clinic – Advanced](#) (Spring), [New York Civil Liberties Clinic](#) (Fall), [Racial Justice Clinic](#) (Fall and Spring), 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: a bankruptcy course.

Brennan Center Public Policy Advocacy Clinic

No prerequisites or co-requisites.

Business Law Transactions Clinic

Corporations is required. Federal Income Taxation and Securities Regulation are recommended.

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.

District Attorney of New York Externship

Pre- and Co-requisites: Students must have taken or be enrolled in Criminal Procedure. Evidence is also strongly recommended

Education Advocacy Clinic

No prerequisites.

Education Sector Policy and Consulting Clinic (at Columbia)

No prerequisites or co-requisites.

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.

Federal Judicial Practice Externship

No prerequisites.

Global Justice Clinic - for JDs and for LLMs

Prerequisite: International Law or equivalent. A course in International Human Rights Law is not a prerequisite for the clinic, but it is recommended. 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. But see “Note to Students Regarding Security Clearance” in clinic description.

Government Civil Litigation Externship – Southern District of New York

No prerequisites or co-requisites. But see “Note to Students Regarding Security Clearance and Conflicts of Interest” in clinic description.

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.

International Transactions Clinic – for JDs and LLMs

No pre-requisites. Students applying to the ITC should have a demonstrable interest in international matters (this can be demonstrated through past work, education and/or travel experiences, language skills, or other internationally-oriented skills and experiences).

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.

Legal Ethics Bureau at NYU School of Law

No prerequisites or co-requisites.

Legislative and Regulatory Process Clinic (*Application process closed.*)

Prerequisite: Legislation and the Regulatory State

LGBTQ Rights Clinic

No pre-requisites 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 2014 or 2015; 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. Also see “Note to Students Regarding Security Clearance” in clinic description.

Prosecution Externship – Southern District of New York

Criminal Procedure and Evidence are recommended. These courses may be taken concurrently with the clinic. Also see “Note to Students Regarding Security Clearance and Conflicts of Interest” in clinic description.

Racial Equity Strategies

Pre-requisites/Co-requisites: Civil Procedure and Constitutional Law.

Racial Justice Clinic

No prerequisites or co-requisites.

Regulatory Policy Clinic

Prerequisites: Legislation and the Regulatory State or Administrative Law.

Reproductive Justice Clinic

No prerequisites or co-requisites. Constitutional Law, criminal procedure, and federal courts recommended.

Advanced Reproductive Justice Clinic

Reproductive Justice Clinic.

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	Spring	Yes	Yes	--
Brennan Center Public Policy Advocacy	Fall, Spring	--	--	See description
Business Law Transactions	Fall, Spring	Yes	--	--
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	--	--	See description
Criminal Appellate Defender	Spring	Yes	--	--
Criminal Defense and Reentry	Year	Yes	--	Yes
District Attorney of New York Externship	Fall, Spring	Yes	--	See description
Education Advocacy (PBSP Clinic)	Spring	--	--	See description
Education Sector Policy and Consulting	Fall, Spring	--	--	See description
Environmental Law	Fall, Spring	--	--	Yes
Equal Justice and Defender	Fall	Yes	--	Yes
Family Defense	Year	See description	--	Yes
Federal Defender	Year	Yes	--	Yes
Federal Judicial Practice Externship	Fall	--	--	Yes
Global Justice – for JDs	Year	Yes	--	See description
Global Justice – for LLMS	Fall	Yes	--	See description
Government Civil Litigation Externship – EDNY	Fall, Spring	See description	Yes	--
Government Civil Litigation Externship – SDNY	Fall, Spring	See description	--	--
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
International Transactions – for JDs	Year	--	--	See description
International Transactions – for LLMS	Spring	--	--	Yes
Juvenile Defender	Year	Yes	--	Yes

Clinic	When Offered	Pre- or Co-Requisites	Writing Sample	Interview
Legal Ethics Bureau at NYU School of Law	Spring	--	Yes	Yes
Legislative and Regulatory Process (<i>Application process closed</i>)	Fall	Yes	--	Yes
LGBTQ Rights	Spring	--	--	Yes
Mediation	Fall	See description	--	Yes
Mediation – Advanced: Dispute System Design	Spring	See description	--	Yes
New York Civil Liberties	Fall	--	--	See description
Prosecution Externship – EDNY	Fall, Spring	See description	--	--
Prosecution Externship – SDNY	Fall, Spring	See description	--	--
Racial Equity Strategies	Spring	Yes	--	See description
Racial Justice	Fall, Spring	--	--	See description
Regulatory Policy	Fall, Spring	Yes	--	Yes
Reproductive Justice	Fall	--	--	Yes
Advanced Reproductive Justice	Spring	Yes	--	Yes
Technology Law and Policy	Fall	See description	--	--

Contact Information for All 2015-16 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	Michael D'Amelio Telephone: (212) 998-6635 damelio@exchange.law.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	Nasoan C. Sheftel-Gomes Amy Tai	Nasoan Sheftel-Gomes nsheftel-gomes@urbanjustice.org Amy Tai ATai@urbanjustice.org
Criminal Appellate Defender	Eunice Lee Rosemary Herbert	Eunice Lee ELee@appellatedefender.org Rosemary Herbert RHerbert@appellatedefender.org
Criminal Defense and Reentry	Kim Taylor-Thompson Anthony Thompson	Damaris Marrero Telephone: (212) 998-6473 marrerod@exchange.law.nyu.edu
District Attorney of New York Externship	Deborah Gramiccioni	Deborah Gramiccioni debgram@nyu.edu
Education Advocacy	Randi Levine Randy Hertz Martin Guggenheim	Yvette Bisono Telephone: (212) 998-6177 bisonoy@exchange.law.nyu.edu
Education Sector Policy and Consulting	James Liebman	info.cprl@gmail.com
Environmental Law	Eric A. Goldstein Nancy S. Marks	Paulina Muratore Natural Resources Defense Council 40 West 20 th St, 11 th Floor, NYC pmuratore@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	Yvette Bisono Telephone: (212) 998-6177 bisonoy@exchange.law.nyu.edu

Federal Defender	Christopher A. Flood Amanda David	Michael D'Amelio Telephone: (212) 998-6635 damelio@exchange.law.nyu.edu
Federal Judicial Practice Externship	Michelle Cherande	Michelle Cherande cherande@exchange.law.nyu.edu
Global Justice - for JDs and LLMS	Meg Satterthwaite Nikki Reisch	Diana Limongi Telephone: (212) 998-6446 limongid@exchange.law.nyu.edu
Government Civil Litigation Externship – EDNY	Michael J. Goldberger	Susan Hodges Telephone: (212) 998-6478 susan.hodges@nyu.edu
Government Civil Litigation Externship – SDNY	David J. Kennedy	Susan Hodges Telephone: (212) 998-6478 susan.hodges@nyu.edu
Immigrant Defense	Jojo H. Annobil Yvonne Floyd-Mayers	Susan Hodges Telephone: (212) 998-6478 susan.hodges@nyu.edu
Immigrant Rights	Nancy Morawetz Alina Das	Noelia Rodriguez Telephone: (212) 998-6459 rodriguez@exchange.law.nyu.edu
International Environmental Law	Richard Stewart Bryce Rudyk	Michelle Wolfson Telephone: (212) 992-8165 michelle.wolfson@nyu.edu
International Organizations	Gráinne de Búrca Angelina Fisher	Angelina Fisher fishera@exchange.law.nyu.edu
International Transactions - for JDs and LLMS	Deborah Burand	Michael D'Amelio Telephone: (212) 998-6635 damelio@exchange.law.nyu.edu
Juvenile Defender	Randy Hertz	Leomaris Sanchez Telephone: (212) 998-6477 leomaris.sanchez@nyu.edu
Legal Ethics Bureau at NYU School of Law	Barbara S. Gillers	Michael D'Amelio Telephone: (212) 998-6635 damelio@exchange.law.nyu.edu
Legislative and Regulatory Process (Application process closed.)	Sally Katzen Robert Bauer	Susan Hodges Telephone: (212) 998-6478 susan.hodges@nyu.edu
LGBTQ Rights	Michael Kavey	Ray 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	Evan Norris Elizabeth Kramer	Susan Hodges Telephone: (212) 998-6478 susan.hodges@nyu.edu
Prosecution - SDNY	Harris Fischman	Susan Hodges Telephone: (212) 998-6478 susan.hodges@nyu.edu
Racial Equity Strategies	Rachel Kleinman Natasha M. Korgaonkar	Leomaris Sanchez Telephone: (212) 998-6477 leomaris.sanchez@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 Avram Frey, Fellow	Raymond Ivey Telephone: (212) 998-6474 ray.ivey@nyu.edu
Technology Law and Policy	Lee Rowland Aaron Williamson Brett Max Kaufman, Fellow	Susan Hodges Telephone: (212) 998-6478 susan.hodges@nyu.edu

COURSE DESCRIPTIONS

Year-long Clinics offered 2015-16

Civil Litigation - Employment Law

Civil Rights

Criminal Defense and Reentry

Family Defense

Federal Defender

Global Justice – for JDs

Immigrant Rights

International Transactions – for JDs

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

12 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 2015 and Spring 2016. The combined enrollment in the full-year course and the semester-long course will be not more than a total of 8 students each semester.

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; the Legal Aid Society and MFY Legal Services, Inc. (two legal services organizations that represent 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.

Some of the cases on the current Clinic docket are likely to still be in litigation at the start of the Fall 2015 semester. They include (1) a claim of pregnancy discrimination on behalf of a woman who was fired shortly after telling her supervisor that she was pregnant; (2) a claim of sex discrimination against the New York City Housing Authority for failing to hire a woman in the position of Bricklayer; (3) a claim on behalf of a live-in domestic worker of failure to pay minimum wage and overtime; (4) a claim of a home health care worker that she was denied employment because of an arrest record that had been sealed after the charges were dismissed; and (5) a claim on behalf of a woman who was terminated from an apprenticeship program by the electrical workers union after she had complained of sex discrimination in the workplace. When these cases come to an end, we will add new cases 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

* 12 credits consisting of 3 clinical credits and 3 academic seminar credits each semester.

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.

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

Ayo Alston-Moore aam410@nyu.edu

Boaz Cohen bic216@nyu.edu

Justin Cope jdc552@nyu.edu

Michael Crowley mjc814@nyu.edu

Andrew Kaufman amk763@nyu.edu

Jeremy Koegel jbk397@nyu.edu

Rachel Kultala rk364@nyu.edu

Scott Mishan mm802@nyu.edu

Zachary Payne-Meili zpm212@nyu.edu

Colleen Raspberry car463@nyu.edu

Christina Schnurr cbs344@nyu.edu

Hannah Waite hcw260@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
10 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 other civil rights cases in New York federal and state courts.

Course Description

The year-long Civil Rights Clinic is an intensive 10-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 some of 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, typically 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 has carried over from the previous 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 a § 1983 case that defends the public's right to film police activity in New York City without fear of being arrested and a case challenging the lack of access to gravesites at Hart Island, New York City's potter's field. To give interested students an idea of the kinds of

* 10 credits include 3 clinical credits and 2 academic seminar credits per semester.

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, 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 NYPD;
- *Lino v. City of New York* (New York County Supreme Court/Appellate Division), 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./Second Circuit), 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.), successful challenge to arrest and use of physical force against a middle school student by an NYPD school safety agent;
- *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 two-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. The litigation 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:

Alexandra Dougherty

Sam Natale

Salmah Rizvi

Andrew Nellis

Junine So

Clark Binkley

Dan Kacinski

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 is 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.

