



# CLINICAL LAW PROGRAM

## FALL 2017-SPRING 2018

### COURSE OFFERINGS\*

JACOB D. FUCHSBERG CLINICAL LAW CENTER

245 SULLIVAN STREET, 5<sup>TH</sup> FLOOR

NEW YORK, NY 10012

212-998-6430

\*AS OF APRIL 13, 2017

CONSULT WEBSITE FOR UPDATES:

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



## Table of Contents

Overview.....	3
Introduction .....	3
Guidelines for Clinical Courses .....	3
Application Instructions.....	4
Timeline for JD Application Process .....	4
Submit Applications Online .....	4
Maximum Number of Clinic Applications.....	4
Pre- or Co-Requisites.....	4
Interviews .....	4
Clinic Matching and Selection Process.....	4
Indicating Your Clinic Preferences .....	4
How Clinic Matching is Conducted.....	5
Notification .....	5
Accepting or Declining an Offer .....	5
Registration .....	5
Commitment to the Clinic .....	6
Note for LL.M.s.....	6
Pre- and Co-requisites for All Clinics .....	7
Application Checklist.....	10
Contact Information for All 2017-18 Clinics .....	12
COURSE DESCRIPTIONS .....	15
Year-long Clinics offered 2017-18 .....	15
Civil Litigation - Employment Law Clinic, Full Year .....	16
Criminal Defense and Reentry Clinic .....	18
Family Defense Clinic .....	20
Federal Defender Clinic .....	23
Global Justice Clinic – for JDs .....	26
Immigrant Rights Clinic .....	28
Juvenile Defender Clinic .....	32
NYS Office of Attorney General Social Justice Externship .....	34
Semester-long Clinics and Externships offered 2017-18.....	38
Brennan Center Public Policy Advocacy Clinic .....	39
Business Law Transactions Clinic.....	43
Civil Litigation - Employment Law Clinic, Semester-long .....	46
Civil Rights Clinic .....	48

Criminal Appellate Defender Clinic .....	50
Education Advocacy Clinic.....	52
Education Sector Policy and Consulting Clinic .....	53
Environmental Law Clinic.....	56
Equal Justice and Defender Externship .....	57
Federal Judicial Practice Externship .....	59
Global Justice Clinic – for LLMS.....	61
Government Civil Litigation Externship - Eastern District of New York .....	63
Government Civil Litigation Externship - Southern District of New York.....	66
Immigrant Defense Clinic .....	69
International Environmental Law Clinic .....	71
International Organizations Clinic .....	73
Legislative and Regulatory Process Clinic .....	75
LGBTQ Rights Externship.....	77
Local Prosecution Externship (formerly DANY Externship) .....	80
Mediation Clinic.....	82
Mediation Clinic – Advanced: Dispute System Design .....	85
NYC Law Department Externship: Representing New York City .....	88
New York Civil Liberties Clinic .....	90
Policing Project Externship .....	92
Pro Bono Scholars Program Externship/Clinic: Litigation, Organizing and Systemic Change.....	94
Prosecution Externship - Eastern District of New York .....	97
Prosecution Externship - Southern District of New York.....	100
Racial Equity Strategies Clinic .....	103
Racial Justice Clinic .....	105
Regulatory Policy Clinic .....	107
Reproductive Justice Clinic and Advanced Reproductive Justice Clinic.....	109
Technology Law and Policy Clinic.....	112

## Overview

### Introduction

All of our clinics and externships combine work in the field with seminars. 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.

### Guidelines for Clinical Courses

The faculty has promulgated the following guidelines for clinics and externships, 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 or externship in the second or third year of law school. The clinical program cannot ensure access to a particular clinic or externship and so the clinical program's ability to place a student in a clinic or externship will depend in part on the number of clinics/externships 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/externship to maximize their chances of getting into a clinic or externship.**
- Matriculated students will be given priority over non-matriculated.
- No student may register for more than one clinic/externship in a term.
- Students may be able to take two consecutive semester-long clinics/externships in the same academic year, but, to ensure that all students have an opportunity to take at least one clinic or externship per year, students will be admitted to no more than a single semester-long clinic/externship in the first round of admissions and can thereafter apply for any openings that may still exist in other semester-long clinics/externships in the semester in which the student does not already have a clinic/externship.
- Of the 83 credits for graduation no more than 19 credits may be earned in “non-classroom” activities, which include some clinics and externships. The rules for determining whether credits earned in a clinic or externship are subject to the 19-credit maximum for “non-classroom credits” are available on the law school’s website at:  
<http://www.law.nyu.edu/academicservices/degreerequirements/jdprogram/programrequirements>.  
Questions about these requirements may be sent to Vice Dean Randy Hertz, at [randy.hertz@nyu.edu](mailto:randy.hertz@nyu.edu).
- Clinics and externships will in most cases require substantial amounts of time outside of usual course hours and at varying times. Depending on the type of clinic/externship and the nature of the fieldwork, students may be expected to devote anywhere from 10 to 20 hours per week on average to fieldwork, and that number may be higher in a week in which a student has a trial, hearing, deposition, appellate argument, or other type of court appearance or presentation. This time commitment is above and beyond the time spent in weekly classes (which may be 2 or 4 hours per week or sometimes more), the readings and preparation for class, and out-of-class work related to simulations. 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 particular clinic or externship.

## Application Instructions

### Timeline for JD Application Process

Date	Event
March 3	Clinic Fair at Furman Hall, 5 <sup>th</sup> and 6 <sup>th</sup> floors, 3:00-5:00 PM
March 20-31	Application Period Submit materials to CAMS <a href="https://its.law.nyu.edu/cams/">https://its.law.nyu.edu/cams/</a> by 5:00 PM on March 31.
April 3-20	Interview Period (for clinics that conduct them).
April 21	Preference deadline at 5:00 PM.
May 3	Students notified by e-mail whether they have been accepted into a clinic.
May 18	Deadline to accept/decline offer at 5:00 PM.

### 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. Log in 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 is Friday, March 31, 2017, at 5:00 p.m. The LLM application period runs from May 19-June 2, 2017.

\*Note that admission to the clinics in Buenos Aires and Paris is administered by [NYU Law Abroad](#). Please consult their website for details.\*

### 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 April 3 through April 20, 2017.

## Clinic Matching and Selection Process

### Indicating Your Clinic Preferences

Once you complete the application process -- including any necessary interviews -- you must decide the order of your preferences among the clinics/externships to which you applied, and communicate those choices to us through CAMS (<https://its.law.nyu.edu/cams/>). Faculty do not have access to students' preferences when making their acceptance decisions.

You may apply for one or both semesters of a given one-semester clinic/externship, but each semester should be indicated as a separate preference. You may not rank separate clinics or externships with the same number; the match does not accommodate placements in two semester-long clinics in an academic year. 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 21, 2017.

### 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 preferences. Students will then be placed in the most-preferred clinic to which they have been accepted. For example, if a student applies to two clinics and both of them wish to admit her, the system will place the student in the clinic the student ranked highest in her preferences.

After initial offers are made, each clinic will maintain a wait list of alternates. In the event that any of the accepted students decline an offer or withdraw prior to the start of classes, students on the wait list 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 clinics they ranked higher, whether they accept \*or\* decline the lower-ranked clinic they are offered. However, students cannot be placed on a wait list for a clinic they ranked lower than the clinic to which they are offered admission.

### Notification

JD students will be notified by e-mail on Wednesday, May 3, 2017, whether or not they have been accepted into a clinic. Students who are accepted will receive only one offer email – for the highest-preferred clinic to which they were accepted.

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

### Accepting or Declining an Offer

Those who are accepted will be asked to confirm their intention to enroll in the clinic. To accept or decline your offer, simply reply to the e-mailed offer, including the text of 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 18, 2017.

### Registration

Those who are accepted will be asked to confirm their intention to enroll in the clinic. To accept your offer, simply reply to the emailed offer, including the offer email with your response. This letter of intent should be emailed to Susan Hodges by 5:00 p.m. on Thursday, May 18, 2017. Ms. Hodges will then provide the Registrar with enrolment lists which will be pre-loaded into ABRA before the June bidding deadline. You will not need to bid for clinics, nor will you be able to register for them yourself during the drop/add period.

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 18th 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.

### Note for LL.M.s

The application period for LL.M.s runs from May 19 - June 2, 2017. The following clinics reserve spaces for LL.M. students:

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

The [Environmental Law Clinic](#) (Fall & Spring), [Immigrant Defense Clinic](#) (Spring), [LGBTQ Rights Externship](#) (Spring), [Mediation Clinic](#) (Fall), [Mediation Clinic – Advanced](#) (Spring), [New York Civil Liberties Clinic](#) (Fall) and [Racial Justice 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**

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

No prerequisites 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 is 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 Externship

No prerequisites.

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.

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 – for JDs and LLMS

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 – for JDs and LLMS

International Law is required. International Organizations is recommended.

Juvenile Defender Clinic

Criminal Procedure and Evidence are highly recommended. These may be taken concurrently with the clinic, preferably in the fall semester.

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

Prerequisite: Legislation and the Regulatory State

LGBTQ Rights Externship

No pre-requisites or co-requisites.

Local Prosecution Externship

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

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 2016 or 2017; other Mediation, Alternative Dispute Resolution, Negotiation or alternate approved by faculty.

NYC Law Department Externship

No prerequisites. Law of NYC and Local Government Law are recommended.

New York Civil Liberties Clinic

No prerequisites or co-requisites.

NYS Office of Attorney General Social Justice Externship

No prerequisites.

Policing Project Externship

No prerequisites.

Pro Bono Scholars Program Externship/Clinic: Litigation, Organizing and Systemic Change

No prerequisites.

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

Prerequisite: Legislation and the Regulatory State or Administrative Law.

Reproductive Justice Clinic – for JDs and LLMS

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.

## Application Checklist

All clinics require students to 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 clinic descriptions for full details.

Clinic	When Offered	Pre- or Co-Requisites	Writing Sample	Interview
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	Fall	--	--	--
Criminal Appellate Defender	Spring	Yes	--	--
Criminal Defense and Reentry	Year	Yes	--	Yes
Education Advocacy	Spring	--	--	See description
Education Sector Policy and Consulting	Fall, Spring	--	--	See description
Environmental Law	Fall, Spring	--	--	Yes
Equal Justice and Defender Externship	Spring	--	--	Yes
Family Defense	Year	See description	--	See description
Federal Defender	Year	Yes	--	Yes
Federal Judicial Practice Externship	Fall	--	--	Yes
Global Justice – for JDs	Year	Yes	--	See description
Global Justice – for LLMS	Spring	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
Juvenile Defender	Year	Yes	--	Yes
Legislative and Regulatory Process ( <i>Application process closed</i> )	Fall	Yes	--	Yes
LGBTQ Rights Externship	Spring	--	--	Yes
Local Prosecution Externship	Spring	Yes	--	See description
Mediation	Fall	See description	--	Yes
Mediation – Advanced: Dispute System Design	Spring	See description	--	Yes

Clinic	When Offered	Pre- or Co-Requisites	Writing Sample	Interview
NYC Law Department Externship	Fall	See description	--	Yes
New York Civil Liberties	Fall	--	--	See description
NYS OAG Social Justice Externship	Year	--	Yes	Yes
PBSP Externship/Clinic: Litigation, Organizing and Systemic Change	Spring	--	--	Yes
Policing Project Externship For application info, see <a href="http://policingproject.org">policingproject.org</a> .	Fall, Spring			
Prosecution Externship – EDNY	Fall, Spring	See description	--	--
Prosecution Externship – SDNY	Fall, Spring	See description	--	--
Racial Equity Strategies	Spring	Yes	--	--
Racial Justice	Fall, Spring	--	--	See description
Regulatory Policy	Fall, Spring	Yes	--	Yes
Reproductive Justice	Fall	See description	--	Yes
Technology Law and Policy	Fall	See description	Additional questions to answer on <a href="#">FORMS page</a>	--

## Contact Information for All 2017-18 Clinics

Clinic	Faculty	Contact for Application Questions
Brennan Center Public Policy Advocacy	Matthew Menendez (Fall) Kate Berry (Spring)	Phoenix Rice-Johnson ricep@mercury.law.nyu.edu
Business Law Transactions	Stephanie W. Abramson Sean Delany	Damaris Marrero Telephone: (212) 998-6473 damaris.marrero@nyu.edu
Civil Litigation- Employment Law (Full-year and Semester-Long)	Laura Sager	Nadia Shand Telephone: (212) 998-6448 shandn@mercury.law.nyu.edu
Civil Rights	Deborah N. Archer	Susan Hodges Telephone: (212) 998-6478 susan.hodges@nyu.edu
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 damaris.marrero@nyu.edu
Education Advocacy	Randi Levine Matthew Lenaghan	Yvette Bisono Telephone: (212) 998-6177 bisonoy@exchange.law.nyu.edu
Education Sector Policy and Consulting	James Liebman	Tatyana Gourov cprl@law.columbia.edu
Environmental Law	Eric A. Goldstein Nancy S. Marks	Maura Monagan Natural Resources Defense Council 40 West 20 <sup>th</sup> St, 11 <sup>th</sup> Floor, NYC mmonagan@nrdc.org
Equal Justice and Defender Externship	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	Christopher Flood christopher_flood@fd.org
Federal Judicial Practice Externship	Michelle Cherande Judge Alison Nathan	Michelle Cherande cherande@exchange.law.nyu.edu