The clinic allows 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. 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 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.

- 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.

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

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.

Student Contacts

Chelsey Amelkin
Aimee Carlisle
Anne Carney
Emma Clippinger
Creighton Davis
Ijeoma Eke
Evan Milligan
Katherine Mitchell
Leora Moreno
Emily New
Brian Perbix
Courtney Weisman
Harrison White
Danielle Whiteman
Keli Young

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.

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

** Evidence is preferred but is not a prerequisite.

Students, under supervision, are directly responsible for all aspects of case planning and litigation. The 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 Yvette Bisono for an interview with Martin Guggenheim or Christine Gottlieb. If you have any questions, you may contact Ms. Bisono (212) 998-6177 or bisonoy@exchange.law.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 2014-15 clinic:

Marissa Cooper
Leo Gertner
Dani Goodman-Levy
Judy Jun
Sam Lee
Lindsay Long-Waldor
Julienne Markel
Anna Matejcek
Alana Mildner
David Shalleck-Klein
Sam Steinbock-Pratt
Amy Wolfe

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. Chris can be reached at (212) 998-6693 and gottlieb@exchange.law.nyu.edu.

Federal Defender Clinic

LW.10783 / LW.10767
Professor Christopher A. Flood
Professor Amanda David
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

Students in the Federal Defender Clinic (FDC) have 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 2015-16 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

* 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 Michael D'Amelio at (212) 998-6635 or damelio@exchange.law.nyu.edu.

Student Contacts

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

David Bilingsley	Maxwell Palmer
Luke Fredericks	Ryan Schachne
Jennifer Garrett	Jacob Schneider
Hunter Haney	Emma Spiro
Sarah Lee	Daniel Tenenbaum
Benjamin Mejia	Christopher Van Zele

Interested applicants may also contact the adjunct professor Christopher Flood via email at Christopher.Flood@fd.org.

Global Justice Clinic – for JDs

LW.10679 / LW.11210
Professor Meg Satterthwaite
Professor Nikki Reisch
Open to 2L and 3L students
Maximum of 8 JD students

Year-long course
14 credits*

Pre-Requisite: International Law or equivalent. (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. 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;

* 3 clinical credits and 4 academic seminar credits are awarded each semester for a total of 14 credits.

- Engage in dialogue with corporate actors to promote accountability for alleged corporate abuses;
- 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 Law or its equivalent is a prerequisite for the clinic. A course in International Human Rights Law is not a prerequisite for the clinic, but it is recommended. The clinic experience will be enhanced by some familiarity—either through formal study or other engagement—with 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 14 credits (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.

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 at limongid@exchange.law.nyu.edu.

Student Contacts

Students interested in the Clinic may want to speak to students from the Fall 2014 and Spring 2015 Global Justice Clinic.

Fall 2014

Rita Astoor
Etienne Chenier-Lafleche
Ashley Fernandez
Aaron Kates Rose
Quyên Le
Sienna Merope-Synge
Hanna Miller
Chelsea Plyler
Vivake Prasad
Nina Sheth
Patricia Shnell
Allison Wilson

Spring 2015

Erika Asgeirsson
Nicky Block
Christopher Boyd
Astrid Caporali
Sima Kazmir
Tiffany Lin
Shane Meckler
Danielle Muniz
Meredith Riley
Peter Speelman
John Washington
Alexandra Zetes

Immigrant Rights Clinic

LW.11134 / LW.10586
Professor Alina Das
Professor Nancy Morawetz
Open to 3L and 2L students
Maximum of 14 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 or advocacy 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.

* 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.

Course Description

Fieldwork

Each student in our clinic, along with a student partner, will represent two clients: an individual (or set 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, amicus briefing 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 2014-2015, 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 briefing his petition for review in the U.S. Court of Appeals for the Second Circuit. 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 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 only a five-day sentence of 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. 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 Bronx Defenders.
- Representing a longtime resident of the U.S. who was facing mandatory detention (detention without a bond hearing) based on prior convictions for which he received no sentence of jail time. Prior to referring this case to IRC, Brooklyn Defenders won a favorable ruling before a district court judge in a habeas action. IRC was asked to defend the decision in the courts of appeals. During 2014-15, IRC students briefed the issues and will argue before the Second Circuit. This habeas appeal 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 filed a writ of mandamus in federal court, and representing him in an adjustment interview as part of settlement negotiations. They will be refile the mandamus petition 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 mother. IRC students submitted a petition for joint guardianship to family court by his father and his 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 an unaccompanied minor from Guatemala who fled violence from her father and local gangs to come to live with her aunt and uncle in New York. IRC students have worked with our client to submit a petition for joint guardianship to family court on behalf of our client's aunt and uncle, and will present testimony on guardianship and our accompanying motion for special findings so that we can seek relief under Special Immigrant Juvenile Status. This case was referred by Brooklyn Defenders.
- Representing a long time New Yorker who immigrated from the Dominican Republic based on a marriage that turned abusive. Despite filing necessary paperwork, our client was not scheduled for an interview to adjust her status permanently for over a decade. By then, she had moved, missed the interview and was thrown into removal proceedings. We are seeking relief based on her mental condition, the serious needs of her children and the abuse she suffered at the hands of her US citizen husband. This case was referred by The Legal Aid Society.
- Representing a long time lawful permanent resident who was detained and placed in removal proceedings due to a conviction for petty larceny. ICE students argued to the immigration court that our client's conviction did not match the federal standard for removal. The immigration judge terminated the removal proceedings. Our client was able to leave detention and return to his family. This case was referred by Brooklyn Defenders.
- Representing a long time resident of New York who was convicted of passport fraud when she sought to obtain travel documents to visit her sick mother. After she served a criminal sentence, our client was detained and placed in removal proceedings. Students in the 2014-15 clinic persuaded Immigration and Customs enforcement to release our client based on her health condition and the health conditions in detention. This case was referred by Immigration Equality.
- Representing the son of a Vietnamese mother and an American servicemen father who is developmentally disabled. Our client was arrested by immigration authorities two years ago based on a drug conviction for which he did not serve any jail time. Past students have argued that our client is a United States citizen, and that in any event his proceedings should be terminated because of his serious mental disability. In 2014-15, IRC students prepared a motion for post-conviction relief seeking vacatur of our client's criminal conviction.
- 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. The government ultimately backed down and allowed our client to have a hearing on the merits of her case. In 2014-15, our client was granted adjustment to Legal 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, the scope of mandatory detention laws, 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 2014-2015, students are conducting research to help the group and their allies with their campaign, and to increase the profile of their campaign in the media.
- 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, a student is continuing to work on a telephone justice campaign to lower phone rates in New Jersey facilities while another team of students is advocating to limit the use of solitary confinement in New Jersey facilities.
- Representing the Northern Manhattan Coalition for Immigrant Rights and the Immigrant Defense

Project in preparing a report on the practices surrounding home raids in which immigrants are arrested and placed into detention and removal proceedings. In 2014-15, IRC students have interviewed affected persons, gathered documents and are working on issuing a report to reveal illegal practices.

- Representing the Immigrant Defense Project in its campaign to limit the scope of drug offenses that place a lawful permanent resident at risk of deportation. In 2014-15, students are developing an amicus brief for submission to immigration courts in New York City.
- 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 submitted circuit level briefs seeking a revision of precedent on the standard for stays in light of the Solicitor General's admission and are working to increase attention in the circuit courts to the implications of the Solicitor General's misrepresentation.

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 2014-2015 Immigrant Rights Clinic and the Advanced Immigrant Rights Clinic.

2014-2015 Immigrant Rights Clinic

Juan Caballero
Frances Davila
Elizabeth Davis
Alejandra Feuerman
Kathleen Kavanagh
Martin Kim
Molly Lauterback
Andrew Lyubarsky
Amelia Marritz
Eva Yung

2014-2015 Advanced IRC

Tsion Gurmu
Antonia House
Rebecca Hufstader
Jehan Laner
Nunu Luo
Hannah McDermott
Juan Camilo Mendez Guzman
Etan Newman
Luis Angel Reyes Salvaza

International Transactions Clinic – for JDs

LW.12458 Sec 001 / LW.12459 Sec 001
Professor Deborah Burand
Open to 2L and 3L students
Maximum of 12 JD students

Year-long course
14 credits*
No pre- or co-requisites. (See “Qualifications for Applicants” below)

Introduction

The International Transactions Clinic – for JDs (ITC) is a year-long, 14-credit course that provides students with the opportunity to provide legal services to clients that are conducting cross-border transactions in emerging markets.

The ITC offers students the opportunity to learn drafting and negotiation skills as applied to cross-border transactions, analyze ethical issues that can arise in international business, build skills at structuring and documenting investments in enterprises that primarily work in emerging markets, gain exposure to the types of transactional disputes that can arise in the international context, and deepen their understanding of international economic and financial policy. Students also learn how to give legal advice and support to clients that work in challenging business and legal environments.

The ITC focuses on international transactions where law students provide legal services to clients that are intent on making the world a better place through innovative business models, products and services. Together the ITC’s students and its clients are proving that it is possible to do good by doing deals – globally.

Course Description

Fieldwork

The ITC has a diverse range of clients ranging from for-profit to not-for-profit organizations, from start-up companies to well-established businesses, and from impact investors to social enterprises. Some clinic clients are based in the United States; others are based as far away as India, Kenya and Mexico. What the ITC clients all hold in common, however, is an international focus and a willingness to tackle some of the world's most pressing challenges—like poverty, inadequate housing, and lack of affordable and accessible health services at the base of the economic pyramid.

Students work in teams of two or three students under the supervision of the teacher of the clinic and practicing attorneys. Students typically work on two to three transaction matters at a time. Students should expect to spend 10-15 hours a week on fieldwork for clients, in addition to time required by the seminar. Some weeks will be much shorter due to matters outside of the students’ control; other weeks, however, may be much longer for the very same reason. This is one reason why transaction matters are assigned to teams of students to help share workloads.

The Seminar

The seminar meets twice a week for two hours. In these seminar meetings, the ITC concentrates on teaching students skills that are critically important to their professional development as they enter into practice areas that involve international transactions. The seminar makes use of classroom simulations, case rounds, and guest speakers (often practicing lawyers with expertise in structuring and documenting cross-border transactions, and clinic clients). The seminar also is used to discuss ethical, strategic and systemic issues that arise in the transaction matters in which students are involved.

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

Qualifications for Applicants

No pre-requisites. Students applying to the ITC should have a demonstrable interest in international matters (this can be demonstrated through past work, education and/or travel experiences, language skills, or other internationally-oriented skills and experiences).

Application Procedure

Students should submit an application, resume and transcript on-line via CAMS. Selected students will be contacted by Michael D'Amelio for an interview with Prof. Burand. If you have questions about the clinic, you may direct them to Deborah Burand at dburand@msn.com.

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 and Evidence are highly 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.

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

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

Application Procedure

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

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:

Jesse Dong
Zach Dorado
Caitlin Flood
Caleb Fountain
Shana Knizhnik
Julie Krumwiede

Hannah Mercuris
Calisha Myers
Sarah O'Brien
Naomi Oberman-Breindel
Olivia Scheck
Matt Wasserman

COURSE DESCRIPTIONS

Semester-long Clinics and Externships offered 2015-16

Bankruptcy Appellate (Spring)
Brennan Center Public Policy Advocacy (Fall and Spring)
Business Law Transactions (Fall and Spring)
Civil Litigation - Employment Law (Fall and Spring)
Community Development and Economic Justice (Spring)
Criminal Appellate Defender (Spring)
District Attorney of New York Externship (Fall and Spring)
Education Advocacy (Spring)
Education Sector Policy and Consulting (Fall and Spring)
Environmental Law (Fall and Spring)
Equal Justice and Defender (Fall)
Federal Judicial Practice Externship (Fall)
Global Justice – for LLMS (Fall)
Government Civil Litigation Externship - Eastern District of NY (Fall and Spring)
Government Civil Litigation Externship - Southern District of NY (Fall and Spring)
Immigrant Defense (Spring)
International Environmental Law (Fall)
International Organizations (Fall)
International Transactions – for LLMS (Spring)
Legal Ethics Bureau at New York University School of Law (Spring)
Legislative and Regulatory Process (Fall) (*Application process closed*)
LGBTQ Rights (Spring)
Mediation (Fall)
Mediation – Advanced: Dispute System Design (Spring)
New York Civil Liberties (Spring)
Prosecution Externship - Eastern District of NY (Fall and Spring)
Prosecution Externship - Southern District of NY (Fall and Spring)
Racial Equity Strategies (Spring)
Racial Justice (Fall and Spring)
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

Spring 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. During the Fall of 2014, the clinic prepared an amicus brief for filing in the US Supreme Court on an important consumer bankruptcy issue in *Bank of America v. Caulkett*, no. 13-1421 (2015).

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](#).

The Bankruptcy Appellate Clinic also welcomes LL.M. enrollments, but does not specifically reserve space for them. The application period for LL.M. students is July 1-15, 2015. (Please note there is a separate application form for LL.M. students.)

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

Student Contacts

Clinic participants in Spring 2015 are:

Donia Alwan
Sindhu Boddu
Rachael Browndorf
Diane Johnston
Phoebe King
Janice Martindale
Latore Price
Theodore Salwen
Elaine Wilkins
Bianca Wong

Brennan Center Public Policy Advocacy Clinic

LW.10328 / LW.10353

Professor Myrna Pérez (Fall)

Professor Alicia Bannon (Spring)

Open to 3L, 2L and LLM 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 2015 and Spring 2016 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 (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 may apply to participate in the clinic either semester, they will not be permitted to enroll in both.

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

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, campaign to reduce mass incarceration, promote adequate funding for courts and access to justice, and strengthen rules regulating judicial recusal.

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 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 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.

The Brennan Clinic also welcomes LL.M. enrollments, but does not specifically reserve space for them. The application period for LL.M. students is July 1-15, 2015. (Please note there is a separate application form for LL.M. students.)

Student Contacts

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

Fall 2014 Brennan Clinic

Manuel Antunes
Jessica Boulet
Elise Bromberg
Leigh Hartman
Megan Henry
Maureen Howley
Hannah Kirshner
Nathan Rouse
Rachel Shapiro

Spring 2015 Brennan Clinic

David Angelatos
Samuel Beckerman
Frank Bewkes
Carolyn Cole
Hamish Collings-Begg
Nirmalee De Mel
Zoe Fuhr
Alexandra Hiatt
David Jastrab
Emily Mullin
Catherine Owens
Rafael Taraszkiwicz Wowk

Business Law Transactions Clinic

LW.10195 / LW.11302

Professor Stephanie Abramson

Professor Sean Delany

Supervising Attorneys: Marilyn Sobel and Naveen Thomas

Clinic Fellows and Supervising Attorneys:

Emily Winston and Jeremy Steckel

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.

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.

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

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

- For a for-profit company developing an app to fight hunger and eliminate wasted food, advised regarding compliance with the New York charitable solicitation laws, drafted collaboration agreements with restaurants and charities and revised website terms of use;
- For a for-profit company producing animations to spread health awareness to at-risk communities, drafted financing documents for seed-round investments from friends and family;
- For a for-profit software analytics firm utilizing big data to route enterprises more efficiently and analyze traffic data to promote public safety, drafted term sheets for potential partnerships with logistics companies;
- For a nonprofit advisory firm that collaborates with government, funders and social services providers on social impact bonds, advised on structuring a proposed transaction;
- 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 for-profit education consulting company and for a nonprofit media organization, advised on proposed acquisitions of for-profit companies, including drafting an acquisition term sheet and non-disclosure agreements and conducting due diligence;
- 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;
- For an organization that supports cancer patients and their families, drafted a license agreement;
- For an organization providing services for victims of domestic violence, revised forms of contracts and advised on issues regarding privileged information;
- For a for-profit financial consultancy and a for-profit public relations agency, prepared forms of professional services agreements, statements of work and agreements with consultants;
- For an organization providing services to women seeking career advancement, drafted an agreement with an agency of the City of New York to provide training sessions;
- For an arts organization and day care center, prepared collaboration agreements;
- For a community health organization, advised on transfer 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 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; and
- For various organizations, amended bylaws, drafted committee charters and prepared personnel manuals.

Administrative Information

The seminar will meet once a week for two hours and students are expected to attend every seminar. **Students interested in the clinic must be available on a weekly basis for in-person meetings with the supervising attorneys and to discuss client projects or participate in calls with clients and at other times as client work may demand.**

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 Jeremy Steckel, Emily Winston, or any of the prior students listed below.

Student Contacts

<u>Spring 2014</u>	<u>Fall 2014</u>
Douglas Cohen	Bassam Chain Tobia
Luis E. Fernández de la Vara	Donald Cooley
Hampton Foushée	Joshua Espinosa
David Hamell	Chelsea Goulet
Tim Huang	Alexandra Hellman
Andrew McCain	Claire Jen
Zach Portnoy	Justin Keslowitz
Lukas Richards	Sarah Catherine Lynagh
Nicholas Scholten	Chris McKinnon
Kenneth Villa	Hannah Mrakovich
Seema Vora	Derry Sandy
Hank Zhou	Sarah Weissman

Civil Litigation - Employment Law Clinic, Semester-long

LW.12356 / LW.12357

Professor Laura Sager

Open to 3L and 2L students

Maximum of 8 students

Fall and Spring semesters

6 credits*

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 (3) 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; the Legal Aid Society and MFY Legal Services, Inc. (two legal services organizations that represent 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.

Some of the cases on the current Clinic docket may still be on our docket in the Fall 2015 and Spring 2016 semesters. They include (1) a claim of pregnancy discrimination on behalf of a woman who was fired shortly after telling her supervisor that she was pregnant; (2) a claim of sex discrimination against the New York City Housing Authority for failing to hire a woman in the position of Bricklayer; (3) a claim on behalf of a live-in domestic worker of failure to pay minimum wage and overtime; (4) a claim of a home health care worker that she was denied employment because of an arrest record that had been sealed after the charges were dismissed; and (5) a claim on behalf of a woman who was terminated from an apprenticeship program by the electrical workers union after she had complained of sex discrimination in the workplace. When these cases come to an end, we will add new cases 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

* The 6 credits consist of 3 clinical credits and 3 academic seminar credits each semester.

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

Ayo Alston-Moore aam410@nyu.edu
Boaz Cohen bic216@nyu.edu
Justin Cope jdc552@nyu.edu
Michael Crowley mjc814@nyu.edu
Andrew Kaufman amk763@nyu.edu
Jeremy Koegel jbk397@nyu.edu
Rachel Kultala rlk364@nyu.edu
Scott Mishan smm802@nyu.edu
Zachary Payne-Meili zpm212@nyu.edu
Colleen Raspberry car463@nyu.edu
Christina Schnurr cbs344@nyu.edu
Hannah Waite hcw260@nyu.edu

Community Development & Economic Justice Clinic

LW.10172 / LW.11977

Professor Amy Tai

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 civil legal services to grassroots community organizing groups that engage in a variety of community development, economic justice and social justice efforts. Students in the clinic will learn about “movement lawyering” and the benefits and challenges of lawyering in partnership and collaboration with the communities they work in. Students will learn more about the different roles that lawyers can play in supporting campaigns led by communities to advance social change. Working with groups that are organizing low-income communities in New York City, 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 focusing on workers’ rights, affordable housing, consumer protection, and capacity building for community based organizations. 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 for CDP’s capacity building practice 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, forming of worker cooperatives, or negotiating land use and community benefit agreements.

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 or transactional case as well as a legal research matter that supports the ongoing work of CDP and the organizations it supports. The majority of the fieldwork will consist of litigation cases and related matters, such as drafting a demand letter on behalf of workers to obtain the unpaid wages owed by their employer.

The litigation matter will be in the areas of workers’ rights, affordable 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, construction, 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 work directly with clients, strategize with co-counsel, research legal issues that arise, 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 on non-profit incorporation, corporate governance, tax exempt status, formation of worker cooperatives, or land use and community benefit agreements.

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

The Seminar

The seminar will meet weekly on Tuesday from 4:20 – 6:10 p.m. at CDP's office located at 123 William Street, 16th Floor. (The main office of the Urban Justice Center is located at 40 Rector Street).

Classes will be participatory in nature, and students will be expected to discuss assigned readings and give presentations, discuss their fieldwork, prepare for and engage in simulations intended to sharpen practical lawyering skills, and write reflections throughout the semester.

The seminar will integrate substantive areas of law, including workers' rights, tenants' rights, consumer justice, and capacity building for organizations through the readings, class discussion, and simulations on the following topics: lawyers as resource allies for social change; law and organizing; ethical issues in group representation and movement lawyering; client interviewing and cultural competencies; case theory and client narrative; legal support to workers centers and tenant associations; legislative advocacy; written & oral advocacy; representing community-based organizations; and discovery disputes and depositions, including protecting clients in litigation from harassing discovery.

About the Community Development Project at the Urban Justice Center

The Community Development Project (CDP) at the Urban Justice Center strengthens the impact of grassroots organizations in New York City's low-income and other excluded communities. We partner with community organizations to win legal cases, publish community-driven research reports, assist with the formation of new organizations and cooperatives, and provide technical and transactional assistance in support of their work towards social justice.

CDP adheres to a theory of change where short-term and individual successes help build the capacity and power of our community partners, who in turn can have longer-term impact on policies, laws and systems that affect their communities. We leverage short-term successes such as winning cases and publishing reports to build the capacity of our partner organizations, increase public awareness of the issues they are organizing around, and help achieve victories for their organizing campaigns.

This enables our community partners to create systemic change through law and policy reform, increase political power in low-income and excluded communities, and change abusive and exploitative practices affecting their communities. CDP works with many organizations throughout New York City, such as the Chinese Staff and Workers Association, Mirabal Sisters, Fifth Avenue Committee, Chhaya CDC, 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), New Immigrant Community Empowerment (NICE), and numerous tenants' associations. More information about CDP's work can be found at www.cdp.urbanjustice.org.

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 Tai and Sheftel-Gomes (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 sign up for a time in CAMS after you submit your application.

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 2014 semester:

Spring 2015

Jakarri Hamlin
Laura Hecht-Felella
Julia Lake
Margaret Marron
Christopher James Murray
Pooja Shethji
Mark Stokely
Gabriel Turner

Spring 2014

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

Students should also feel free to contact the professors, who are both attorneys with the Community Development Project of the Urban Justice Center, about the clinic. Professor Amy Tai can be reached at (646) 459-3026 or by email at atai@urbanjustice.org. Professor Nasoan Sheftel-Gomes can be reached at (646) 459-3013 or by email at nsheftel-gomes@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).