Global Justice - for JDs and LLMs	Meg Satterthwaite	Brianne Cuffe Telephone: (212) 998-6446 cuffeb@mercury.law.nyu.edu
Government Civil Litigation Externship – EDNY	Michael J. Goldberger (seminar)	Susan Hodges Telephone: (212) 998-6478 susan.hodges@nyu.edu
Government Civil Litigation Externship – SDNY	David J. Kennedy (seminar)	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 Co-teacher TBD	Noelia Rodriguez Telephone: (212) 998-6459 rodriguez@exchange.law.nyu.edu
International Environmental Law	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
Juvenile Defender	Randy Hertz	Leomaris Sanchez Telephone: (212) 998-6477 leomaris.sanchez@nyu.edu
Legislative and Regulatory Process ( <i>Application process closed.</i> )	Sally Katzen Robert Bauer	Susan Hodges Telephone: (212) 998-6478 susan.hodges@nyu.edu
LGBTQ Rights Externship	Michael Kavey	Ray Ivey Telephone: (212) 998-6474 ray.ivey@nyu.edu Michael Kavey mk5306@nyu.edu
Local Prosecution Externship	Evan Krutoy Anne Milgram	Evan Krutoy KRUTOYE@dany.nyc.gov
Mediation	Ray Kramer Daniel M. Weitz	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
NYC Law Department Externship	Christine Billy Hilary Meltzer	Gail Rubin grubin4@gmail.com Mike Pastor
New York Civil Liberties	Claudia Angelos Mariko Hirose	Nadia Shand Telephone: (212) 998-6448 shandn@mercury.law.nyu.edu

NYS Office of Attorney General Social Justice Externship	Sandra Pullman Mayur Saxena	Sandra Pullman sepullman@gmail.com Mayur Saxena mayur.saxena@gmail.com
PBSP Externship/Clinic: Litigation, Organizing and Systemic Change	Sarah Burns Deborah Axt	Raymond Ivey Telephone: (212) 998-6474 ray.ivey@nyu.edu
Policing Project Externship	Barry Friedman Maria Ponomarenko	policingproject.org
Prosecution Externship - EDNY	Elizabeth Geddes (seminar) Evan Norris (seminar)	Susan Hodges Telephone: (212) 998-6478 susan.hodges@nyu.edu
Prosecution Externship - SDNY	John Cronan (seminar) Diane Gujarati (seminar)	Susan Hodges Telephone: (212) 998-6478 susan.hodges@nyu.edu
Racial Equity Strategies	Rachel Kleinman Christina Swarns	Leomaris Sanchez Telephone: (212) 998-6477 leomaris.sanchez@nyu.edu
Racial Justice	Claudia Angelos Dale Ho Jason Williamson	Nadia Shand Telephone: (212) 998-6448 shandn@mercury.law.nyu.edu
Regulatory Policy	Ricky Revesz Jack Lienke	Brette Weinkle weinkleb@mercury.law.nyu.edu
Reproductive Justice & Advanced Reproductive Justice	Sarah Burns Julie Ehrlich	Raymond Ivey Telephone: (212) 998-6474 ray.ivey@nyu.edu
Technology Law and Policy	Jason Schultz Brett Max Kaufman	Susan Hodges Telephone: (212) 998-6478 susan.hodges@nyu.edu



## **COURSE DESCRIPTIONS**

### **Year-long Clinics offered 2017-18**

Civil Litigation - Employment Law

Criminal Defense and Reentry

Family Defense

Federal Defender

Global Justice – for JDs

Immigrant Rights

Juvenile Defender

NYS Office of Attorney General Social Justice Externship

## Civil Litigation - Employment Law Clinic, Full Year

LW.10215 / LW.10625	Year-long course
Professor Laura Sager	12 credits*
Open to 3L and 2L students	No prerequisites or co-requisites
Maximum of 8 students	

### 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 2016 and Spring 2017. 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 2016 semester. They include (1) a claim of sexual orientation discrimination against a restaurant chain store by a man who was fired who was fired after complaining of verbal abuse by his supervisor; (2) a claim of sex discrimination against the New York City Housing Authority for failing to hire a woman in the position of Bricklayer, and; (3) claims by a home health care worker against three home health agencies that she was denied employment because of an arrest record that had been sealed after the charges were dismissed. 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 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.

---

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

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

## **Application Procedure**

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

## **Student Contacts**

### 2016-17 Students

#### Full Year Clinic

Julia Kantor  
Zi Lin  
Adam Marcu  
April McLeod

#### One-Semester Clinic

Audrey Bae  
Nathan Gusdorf  
Alex Katz  
Samuel Kupferberg  
Dennis Mai  
Mason Pesek  
Rebecca Pattiz  
Audrey-Marie Winn

### 2015-16 Students

(current 3Ls who took clinic last year as 2LS)

#### Full Year Clinic

Adin Pearl  
Lucy Zhou

#### One-Semester Clinic

Zachary Bendiner  
Mallory Edel  
Heather Garvey  
Christopher Jaynes  
William Goldstein  
Janelle Pelli

## **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](mailto:damaris.marrero@nyu.edu).

## **Student Contacts**

Katherine Broeksmit  
Mitchell Brown  
Ross Brown  
Elizabeth Caldwell  
Joanna Cowen  
Destiny Dike  
Rayza Goldsmith  
Jacob Hansen  
Adrienne Isaacson  
Sainath Iyer  
Kimberly La Fronz  
Falon Rainer  
Marshall Thomas  
Jayant Tripathy  
Sharon Turret  
Scott Woodall

## 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. The clinic considers the differences in the approaches of the two fields of law and social work, and explores various methods of collaboration.

### Course Description

#### *Fieldwork*

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

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

---

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

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

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 may be contacted by Yvette Bisoño for an interview with Martin Guggenheim or Christine Gottlieb. If you have any questions, you may contact Ms. Bisoño at (212) 998-6177 or [yvette.bisono@nyu.edu](mailto:yvette.bisono@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 2016-17 clinic:

Viviana Bonilla-Lopez	Hannah Baron
Danielle Greene	Arletta Bussiere
Regina Hsu	Kim Castle
Edie Joseph	Erica Cooper
Eric Phillips	Bryan Furst
Marissa Reichel	Conor Gaffney
Heather Stoloff	Chloe George
Copatrick Thomas	Claude Heffron
	Sophie Kramer
	Kathleen Taylor
	Isaac Weingram
	Sidra Zaidi

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



## Federal Defender Clinic

LW.10783 / LW.10767  
Professor Christopher A. Flood  
Professor 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. Seminar hours are devoted to examining the unique system of federal petty offenses through critical comparison to larger trends in the criminal justice system, to exploring the ethical foundations of holistic representation and client-centered advocacy, and to building the necessary skills required to effectively litigate on behalf of the clients the clinic serves. Students spend approximately ten Tuesday mornings in Brooklyn federal court representing people accused of violating federal law. Fieldwork hours are focused on casework. Under supervision, FDC students handle every aspect of defending clients against a criminal accusation, from the initial interview and settlement discussion, through investigations, negotiations, discovery, motions practice, and where necessary, hearings, trial, sentencing, and appeal.

## Course Description

### *Fieldwork*

The FDC provides client-centered representation for people charged with federal misdemeanors and petty offenses in the Eastern District of New York, and who appear either in response to summons or voluntarily at the Brooklyn Federal Courthouse on regularly-scheduled “Petty Offense Day” (POD). The range of accusations encompassed within the ambit of federal misdemeanors and petty offenses is broad, as represented by the law enforcement agencies usually present at POD such as – the United States Park Police, the United States Army, the Veteran’s Administration, the Department of Homeland Security and the United States Postal Service.

Clinic fieldwork includes interviewing and counseling clients, investigating facts, developing legal and factual defenses, and negotiating with prosecutors and law enforcement agency representatives to obtain favorable outcomes. For those cases that are not resolved at the initial appearance day, students conduct thorough legal research, draft a comprehensive memorandum presenting the salient issues and plan an agenda for action, including investigation and witness interviews, discovery requests, and likely motions. Ongoing client counseling guides student efforts to identify and respond to the particular interests of each client, and to ensure that the agenda meaningfully reflects the client’s needs. Ethical duties are stressed throughout the process, and students work to include space for the client’s voice and viewpoint. Good client relationships make for effective lawyering. High-quality communication and an attorney-client relationship founded on trust impact even basic litigation tasks like obtaining discovery or devising creative motions, but also lead to more holistic measures like identifying avoidable collateral consequences of a conviction. Depending on the allegations, to advance their client’s interests, moderate to extensive writing may be required, as students may conduct multiple client interviews, perform significant independent legal research and investigate factual allegations, all of which are documented in a case analysis memorandum. Cases not settled are taken to formal court hearings and bench trials before federal Magistrate Judges. Students handle

---

\* 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.

all aspects of the litigation, including witness preparation, motion practice, 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 regarding collateral consequences of criminal convictions will be a focus of the 2017-18 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 federal misdemeanors and petty offenses in the context of the larger criminal justice system. Discussion of clinic client work provides a platform for significant insight into greater systemic issues, as well as a doorway into meaningful understanding of professional ethical rules. The early weeks of the fall semester are devoted to developing interviewing and negotiating techniques and strategies to employ during court appearances. During this "boot camp" leading up to the first POD, students conduct mock client interviews and negotiating sessions to prepare for commonly-seen scenarios, and to encounter professional ethics in a seminar environment. Over the course of the fall semester, topics progress through operative components of federal criminal practice including client-centered counseling, investigations, discovery, plea bargaining, motion practice, and other litigation techniques. The spring semester focuses on trial strategies as some cases may head to hearings and trials after Spring Break. During the school year, simulations help build competency in different skills. A simulated suppression hearing and a full simulated trial are conducted on a fact pattern that is introduced in the fall.

### **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 every Tuesday 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, you may contact the adjunct professor Christopher Flood via email at [Christopher.Flood@fd.org](mailto:Christopher.Flood@fd.org) or adjunct professor Amanda David at [Amanda.David@fd.org](mailto:Amanda.David@fd.org).

## Student Contacts

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

Lamya Agarwala  
Susan D. Cooley  
Brandon S. Davis  
Nicolas Duque-Franco  
Jasen Fears  
Emily L. Jessep

Martha L. Liskow  
Evan N. McCants-Goldman  
Jane S. Merrill  
Kevin P. O'Sullivan  
John L. Palmer  
Kayla M. Rooney

## Global Justice Clinic – for JDs

LW.10679 / LW.11210  
Professor Meg Satterthwaite  
Open to 2L and 3L students  
Maximum of 5-6 JD students

Year-long course  
14 credits\*  
Pre-Requisite: International Law or equivalent. (See  
“Qualifications for Applicants” below)

### Introduction

The Global Justice Clinic engages in work to prevent, challenge, and redress rights violations in situations of global inequality. Working on cases and projects that involve domestic and cross-border human rights violations, the deleterious impacts of conduct 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 investigation, advocacy, and litigation in domestic and international settings. Serving as legal advisers, counsel, co-counsel, or advocacy partners, Clinic students work side-by-side with human rights activists from the United States and around the world. The Global Justice Clinic endeavors to carry out its work in a rights-based manner and uses methods from across the disciplines.

### Course Description

Fieldwork consists of projects 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 find their role alongside collaborative partners in formulating policy, conducting research, and strategizing legal responses to challenging human rights problems.

The seminar critically examines the human rights field, while also teaching the core skills of human rights work, including fact-finding, interviewing, advocacy, litigation, and evaluation. Students also address questions of ethical, political and professional responsibility 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:

- Undertake fact-finding and draft expert reports, petitions, complaints, and shadow reports for international and regional human rights bodies;
- Litigate in U.S. and international forums on behalf of individuals seeking redress for human rights violations;
- 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;
- Investigate, research, document and report on human rights concerns using traditional and cutting-edge human rights methodologies;
- Engage in dialogue with corporate actors to promote accountability for alleged corporate abuses; and
- Enhance the capacity of community-based organizations to incorporate human rights methodology and law into their advocacy efforts.

---

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

GJC projects, past and present, have addressed the following issues:

- Preventing Violations and Advancing Rights in Communities Affected by Extractive Industries
- Gender-based Violence and Economic and Social Rights
- Right to Food
- Rights to Water and Sanitation
- Racial Equality and Police Violence
- Human Rights Impacts of Tax Dodging
- Protest and Assembly Rights
- Right of Access to Information
- Lethal Robotics, Drones, and Targeted Killings
- Gender, National Security, and Counter-terrorism
- U.S. Rendition, Secret Detention, and Torture

### **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). This clinic is time-intensive. Students will be expected to devote at least two full days (often more) 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. Projects often require student work during winter and spring breaks. 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 and follow the clinical program's timeline for JD applications. Selected student applicants will be contacted by Brianne Cuffe for an interview.

For further application instructions, or if you have any questions, please contact Brianne Cuffe at [cuffeb@mercury.law.nyu.edu](mailto:cuffeb@mercury.law.nyu.edu).

### **Student Contacts**

Students interested in the Clinic may want to speak to students from the 2016-17 Global Justice Clinic.

Anais Berland  
Nathaniel Eisen  
Sahiba Gill  
Samantha Reiser  
Astha Sharma Pokharel  
Tyler Walton  
Suraiya Asmau Zubair Banu

## Immigrant Rights Clinic

LW.11134 / LW.10586  
Professor Nancy Morawetz  
Co-teacher TBD  
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 an organizing project or legislative campaign). We choose our docket in consultation with our community partners and engage in work that is responsive to community needs. Students have direct responsibility for these cases and the opportunity to build their understanding of legal practice and the field of immigrant rights law and organizing.

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

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

### Course Description

#### *Fieldwork*

Each student in our clinic, along with a student partner, will represent two clients: an individual (or set of individuals) in individual litigation, and an organization (or set of organizations) in a community campaign.

---

\* 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.