* 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 questions regarding the clinic, contact either Rosemary Herbert (via email at rherbert@appellatedefender.org, or at 212-402-4112) or Eunice Lee (via email at 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 2014:

Bianca Cadena
Ishpuneet Chhabra
Benjamin Fischer
Christina Liu
Samuel Mendez
Candace Mitchell
Samuel Natale
Roland St. Louis
Andrew Ward

District Attorney of New York Externship

LW.12452 / LW.12453

Professors Deborah Gramiccioni

Open to 2L and 3L students

Maximum # of students TBD

Fall and Spring semesters

5 credits* (Credit/Fail)

Pre-requisites/Co-requisites: Criminal Procedure**

Overview

The Manhattan DA (or DANY)'s Office is a national leader in the prosecution of state crimes, including fraud, cybercrime, homicide, public corruption, and sex crimes. The DANY Externship is designed to immerse students in local prosecution, build concrete lawyering skills that lie at the heart of the prosecutorial function and exercise of discretion -- the interviewing, evaluation, and presentation of witnesses -- and insure that each student develops the habit of critical reflection. Students will be guided in appropriate investigative and prosecutorial techniques involving witness evaluation, preparation, and presentation, and will learn how an investigation transitions into either a prosecution or a closed case. As students learn how prosecutors think, they will confront difficult ethical issues, understand the scope and challenges of the exercise of prosecutorial discretion, and begin to develop case narratives. It combines two closely connected components: fieldwork in the office of the DANY (a minimum of 9 hours per week) and a weekly seminar that will support and supplement the on-site fieldwork. The seminar will employ a combination of readings, discussion, simulation and fieldwork case rounds to insure that every student achieves the goals of the externship.

Course Description

Fieldwork

Each student will be assigned to an Assistant District Attorney in a Trial Bureau of the DANY to perform at least nine hours of fieldwork per week. The student will assist the assigned Assistant District Attorney in the investigation and prosecution of criminal cases. Each student will be exposed to every stage of a criminal prosecution, with particular emphasis on the evaluation, preparation and use of witnesses at both the investigative and prosecutorial stages. Students will conduct legal research and sit in on meetings with law enforcement, and grand jury proceedings, hearings, trials, and sentencing.

Seminar

The weekly seminar will build on and examine the fieldwork through clinical case rounds in which students will work together to help to solve problems, plan tasks, and analyze observations. Prior to every session, each student is expected to circulate a brief memo to the instructor and all other students in the class describing the issue from a current case that he or she wants to present to the class, along with any drafts, other documents or resources that bear on the issue. All students will be required to come prepared to engage in this process, having read and, when appropriate, having marked up drafts of the work of the others. Students will have an opportunity to present the issue to the class, which will collectively discuss the various investigative and/or prosecutorial techniques available in that particular case, and the possible consequences resulting from their use. In addition to weekly case rounds, the seminar will regularly require students to discuss critical readings and to engage in intensive simulations to build concrete lawyering skills.

The seminar will also include a weekly simulation exercise in which each student will participate either as performer or as a provider of critique.

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

** Students must have taken or be enrolled in Criminal Procedure. Evidence is also strongly recommended.

Application Procedure

Students should submit the standard application, a resume and a grade transcript via CAMS. Selected students will be contacted by Deborah Gramiccioni for an interview at DANY. If you have any questions, please contact Deborah Gramiccioni at debgram@nyu.edu.

Equal Opportunity Employer: The New York County District Attorney's office is firmly committed to a policy against discrimination based on race, color, religion, gender, national origin, age, disability, sexual orientation, marital or veteran status.

Education Advocacy Clinic

LW.12400 / LW.12401
Professor Martin Guggenheim
Professor Randy Hertz
Professor Randi Levine
Open to 3L students
Maximum of 10 students

Spring semester
14 credits*
No prerequisites.

Introduction

The Education Advocacy Clinic is a 14-credit, semester-long clinic that represents public school students in suspension hearings as part of the Pro Bono Scholars Program (PBSP). PBSP is a program started during the 2014-2015 school year that allows law students to take the Bar Exam in February of their 3L year if they commit to spending the last semester of law school working full time on *pro bono* work through the law school for credit. After law students take the Bar Exam in February, their entire courseload in the Spring semester (March through May) will consist of this clinic. During the 12 weeks of this reconfigured semester, students will be expected to spend approximately 45 hours each week participating in the clinic's fieldwork and seminar.

Field Work

Students facing suspension from New York City public schools have the right to bring a lawyer to their suspension hearings, but the vast majority of students are unable to find representation. A disproportionate number of those suspended are low-income students of color and students with disabilities. Often, their suspensions result from a lack of appropriate school supports, which can have the effect of positioning the student, teacher, and classroom for failure.

Clinic students work on school suspension cases of the sort that are currently handled by the law school's student organization, the [Suspension Representation Project](#) (SRP). In these cases, law students represent low-income public school students in New York City school suspension hearings and also handle administrative appeals of adverse rulings at school suspension hearings. The clinic affords opportunities for working with and counseling clients, investigating cases, cross-examining witnesses and presenting witnesses of one's own at hearings, developing and presenting mitigation and other dispositional arguments, and briefing issues on appeal. Clinic students also have the opportunity to advocate for support and services to help address children's behavioral needs so they can return to school successfully. This advocacy includes participation in school-based meetings and communication with school administrators. Each law student also develops a written product, such as a comprehensive suspension appeal.

Seminar

The clinic begins with an intensive training program to prepare students to engage in education advocacy full time. After the first week, class generally meets two to three times per week. The seminar focuses on New York City's education system and the laws and procedures governing school discipline. The seminar also addresses the cases students are handling; trial skills; the constitutional implications of school discipline; the role of school discipline in the school-to-prison-pipeline; issues relating to race, class, and disability in education; and alternatives to suspension. Most seminar classes meet at Advocates for Children of New York (151 W. 30th Street in Manhattan).

* 14 credits include 6 clinical credits and 8 academic seminar credits. Students may not take both of the 14-credit, semester-long clinics that cover aspects of education law (Education Advocacy Clinic and Education Sector Policy and Consulting Clinic).

Qualifications for Applicants

The clinic is open to 3Ls who will complete all other coursework required for graduation prior to Spring semester and will take the Bar Exam in February. A prior course on evidence is recommended but not required. Students are encouraged, but not required, to attend a Suspension Representation Project training and complete a suspension hearing through SRP prior to beginning the clinic.

Application Procedure

Students should submit an application, resume and transcript on-line via CAMS. Some applicants may be contacted during the clinic application period for an interview. For questions regarding the application process, please contact Yvette Bisono at (212) 998-6177 or bisonoy@exchange.law.nyu.edu. If you have questions about the clinic itself, you can direct them to [Randi Levine](#).

Student Contacts

Students who are interested in learning more about the clinic may wish to speak with the following students who are participating in the clinic beginning on March 2, 2015 after their completion of the Bar Exam:

Marietou Diouf
Sophia Gebreselassie
Diane Johnston
Adrienne Warrell

Education Sector Policy and Consulting Clinic

LW.12446 / LW.12447
Professor James S. Liebman
Open to 2L and 3L students
Maximum of 5-7 students

Fall and Spring semesters
Held this year at Columbia University
14 credits*
No pre- or co-requisites.

Introduction

The United States is in the midst of a massive restructuring of public-sector service delivery. Staffed by broadly interdisciplinary teams of accomplished and motivated professionals, the most successful of these new federal, state and local reforms are replacing outmoded public bureaucracies with “learning organizations” committed to using public problem-solving techniques to enhance the will and capacity of public organizations to improve the life chances of the nation’s most underserved populations. Nowhere are these changes more important and promising, yet also challenging and controversial, than in the governance, management and democratic accountability of the nation’s public schools.

This full-semester interdisciplinary Clinic brings together upper-level graduate students in law, business, education and policy from NYU, Columbia, Dartmouth, Harvard, Michigan, and Stanford to immerse themselves in (i) emerging and competing strategies for K-12 and allied institutional reform; (ii) structured, team-based problem-solving skills that effective public organizations use to address the most difficult challenges in education and related domains; and (iii) high-priority multi-dimensional consulting projects on behalf of public- and social-sector organizations serving the educational and related needs of children. The Clinic is offered by the Consortium for Public Research and Leadership, a partnership between NYU Law School and professional schools at the universities listed above.

Course Description

Participants in this Clinic will engage in:

1. **A comprehensive seminar** in the design, transformation and democratic accountability of K-12 school systems and allied public- and social-sector organizations.
2. **Skills training** in a constellation of twenty-first century problem-solving competencies, including working in diverse teams to address multi-dimensional problems; quantitative and qualitative analysis and measurement; organizational macro- and micro-design; project and product management; policy research and analysis; and the presentation of professional advice to public- and social-sector clients.
3. **A high-priority, professionally guided consulting project** on which an interdisciplinary team of professional students will provide research, design, strategic planning, and/or counseling assistance on initiatives that interweave legal, regulatory, governance, management, policy, technological and/or operational problems and are central to the mission of the client organization—typically, a state department of education, school district, charter management organization, social-services agency or other non-profit serving children.

The classroom components of the course are front-loaded in the semester to give student teams and their team leaders ample time on-site at their client organizations in the New York City area and throughout the U.S. (travel expenses are covered by the Clinic). Team assignments are based on student preferences and skills as well as client needs.

James S. Liebman, Columbia Law professor and former Chief Accountability Officer of the New York City Schools leads the course and conducts its academic seminar. Consulting projects are guided by a team of

* 14 credits comprised of 7 clinical credits and 7 academic seminar credits. Students may not take both of the 14-credit, semester-long clinics that cover aspects of education law (Education Advocacy Clinic and Education Sector Policy and Consulting Clinic).

experienced managers employed full-time by the Clinic who bring extensive experience in K-12 education, management consulting and other professional endeavors. Under Professor Liebman's direction, these managers assure that the project work is both challenging and achievable by the student teams, and they provide students with intensive one-on-one feedback and personalized professional development and mentorship.

Course Components

- Full semester course load of 14 credits, including:
 - Approximately 55 seminar hours over 14 weeks;
 - Approximately 20 hours of focused skills training over 14 weeks;
 - Average of 24 hours/week working on consulting teams for K-12 organizations under the guidance of experienced engagement managers;
- A culminating paper reflecting on the work performed on behalf of the client and on the broader institutional context in which the work occurred, drawing on the critical and theoretical perspectives introduced in the seminar portion of the course;
- A certificate attesting to students' completion of a selective program in public-sector management and change (pending university and law school approval); and
- CPRL placement support services committed to helping interested students obtain attractive professional and management-level jobs in the education sector, along with mentorship and networking opportunities to enhance leadership skills.
- Scholarships and post-graduate fellowships of up to \$25,000 (funding permitting) for exceptional students who commit to spending three years within five years of graduation in public service in the education sector.