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 woman from Ghana who is the wife and mother of U.S. citizens but has faced mandatory detention and is facing deportation based on a past criminal conviction. In 2016-17, students successfully represented her at a bond hearing, securing her release, and filed an application for adjustment of status on her behalf. They are currently preparing for her immigration court hearing. This case was referred by Bronx Defenders.
- Representing a longtime lawful permanent resident from the United Kingdom who faced mandatory detention and is facing deportation based on past criminal convictions. After representing him in successful federal habeas litigation and securing his release at a bond hearing, the students in 2016-17 have been preparing for his hearing to cancel his removal based on his positive equities, including his longstanding ties to the community. This case was referred by Brooklyn Defender Services.
- 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 2016-17, students sought a Presidential pardon, prosecutorial discretion from the Department of Homeland Security, and have been conducting research related to pending litigation including a petition for *coram nobis* (challenging his underlying conviction) in federal district court in New Jersey. Students pursue this work with a committee of activists and organizers to resolve his case. This case was referred by Families for Freedom.
- Representing a longtime resident of the U.S. who was facing prolonged mandatory detention (detention without a bond hearing) based on prior convictions for which he received no sentence of jail time. After successfully representing him in the Second Circuit, students worked on an opposition to certiorari at the U.S. Supreme Court, which is holding our client's case pending its decision on related issues in *Jennings v. Rodriguez*. Students will be working on his case following an expected Supreme Court decision in this case in 2017. This habeas appeal was referred by Brooklyn Defenders.
- Representing a longtime lawful permanent resident from the Dominican Republic who faced removal for two convictions that are over ten years old and for which he served a total of nine months in prison. Students gathered extensive expert evidence on the equities counseling against removal, and the hardships that our client and his children would face were he removed. The students conducted a full evidentiary hearing in which the Immigration Judge granted our client relief from removal. This case was referred by Bronx Defenders.
- Representing two long time New York residents who immigrated from Mexico and who face removal after a previous lawyer provided them with shoddy representation. The students are gathering extensive evidence on the extraordinary hardships that these clients' three United States citizen children will face if they are deported. The students will conduct a full evidentiary hearing this Spring. This case was referred by Make the Road New York.
- Representing a long time lawful permanent resident from the Dominican Republic in the United States Court of Appeals for the Second Circuit in a challenge to his removal order. Our client faces removal for a single conviction from 2014 for which he served no time in jail. Our client also has extremely compelling equities due to medical mistreatment while he was in immigration detention, and which present additional claims for his case to be reopened. Students are preparing full briefing in the case

before the Court of Appeals. This case was originally handled by the Legal Aid Society.

- Representing a long time lawful permanent resident from the Dominican Republic who faces removal for a single offense. Students worked on all aspects of this case including: fully briefing the case before the United States Court of Appeals for the Second Circuit; briefing and arguing for release from detention before the immigration court, federal district court, and the Board of Immigration Appeals; and assisting appointed counsel on post-conviction proceedings. This case was referred by Brooklyn Defenders.
- Representing a long time lawful permanent resident from Honduras who was placed in removal proceedings after traveling to visit his ill grandmother. Students handled a full hearing seeking relief from removal and obtained a ruling that protects our client from removal. This case was referred by Bronx Defenders.

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 immigration courts, the Board of Immigration Appeals, 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. Last year students prepared an amicus brief and supporting documents that were submitted in many cases in New York City to terminate removal proceedings in cases of low level controlled substance offenses.
- Representing the Black Alliance for Just Immigration to research the impact of criminalization and immigration enforcement on Black immigrants, and more recently, on youth of color. In 2015-16, students published a report about the state of Black immigrants, and in 2016-17, students are working on a report about the school-to-deportation pipeline for youth of color.
- Representing Brooklyn Defender Services in a project to obtain adequate safeguards for clients who suffer from mental illness or intellectual disabilities. Students are working with mental health and psychological experts to develop expert materials that can be used by immigration lawyers in individual cases to obtain a fairer hearing process for their clients.
- Representing Community Initiatives for Visiting Immigrants in Confinement (CIVIC) in a communications campaign about the harsh impact of prolonged detention on immigrants and their families. In 2016-17, students created a website and worked closely with media to educate the public about prolonged detention.
- Representing Families for Freedom, a grassroots organization of people directly affected by deportation policies to prepare an in depth report on what happens to detainees who file petitions for habeas corpus to be released from detention. In 2016, students published a report will expose the lack of an adequate and transparent process for court review of prolonged detention.
- Representing the Immigrant Defense Project (“IDP”) in its efforts to educate the community about detention practices and methods of seeking release on bond. In 2016-17, students are working on a report and guide to help individuals seeking release from detention.
- Representing the Immigrant Justice Network, a coalition of immigrant advocacy organizations that focus on the intersection of immigration and criminal law, in their campaign to fix the 1996 deportation and detention laws. Students have developed a guide to the 1996 laws and their consequences in support of a campaign to dismantle and not expand those laws.
- Representing Make the Road New Jersey, a grassroots organization of immigrants, in developing an immigrants rights platform for New Jersey. Students participated in meetings with Make the Road members to develop an agenda that matches the concerns of the community and have researched possible policy proposals for the members’ consideration.
- 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.



- 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*, *Immigration Incarceration*, *23 Hours in the Box*, and *Isolated in Essex*, focusing on conditions and access issues in New Jersey jails. This year, students are working on a campaign to limit the use of solitary confinement in New Jersey facilities and an anti-detainer campaign.

### *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 at [rodriguezno@exchange.law.nyu.edu](mailto:rodriguezno@exchange.law.nyu.edu).

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.

#### 2016-2017 Immigrant Rights Clinic

Sarika Arya  
Antonio Changanaqui  
Terry Ding  
Zoe Engberg  
Angela Galdamez  
Ilana Herr  
Robert Hunter  
Nora Kirk  
Rachel Levenson  
Samah McGona  
Eugenie Montaigne  
Dami Obaro  
Sarah Thompson  
Victoria Yee

#### 2016-2017 Advanced IRC

Sonya Chung  
Olivia Gibbons  
Frances Hartmann  
Juliana Morgan-Trostle  
Rhidaya Trivedi  
Mariel Villareal

## 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.

## 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](mailto:randy.hertz@nyu.edu).

## **Student Contacts**

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

Jean-Luc Adrien  
Ashley Alger  
Zawadi Baharanyi  
Jahnvi Bhaskar  
Ebony Blenman  
John Cusick

Tristen Edwards  
Angela Groves  
Adam Murphy  
Elaine Saly  
Morgan Taggart-Hampton  
Erica Washington

## **NYS Office of Attorney General Social Justice Externship**

LW.12601 / LW.12602  
Professor Sandra Pullman  
Professor Mayur Saxena  
Open to 2L and 3L students  
Maximum of 10 students

Year-long course  
14 credits\*  
Pre-requisites: None

### **Course Description**

State attorneys general have increasingly taken on the mantle of promoting social justice through cutting-edge impact litigation and other creative legal strategies. New York has been at the forefront of this effort, and the Attorney General's Social Justice Division has used its broad enforcement powers on behalf of the People of the State of New York in a wide variety of areas, including criminal justice reform, curbing climate change, challenging the school-to-prison pipeline, protecting vulnerable workers from exploitation, and ending fraudulent and discriminatory business practices, among others. This course affords students the opportunity to learn and experience social justice lawyering from the perspective of state government. The externship is comprised of a seminar and fieldwork in a Social Justice Division bureau of the New York State Attorney General's Office.

The goal of the course is to teach students about the work of the New York State Attorney General promoting equal justice under law, while giving them hands-on experience in public interest investigation and litigation. The Social Justice Division houses six bureaus: Civil Rights, Environmental Protection, Labor, Charities, Tobacco Compliance, and Health Care. Each of the bureaus, described in greater detail below, is empowered to bring affirmative investigations and enforcement actions on behalf of the People of the State of New York to remedy violations of local, state, or federal laws. The externship will focus on the law enforcement work of each bureau and also discuss the various other methods the Attorney General uses to protect the rights of New Yorkers, including proposing legislation and regulations, issuing reports and opinions, and working with the media.

#### *Fieldwork*

The fieldwork portion of the externship will consist of placement in one of the Social Justice Division bureaus, where students will devote 10-15 hours per week. Students will be assigned to a bureau based on interest and availability. Students will work directly with site supervisors in their assigned bureaus. Site supervisors will assist students with getting assignments in their areas of interest and balancing workload. Site supervisors will also maintain an active dialogue with externship professors concerning student progress with the goal of providing regular feedback on student performance.

The work of the Social Justice Division bureaus is described below.

#### Civil Rights

The Civil Rights Bureau enforces laws that protect all New Yorkers from discrimination on the basis of race, color, national origin, sex, religion, age, marital status, sexual orientation, gender identity, military status, source of income or disability. Using federal, state, and local civil rights laws, such as the Voting Rights Act, the Fair Housing Act, the Civil Rights Act, the Americans with Disabilities Act and other landmark laws, the Bureau investigates and prosecutes discrimination in a variety of areas.

---

\* 14 credits consisting of 3 clinical (fieldwork) credits and 4 academic seminar credits per semester.

## Environmental Protection

The Environmental Protection Bureau plays a central role in protecting New York's environment and public health. With a staff that includes some 40 lawyers and 10 scientists, the Bureau vigorously enforces both the State's and Nation's environmental laws. It also represents the State of New York in legal matters related to the environment.

## Labor

The Labor Bureau is principally charged with, and has been nationally recognized for, defending labor standards in low-wage industries by aggressively enforcing the laws protecting low-wage workers. Specifically, the Labor Bureau investigates violations of minimum wage, overtime, prevailing wage, and other basic labor laws throughout the state, brings civil and criminal prosecutions against employers who violate these laws, and represents the New York State Department of Labor in its enforcement of state labor laws. It enforces "Right to Know" laws concerning toxic substances in the workplaces of non-federal public employees. The Labor Bureau also defends decisions of the New York State Department of Labor, Unemployment Insurance Appeal Board and New York Workers' Compensation Board.

## Charities

The Attorney General's Charities Bureau is responsible for supervising charitable organizations to protect donors and beneficiaries of those charities from unscrupulous practices in the solicitation and management of charitable assets. The Charities Bureau also supervises the activity of foundations and other charities to ensure that their funds and other property devoted to charitable purposes are properly used, and protects the public interest in charitable gifts and bequests contained in wills and trust agreements. The Bureau also maintains a registry of charities and fundraising professionals.

## Tobacco Compliance

The Tobacco Compliance Bureau is responsible for enforcing and monitoring compliance with the Tobacco Master Settlement Agreement signed in 1998 by major tobacco companies and Attorneys General from 52 states and jurisdictions. In addition, the Bureau is responsible for the implementation and enforcement of numerous state laws and policies, such as the requirement that all cigarettes sold in New York be fire-safe. The Bureau also enforces certain federal laws relating to cigarettes, such as the Cigarette Contraband Trafficking Act and Jenkins Act.

## Health Care

The Health Care Bureau safeguards the rights of health care consumers statewide through investigation of and enforcement actions against insurers, providers, drug companies and other individuals and entities that engage in fraudulent, misleading, deceptive, or illegal practices in the health care market. The Bureau's Health Care toll-free Helpline provides information and assistance to thousands of New Yorkers annually, including resolution of individual consumer health-related complaints, making sure consumers and patients get access to the health care to which they are entitled. The Health Care Bureau also educates New Yorkers about the rights and protections they have available to them under the Managed Care Bill of Rights and other health and consumer protection laws. In addition, the Bureau advocates for legislation and policy initiatives to enhance the rights of health care consumers and their ability to access quality, affordable care in New York State.

## *Seminar*

The seminar will meet for two hours each week and will be graded credit/no credit based on class participation, completion of in-class exercises, and submission of writing assignments and self-evaluation. Participation will be limited to 12 students to encourage active discussion and dialogue. The seminar will be led

by Mayur Saxena, Civil Enforcement Section Chief in the Labor Bureau, and Sandra Pullman, Assistant Attorney General in the Civil Rights Bureau. Classes will also feature guest speakers, including executive staff, bureau chiefs, and staff from the legislative and press offices.

The seminar will provide opportunities to study the work of the Social Justice Division in detail, discuss case studies drawn from recent enforcement work, gain familiarity with various legal issue areas, reflect on fieldwork, and develop skills in legal writing, investigatory techniques, and litigation. We will examine the role of the Attorney General in promoting social justice from a legal, practical, and ethical perspective, including the following topics:

- defining the concept of “social justice” and exploring legal and philosophical arguments for and against government intervention for the purpose of ensuring social justice, including understanding the sources and limits of the Attorney General’s jurisdiction;
- through class discussion, skills exercises, and drafting assignments, exploring the various phases of a law enforcement investigation, including initial intake, witness interviews, oral and written discovery, developing investigative and litigation strategy, settlement negotiations, and dealing with the media;
- an overview of the major substantive laws relevant to the work of the Social Justice Division, including the statutory regimes underlying our civil rights, environmental, labor, charities, tobacco compliance, and health care enforcement;
- strategic and practical considerations governing when it is appropriate to collaborate with local, state, and federal government agencies, including discussing federal preemption and navigating the various law enforcement regimes;
- ethical issues in government investigations, including the differing ethical standards for private and public sector attorneys, and the balance between protecting confidentiality and maintaining transparency through public statements and information disclosure;
- the intersection between social justice and technology, including using data analysis and other cutting-edge investigative tools to detect wrongdoing as well as anticipating and investigating social problems arising from the spread of new technologies; and
- other key functions of the Attorney General’s Office, including proposing legislation, working on appellate litigation with the Solicitor General, and acting as the Special Prosecutor investigating deaths of unarmed civilians during interactions with police.