Examples of Past Projects

America Achieves

- Developed contractual and governance options for fostering inter-state and inter-district collaboration in the creation of new data-systems

Camden City School District

- Advised district leadership on legal and policy implications of various mechanisms for reorganizing the district's schools and workforce

Cleveland Metropolitan School District

- Designed (i) a comprehensive system of qualitative and quantitative measures of school effectiveness to provide schools with actionable improvement data and increase public accountability, and (ii) a process for annually identifying schools for improvement steps and restructuring, consistent with federal and state regulations

Louisiana Department of Education

- Created a system for assuring the legality of different distance-learning options for public school children statewide, and for evaluating the effectiveness of the distance-learning programs and their implementation

New York Appleseed

- Developed a plan for using the community-driven creation of new schools in areas of New York City undergoing rapid gentrification to expand and maintain social integration of schools without violating legal restrictions on race-based decisions making

Raise Your Hand Texas

- Proposed a framework and identified legislative and necessary regulatory changes for maximizing the equitable distribution of funds to, and the autonomy and accountability of, schools and districts undertaking comprehensive improvement efforts

Application Procedure

Students who are interested in this Clinic should fill out and submit the standard application, resume and law school transcript using CAMS, the online application system. CPRL will notify selected students who will be invited for an in-person interview with Professor Liebman and the CPRL team. Interviews will take place at Columbia.

Depending upon funding availability, CPRL may be able to award a small number of students a \$25,000 scholarship to offset tuition during the semester in which they are enrolled in the clinic. Scholarships will include a commitment to work in a public or non-profit organization in the education sector for 2-3 years within 5 years of graduation. If you would like to be considered for a scholarship, please let us know that in your answer to Question 4 (total 1 page maximum) in the standard application and include there a brief statement describing how a scholarship would affect your ability to commit to working in the education section after graduation.

Contact Information

Feel free to email CPRL at info.cpri@gmail.com with any questions regarding the clinic.

Student Contacts

Students interested in learning more about the course may contact the following NYU Law students and graduates, each of whom took a prior, somewhat different version of the Clinic (then 6 units over 2 semesters) in the indicated years:

Alexis Piazza, alexis.piazza@gmail.com (2014-15)

Collin Moore, collinmoor@gmail.com (2013-14)

Joanna Powell, joanna.lauren.powell@gmail.com (2012-13)

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 and marine mammals, policies related to New York food supplies, harm from pesticide use, stormwater pollution, and conditions in New York City public housing.

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, Paulina Muratore, via email at pmuratore@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. Muratore 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. Muratore](#).

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 them. The application period for LL.M. students is July 1-15, 2015. (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 2014: Vicky Chau, Alexandra Dougherty, Daniel Gibbons, Rebecca Guiterman, Julia McCarthy, John Nelson, Charmayne Palomba, Roman Pazuniak

Fall 2014: Benjamin Barczewski, Byron Chan, Thomas Dollar, Claire Glenn, Christopher Jaynes, Hilary Nakasone, Max Sarinsky, Tianpu Zhang

* 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

* 9 credits include 7 clinical credits and 2 academic 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 2014 clinic: Amanda Bass '15, Brooks Emanuel '15, Olivia Ensign '16, Terron Ferguson '15, Rebecca Gerome '15 , Taylor Napolitano '15, Amanda Pearlstein '16, Anokhi Shah '16

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

Federal Judicial Practice Externship

LW.12448 / LW.12450
Professor Michelle Cherande
+ Federal Judge TBA
Open to 3L and 2L students
Maximum of 10 students

Fall semester
4 credits* (Credit/Fail)
No pre-requisites

Course Description

The Federal Judicial Practice Externship (“FJP”) is designed to teach students about federal practice through exposure to the workings of judicial chambers as well as class sessions that focus on substantive and practical issues of law. Topics covered include, *inter alia*, effective oral advocacy techniques, legal writing, and standards of review.

Students participating in the class dedicate their time to both a placement with a district court or appellate court judge and a weekly, two-hour seminar. To develop advocacy skills, all students are required to participate in a moot court argument before a panel of three judges.

Students will submit applications through CAMS, the online application system. Based upon these applications, students will be selected for interviews by the participating judges. To be accepted for this class, you must be invited for an interview and selected by a participating judge for work in his or her chambers. Students cannot volunteer to work in a judge’s chambers and then apply for the course. In addition, since students will be working for a federal judge, students may not work in a private law firm, government office or legal services office during the externship.

The class is credit/fail, and three credits are awarded for satisfactory classroom performance and a statement that work completed in chambers was acceptable.

The seminar will meet one evening a week, most likely in the courthouse in the Southern District of New York.

Further information about this externship will be posted on this web page as it becomes available.

Fieldwork

After undergoing a selection/interview process, students work in the chambers of participating district court and appellate judges. Students are expected to spend one full day (or two half days) in chambers each week and to complete any outstanding work at home. It is expected that students will spend approximately ten hours each week on the placement portion of this class.

While in chambers, students complete extensive research and writing projects. All students draft bench memoranda on a broad range of cases, including immigration, criminal law, habeas corpus, and complex commercial disputes. It is hoped that each student will also draft an order or opinion. Students are also encouraged to attend Second Circuit oral arguments or district court proceedings, particularly those related to the cases on which they are working.

The Seminar

Class sessions are taught in a variety of styles ranging from lecture to visiting speakers. The lectures address fundamental topics of oral advocacy, legal writing and appellate review. The substance of these

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

classes directly relates to the types of cases that FJP students see in chambers and to the development of practical skills. Other classes involve discussions with a distinguished group of guest speakers about various aspects of legal practice. When a guest speaker teaches a class, each student is expected to prepare at least one question to ask the speaker in order to foster an engaging and interactive classroom discussion.

Towards the end of the semester, all participants are required to present an oral argument to a panel of judges. Students are given briefs from a recent appeal before the court and are required to base their arguments solely on the materials presented to them. Students are provided with significant feedback from the panel.

Application Process

Students should submit the standard application, a resume and a grade transcript via CAMS. Selected student applicants will be contacted by Michelle Cherande for an interview. If you have any questions, please contact Michelle Cherande at Michelle.Cherande@nyu.edu.

Global Justice Clinic – for LLMs

LW.10679 / LW.11210
Professor Meg Satterthwaite
Professor Nikki Reisch
Open to LLM students
Maximum of 2-3 LLM students

Fall semester
7 credits*
Pre-Requisite: International Law or equivalent. (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. 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;

* 3 clinical credits and 4 academic seminar credits are awarded each semester.

- Engage in dialogue with corporate actors to promote accountability for alleged corporate abuses;
- 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 Law or its equivalent is a prerequisite. A course in International Human Rights Law is not a prerequisite for the clinic, but it is recommended. The clinic experience will be enhanced by some familiarity—either through formal study or other engagement—with 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. 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 in the fall semester only. Students should carefully consider the impact of the clinic on their other academic choices during their LL.M. year. The application period for LL.M.s is July 1-15, 2015. 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. students will be contacted for interviews in August 2015 as part of the selection process.

For further application instructions, or if you have any questions, please contact Diana Limongi at limongid@exchange.law.nyu.edu.

Student Contacts

Students interested in the Clinic may want to speak to LLM students from the Fall 2014 and Spring 2015 Global Justice Clinic:

Nicky Block
 Astrid Caporali
 Etienne Chenier-Lafleche
 Quyen Le
 Sienna Merope-Synge

Government Civil Litigation Externship - Eastern District of New York

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

LW.10253 / LW.10554

Seminar: Professor Michael Goldberger

Fieldwork supervised by an AUSA

Open to 3L and 2L students

Maximum of 12 students

Fall and Spring semesters

5 credits*

No prerequisites or co-requisites.

Work of the Civil Division

The Civil Division of the United States Attorney's Office for the Eastern District of New York represents the interests of the United States in a wide range of affirmative and defensive civil actions in the United States District and Bankruptcy Courts, as well as in the United States Court of Appeals for the Second Circuit. The Civil Division has exceptionally strong affirmative, asset forfeiture, defensive, programmatic, and appellate practices. The affirmative practices include health care, defense contractor, mortgage fraud, and other qui tam cases brought under the False Claims Act. The division also maintains strong civil rights, environmental, and civil RICO practices and brings numerous civil penalty actions to enforce Government health and safety statutes and regulations. The defensive practices, in which the Government is sued for money damages, include Bivens or constitutional tort actions in which federal employees and officials are sued personally for money damages, personal injury actions under the Federal Tort Claims Act (e.g., auto accident, slip and falls), medical malpractice cases against VA hospitals and federally subsidized health clinics under the Federal Tort Claims Act, and employment discrimination (race, national origin, religion, gender, age, and disability) cases brought by Government employees against federal agencies.

Course Description

Fieldwork

The Government Civil Litigation Externship - EDNY is conducted in conjunction with the Civil Division of the United States Attorney's Office for the Eastern District of New York. This fieldwork externship 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. This externship is separate from, but complementary to, the seminar.

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.

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

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 Government Civil Litigation - EDNY seminar is designed to expose students to the civil litigation process through the prism of federal government practice. The class 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.

The primary purpose of the seminar is 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. This seminar is separate from, but complementary to, the EDNY externship.

Note to Students Regarding Security Clearance

Students selected for the program will be required to pass a security background check overseen by the Department of Justice's Office of Attorney Recruitment and Management ("OARM"). A favorable determination from OARM is required before an extern may begin working in any U.S. Attorney's Office. A student must be a United States citizen to be eligible to work in the U.S. Attorney's Office as an extern. In making its determination regarding suitability, OARM considers a number of factors, including a candidate's tax filing and payment history, credit history, candor, and history of any usage of controlled substances. It is critical that students accepted for the externship complete the required security paperwork as soon as possible after acceptance into the externship so that the security background check can be timely obtained. A student may not commence externship work unless he or she has cleared the background check. 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 the externship. 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 externship.

Application Procedure

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. These materials will then be forwarded to the United States Attorney's Office. Please do not apply separately to the United States Attorney's Office. There will be no interview.

Student Contacts

<u>Fall 2014</u> Zain Abbas Jacqueline Arbucci Andre Guiulfo Raphael Holoszyc-Pimentel Shane Meckler Matthew Tysdal Andrew Wong	<u>Spring 2015</u> Gabriel Ascher Elizabeth Buechner Hilary Hoffman Andrew Jondahl Christina Liu Ryan Rakower Sean Robinson Daniel Schwartz Michael Tracht
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Government Civil Litigation Externship - Southern District of New York

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

LW.11701 / LW.11895
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

The US Attorney's Office will select up to ten students for externships in the Government Civil Litigation Externship - 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.

NYU shall select up to ten students to participate in a seminar on Government Civil Litigation in the Southern District of New York. The seminar is separate from, but complementary to, the externship. The seminar meets one evening a week at the U.S. Attorney's Office.

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.

Externship - Civil Division, U.S. Attorney's Office - SDNY

Each student will be assigned to work with two Assistant United States Attorneys (AUSAs). Students are required to work twelve to fifteen hours each week in the United States Attorney's Office. 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. This externship is separate from, but complementary to, the seminar.

Seminar - Government Civil Litigation in the Southern District of New York

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

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

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. This seminar is separate from, but complementary to, the SDNY externship.

Application Process

Students should fill out and submit the standard application, resume and unofficial transcript using CAMS, the online application system. These materials will then be forwarded to the United States Attorney's Office (i.e., you should not apply separately to the United States Attorney's Office). There will be no interview.