Readings will be assigned each week and will be provided in advance of class. Students will be asked to complete short writing assignments relating to assigned readings or reflecting on fieldwork experience.

### **Application Procedure**

Students who wish to apply to the Social Justice Law Enforcement Externship should submit via CAMS the standard application, resume, transcript, writing sample (preferably not more than five pages long), and three references. These materials will be forwarded to the Attorney General’s Office; students should not apply directly to the Office. Each applicant should explain why s/he is interested in this externship in the application, and should rank each Social Justice Division bureau in order of preference. Applicants will be interviewed at the Attorney General’s offices at 120 Broadway, New York, NY.

### **Security Background Check**

Students selected for the externship will also be required to pass a security background check overseen by the Attorney General’s Legal Recruitment Bureau. Students will be provided with additional

paperwork relating to this process upon selection for the externship. A favorable determination from Legal Recruitment is required before an extern may begin working in the Attorney General's Office. Students accepted for the externship should complete the required paperwork as soon as possible after acceptance into the externship so that final approval from Legal Recruitment can be timely obtained.

## COURSE DESCRIPTIONS

### Semester-long Clinics and Externships offered 2017-18

Brennan Center Public Policy Advocacy (Fall and Spring)  
Business Law Transactions (Fall and Spring)  
Civil Litigation - Employment Law (Fall and Spring)  
Civil Rights (Fall)  
Criminal Appellate Defender (Spring)  
Education Advocacy (Spring)  
Education Sector Policy and Consulting (Fall and Spring)  
Environmental Law (Fall and Spring)  
Equal Justice and Defender Externship (Spring)  
Federal Judicial Practice Externship (Fall)  
Global Justice – for LLMs (Spring)  
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)  
Legislative and Regulatory Process (Fall) (*Application process closed*)  
LGBTQ Rights Externship (Spring)  
Local Prosecution Externship (Spring)  
Mediation (Fall)  
Mediation – Advanced: Dispute System Design (Spring)  
NYC Law Department Externship (Fall)  
New York Civil Liberties (Fall)  
PBSP Externship/Clinic: Litigation, Organizing and Systemic Change (Spring)  
Policing Project Externship (Fall and 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)  
Technology Law and Policy (Fall)



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

LW.10328 / LW.10353

Professor Matthew Menendez (Fall)

Professor Kate Berry (Spring)

Open to 3L, 2L and LLM students

Maximum of 8 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. Lawyers from the Brennan Center will teach the clinic. 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 multi-faceted 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 2017 and Spring 2018 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, and redistricting), Justice (mass incarceration), and Liberty and National Security (transparency and privacy issues and domestic counterterrorism policies, including intelligence collection). The work in each of these areas is described more fully in the Program Descriptions section below. However, it may not be possible to place students in each program area given the size of the clinic and programmatic needs.

### **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; running a nonprofit organization; and litigating.

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. Students will be assigned to particular project teams based on student interest and availability. Students are strongly encouraged to examine the Brennan Center website at [www.brennancenter.org](http://www.brennancenter.org) for additional information about the Center's current activities.

## **Program Descriptions**

### 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 Project works to promote free, fair, and accessible elections, increase electoral participation (especially among minority communities), and to eliminate unnecessary burdens on the right to vote. The Project promotes policies at the state and federal level that make voting more accessible and universal, including modernizing the way we register voters. The Project includes work to end the disenfranchisement of people living and working in the community with felony convictions in their past. The Project has published the most comprehensive studies to date on new voting systems and registration lists, drawn 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 overly restrictive identification rules. The Project continues its multi-pronged approach to ensure that all eligible Americans are able to cast a ballot that counts, including several long-range campaigns.

**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** — The Center promotes fair, independent, and transparent redistricting that protects communities of interest and ensures that historically disadvantaged minority groups have a meaningful seat at the table. The Center's work includes quantitative and qualitative research on redistricting, active participation in major court cases around the country and at the Supreme Court, long-term projects to develop and shape the future of redistricting jurisprudence, and work with lawmakers and advocates and allies on the ground on redistricting reforms at both the state and federal levels. The Center also acts as a trusted public explainer on redistricting issues and is widely cited in both national and regional publications.

### Justice Program

The Brennan Center's Justice Program seeks to secure our nation's promise of "equal justice for all" by creating a rational, effective, and fair justice system. Its priority focus is to reform the criminal justice system so that it better reduces crime and reduces mass incarceration. The program uses economics to produce new empirical analysis and innovative policy solutions to advance this critical goal. It also works to ensure a fair civil legal system.

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 social costs 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.

### 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. Interviews are not required, although the professors are happy to talk with interested students about the clinic's requirements. Please contact Phoenix Rice-Johnson via email at [ricep@mercury.law.nyu.edu](mailto:ricep@mercury.law.nyu.edu) if you have any questions.

## Student Contacts

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

### Fall 2016

Jonathan Hempton  
Jonathan Hettleman  
Alyssa Isidoridy  
Sidra Mahfooz  
Joshua McCollum  
Bronwen O'Herin  
Andre Smith  
Danielle Vildostegui

### Spring 2017

Alyssa DeRosa  
Catherine Chong  
Gianna Walton  
Gregory Cane  
Ilana Lohr-Schmidt  
JoAnna Suriani  
Max Yoeli  
Molly Jacobs-Meyer

## Business Law Transactions Clinic

LW.10195 / LW.11302

Professor Stephanie Abramson

Professor Sean Delany

Supervising Attorneys: Marc Perlmutter and Marilyn Sobel

Fellows and Supervising Attorneys: Daniella Polar and Naveen Thomas

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 nonprofit organizations, as well as to small businesses, entrepreneurs and social enterprises that may not have access to the traditional legal market and that operate in areas of concern to the public. If you would like further information on becoming one of the Clinic's clients, please [click here](#).

## Course Description

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

- planning transactions and drafting term sheets, 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, whistleblower 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.

We focus on providing practical and thoughtful support to senior leaders of both nonprofit and certain for-profit businesses. We expect that Clinic students will do great work for our clients. In addition, we want our students to see how business lawyers can serve the community by advising social enterprises and engaging in pro bono work, board service and volunteer 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 nonprofit theater company, drafted forms of agreements to be used with actors and set designers.
- For a nonprofit incubator, drafted forms of agreements to be used with program participants and employees.
- For a for-profit social enterprise that produces candles and donates a portion of the proceeds to charity, drafted the form of an agreement to be used with retailers.
- For a nonprofit civil rights organization, drafted an agreement which governs the sharing of employees and costs with a related organization.
- For several for-profit startups with social missions, drafted financing documents for seed round fundraising.
- For a for profit startup bakery in an underdeveloped neighborhood, advised on initial investment from a nonprofit organization that supports local entrepreneurs.
- 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 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 service providers on social impact bonds, advised on structuring a proposed transaction;
- For a nonprofit 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 a nonprofit 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 nonprofit civil rights organization, revised a contract regarding archiving of records and prepared a records retention policy;
- For a nonprofit 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 School of Law, drafted a series of agreements and memorandum of understanding to

- structure a proposed student organization; and
- For various organizations, amended bylaws, drafter committee charters and prepared personnel manuals.

**Administrative Information**

The seminar will meet once a week for one hour and 50 minutes 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 and meetings with clients and at other times and locations as client work may demand.** We expect our students will spend 10-15 hours per week on client work, sometimes less, sometimes more.

**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 [Naveen Thomas](#), [Daniella Polar](#), or any of the prior students listed below.

**Student Contacts**

<p><u>Spring 2016</u>          Brian L Beckerman          Michael M Feldstein          Ashley C Ferguson          Soo Jin Kim          Woo Joong Kim          Logan C Light          Gena M Olan          Joshua L Rankin          Henry W Sherwin          Debra R Slutsky          Ashley Sun          Sally Ye</p>	<p><u>Fall 2016</u>          Albert Alsaygh          Rahul Bhasin          Yuan Chen          Tal Elmatad          Michael W Fahner          Joshua M Gottesman          Eddie Guers          Samar Khan          Luan H Khuong          Yangzhonghao Li          Evan J Skaar          Caitlin L Stachon</p>
---	---

## 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 are likely to still be in litigation at the start of the Fall 2016 semester. They include (1) a claim of sexual orientation discrimination against a restaurant chain store by a man who was fired after complaining of verbal abuse by his supervisor; (2) a claim of sex discrimination against the New York City Housing Authority for failing to hire a woman in the position of Bricklayer, and ; (3) claims by a home health care worker against three home health agencies that she was denied employment because of an arrest record that had been sealed after the charges were dismissed; 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

---

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



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**

#### 2016-17

##### One-Semester Students

Audrey Bae  
Nathan Gusdorf  
Alex Katz  
Samuel Kupferberg  
Dennis Mai  
Mason Pesek  
Rebecca Pattiz  
Audrey-Marie Winn

##### Full Year Students

Julia Kantor  
Zi Lin  
Adam Marcu  
April McLeod

#### 2015-16 (current 3Ls who took clinic last year as 2Ls:

##### One-Semester Students

Zachary Bendiner  
Mallory Edel  
Heather Garvey  
Christopher Jaynes  
William Goldstein  
Janelle Pelli

##### Full Year Students

Adin Pearl  
Lucy Zhou

## Civil Rights Clinic

LW.10627 / LW.10559  
Professor Deborah N. Archer  
Open to 3L and 2L students  
Maximum of 8 students

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

### Introduction

The Civil Rights Clinic provides students with the opportunity to work on a wide range of civil rights and social justice matters through direct client representation, appellate advocacy, and the development of advocacy campaigns. Students participating in the Civil Rights Clinic will develop foundational skills necessary to be strategic and creative social justice advocates.

Through the clinic, students join a community of advocates working to promote and protect civil rights and challenge issues of economic and political inequality, poverty, and racial injustice.

### Course Description

The Civil Rights Clinic provides students with the opportunity to develop the foundational skills needed to be a civil rights lawyer through direct involvement in investigations, litigation, appellate advocacy, and public advocacy campaigns. Working under the direct supervision of Professor Deborah N. Archer, students will be introduced to civil litigation and social justice advocacy in a variety of contexts and forums by working on behalf of indigent, institutional, or pro bono clients on a range of civil rights matters, including employment discrimination, educational equity, voting rights, and criminal justice reform. Specifically, students participating in the clinic may have the opportunity to:

- Work with clients and communities on complex civil rights litigation and advocacy;
- Develop interpersonal skills through client interviewing and counseling as well as through co-counseling and partnering with leading civil rights organizations;
- Gain experience in litigation planning, including fact investigation and development of case theory;
- Develop oral advocacy skills through participation in oral arguments, mediations, and presentations to advocacy groups;
- Hone research and written advocacy skills through drafting appellate briefs and litigation-related documents; and
- Negotiate settlements

Although the Civil Rights Clinic is a new addition to the NYU Law curriculum, it has been taught for many years at New York Law School by Professor Archer. Professor Archer will be visiting NYU Law in Fall 2017. In previous years, the fieldwork has included:

- Authored *amicus curiae* brief in the United States Supreme Court on behalf of Congressman John Lewis in Shelby County v. Holder (challenge to the constitutionality of Section 5 of the Voting Rights Act of 1965)
- Authored *amicus curiae* brief in the United States Supreme Court on behalf of the National Black Law Students Association in Fisher v. University of Texas (challenge to UT Austin's consideration of race as one factor of one component of its admissions program)
- Represented pro se employment discrimination plaintiffs challenging race, gender, religious, and disability discrimination in mediations in the United States District Court for the Southern District of New York.
- Co-counseled with major civil rights organization to develop and file litigation challenging aspects of Texas' discriminatory voter registration laws.

---

\* The 7 credits consist of 3 clinical credits and 4 academic seminar credits each semester.

- Represented residents of Hattiesburg, Mississippi in voting rights challenge before the United States Court of Appeals for the Fifth Circuit.
- Partnered with major civil rights organization to investigate the practice of drug testing poor pregnant women without consent and explored litigation and advocacy options.

Students in the clinic will attend a seminar designed to complement their fieldwork. The seminar will cover the substantive law at issue in the casework, advocacy and litigation skills, the political and social contexts of civil rights law, and ethical considerations important to social justice advocacy.

### **Application Procedure**

Students interested in taking the Clinic should submit the standard application, resume, and transcript online through CAMS, the online application system. There will be no interview. If you have questions about the clinic, please contact Professor Archer at [darcher@nyls.edu](mailto:darcher@nyls.edu) or (212) 431-2138. Additional information about Professor Archer may be found in her [Faculty Profile](#).

## **Criminal Appellate Defender Clinic**

LW.11820 / LW.10883

Professor Eunice Lee

Professor Rosemary Herbert

Open to 3L and 2L students

Maximum of 8 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).

### **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

---

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

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

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](mailto:rherbert@appellatedefender.org), or at 212-402-4112) or Eunice Lee (via email at [elee@appellatedefender.org](mailto:elee@appellatedefender.org), or at 212-402-4111).

### **Student Contacts**

The following students were enrolled in the Criminal Appellate Defender Clinic in the Spring of 2016:

Bryne Coffee  
Jonathan Laks  
Alexander Levine  
Amanda Pearlstein  
Sarah Prostko  
Jeremy Schiffres  
Georgia Stasinopoulos  
Samuel Steinbock-Pratt  
Matthew Wilkins

## Education Advocacy Clinic

LW.12400 / LW.12401  
Professor Randi Levine  
Professor Matthew Lenaghan  
Open to 2L and 3L students  
Maximum of 8 students

Spring semester  
5 credits\*  
No prerequisites.

### Introduction

The Education Advocacy Clinic is a 5-credit, semester-long clinic that represents public school students in education cases.

### Field Work

Students from low-income backgrounds often face barriers to receiving a high-quality education in New York City public schools. There are laws to protect the educational rights of certain populations of students, including students with disabilities, English Language Learners, and students experiencing homelessness, but many of these children do not receive the services and supports they need to succeed in school. In addition, students with disabilities and students of color are disproportionately suspended from school. Students facing suspension have the right to bring a lawyer to their suspension hearings, but the vast majority of students are unable to find representation.

Clinic students work on education cases with a focus on special education cases and school discipline cases. In these cases, law students work closely with families from low-income backgrounds to help their public school students get supports and services to address their educational and behavioral needs. Students will participate in various stages of the representation process including intake, investigation, settlement negotiations, advocacy at school-based meetings, and possible participation in mediation or hearings. Clinic students will also work on education policy initiatives focused on the needs of students most at risk of academic failure. Fieldwork will likely be done in partnership with Advocates for Children of New York at <http://www.advocatesforchildren.org/>.

### Seminar

The seminar focuses on New York City's education system, including the laws and procedures governing special education and school discipline. The seminar also addresses the cases students are handling; trial skills; issues relating to race, class, and disability in education; and efforts to create systemic change for public school students.

### 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 Bisonso at (212) 998-6177 or [bisonoy@exchange.law.nyu.edu](mailto: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 Education Advocacy Clinic during the spring of 2017:

Erin Bishop, Naadia Chowdhury, Jennifer De Jesus, Asna Erfan, Nate Gibson, Erin Shea and Lindsey Smith.

---

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

## Education Sector Policy and Consulting Clinic

LW.12446 / LW.12447  
Professor James S. Liebman  
Open to 2L and 3L students  
Maximum of 4 students per semester

Fall and Spring semesters  
Held 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.

The Center for Public Research and Leadership (“CPRL”) is a partnership of top professional schools that prepares talented graduate students for leadership and professional positions in public education organizations committed to improving the life chances of all children. This full-semester Clinic brings together upper-level graduate students in law, business, education and policy from NYU, Columbia, Dartmouth, Fordham, Harvard, Michigan, Penn, Princeton, Stanford, Vanderbilt, Yale and other universities to immerse themselves in emerging and competing strategies for P-12 reform; structured, team-based problem-solving skills that effective public organizations use to address their most difficult challenges; and high-priority consulting projects on behalf of government and social-sector organizations serving the educational needs of children. The Clinic is offered by the Center 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 P-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; design thinking; problem-oriented inquiry; quantitative and qualitative analysis and measurement; organizational macro- and micro-design; project and product management; client-centered and policy-focused interviewing; and the presentation of professional advice to government 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 to serve their client organizations in the New York City area and throughout the U.S.

---

\* 14 credits comprised of 7 clinical credits and 7 academic seminar credits. Students may not take more than one of the 14-credit, semester-long clinics (Education Sector Policy and Consulting Clinic and PBSP: Litigation, Organizing and Systemic Change).

(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 senior official at the New York City Schools leads the course and conducts its academic seminar. Consulting projects are guided by a team of experienced managers employed full-time by the Clinic who bring extensive experience in P-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 48 seminar hours over 14 weeks;
  - Approximately 28 hours of focused skills training over 14 weeks;
  - Average of 24 hours/week working on consulting teams for P-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;
- 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;
- Tuition support awards for a limited number of students who demonstrate exceptional merit and need.

### **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 applicants who will be invited for an in-person interview with Professor Liebman and the CPRL team. Interviews will take place at Columbia.

CPRL provides a small number of tuition support awards (CPRL Scholar Awards) to students who demonstrate exceptional merit and need. To be eligible for a CPRL Scholar Award, students must make a legally enforceable commitment to work three of the first five years after graduation in a full-time government or nonprofit job in or supporting the P-12 education sector. CPRL Scholar Awards are only available to cover tuition owed for the term in which the student participates in the CPRL program and cannot be used to supplant other scholarships. CPRL Scholar Awards are capped at \$20,000, and most awards are below \$15,000.

If you wish to apply for a CPRL Scholar Award, please answer question #4 and submit a separate statement in CAMS of up to 400 words and 1-page maximum, describing your merit and need. As to merit, please explain your expected contribution to fulfilling CPRL's mission to prepare talented graduate students for careers enhancing the education sector's capacity for constant improvement on behalf of public -school children.

## Contact Information

Feel free to email CPRL at [cpri@law.columbia.edu](mailto:cpri@law.columbia.edu) 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 version of the Clinic in the indicated years:

[Caitlin Millat](#) (Current Student)  
[Andrew Wong](#) (Current Student)  
[Allison Zimmer](#) (Current Student)  
[Harry Black](#) (Fall 2016)  
[Ke Wu](#) (Fall 2016)  
[Angela Wu](#) (Spring 2016)  
[Jennifer De Jesus](#) (Spring 2016)  
[Alexis Piazza](#) (2014-15)  
[Collin Moore](#) (2013-14)

## Environmental Law Clinic

LW.11120 / LW.10633  
Professor Eric A. Goldstein  
Professor Nancy S. Marks  
Open to 2L and 3L 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 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 and oil 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 6:50 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 can request a copy of this term's seminar schedule by contacting the clinic's support person, Maura Monagan, via email at [mmonagan@nrdc.org](mailto:mmonagan@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. Monagan will contact students to arrange an interview with either Professor Goldstein or Marks. Third- and second-year students will be considered. If you have any questions regarding the application process, please [contact Maura Monagan](#).

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 May 19-June 2, 2017. (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

<u>Spring 2016</u> Cassie Averbuch Sahana Rao Stephanie Jones Luis Inaraja Vera Michael Lenoff Alexander Perry Walker	<u>Fall 2016</u> Andrew Gerst Daniel Goldberg-Gradess Nicholas Krafft Emma Moore Henry Myers Sara Pahlavan Sara Savarani Benjamin Scrimshaw
---	---

---

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

## **Equal Justice and Defender Externship**

LW.11245 / LW.11427

Professor Bryan Stevenson

Professor Randy Susskind

Open exclusively to 3L students in the Pro Bono Scholars Program

Maximum of 8 students

Spring semester (March to May)

14 credits\*

No prerequisites.

### **Introduction**

In academic year 2017-18, the “Equal Justice and Defender Clinic” will take the form of an Externship that is offered through the Pro Bono Scholars Program (PBSP). Under PBSP, law students can take the New York 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 remainder of the Spring Semester (March through May) will consist of this externship. During the 12 weeks of this externship, students will be expected to spend approximately 50 hours each week participating in the externship’s fieldwork and seminar. All of this time will be spent in the Deep South, working at the Equal Justice Initiative (EJI) in Montgomery, Alabama, and conducting investigations, interviews, and local research in Alabama and other Southern states.

### **Course Description**

Students who participate in this externship will work full-time from March to May on cases and projects of the Equal Justice Initiative. EJI, which is based in Montgomery, Alabama, is a private 501(c)(3) nonprofit organization that is committed to ending mass incarceration and excessive punishment in the United States, challenging racial and economic injustice, and protecting basic human rights for the most vulnerable people in American society. EJI provides legal representation to people who have been illegally convicted, unfairly sentenced, or abused in state jails and prisons. The organization also publishes reports and other educational materials, and provides research and recommendations to assist advocates and policymakers in the critically important work of criminal justice reform.

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 fieldwork, 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 and law reform. 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 systemic relief or change.

### **Qualifications for Applicants**

The externship is open to 3Ls who will complete all other coursework required for graduation prior to the Spring Semester and will take the Bar Exam in February.

### **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 [noelia.rodriguez@nyu.edu](mailto:noelia.rodriguez@nyu.edu).

### **Student Contacts**

---

\* 14 credits include 10 fieldwork credits and 4 academic seminar credits.

The following students were in the Equal Justice and Capital Defender Clinic, and can talk about their experiences in working on EJI cases and projects, but applicants should take into account that the nature of the course and the fieldwork will be very different next year because it will be a full-time externship: Lauren Cole, Stephanie Damon-Moore, Tony Joe, Daniel Loehr, Sofia McDonald, Viona Miller, Alice Phillips, and Jarmonique Smith.

## Federal Judicial Practice Externship

LW.12448 / LW.12450  
Professor Michelle Cherande  
Judge Alison Nathan  
Open to 3L and 2L students  
Maximum of 12 students

Fall semester  
5 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, judicial decision making and ethics.

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 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 five 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.

#### *Fieldwork*

After undergoing a selection/interview process, students work in the chambers of participating district court and appellate judges. Students are expected to spend at least 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 to twelve hours each week on the placement portion of this class.

While in chambers, students complete extensive research and writing projects such as 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 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

---

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

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](mailto:Michelle.Cherande@nyu.edu).

### **Student Contacts**

Externship participants in Fall 2016 were:

Zachary Bendiner	Maybelline Mena-Hadyka
Elisa Carino	Katherine Rosoff
Richard Diggs	Doran Satanove
Wesley Erdelack	Steven Strauss
Raymond Fadel	Anjanique Watt
Penny King	William Young

## Global Justice Clinic – for LLMs

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

Spring semester  
7 credits\*  
Pre-Requisite: International Law or equivalent, plus students must enroll in Prof. Satterthwaite's Human Rights Advocacy Seminar in the Fall semester. (See "Qualifications for Applicants" below)

### Introduction

The Global Justice Clinic engages in work to prevent, challenge, and redress rights violations in situations of global inequality. Working on cases and projects that involve domestic and cross-border human rights violations, the deleterious impacts of conduct 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 investigation, advocacy, and litigation in domestic and international settings. Serving as legal advisers, counsel, co-counsel, or advocacy partners, Clinic students work side-by-side with human rights activists from the United States and around the world. The Global Justice Clinic endeavors to carry out its work in a rights-based manner and uses methods from across the disciplines.

### Course Description

Fieldwork consists of projects 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 find their role alongside collaborative partners in formulating policy, conducting research, and strategizing legal responses to challenging human rights problems.

The seminar critically examines the human rights field, while also teaching the core skills of human rights work, including fact-finding, interviewing, advocacy, litigation, and evaluation. Students also address questions of ethical, political and professional responsibility 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:

- Undertake fact-finding and draft expert reports, petitions, complaints, and shadow reports for international and regional human rights bodies;
- Litigate in U.S. and international forums on behalf of individuals seeking redress for human rights violations;
- 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;
- Investigate, research, document and report on human rights concerns using traditional and cutting-edge human rights methodologies;
- Engage in dialogue with corporate actors to promote accountability for alleged corporate abuses; and
- Enhance the capacity of community-based organizations to incorporate human rights methodology and law into their advocacy.

---

\* 3 clinical credits and 4 academic seminar credits are awarded for the semester.

GJC projects, past and present, have addressed the following themes:

- Preventing Violations and Advancing Rights in Communities Affected by Extractive Industries
- Gender-based Violence and Economic and Social Rights
- Right to Food
- Rights to Water and Sanitation
- Racial Equality and Police Violence
- Human Rights Impacts of Tax Dodging
- Protest and Assembly Rights
- Right of Access to Information
- Lethal Robotics, Drones, and Targeted Killings
- Gender, National Security, and Counter-terrorism
- U.S. Rendition, Secret Detention, and Torture

### **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. In addition, LLM students chosen to enroll in the GJC in the Spring semester are required to enroll in Professor Satterthwaite’s Human Rights Advocacy Seminar during the Fall semester.

### **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. This clinic is time-intensive. Students will be expected to devote at least two full days (often more) 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 spring 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 May 19-June 2, 2017. 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 June 2017 as part of the selection process.

For further application instructions, or if you have any questions, please contact Brianne Cuffe at [cuffeb@mercury.law.nyu.edu](mailto:cuffeb@mercury.law.nyu.edu).

### **Student Contacts**

Students interested in the Clinic may want to speak to LLM students from the Fall 2016 Global Justice Clinic: Lauren Flanagan, Denise Grosman, Ayako Hatano, Claudia Henfry, Anna Klein, Beatriz Mayans Hermida, Alma Santa Ana Vara, Joana Tavares Nabuco, and Ikechukwu Uzoma.



## **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. *But see Note re: security clearance.*

### **Work of the Civil Division**

The Civil Division of the United States Attorney's Office for the Eastern District of New York, part of the Department of Justice, is one of the leading United States Attorney's Offices in the country. It represents the United States of America in diverse practice areas ranging from complex defensive cases on behalf of a wide array of government agencies to affirmative health care fraud, affirmative civil rights, environmental and civil and criminal forfeiture actions, among others. Other practice areas include cases against major banks for fraud in the issuance of Residential Mortgage Backed Securities, civil RICO, actions under the False Claims Act and civil penalty actions to enforce Government health and safety statutes and regulations. The defensive practice includes alleged violations of individuals' constitutional rights, personal injury actions under the Federal Tort Claims Act, medical malpractice cases, and employment discrimination actions. The Division consists of approximately 50 experienced, talented litigators whose backgrounds include large law firm practice, government experience and judicial clerkships. The Eastern District of New York encompasses Brooklyn, Queens and Staten Island in New York City and all of Long Island.

### **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 will give students the opportunity to experience firsthand civil litigation and learn about the pros and cons of public service. The sheer diversity of the Office's work gives students exposure to many of the legally and socially significant issues of our time.

Students will actively participate in both affirmative and defensive litigation cases in which the United States is a party. Each student will work under the supervision of one or two Civil Division Assistant United States Attorney (AUSAs). The Office is committed to ensuring that students conduct a wide variety of litigation tasks, including preparing deposition outlines, drafting discovery requests, preparing complaints and answers, reviewing documents and drafting motion papers including memoranda of law.

Students also will be exposed to many aspects of litigation, attending court appearances with their attorneys, observing depositions, settlement negotiations, witness interviews as well as arbitrations, trials, and appeals. Uniquely, some students every semester are offered opportunity to argue motions in court.