Note to Students Regarding Security Clearance and Conflicts of Interest

Students selected for the program will be required to pass a security background check overseen by the Department of Justice's Office of Attorney Recruitment and Management ("OARM"). A favorable determination from OARM is required before an extern may begin working in any U.S. Attorney's Office. A student must be a United States citizen to be eligible to work in the U.S. Attorney's Office as an extern. For a complete list of eligibility requirements, visit the SDNY website and scroll down to "Eligibility Requirements and Conditions for All Internship and Externship Programs." In making its determination regarding suitability, OARM considers a number of factors, including a candidate's tax filing and payment history, credit history, candor, and history of any usage of controlled substances. **It is critical that students accepted for the externship complete the required security paperwork as soon as possible after acceptance into the externship so that the security background check can be timely obtained. A student may not commence externship work unless he or she has cleared the background check.**

Student externs cannot work for or be paid by another law firm or similar entity during the period of the externship at the U.S. Attorney's Office. Externs are also prohibited from participating in any law school or other legal clinic involving litigation with or proceedings before the United States or any federal entity during the period of the internship or externship. Nor may you work for any federal judges while participating in this externship. Written consent from the U.S. Attorney's Office is required to participate in any other type of law school or legal clinic, or in any other type of outside employment, during the period of the externship.

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 2014-15 school year:

Daniel Amzallag	Scott Rosenthal
Michelle Chun	Sarah Schuster
Gregg Fish	Stephanie Spies
Rahul Hari	Michael Szeto
Caila Heyison	Stephen Tensmeyer
Paul Koepp	Jaba Tsitsuashvili
Michael Lu	Andrew Walker
Jonathan Ossip	Jake Walter-Werner
Michael Pernick	Robert Wentworth
Sean Petterson	Fan Zhang

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

* 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 2015:

Ameya Ananth
Ashley Ferguson
Kristina Harootun
Swapna Maruri
Nonney Onyekweli
Ariela Pier
Amandeep Singh-Kahlon
Yang Amy Song
Bo Wang

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

* 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 Rudyk](#).

and policy involved in their projects. Accordingly, students will have to function as law 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:

- Research for an international NGO on benefit sharing agreements for natural resource extraction in developing countries.
- 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 for an international NGO on renewable energy legislation in South East Asia.
- 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.
- 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 Michelle Wolfson, Vanderbilt Hall, Room 411, (212) 992-8165, or michelle.wolfson@nyu.edu.

The International Environmental Law Clinic welcomes LL.M. enrolments. Please note that the application period for LL.M.s applying to this clinic is July 1-15, 2015. 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 Michelle Wolfson. Admitted LL.M. students with a background in environmental / international law who are interested in taking this Clinic should contact Ms. Wolfson [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 Fall 2014:

Juan Gutierrez
Marshall Morales
Elizabeth Thorne
Andres Villalobos

International Organizations Clinic

LW.12165 / LW.12166
Professor Gráinne de Búrca
Professor Angelina Fisher
Open to 2L, 3L and LL.M. students
Maximum of 9 students (JDs and LL.M.s)

Fall semester
5 credits*
Prerequisite: International Law** (International Organizations is recommended but not required)

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 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,

* 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.

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. In the Fall 2015, the projects will likely entail advisory work for an international development bank. In prior years, students worked with a UN agency on promoting a global accountability mechanism for the post-2015 sustainable development process, advised a major development bank on the need to adapt its accountability institution/complaints mechanism to the changing international development environment, and assisted 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 period for LL.M. students is July 1-15, 2015. (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.

Student Contacts

The clinic was not offered in 2014-15. Students who took the Clinic in Fall 2013 are as follows:

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

International Transactions Clinic – for LLMs

LW.12458 Sec 002 / LW.12459 Sec 002
Professor Deborah Burand
Open to LLM students
Maximum of 4 LLM students

Spring semester
7 credits*
No pre- or co-requisites. (See “Qualifications for Applicants” below)

Introduction

The International Transactions Clinic (ITC) provides students with the opportunity to provide legal services to clients that are conducting cross-border transactions in emerging markets. The ITC is open to LLM students in the spring semester for 7 credits. (Note: The ITC is not open for enrollment by LLMs in the fall semester).

The ITC offers students the opportunity to learn drafting and negotiation skills as applied to cross-border transactions, analyze ethical issues that can arise in international business, build skills at structuring and documenting investments in enterprises that primarily work in emerging markets, gain exposure to the types of transactional disputes that can arise in the international context, and deepen their understanding of international economic and financial policy. Students also learn how to give legal advice and support to clients that work in challenging business and legal environments.

The ITC focuses on international transactions where law students provide legal services to clients that are intent on making the world a better place through innovative business models, products and services. Together the ITC’s students and its clients are proving that it is possible to do good by doing deals – globally.

Course Description

Fieldwork

The ITC has a diverse range of clients ranging from for-profit to not-for-profit organizations, from start-up companies to well-established businesses, and from impact investors to social enterprises. Some clinic clients are based in the United States; others are based as far away as India, Kenya and Mexico. What the ITC clients all hold in common, however, is an international focus and a willingness to tackle some of the world's most pressing challenges—like poverty, inadequate housing, and lack of affordable and accessible health services at the base of the economic pyramid.

Students work in teams of two or three students under the supervision of the teacher of the clinic and practicing attorneys. Students typically work on two to three transaction matters at a time. Students should expect to spend 10-15 hours a week on fieldwork for clients, in addition to time required by the seminar. Some weeks will be much shorter due to matters outside of the students’ control; other weeks, however, may be much longer for the very same reason. This is one reason why transaction matters are assigned to teams of students to help share workloads.

The Seminar

The seminar meets twice a week for two hours. In these seminar meetings, the ITC concentrates on teaching students skills that are critically important to their professional development as they enter into practice areas that involve international transactions. The seminar makes use of classroom simulations, case rounds, and guest speakers (often practicing lawyers with expertise in structuring and documenting cross-border transactions, and clinic clients). The seminar also is used to discuss ethical, strategic and systemic issues that arise in the transaction matters in which students are involved.

* 7 credits include 3 clinical credits and 4 academic seminar credits.

Qualifications for Applicants

No pre-requisites. Students applying to the ITC should have a demonstrable interest in international matters (this can be demonstrated through past work, education and/or travel experiences, language skills, or other internationally-oriented skills and experiences).

Application Procedure

Students should submit an application, resume and transcript on-line via CAMS. Prof. Burand will interview all LLM applicants. Michael D'Amelio will contact you to schedule the interview. If you have questions about the clinic, you may direct them to Deborah Burand at dburand@msn.com.

The Legal Ethics Bureau at New York University School of Law

LW.12228 / LW.12229

Professor Barbara S. Gillers

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

Maximum of 8 students

Spring semester

5 credits*

No pre-requisites or co-requisites.

Course Description

Introduction

The Legal Ethics Bureau at New York University School of Law will assist in investigating, researching and drafting for the Grievance Committee for the Southern District of New York, submit amicus briefs to high courts in a variety of public interest contexts, draft ethics opinions, and counsel lawyers in public interest matters on ethical issues. Emphasis will be on practical skills training, as described below.

Fieldwork

Students will work with the clinic director and with (i) the Grievance Committee of the U.S. District Court for the Southern District of New York, (ii) public interest lawyers in non-profit organizations and in law firms, and (iii) members of professional and judicial ethics committees. Assignments will involve investigating, researching and drafting opinions for grievance committee matters, and drafting amicus briefs to high courts, drafting ethics rules and opinions, and counseling lawyers. Emphasis throughout will be on practical skills training, including written and oral presentations.

Fieldwork projects will include: (a) researching and drafting amicus briefs to high courts --- including the U.S. Supreme Court if an appropriate case arises; (b) assisting the Grievance Committee for the Southern District of New York; (c) working with bar committees on ethics opinions and proposed changes to the rules governing lawyers and judges, and (d) counseling pro bono lawyers in law firms, non-profits, and NYU's own clinics. Committees that students will assist may include the Grievance Committee for the Southern District of New York, 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 or other high courts in conjunction with pro bono lawyers on significant questions of professional responsibility. In the clinic's first year, working with pro bono lawyers at a major law firm, students prepared an amicus brief to the New York Court of Appeals. The amicus brief argued the impropriety of prosecutorial questioning of unrepresented indigent persons while they are in custody and immediately before arraignment and appointment of counsel. Students also drafted an opinion on prosecutorial ethics for the American Bar Association's Standing Committee on Ethics and Professional Responsibility. Students attended the meeting where their draft was discussed (by conference call). The students' work was incorporated into ABA Formal Opinion 467, which became the catalyst for a webinar to be broadcast nationally in March 2015.

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 responsibility that confront public interest lawyers and law firms and issues that arise in our fieldwork. Enrollment in the Legal Ethics Bureau for a semester will satisfy the professional responsibility requirement.

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

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 or 212-992-7364.

The Legal Ethics Bureau also welcomes LL.M. enrollments, but does not specifically reserve space for them. The application period for LL.M. students is July 1-15, 2015. (Please note there is a separate application form for LL.M. students.)

Student Contacts

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

James Aliaga '15	james.aliaga@law.nyu.edu
Zachary Kravat '15	zmk210@nyu.edu
David Leapheart '14	dtl260@nyu.edu
Alex Levy '14	ahalpernlevy@gmail.com
Xiao Luo '14	x1904@nyu.edu

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
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/evening 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

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

and House 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 beginning of Spring Break 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 2nd, 2015. Members of the Fall 2014 LRP Clinic will host an information session about the clinic on January 27th, 2015 from 6:00-7:30 PM in FH 210. 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. Interviews will be conducted the week of February 9th and notifications will be made by February 17th. If you have questions regarding the application procedure, please contact Susan Hodges at susan.hodges@nyu.edu or Sally Katzen at 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 2015-16 academic year.

LGBTQ Rights Clinic

LW.11130 / LW.11483
Adjunct Professor Michael Kavey
Open to 2L, 3L and LLM students
Maximum of 12 students

Spring semester
5 credits*
No pre-requisites or co-requisites.

Course Description

The LGBTQ Rights Clinic will be offered in Fall 2015 or Spring 2016. The clinic, which is open to a maximum of 12 students, will combine fieldwork at a local non-profit organization with a weekly seminar on cutting-edge legal issues related to discrimination, violence, censorship, and other forms of oppression based on sexual orientation, gender identity, and gender expression.

Fieldwork

Each student will earn three credits through 12-15 hours per week of fieldwork at a non-profit legal organization in New York City serving the needs of lesbian, gay, bisexual, transgender, queer, and/or gender-non-conforming people. For the Spring 2015 semester, each of the clinic's eight students have been placed at one of six partnering organizations: the Anti-Violence Project, Immigration Equality, Lambda Legal, the LGBTQ Rights Project at the New York Legal Assistance Group, the Peter Cicchino Youth Project at the Urban Justice Center, and the Sylvia Rivera Law Project. It is anticipated that a similar collection of organizations will host clinic students in future semesters.

Taken together, the clinic's Spring 2015 partnering organizations work on a wide range of issues and matters, including marriage equality; immigration and asylum; access to public assistance; public documentation regarding name changes and gender markers; criminal justice issues and conditions of confinement; domestic and bias-motivated violence; family, parenting, and foster care; school bullying and harassment; and discrimination in education, employment, housing, and public accommodations. The organizations employ a broad diversity of methods and strategies, including direct legal services, high-impact appellate litigation, media work, and public-policy advocacy.

The selection of a particular fieldwork placement for each student depends largely on the student's interests as well as the needs and capacity of organizations that choose to partner with the clinic. After students are admitted to the course but before the semester begins, students will have an opportunity to learn more about each partnering organization and to express preferences regarding their placement. Absent special circumstances, however, students must be open to working at any of the partnering organizations listed above in order to be eligible for the clinic.