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

---

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

## *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 for students to gain a practical understanding of the skills involved in day to day litigation. We will discuss legal issues arising in our cases and students will have the opportunity to develop skills required to be effective advocates through simulations where they will take depositions, engage in discovery disputes and conduct opening statements. We will discuss the active strategic and tactical, legal, and ethical considerations that confront government attorneys in their daily practices. The class will require students to prepare a complaint, an answer, deposition outlines and an opening statement. This seminar is separate from, but complementary to, the EDNY externship.

## **Grading**

Fieldwork is assessed on a credit/fail basis. The seminar receives a letter grade.

## **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>Spring 2016</u>	<u>Fall 2016</u>
Catherine Chong	Ben Choi
Colleen Creeden	Kim Do
Elena Hadjmichael	Emily Fountain
Jake Nasar	Leonid Grinberg
Jordan Proctor	Carolyn Harbus
Julian Pymonto	Sarah Higgins
Jonaki Singh	Tony Joe
Copatrick Thomas	George Kadifa
Allison Wall	Lindsey Smith
	Mustafa Moiz
	Ocasha Musah
	Alexander Wilson

## **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. *But see Note re: security clearance.*

### **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.

---

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

## **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 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.

### **Grading**

Fieldwork is assessed on a credit/fail basis. The seminar receives a letter grade.

### **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 Executive Office of U.S. Attorneys ("EOUSA"). A favorable determination from EOUSA 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, EOUSA 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 externship in 2016:

<u>Fall 2016</u>	<u>Spring 2016</u>
Clinton Agresti	Erin Bishop
David Bailey	Brian Desmarais
Adam Gitlin	Isha Ghodke
Rachel Lerner	Stephen Hylas
Michael Murray	Anne Kolker
Samuel Rackear	Nathan Noh
David Rosenthal	Eliana Pfeffer
Dainec Stefan	Jacob Rae
Anna Zauner	Mitchell Stern
	Sarah Topol

## **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 and the Immigrant Justice Corps. The students will work in our offices located in Lower Manhattan. Students are required to complete 14 hours of fieldwork per week. 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

---

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

immigration law. During the course of the semester, other stakeholders in the removal process including an 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 were or are currently enrolled in the IDC:

#### Spring 2017

Oscar Alvarado  
Franni Bernstein  
Isabelle Foley  
Amith Gupta  
Jiyae Hwang  
Alyssa Isidoridy  
Whitney Knowlton  
Elizabeth McLean  
Ocasha Musah  
Vivian Pitchik  
Ozgun Sak  
Jun Tong

#### Spring 2016

Hannah Baron  
Meghan Berman  
Andre Guiulfo  
Josh Huang  
Minju Kim  
Magdalena Kowalczyk  
Jennifer Lau  
Oscar Londono  
Patricia Shnell  
Whitney Wadman  
Andrew Wong  
Young Sik Yoon



## International Environmental Law Clinic

LW.10289

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 allocation is 2 credit hours. Some projects may warrant 3 credits 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 instructor will meet with students weekly to review progress and provide assistance. Most placements call for student preparation of a substantial memorandum, together with supporting documentation, analyzing the legal and policy issues presented by the client project and presenting options and recommendations for client action. Some projects may involve drafting laws or regulations or the development of annotated drafts of proposed international environmental agreements or reports. Students will be expected to devote approximately 10-12 hours a week to client projects (15-18 hours/weeks for 3 credits). Given that international and developing country environmental law is still in a relatively early stage, students will have to develop innovative approaches to the questions of law and policy involved in their projects. Accordingly, students will have to function as law 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.

---

\* 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](#).

- Legal advice for a small nation concerning a maritime boundary dispute and associate natural resource rights.
- Research for a group of rainforest nations on novel international financial instruments for sustainable development.
- 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 a business NGO on increased private sector engagement in climate change and the international negotiations.

### **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](mailto: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 May 19-June 2, 2017. 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 2016:

Nathan Bishop  
 Shuya Cao  
 Mikaela Ediger  
 Diego Rueda Garcia  
 Andrew Wood

## International Organizations Clinic

LW.12165 / LW.12166  
Professor Gráinne de Búrca  
Professor Angelina Fisher  
Open to 2L, 3L and LL.M. students  
Maximum of 10 students (JDs and LL.M.s)

Fall semester  
6 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, the seminar might also feature the occasional participation of members of the U.N. community and lawyers working in the international organizations.

---

\* 6 credits include 3 clinical (fieldwork) credits and 3 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 will also be a forum for discussing the ongoing fieldwork, team dynamics, time management and client relationships, and will allow for peer review and feedback on interim work products.

### *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. The focus of the clinic in 2016/17 was on the engagement of international financial institutions with human rights, and projects focused on the work of World Bank, the International Financial Corporation and the International Monetary Fund. In previous 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 a number 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 May 19-June 2, 2017. (Please note there is a separate application form for LL.M. students.) If you have questions regarding the application procedure, please contact Angelina Fisher at [fishera@exchange.law.nyu.edu](mailto:fishera@exchange.law.nyu.edu).

### **Student Contacts**

Students who took the Clinic in Fall 2016 are as follows:

<u>JDs</u>	<u>LLMs</u>
Ellen Campbell	Isabella Cannata
Nealofar Panjshiri	Elizabeth Dominic
Snezhana Stadnik	Sheherezade Malik
Whitney Wadman	Rachel Tan
Yuanzhou Wu	Viorica Vita (visiting doctoral student)

## 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 provided for information 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 five 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 and House leadership and committee structure(s) and their powers; how a bill becomes a law, including the

---

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

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 6th, 2017. Members of the Fall 2016 LRP Clinic will host an information session about the clinic on January 31<sup>st</sup>, 2017 from 6:00-7:30 PM in FH 216. 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. The application process includes at least one interview with the Professors. Interviews will be conducted the week of February 13th and notifications will be made by February 20<sup>th</sup>. If you have questions regarding the application procedure, please contact Susan Hodges at [susan.hodges@nyu.edu](mailto:susan.hodges@nyu.edu) or Sally Katzen at [Katzens@exchange.law.nyu.edu](mailto:Katzens@exchange.law.nyu.edu).

**Note: Students who accept a position in the LRP Clinic will not be eligible to apply for additional clinics offered in the 2017-18 academic year.**

## LGBTQ Rights Externship

LW.11130 / LW.11483

Adjunct Professor Michael Kavey

Open to 2L, 3L and LLM students

Maximum of 10 students

Spring semester

5 credits\*

No pre-requisites or co-requisites.

### Course Description

The LGBTQ Rights Externship, which combines fieldwork at a local organization with a weekly seminar at NYU, provides students an opportunity to develop and strengthen knowledge and skills that are fundamental in legal advocacy for, and representation of, individuals who identify as lesbian, gay, bisexual, transgender, queer, questioning and/or gender non-conforming, as well as other individuals who may face discrimination, violence, or other oppression based on their actual or perceived sexual orientation, gender identity, or gender expression.

While the course focuses specifically on LGBTQ issues, students cultivate skills that are broadly applicable to other areas of legal advocacy, including other types of civil and human rights work.

Specific skills developed through the course include skills in the following: researching, critically examining, applying, distinguishing, and writing about cases and laws related to LGBTQ issues or that have a particular impact on LGBTQ people; building from legal victories while managing setbacks and distinguishing (and/or overcoming) adverse law; evaluating the strengths and limitations of diverse organizational models for providing legal services to LGBTQ individuals; drafting affidavits and analogous documents; interviewing and building trust with clients, including when discussing sensitive subject matter; and cultural competency in working with LGBTQ clients, including clients who face multiple and intersecting forms of oppression or disadvantage.

#### *Fieldwork*

Each student will earn three credits through 12-14 hours per week of fieldwork at a non-profit legal organization in New York City serving the legal needs of LGBTQ people. For the Spring 2017 semester, each of the course's twelve students has been placed at one of eight partnering organizations: the [Anti-Violence Project](#), [Immigration Equality](#), [Lambda Legal](#), the LGBT Law & Policy Initiative at the [Legal Aid Society](#), the [LGBT & HIV Project at Brooklyn Legal Services](#), the [LGBTQ Law Project of the New York Legal Assistance Group](#), the [Peter Cicchino Youth Project](#) at the Urban Justice Center, and the [Sylvia Rivera Law Project](#). A similar set of organizations is expected to host students in Spring 2018. Students interested in fieldwork at a specific LGBTQ-related legal organization in New York City that is not listed here may reach out to Professor Kavey (mk5306@nyu.edu) to discuss additional and alternative possibilities.

Taken together, the course's Spring 2017 partnering organizations work on a wide array of issues, including family and relationship recognition; immigration; access to public assistance; documentation regarding name changes and gender markers; criminal justice; bias-motivated violence; parenting rights; foster care; school bullying; censorship; and discrimination in education, employment, housing, and public accommodations. The organizations employ a diversity of methods and strategies, including direct legal services, impact litigation, media work, and public-policy advocacy.

The selection of a fieldwork organization for each student depends largely on the student's interests. Before the semester begins, each enrolled student submits a confidential form to the professor that ranks the fieldwork organizations according to the student's preferences. Of the students who timely submitted their placement-preference forms in the three years that Professor Kavey has taught the course, over 60% were

---

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

placed at an organization that they ranked as a first choice, about 25% were placed at an organization that they ranked as a second choice, and the remainder were placed at an organization that they ranked as a third choice. (Two students submitted their preferences after the deadline but were nonetheless placed at a third-choice organization.) Professor Kavey will continue to make every reasonable effort to match students with a top-choice organization; however, no particular match can be guaranteed ahead of enrollment, in part because placements depend as well on the evolving needs and capacity of the partnering organizations. Students taking the course must therefore be open to working at any of the organizations listed above, absent special circumstances.

### *Seminar*

In the weekly seminar, students explore a range of issues that arise in the representation of LGBTQ clients and in legal advocacy for LGBTQ rights. 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. 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 are integrated into the seminar.

Topics covered in the seminar may include relationship recognition; employment discrimination based on sexual orientation and gender identity; asylum law and the challenges involved in representing LGBTQ refugees; debates within the LGBTQ community about specific law-reform efforts; and issues that arise in representing clients who face intersecting forms of oppression. The professor also takes students' interests into account in selecting topics.

The principal written assignment for the seminar will be a research project, which students will complete in groups under the professor's supervision. The professor develops this assignment in coordination with partnering organizations; it is designed based not only on pedagogical considerations but on the actual needs of the organizations. Students will also complete 2-3 shorter writing assignments, including self-evaluation exercises related to their fieldwork, and they will give at least one oral presentation about their fieldwork to the class.

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 preliminary interests or preferences with respect to fieldwork, though they will have an opportunity to amend their answers if they are admitted to the course. The application process includes a brief interview. Students should not hesitate to contact Professor Kavey with any questions (mk5306@nyu.edu). Prior experience working on or studying LGBTQ issues is not required for the course.

The LGBTQ Rights Externship welcomes LL.M. enrollments, but it does not specifically reserve space for them. The application period for LL.M. students is May 19-June 2, 2017. (Please note there is a separate application form for LL.M. students.)



## Student Contacts

<u>Spring 2016</u>	<u>Spring 2017</u>
Peter Baltera	Matt J. Barnett
Kim Castle	Winston Berkman
Cathren Cohen	Alistair Blacklock
Ajani Husbands	Lance Bowman
Emily Jessep	Cassarrah Chu
Hellen Marquesini Gonzales	Danielle Dobrusin
Tammy Pustilnick	Emily Kenyon
Sara Rosenberg	Doron Magen
Sam Schoenburg	Julia Reeves
Dana Wellesly-Stein	Eliza Vasconcellos
	Mohan Warusha
	Alexander Wilson

## Local Prosecution Externship

LW.12452 / LW.12453

Professor Evan Krutoy

Professor Anne Milgram

Open to 2L and 3L students

Maximum # of students: 8-10

Spring semester

5 credits\*

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

### Overview

The District Attorney's Offices in both Manhattan and Brooklyn are national leaders in the prosecution of state crimes, including fraud, cybercrime, homicide, public corruption, domestic violence, and sex crimes. The Local Prosecution 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 our students are exposed to the myriad issues confronting prosecutors, they will learn how to approach and resolve difficult ethical issues, understand the scope and challenges of the exercise of prosecutorial discretion, and begin to develop a sense of how prosecutors think. The course combines two closely connected components: fieldwork in the Manhattan or Brooklyn District Attorney's Office (a minimum of 12-15 hours per week, depending on the specific assignment) 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 so 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 Manhattan or Brooklyn District Attorney's Office to perform at least 12-15 hours of fieldwork per week, depending on the assignment. 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 identify an issue gleaned from his/her fieldwork to present to the class for discussion and analysis. All students will be required to come prepared to engage in this process. Each student 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. Each student

---

\* 5 credits include 3 clinical credits and 2 academic seminar credits. Seminar component will be graded. Fieldwork will be assessed on a credit/fail basis.

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

will also submit, on a weekly basis, a one-page reflection paper that discusses an issue of interest related to the fieldwork or the seminar readings

The seminar will also include simulation exercises in which each student will have the opportunity to participate.

### **Application Procedure**

Students should submit the standard application, a resume and a grade transcript via CAMS. Selected students will be contacted by Professor Milgram to schedule an interview with the course instructors and representatives of the Manhattan and/or Brooklyn District Attorney's Offices. If you have any questions, please contact [Professor Milgram](#).

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

### **Student Contacts**

The following students are or were enrolled in the Local Prosecution Externship (formerly DANY Externship) and are available to discuss their experiences:

<u>Spring 2017</u> <a href="#">Cynthia Chang</a> <a href="#">Jason Driscoll</a> <a href="#">Abraham Dyk</a> <a href="#">Kyra Ferber</a> <a href="#">Aharon Schreiber</a> <a href="#">Kyle Shaub</a>	<u>Spring 2016</u> <a href="#">Carmiel Schickler</a> <a href="#">Hillary Smith</a>
---	--

## Mediation Clinic

LW.10833 / LW.10657

Professor Ray Kramer

Professor Daniel M. Weitz

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 28, and Tuesday, August 29, 2017, 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 2017 and as one of several possible prerequisites for [Mediation Clinic - Advanced: Dispute System Design](#) in Spring 2018. 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, including court-related mediation programs in the New York State and Federal Courts. 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.

---

\* 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.

- **Mediation:** In Fall 2016, clinic work engaged students as practitioners with three primary systems focused on mediation and we expect that we will be working in the same venues for Fall 2017. These include: NYC Small Claims Courts, primarily the courts in the Bronx and Brooklyn; the Center for Creative Conflict Resolution at the New York City Office of Administrative Trials and Hearings ("OATH") at 100 Church Street in NYC; and the Institute for Mediation and Conflict Resolution (IMCR), a community dispute resolution center in the Bronx. Students may also be able to observe mediations conducted under the S.D.N.Y. and E.D.N.Y. Federal Court Mediation Programs. The IMCR and the New York Small Claims/Civil Courts offer numerous opportunities for students to gain experience as mediators. OATH offers 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 OATH's Center for Creative Conflict Resolution (CCCR) 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 28 and Tuesday, August 29, 2017. 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 regularly admits 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 May 19-June 2, 2017. 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:

<u>Fall 2016</u> Perri Blitz Christine Chen Eliza Chute Nicole Garrett Baron Giddings Kasey Hemphill Jacob Hirsch Jaehyun Jung Mary Keating Cyrus Kornfeld Megan Levy Christine McLellan Christopher Mullen Alejandro Reed Lindsay Roberts Rachel Scharf Zachary Schelberg Jae Won Shin	<u>Fall 2015</u> Benjamin Butzin-Dozier Staci Cox Craig Ewasiuk Daryl Fridhandler Haley Garrett Olivia George Stephen Hou Samar Khan Jin Ji Kim Seung Min Lee Lisa Okragly Leila Ravi Jaclyn Schruhl Jason Sosnik Sarah Warburg-Johnson Hannah Wells Lauren Wiseman Xinlin (Lin) Xu
---	---

## Mediation Clinic – Advanced: Dispute System Design

LW.11031 / LW.11641

Professor Ray Kramer

Professor Daniel M. Weitz

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

Maximum of 16 students

Spring semester

5 credits\*\*

Pre-requisite: Satisfactory completion of one of the following: Mediation Clinic Seminar Fall 2016 or 2017; 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 fieldwork 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 2016 or 2017; 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, court 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, restorative justice practices, 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-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.

---

\* *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 2018.*

\*\*\* *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.*

### *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, the NYC Office of Administrative Trials and Hearings (OATH), the Center for Creative Conflict Resolution at OATH, the ADR Center in Rome, the NYS Department of State, NYC Police Department, NYC Housing Authority, NYC Department of Environmental Protection, NYC Probation Department, NYC Civil Service Commission, NYC Citywide Diversity and EEO Office, the George Walker Jr. Community Coalition, New York Legal Assistance Group, New York Peace Institute, 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. Students are also welcome to propose their own dispute system design projects with partnering organizations or clients.

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 opportunities to co-mediate or coach mediation in New York Small Claims Courts, and co-mediate at the Center for Creative Conflict Resolution at OATH, and mediate or co-mediate at the Institute for Mediation and Conflict Resolution (IMCR), a community dispute resolution center in the Bronx. 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 that each student who did not participate in the fall Mediation Clinic 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 May 19-June 2, 2017. (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:

<u>Spring 2017</u>	<u>Spring 2016</u>
Perri Blitz	Benjamin Butzin-Dozier
Maria Luisa de Saboya Albuquerque	Roberta Di Nanni
Nicole Garrett	Benjamin Dozier
Baron Giddings	Craig Ewasiuk
Jacob Hirsch	Daryl Fridhandler
Mary Keating	Stephen Hou
Jesse Klinger	Jin Ji Kim
Cyrus Kornfeld	Seung Min Lee
Megan Levy	Camila Rozzo Maruyama
Christine McLellan	Leila Ravi
Juliana Pinto	Jaclyn Schruhl
Lindsay Roberts	Jason Sosnik
Rachel Scharf	Sarah Warburg-Johnson
Zachary Schelberg	Lauren Weisman
Jae Won Shin	
Pichaya Winichakul	

## NYC Law Department Externship

LW.12501/LW.12464

Professor Christine Billy

Professor Hilary Meltzer

Open to 2L, 3L and LLM students

Maximum of 8 students

Fall semester

5 credits\*

Pre-rerequisites: None

Recommended: Law of NYC, Local Government Law

### Course Description

“Representing New York City” provides an overview of work as an attorney in the New York City Law Department (NYCLD). With over 700 attorneys working on a diverse range of matters including giant real estate transactions involving city-owned land advice and counsel on local legislation and regulation, litigation in state and federal court over government policy, and juvenile delinquency hearings before the Family Court, the NYCLD, under the supervision of the NYC Corporation Counsel, has the legal responsibility of representing in state and federal court the largest and most complex city in the United States. Students enrolled in Representing New York City will work in one of the NYCLD’s divisions, where they will perform research and writing under the supervision of the assistant corporation counsels to whom they have been assigned. Externship students will also meet together weekly in seminar to discuss legal and policy topics that arise in connection with representing a municipal institution like New York City. Each student will also spend the term preparing a paper proposing law or policy reform legislation, executive rule-making, litigation or otherwise, to present to a municipal decision-maker at the end of the semester.

#### *Fieldwork*

This will involve 10 hours per week of work at the NYCLD, where students will be assigned to a particular division, including for example, Affirmative Litigation, Environmental Law, or Legal Counsel. Students will work on current issues and cases of importance to the City.

#### *Seminar*

Students will meet weekly to discuss legal and policy topics affecting the City, issues arising from the NYCLD fieldwork, and law or policy reform proposals selected by the students for research and development. Some of these weekly seminar sessions will include speakers from city agencies to discuss how the City has addressed various policy or legal problems; other sessions will include exercises such as explaining legal limits on authority to one of NYCLD’s client agencies, analyzing legislation, negotiating over the terms of a settlement proposal, or interviewing witnesses.

### Application Procedure

Students interested in applying for the clinic should submit the standard application, resume, and transcript online through CAMS. Students will then be contacted for an interview.

---

\* The credits consist of 3 clinical (fieldwork) credits for working 10 hours per week at the NYCLD, and 2 academic seminar credits per semester. While you must attend the seminar, it may be possible with prior approval to work 6 hours per week rather than 10 hours, for 2 rather than 3 fieldwork credits. This class is offered to JDs on a Credit/Fail basis for fieldwork, and is graded for the seminar.

## Student Contacts

Students who participated in 2016:

[Maya Danaher](#)

Sarah Goodfield

Max Isaacs

[Sarah Krame](#)

Sarah Lefsky

Julia Quigley

Poy Winichakul

Students who participated in 2015:

Lauren Balter

Christopher Boyd

Jacqueline Horani

August Jones-Loiacono

Alana Mildner

## New York Civil Liberties Clinic

LW.11798 / LW.10510  
Professor Claudia Angelos  
Professor Mariko Hirose  
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 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 Mariko Hirose, senior staff attorney at the NYCLU, and Professor Claudia Angelos of the full-time NYU faculty. Students will have the opportunity to work on cases involving issues central to the NYCLU docket, such as racial justice, free speech, education, 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 are working on a variety of cases and projects, including a challenge to the use of a choke-hold on a high school student; a challenge to the unconstitutional use of solitary confinement of juveniles in an upstate jail; and an investigation into conditions of confinement at a Long Island 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; a challenge to police harassment of homeless people on 125th Street; 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 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.

---

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

Through the clinic's seminar and the field work, we aim to provide clinic students with basic skill in client representation and federal pretrial litigation. We also expect that students will develop the capacity to critically assess various models of social justice lawyering, lawyer-client relationships, and providing access to justice.

### 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 May 19-June 2, 2017. (Please note there is a separate application form for LL.M. students.)

### Student Contacts

Recent clinic participants are:

<u>Spring 2015</u> Clinton Agresti Jeffrey Bishop Carolyn Cole Wesley Erdelack Kaitlyn Gosewehr Ian Hogg Aditi Juneja Melina Meneguín Layerenza Oluwadamilola Obaro David Rudin Jonathan Samper Amandeep Singh-Kahlon	<u>Spring 2017</u> Manuel Ayarra Kelly Flannery Jessica Fuhrman Irina Goga Sarah Hsu Simon Kress Neelofer Shaikh Eliana Theodorou
---	---

## **Policing Project Externship**

LW.12460

Professor Barry Friedman

Professor Maria Ponomarenko

Open to 2L and 3L students

Maximum of 12 students

Fall and Spring semesters

4-5 credits\*

No prerequisites.

### **Course Description**

When people talk about the need for accountability in policing, they typically are focused on the back end—on identifying and addressing specific instances of misconduct after they occur. What is almost entirely lacking in policing, however, is accountability on the front end. In the rest of executive government this sort of accountability is commonplace: There are rules in place before officials act, formulated with public input, and made public so all can see. Policing agencies, on the other hand, are authorized in the broadest of terms to enforce the law, and then make their own decisions about how to do so. Bringing more front-end accountability can help make back-end accountability more effective, and—importantly—ensure that policing occurs in ways that are consistent with what the community expects.

The chief mission of the Policing Project at NYU Law is to strengthen policing through front-end, democratic accountability—by encouraging greater engagement between police departments and their communities around matters of policy; drafting model policies on various aspects of policing; developing metrics that are better tailored to the goals of community policing; and engaging in cost-benefit analysis around policing practices. The Policing Project is pursuing these goals in various ways: we are working directly with police departments and communities on demonstration projects, researching and evaluating existing oversight models, engaging in public advocacy, convening conferences and roundtables with academics and law enforcement personnel, and engaging in some targeted litigation around policing issues.

This year, Policing Project externs: facilitated youth-police engagement programs in Camden and Tampa; helped the Cleveland Monitoring Team and Community-Police Commission obtain community input on the police department's use of force and community policing policies; helped the Tucson Police Department create a new community advisory council. Externs also conducted research on oversight mechanisms, data collection, and cost-benefit analysis of policing; developed a set of best practices for policy transparency; and created a set of “dos and don'ts” for photographing the police.

The Externship is offered in both Fall and Spring, and students may sign up for either or both semesters.

### **Application Process**

The Policing Project is not part of the clinic matching system. To apply for this Externship, please fill out the Policing Project Externship Application on [this page](#). Applications will be due March 31, 2017.

---

\* 5 credits consisting of 2-3 extern credits and 2 academic seminar credits per semester.

## Student Contacts

Current students in the externship are available to discuss their experiences:

<b>Fall 2016:</b> Danielle Dubrosin Anastasia Eriksson Courtney Gans Scott Glicksman Elizabeth Janszky Emilia King-Musza Jordan Proctor Allyson Scher Ariel Spierer	<b>Spring 2017:</b> Adam Alperowicz Michael Ardeljan Tony Cheng Victoria del Rio Scott Glicksman Max Isaacs Elizabeth Janszky Emilia King-Musza Samuel Lacy Daniel Peck Katherine Rosoff
--	---

## Pro Bono Scholars Program Externship/Clinic:\* Litigation, Organizing and Systemic Change

LW.12518 / LW.12519  
Sec 1 – Clinic  
Sec 2 – Externship  
Professor Sarah E. Burns  
Professor Deborah Axt  
Open to 3L students  
Maximum of 8 students

Spring semester  
14 credits\*\*  
No prerequisites.

### Introduction

The Pro Bono Scholars Program (PBSP) is a program started during the 2014-2015 school year under special rules of the New York Court of Appeals that allows law students to take the New York 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 50 hours each week participating in the externship's/clinic's fieldwork and seminar.

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

### Clinic Partners

This Clinic partners with several different fieldwork partners.

Make the Road New York (MRNY), [www.maketheroad.org](http://www.maketheroad.org), an organization devoted to providing quality legal service and advocacy in the context of community building and organizing. MRNY is a membership organization of low-income and recent immigrant New Yorkers.\*\*\* Students working with MRNY will have the option of focusing on providing direct legal services in immigration, fair wage employment work, housing,

---

\* Under ABA/AALS rules, the term “externship” is used when a law school program includes fieldwork for credit that is supervised by an attorney who is not the professor in that program; “clinic” applies when the professor directly supervises the fieldwork. Because PBSP’s model for fieldwork is mixed, depending on the particular fieldwork to which the student is assigned, this program is designated as both.

\*\* 14 credits include 6 clinical credits and 8 academic seminar credits. *Students may not take more than one of the 14-credit, semester-long clinics (Education Sector Policy and Consulting Clinic and PBSP: Litigation, Organizing and Systemic Change).*

\*\*\*MRNY is part of a nationwide network of community-based organizations that provide a range of services, including legal service. It is backed up by a sister national policy center, The Center for Popular Democracy (CPD), <https://populardemocracy.org/>, which builds organizing power and works to transform the local and state policy landscape through deep, long-term partnerships with leading community-based organizing groups nationwide. CPD is also part of the teaching-learning team of the Clinic.



health policy and will have exposure to organizing being done in connection with the substantive field in which MRNY provides direct legal services.