Seminar

In the weekly seminar, students will explore legal issues related to sexual orientation, gender identity, and gender expression, including issues that students will encounter directly in their fieldwork. Through readings and class discussion, students will consider landmark cases and major legislation as well as cutting-edge issues that shape the ever-evolving legal debate over LGBTQ rights. In addition to examining foundational theories and doctrine, students will consider the practical and strategic challenges encountered by lawyers and other advocates who have played a role in shaping the law in this area. Materials and exercises on important practice concepts and skills will be integrated into seminar discussions.

Topics covered in the seminar will include same-sex marriage and relationship recognition (and why these issues became central to the LGBTQ rights movement); employment discrimination; issues unique to

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

transgender individuals, such as access to transition-related medical care; objections to antidiscrimination law based on claims of religious liberty and freedom of association; asylum law and the challenges involved in representing LGBTQ refugees; debates within the LGBTQ community about specific legislative and litigation strategies; and challenges that arise in representing clients who face intersecting and overlapping forms of oppression.

In addition to participating actively in class, students will each complete three short reaction papers based on the readings. Late in the semester, they will also give a short presentation to the class about their fieldwork.

Finally, to round out their practical experience, students will work in small groups to complete a short research assignment under the professor's supervision and in coordination with one of the partnering organizations. The group project will provide students an opportunity to work on a legal issue that they did not encounter through their fieldwork assignment, working with an organization other than their principal host organization.

The course credits will be 2 credits for the seminar, which will meet weekly for 110 minutes, and 3 credits for fieldwork for a total of 5 credits. The seminar will meet during the late afternoon or early evening on a day to be determined.

Application Procedure

Interested students should submit an application, resume and grade transcript through CAMS. In answering Question 4 in the clinic application, students should indicate any fieldwork interests or preferences, though they will have an opportunity to amend their answers if they are admitted to the clinic. Students should also indicate their preference for either a fall or spring course. Applicants should sign up in CAMS for an interview. Please do not hesitate to contact Professor Michael Kavey with any questions (mk5306@nyu.edu).

The LGBTQ Rights Clinic also welcomes LL.M. enrollments, but does not specifically reserve space for them. The application period for LL.M. students is July 1-15, 2015. (Please note there is a separate application form for LL.M. students.)

Student Contacts

Spring 2015

Emma Dinkelspiel
Yue Liang
Alok Nadig
Taaj Reaves
James Salem
Rachel Shapiro
Hillela Simpson
Sharon Steinerman

Mediation Clinic

LW.10833 / LW.10657

Professor Ray Kramer

Professor Eric R. Max

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

Maximum of 16 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 24, and Tuesday, August 25, 2015, 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 2015 and as one of several possible prerequisites for [Mediation Clinic - Advanced: Dispute System Design](#) in Spring 2016. 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 2014, 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 2015. 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 and Elizabeth; the New Jersey State Court Foreclosure Mediation

* 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.

Program, 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 100 Church 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 24 and Tuesday, August 25, 2015. 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 period for LL.M.s is July 1-15, 2015. 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
Brittini Reaser
Leah Rosenbaum
Jennifer Saeckl
Charles Smith
Seema Vora
Laura Ferro
Kathleen Kaffer
Nicholas Joseph
Melissa Quartner

Fall 2014

Salome Agid
Sandy Araj
Eric Brandon
Rose Dorvel
Amanda Gayer
Brendan George
Jordan Kass
Soo Jin Kim
Elizabeth Klein
Kateryna Kuntsevich
Samuel Levor
Marianne Madden
Lisette Martinez
Rose Plager-Unger
Amanda Russo
Melanie Walker
Andrew White
Jens Wolleson

Mediation Clinic – Advanced: Dispute System Design

LW.11031 / LW.11641

Professor Ray Kramer

Professor Daniel M. Weitz

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

Maximum of 16 students

Spring semester

5 credits**

Pre-requisite: Satisfactory completion of one of the following: Mediation Clinic Seminar Fall 2014 or 2015; 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 2014 or 2015; 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-

* *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 2016.*

*** *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.

The Mediation Clinic-Advanced also welcomes LL.M. enrollments, but does not specifically reserve space for them. The application period for LL.M. students is July 1-15, 2015. (Please note there is a separate application form for LL.M. students.)

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 2015

Salome Agid
Adebola Akisanya
Sandy Araj
Blair Broser
Kathleen Kaffer
Jordan Kass
Elizabeth Klein
Lissette Martinez
Michael Mietlicki
Elizabeth Mohamed
Latore Price
Rebecca Riddell
Davis Woodruff

New York Civil Liberties Clinic

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

Fall 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 challenging a false arrest that is part of a pattern of police abuse in communities of color outside of New York City; litigation challenging the issuance of orders of protection barring peaceful protest activity; and litigation challenging unconstitutional conditions of confinement at a local jail. In recent years clinic students handled cases 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 a law making "cyber-bullying" a crime; and a constitutional challenge to the use of TASER weapons on a high school student. 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

* 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.

The NY Civil Liberties Clinic also welcomes LL.M. enrollments, but does not specifically reserve space for them. The application period for LL.M. students is July 1-15, 2015. (Please note there is a separate application form for LL.M. students.)

Student Contacts

Clinic participants in 2014-15 were:

Spring 2015

Haley Adams
Jaclyn Hall
Andrew Hunter
Laura Pacifici
Oliver Persey
Meghna Philip
Lily Picon
Humzah Soofi

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

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

LW.10103 / LW.10355
Professor Lisa Kramer
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**

Course Description

The United States Attorney's Office will select up to ten students for externships in the Criminal Division of 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, public corruption, organized crime, civil rights, business and securities fraud, international narcotics trafficking, violent crime, and human trafficking.

NYU will select up to ten students to participate in a seminar on criminal prosecution in the Eastern District of New York. The seminar is separate from, but complementary to, the externship. The seminar will meet on Mondays from 6:00 to 7:50 PM.

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, public corruption, organized crime, civil rights, business and securities fraud, international narcotics trafficking, violent crime, and human trafficking. 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; members of a global cybercrime organization that stole \$45 million in back-to-back cyberheists targeting several major financial institutions; various members and associates of the five families of New York City, including the boss and acting boss of the Bonnano crime family and a hitman for John Gotti; the NYPD officers responsible for the sexual assault on Abner Louima; former Congressman Michael Grimm and former New York State Senator Pedro Espada; Credit Suisse bankers who fraudulently sold toxic auction rate securities; executives of Symbol Technologies for massive stock fraud; members of MS-13, a violent international street gang; and numerous members of Mexican sex trafficking operations.

Externship

By participating in this externship, students will have an opportunity to learn 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 Brooklyn. The students' work may include, for example, interviewing federal agents, attending proffers of cooperating witnesses, 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, attending debriefings of witnesses and drafting jury instructions. Every student will

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

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

appear in court on behalf of the United States at a trial, hearing and/or other court appearance. The externship is separate from, although complementary to, the EDNY seminar.

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 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 investigative technique, charging decisions, plea bargaining, and sentencing. Students will also participate in in-class simulations to help them improve their advocacy skills.

Note to Students Regarding Security Clearance

Students selected for the program will be required to pass a security background check overseen by the Department of Justice's Office of Attorney Recruitment and Management ("OARM"). A favorable determination from OARM is required before an extern may begin working in any U.S. Attorney's Office. A student must be a United States citizen to be eligible to work in the U.S. Attorney's Office as an extern. In making its determination regarding suitability, OARM considers a number of factors, including a candidate's tax filing and payment history, credit history, candor, and history of any usage of controlled substances. It is critical that students accepted for the externship complete the required security paperwork as soon as possible after acceptance into the externship so that the security background check can be timely obtained. A student may not commence externship work unless he or she has cleared the background check. 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 the externship. 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 externship.

Application Procedure

Students should fill out and submit the standard application, resume and unofficial transcript using CAMS, the online application system. These materials will then be forwarded to the United States Attorney's Office (i.e., you should not apply separately to the United States Attorney's Office). There will be no interview.

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 2014-15 school year:

<u>Fall 2014</u>	<u>Spring 2015</u>
James Aliaga	Ayo Alston-Moore
Patrick Chilelli	Daniel Andreeff
Alexander Cohen	Rebecca Guiterman
Brittany Cohen	Patrick Holvey
Leslie Hung	Alan Mendelsohn
Nicolas Keller	Allison Nichols
Daryl Kleiman	Ramsay Randall
Catherine Owens	Alexandra Wang
Daniel Schwartz	

Prosecution Externship - Southern District of New York

Conducted with the cooperation of the Criminal Division of the United States Attorney for the Southern District of New York

LW.11207 / LW.10835
Professor Harris Fischman
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

The United States Attorney's Office will select eight to ten students for externships in the Criminal Division of 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.

NYU will select up to ten students to participate in a seminar on criminal prosecution in the Southern District of New York. The seminar is separate from, but complementary to, the externship. The seminar will meet on Mondays from 6:00-7:50 PM.

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 externship, 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 are required to work twelve to fifteen hours each week in the United States Attorney's Office. 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 externship is separate from, although complementary to, the SDNY seminar.

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

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

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

development, investigation and arrest through investigative technique, charging decisions, plea bargaining and sentencing. Students will also participate in in-class trial simulations, so that students can improve and enhance their advocacy skills.

Application Process

Students should fill out and submit the standard application, resume and unofficial transcript using CAMS, the online application system. These materials will then be forwarded to the United States Attorney's Office (i.e., you should not apply separately to the United States Attorney's Office). There will be no interview.

Note to Students Regarding Security Clearance and Conflicts of Interest

Students selected for the program will be required to pass a security background check overseen by the Department of Justice's Office of Attorney Recruitment and Management ("OARM"). A favorable determination from OARM is required before an extern may begin working in any U.S. Attorney's Office. A student must be a United States citizen to be eligible to work in the U.S. Attorney's Office as an extern. For a complete list of eligibility requirements, visit the SDNY website and scroll down to "Eligibility Requirements and Conditions for All Internship and Externship Programs." In making its determination regarding suitability, OARM considers a number of factors, including a candidate's tax filing and payment history, credit history, candor, and history of any usage of controlled substances. **It is critical that students accepted for the externship complete the required security paperwork as soon as possible after acceptance into the externship so that the security background check can be timely obtained. A student may not commence externship work unless he or she has cleared the background check.**

Student externs cannot work for or be paid by another law firm or similar entity during the period of the externship at the U.S. Attorney's Office. Externs are also prohibited from participating in any law school or other legal clinic involving litigation with or proceedings before the United States or any federal entity during the period of the internship or externship. Nor may you work for any federal judges while participating in this externship. Written consent from the U.S. Attorney's Office is required to participate in any other type of law school or legal clinic, or in any other type of outside employment, during the period of the externship.

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 2014-15 school year:

<u>Fall 2014</u>	<u>Spring 2015</u>
Alicia Berenyi	Nathaniel Botwinick
Sophia Cinel	William Freeland
Matt Lefkowitz	Brittany Gemme
Alex Levine	Jannah Hollander
Christina Liu	Sarah Molinoff
Max Rodriguez	Harry Morgenthau
Jay Shooster	Ryan Mullaly
Benjamin Snow	Emily Nix
Stephen Thompson	Jarret Zafran
Reyhan Watson	Yifei Zheng

Racial Equity Strategies Clinic

LW.12455 / LW.12456
Professor Rachel Kleinman
Professor Natasha M. Korgaonkar
Open to 2L and 3L students
Maximum of 10 students

Spring semester
5 credits*
Pre-requisites/Co-requisites: Civil Procedure and
Constitutional Law

Introduction

The Racial Equity Strategies Clinic is a semester-long, five-credit course that focuses on the legal strategies employed to achieve racial equity and justice in three principal areas: education, voting rights and democratic governance and, policing and law enforcement. The clinic involves a mixture of fieldwork; seminars on the various lawyering strategies used to achieve racial and economic justice, educational equity, fair policing and law enforcement; oral advocacy; and legal writing and research.

Course Description

The Racial Equity Strategies Clinic will engage students in legal practice at the nation's premier civil rights law organization. Students will have the opportunity to study both historical and contemporary legal strategies for achieving racial justice, to conceptualize and develop new tactics to address modern challenges, and to apply agreed-upon approaches in litigation, policy, and communications advocacy efforts for racial justice.

Fieldwork

Students will be expected to engage with clients, stakeholders, community leaders, legislative and administrative agencies and to support litigation in the areas of racial justice in education, voting rights, economic justice, democratic governance and policing and law enforcement. Students will also have an opportunity to present, brief, or otherwise advocate in person with the groups indicated above. Moot preparations for presentations will be conducted in LDF's offices. Students will be expected to travel out of state once or twice per semester to Alabama, Missouri and/or Washington, D.C. Students will participate in all facets of litigation and policy advocacy including research, meetings, interviews, memo writing, document preparation, case "rounds" and travel. Likely areas of advocacy include contributing to LDF's continuing work on desegregation litigation and educational equity in Alabama; preparation for important voting rights litigation in Ferguson and other surrounding communities in St. Louis County, including assisting with and attending a convening of local (Ferguson) leaders; policy work in the area of criminal justice and policing, including monitoring the disbursement of federal funds to jurisdictions with discriminatory policing records; and litigation and policy work regarding the discriminatory use of criminal records in employment.

Seminar

The course will be conducted through weekly seminars held at the offices of the NAACP Legal Defense & Educational Fund, Inc. (40 Rector Street) and in fieldwork opportunities. This course will be co-taught by two LDF lawyers. The seminar will meet for two hours each week. Readings will be by leading scholars in the field of civil rights, education, law enforcement, political theory, voting rights, and racial justice. Additionally, students will have access to LDF's archival case material (which is not available to the public). Guest lecturers will include the leading thinkers, organizers and litigators in the relevant fields of practice. Using these resources, the students will be expected to analyze the various lawyering strategies used to achieve racial and economic justice, provide educational equity, ensure equitable access to the political process, and promote fair and effective policing and law enforcement. The majority of the cases and matters on which the students will work will be from jurisdictions in the South, however, an examination of federal policy will also be a component of this clinic. Students will be expected to produce three writing assignments – two reflection papers of no

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

more than 7 pages and one semester-end final paper of no more than 25 pages. The final paper (25 pages) is a research paper in which the students are expected to develop a thesis based on an area of practice from their fieldwork experience and to engage in critical examination and original analysis.

Qualifications for Applicants

Students in the clinic are expected to have previously taken Civil Procedure and Constitutional Law.

Application Procedure

Students should submit an application, resume and transcript on-line via CAMS. Leomaris Sanchez will contact selected applicants to schedule an interview.

Racial Justice Clinic

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

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

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. 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 Professor Dale Ho, Director of the ACLU's Voting Rights Project, Professor Claudia Angelos of the full-time NYU faculty, and lawyers on the ACLU legal staff. 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.

Racial Justice 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

* 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.

The Racial Justice Clinic also welcomes LL.M. enrollments, but does not specifically reserve space for them. The application period for LL.M. students is July 1-15, 2015. (Please note there is a separate application form for LL.M. students.)

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:

Fall 2014

Michael Danna
Anna Estevas
Kaydene Grinnell
Kristina Harootun
Steven Marcus
Pooja Shethji
Alexandre Tschumi
Dian Yu

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 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.

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 and regulatory policy 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.

* 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.

The Regulatory Policy Clinic also welcomes LL.M. enrollments, but does not specifically reserve space for them. The application period for LL.M. students is July 1-15, 2015. (Please note there is a separate application form for LL.M. students.)

Student Contacts

Kevin Bell
Peter Black
Daniel Cheung
Andrew Grubin
Cerin Lindgrensavage
Hilary Nakasone
Alicia Nieves
Alec Webley

Reproductive Justice Clinic and Advanced Reproductive Justice Clinic

LW.12261 / LW.12262

Professor Sarah Burns

Supervising Attorney Avram Frey

Open to 2L and 3L students

Maximum of 16 students

Reproductive Justice Clinic (Fall); Advanced (Spring)
7 credits*

No prerequisites or co-requisites. Constitutional Law, criminal procedure, and federal courts recommended.

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 that person's gender, sexuality, reproductive or family circumstance. For current clinic work, this is achieved primarily through advocacy and litigation on behalf of pregnant women, many of whom are currently the target of extraordinarily punitive strategies.

Course Description

Reproductive justice means more than just reproductive rights. The latter refers to the constellation of doctrines surrounding the rights of women and transgender persons to abortion and contraception. 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 opposition 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 in its litigation strategy is preservation of the reproductive sphere as a space of unqualified liberty and equality. Reproductive justice also encompasses affirmative strategies, not typically litigative, to achieve reproductive equality and fairness which the Clinic's home, the Carr Center for Reproductive Justice, pursues and to which clinic students are also exposed.

Fieldwork

The Clinic receives fieldwork from partnering organizations National Advocates for Pregnant Women, the ACLU Reproductive Freedom Project, and the Center for Reproductive Rights and undertakes occasional direct representation typically, although not always, in partnership. Students in the Clinic have the opportunity to work closely with these organizations and to gain insight into their respective working environments. The Clinic also receives projects from smaller, unaffiliated organizations and individuals, and on occasion, is active in offering assistance in cases of national prominence and importance. Case work is not geographically restricted and may involve State or federal law in any number of jurisdictions.

Fieldwork projects run the gamut from legislative organizing, to media outreach and management, to litigation in either direct services or impact capacities. Most commonly, 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.

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.

* 7 credits include 3 clinical (fieldwork) credits and 2 academic seminar credits, and 2 lecture attendance credits for the semester. Students interested in participating in the clinic but who require a lower credit load to meet other graduation requirements are encouraged to apply, as it may be possible to modify fieldwork assignments accordingly.

Students will also likely engage in statutory interpretation and argument, and may work with federal court issues of procedure and justiciability in either habeas corpus or Section 1983 cases.

In its first three semesters of existence, clinic students worked on the following cases in particular, among others. These cases do not necessarily suggest the precise nature of likely field assignments, but are representative of the diversity of projects in this broad field generally:

- Section 1983 suit in the Western District of Wisconsin federal court on behalf of plaintiff as co-counsel; in this suit, the Clinic, NAPW, and local counsel represent Plaintiff Tamara Loertscher in an attack on her prosecution under Wisconsin's "Cocaine Mom" statute for alleged use of drugs and alcohol during her pregnancy; students are actively involved in research and writing on issues of personal and municipal liability for prospective damages claims, and are likely to be employed in strategizing discovery.
- Habeas corpus suit in Eastern District of Wisconsin federal court on behalf of plaintiff as co-counsel; in this suit, the Clinic, NAPW, and local counsel represented Plaintiff Alicia Beltran in an attack on the same Wisconsin statute, enforcement of which resulted in 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 numerous pleadings challenging the constitutionality of the underlying Wisconsin statute. The case drew national attention and was widely reported, including in outlets the New York Times, NPR, Slate, and others.
- Strategic planning on behalf of private client for rollout of demonstration project to alleviate harms resulting from massive abortion clinic closures. This project is ongoing and highly confidential. Students are legal counsel for private client and undertake all aspects of research and client consultation for creation of specific program.
- Amicus briefing in the New York State child custody proceedings between Sara McKenna and U.S. Olympic skier Bode Miller; after a New York State Referee declined to take jurisdiction over a child custody proceeding based on a finding that Ms. McKenna had "absconded with the child" for forum-shopping purposes by virtue of relocating to New York from California while pregnant, the Clinic, NAPW, and many others submitted an amicus appellate brief raising issues of statutory construction and constitutional repercussions. The Brief was drafted largely by the Clinic, and helped to procure a reversal in the New York First Department Appellate Court. This case also garnered national news media attention.
- 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 CRR, students monitored prospective abortion legislation in the American Southwest and researched prospective challenges in the event of passage, focusing on issues of standing.
- An amicus brief on behalf of 42 social scientists in the case of NAACP v. Horne before the 9th Circuit U.S. Court of Appeals presenting social science research results demonstrating the concrete harm of group-based stigma in a challenge to dismissal for lack of standing of African-American and Asian-American groups. Specifically, research results discussed in the brief challenged the finding by the trial court that African-Americans and Asian-Americans suffered no "injury in fact" by the passage of a law based on allegations that they engage in race and gender selective abortion practices which the challenged legislation banned.

Seminar

Fieldwork is supported and reinforced with a weekly seminar that provides background education in litigation practice 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 student to reproductive justice issues and legal controversies not covered by the lecture/conference series or specific fieldwork of the given semester.

Lecture

Reproductive justice requires a core understanding of reproduction and related infrastructure of health service delivery and government regulation. Students will be required to attend regular lectures in the fields of reproductive health and related law topics, as well as participate in a two day conference co-sponsored by the Carr Center for Reproductive Justice on October 29-30, 2015, exploring issues of health law regulation, constitutional rights and interpretation and medical ethics critical to the field. Credits are awarded for attendance. The purpose of the lectures is to provide grounding in basic knowledge. Subjects are likely to include methods of contraception and abortion from scientific and public health perspectives; the effects or lack thereof of drugs and alcohol on fetal development, and optimal treatment regimens for pregnant women suffering from issues of addiction; organizing in the field across barriers of ethnicity, religious affiliation, citizenship status, and economic position; reproductive justice in the workforce; and others. Conference participation is designed to enrich students' understanding of the field through talks by experts in areas that represent the leading edge of reproductive justice policy and litigation issues and doctrinal development.

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.

2013-14 Clinic Members

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

2014-15 Clinic Members

Sarah Brafman
Julia Heald
Laura Hecht-Felella
Sam Kubek
Viviana Puchi
Katie Riley
Emily Scherker
Adrienne Warrell

Technology Law and Policy Clinic

LW.12148 / LW.12149
Professor Lee Rowland
Professor Aaron Williamson
Brett Max Kaufman, Fellow
Open to 2L and 3L students
Maximum of 12 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-half 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 and National Security 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 requests and 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 and regarding new methods and technologies for disrupting large-scale protests.
- Developing ACLU policy priorities and state legislative strategies for ensuring that new laws regulating access to digital assets after death are privacy protective.
- Contributing to various criminal and civil cases, through direct representation or amicus support, that challenge government national-security surveillance.

The other half will work on representing individuals, not-for-profits and other public interest clients on matters primarily focused on intellectual property. Past representative matters include:

- Counseling the New York Public Library on the legal rules and risks associated with open source software production; and
- Filing amicus briefs in key copyright, patent, trademark, and other intellectual property cases.

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

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 [Brett Max Kaufman](#).

Student Contacts

The following students who took the clinic in 2014 are available to discuss their experience:

Megan Briskman	mlb430@nyu.edu
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