**Education Advocacy Clinic:** Students from low-income backgrounds often face barriers to receiving a high-quality education in New York City public schools. There are laws to protect the educational rights of certain populations of students, including students with disabilities, but many of these children do not receive the services and supports they need to succeed in school. Clinic students work on special education cases and school discipline cases, working closely with families from low-income backgrounds to help their public school students get supports and services to address their educational and behavioral needs. Fieldwork may be done in partnership with [Advocates for Children of New York](#). Law students choosing this option will participate in a weekly Education Advocacy Clinic seminar, including during the time they are studying for the Bar Exam.

**Developing Partnerships:** The PBSP will also, on an exploratory basis, be developing other fieldwork partnerships with the aim of enabling students interested in a career in public interest to participate in a specially developed field opportunity that enables the student to engage with legal work and a particular community of interest. Students interested in an exploratory fieldwork partnership should contact Professor Sarah Burns.

**Note: Students interested in participating in the NY Court Pro Bono Scholars Program may also do so by taking the Equal Justice and Defender Externship which is separately described in the Clinic Description Packet. Students in this program would work and take a separate course of study at EJI in Alabama after taking the February New York Bar exam. Please apply to this program as directed in the description.**

## Course Description

### *Seminar Components*

The clinic begins after New York State's late February bar examination with an intensive two week training seminar to orient students to the substance of their planned fieldwork and to engage in social justice lawyering on behalf of diverse communities with a focus on organizing and power-building to support client-centered advocacy. During this period students will learn about the work of our partner organizations and meet leading practitioners in diverse fields of public interest law. This seminar will also include training in key substantive and procedural law targeted to student's particular fieldwork assignment. This seminar earns 3 of the clinic's 14 credits.

The Clinic will also include two intensive simulation courses: Civil Litigation, a 3-credit course held on Monday and Wednesday evenings for 8 weeks; and Negotiation, a 2-credit course held on Tuesday evenings for 8 weeks.

### *Fieldwork*

Fieldwork represents 6 credits of the clinic/externship. Assignments will be made based on student expressed interest in particular experience and career directions. Students assigned to work with MRNY will work on immigration, fair wage employment work, housing, health policy in the relevant court or other venue with MRNY attorneys specializing in that particular practice as an externship model. Students assigned to work with the Education Advocacy Clinic will work with Professors Randi Levine and Matthew Lenaghan on special education and school suspension cases. Students assigned to developing partners will work closely with Professor Burns and partner professionals in developing the partnership.

## **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, if the student so desires.

## **Application Procedure**

Students should submit an application, resume and transcript on-line via CAMS. Applicants should indicate in the application whether they have a preference for fieldwork experience with MRNY, Education Advocacy or a developing partnership. Applicants will be contacted during the clinic application period for an interview during which the topic of fieldwork and planned training will be discussed in greater detail. For questions regarding the application process, please contact Raymond Ivey, IveyR@mercury.law.nyu.edu. If you have questions about the externship/clinic itself, you may direct them to Sarah Burns, Burns@mercury.law.nyu.edu, or Randi Levine, rlevine@advocatesforchildren.org.

## **Student and Recent Graduate Contacts**

### PBSP program and/or Education Advocacy

Students who are interested in learning more about PBSP may wish to speak with the following students who are participating in the PBSP Education Advocacy Clinic in Spring 2017: Jenifer Kalmanides and Patrick Taqui.

You may also wish to reach out to the 2016 PBSP participants, whose fieldwork and training focused on education advocacy: Candis Davis, Daniel Katz and Dian Yu.

### PBSP Litigation, Organizing & Systemic Change

Spring 2017 is the first year in which the PBSP includes MRNY and the Litigation, Organizing and Systemic Change curriculum. However, Litigation, Organizing & Systemic Change was taught as a separate clinic for a number of years and we are compiling a list of recent graduates who would be willing to talk about the experience and how they related it to their careers.

Contact information for the above students may be obtained from Raymond Ivey: IveyR@mercury.law.nyu.edu.

## **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 Elizabeth Geddes  
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\*\*  
*Also see Note re: security clearance.*

### **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 - which is located in Brooklyn just over the Brooklyn Bridge and four stops on the subway from NYU. The Office is 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 6:10 to 8:00 PM. Students receive a grade for the seminar and the externship is evaluated on a pass/fail basis.

### **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: high-ranking officials of the Fédération Internationale de Football Association (FIFA), the organization responsible for the regulation and promotion of soccer worldwide; 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; 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 for approximately 10 to 15 hours per week.

---

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

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

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 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 federal 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.

### **Grading**

The externship fieldwork is assessed on a credit/fail basis. The seminar receives a letter grade.

### **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 2016-17 school year:

Michael Ardeljan  
Asmaa Awad-Farid  
Amitav Chakraborty  
Patrick Doherty  
Karston Erickson  
Kyra Ferber  
Megan Howe  
Adrian Lee  
Noah Lipkowitz  
William McGeehin  
Joshua Rosenthal

## **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 John Cronan  
Professor Diane Gujarati  
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\*\*  
*Also see Note re: security clearance.*

### **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 ("SDNY"), 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 6:10-8:00 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 Manhattan is the financial capital of the world, as well as a major hub for organized crime, narcotics trafficking, and national security threats, the Office handles an unusually large number of cases involving sophisticated schemes in the white collar, public corruption, violent crime, international narcotics trafficking, and domestic and international terrorism 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 at least 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 the Southern District of New York. The students' work may include, for example, assisting interviews of federal agents, attending proffers of defendants hoping to cooperate with the government, and drafting research memoranda, 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, assisting in the debriefing of witnesses and drafting jury instructions. Students will attend court proceedings, including pre-trial conferences, guilty pleas, sentencing proceedings, trials, and appellate arguments. The externship is separate from, although complementary to, the SDNY seminar. The fieldwork performed during the externship component of the course will be granted on a credit/fail basis.

---

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

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

## *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. Classes will examine a federal prosecutor's role in all stages of the criminal process, starting with the initiation of the criminal investigation, and continuing through the filing of any charges, arrest, guilty plea or trial, conviction, sentencing, and appeal. The seminar will explore the wide range of legal and ethical issues that prosecutors routinely encounter. Topics will include: the multitude of criminal investigative techniques available to prosecutors, with an emphasis on the varying degrees of discretion afforded to prosecutors and the varying degrees of judicial oversight of those techniques; the working relationship between prosecutors and criminal investigators; prosecutors' charging decisions, including whether to bring criminal charges in the first place, what charges to bring, and issues relating to charges that carry mandatory minimum sentences; a defendant's decision to enter a guilty plea and how prosecutors can ensure that, only those defendants who are guilty, plead guilty; and issues relating to defendants who enter into cooperation agreements with the prosecution with the hopes of receiving reduced sentences. Students will also participate in in-class 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 Executive Office for United States Attorneys ("EOUSA"). A favorable determination from EOUSA is required before an extern may begin working in any United States Attorney's Office. A student must be a United States citizen to be eligible to work in the United States Attorney's Office as an extern. For a complete list of eligibility requirements, visit the SDNY website (<http://www.justice.gov/usao-sdny>), select "Employment" and then "Law Student Intern Program", and scroll down to "Eligibility Requirements and Conditions for All Internship and Externship Programs." In making its determination regarding suitability, EOUSA 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 United States 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 student externs 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 2016-17 school year:

<u>Fall 2016</u>	<u>Spring 2017</u>
Amanda Boitano	Michael Borek
Leslie Cahill	Rupinder Garcha
Juan Gascon	Jennifer Graber
Brittney Nagle	Sarah Higgins
Meredith Nelson	Yana Manevich
Nathaniel Roth	Lorena Michelen
Rachel Schorr	Kaitlin Paulson
Sophia Suarez	Christina Romero
Andrew Wong	Daniel Wiesenfeld
Kevin Wu	John Wynne



## Racial Equity Strategies Clinic

LW.12455 / LW.12456  
Professor Rachel Kleinman  
Professor Christina Swarns  
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 and criminal justice; oral advocacy; and legal writing and research.

### Course Description

The Racial Equity Strategies Clinic engages students in legal practice at the nation's premier civil rights law organization. Students 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 are 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 also have an opportunity to present, brief, or otherwise advocate in person with the groups indicated above. Moot preparations for presentations are conducted in LDF's offices. Students will travel out of state once or twice per semester (generally to states in the South or Washington, D.C.) for client meetings, depositions, policy meetings, and/or court hearings, based on the needs of their fieldwork. Students 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; active voting rights litigation, policy work in the area of criminal justice and policing; and litigation and policy work regarding the discriminatory practices in employment, housing, and lending.

#### *Seminar*

The course will be conducted through weekly seminars held at the headquarters of the NAACP Legal Defense & Educational Fund, Inc. (40 Rector Street, New York) and in fieldwork opportunities. This course will be co-taught by two LDF lawyers. The seminar will meet for two hours each week. Readings include law review articles and other texts by 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 (most of which is not yet available to the public). Guest lecturers include the leading thinkers, organizers and litigators in the relevant fields of practice. Using these resources, the students will 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 work are 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 more than 7 pages and one semester-end final paper of no more

---

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

than 15 pages. The final paper 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 of a legal problem that they have encountered in the field and a strategy for resolution.

### **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. There will be no interview.

### **Student Contacts**

Interested students should speak to the following current clinic students:

Andrea Abarca  
Carl Brzorad  
Neesha Chhina  
Katrina Feldkamp  
Andrew Gerst  
Brad Greenburg  
Christopher Mullen  
Ranit Patel  
Clara Potter  
Benjamin Rutkin-Becker

## Racial Justice Clinic

LW.10012 / LW.11764

Professor Claudia Angelos

Professor Dale Ho

Professor Jason Williamson

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 (“ACLU”) 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 to everyone in this country. In this particular moment in our country’s history—as we face an assault on so many of the rights and liberties that we hold dear—the ACLU is leading the way in challenging all manner of government abuses, many of which will have a disproportionate impact on people and communities of color.

More specifically, the ACLU advances racial justice across the country through impact litigation in state and federal courts, legislative and policy advocacy, and a range of public education and advocacy campaigns. The organization’s racial justice cases are designed to have a significant and wide-reaching effect on communities of color. Racial justice matters at the ACLU include advocacy around criminal justice reform, immigrants’ rights, education, the school to prison pipeline, affirmative action, juvenile justice, voting rights, indigent defense, and national security/post-9/11 discrimination—all of which pose renewed challenges today, in light of the government’s vigorous efforts to infringe upon so many of the rights the ACLU seeks to protect.

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 Jason Williamson, Senior Staff Attorney for the ACLU’s Criminal Law Reform 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, investigating cases, engaging in planning and strategy efforts, drafting pleadings, motions, and briefs, and preparing depositions and motions arguments.

Racial Justice Clinic students have worked on a variety of racial justice cases and projects over the last several years. These have included challenges to anti-immigrant legislation and ordinances; Morgan Stanley’s predatory lending practices; voter suppression laws; abusive police practices around the country; dysfunctional indigent defense systems in Idaho, New Orleans, and Missouri; conditions at a Georgia alternative school operated by a private company; and the abuse and wrongful arrests of New York City public school students by the NYPD. Students have also engaged in 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; 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.

---

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

The fieldwork is supported by a weekly 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 interviews with potential clients, 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. As part of that process, students also have the chance to plan and facilitate discussions with guest speakers from the ACLU who have expertise in the particular areas of law covered in the clinic. Finally, we often discuss the challenges that students face in their cases in order more effectively to advance the interests of the clinic's clients, and 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 up those meetings.

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 May 19-June 2, 2017. (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 2016

Kenji Alexander  
Cassarah Chu  
Amy Kwak  
Andrew Lang  
Oscar Londoño  
Brent Low  
Kaitlin Schaeffer  
Raquel Villagra

#### Spring 2017

Meghan Berman  
David Clements  
Razia Hamid  
Nora Kenty  
Mila King-Musza  
Lucy Kissel  
Michelle Musielewicz  
Kashira Patterson

## Regulatory Policy Clinic

LW.11029 / LW.10105  
Professor Richard Revesz  
Professor Jack Lienke  
Open to 3L (preferred), 2L and LLM 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](http://www.policyintegrity.org).

### Course Description

This course is designed to teach students how to conduct effective advocacy before administrative agencies and courts on a wide range of issues, from environmental protection to public safety. While the substantive areas of administrative law 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 related litigation) 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. Projects also target a wide variety of federal and state decision-makers, such as the Environmental Protection Agency, the Department of the Interior, the Consumer Financial Protection Bureau, the Consumer Product Safety Commission, the U.S. Court of Appeals for the D.C. Circuit, and the Supreme Court. 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. If you have questions regarding the application procedure, please contact [Jack Lienke \(jack.lienke@nyu.edu\)](mailto:jack.lienke@nyu.edu) at Policy Integrity.

## **Student Contacts**

David Cohen  
Stephanie Jones  
Caleb Seeley  
Alexander Walker

## Reproductive Justice Clinic and Advanced Reproductive Justice Clinic

LW.12261 / LW.12262

Professor Sarah Burns

Professor Julie Ehrlich

Teaching Fellow Alyson Zureick

Open to 2L, 3L and LLM students

Maximum of 16 students

Reproductive Justice Clinic (Fall) 6 credits\*

Advanced (Spring) 5 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 people across their reproductive lives, with a particular focus on pregnancy and birth. For current clinic work, this is achieved primarily through advocacy and litigation around legal or policy frameworks restricting the autonomy and undermining the equality of pregnant, parenting, and birthing women; or, punishing women by virtue of their reproductive status.

### Course Description

Reproductive justice means more than the right to abortion and contraception: it encapsulates a broader concept, opposing the use of reproduction—and, in particular, of pregnancy and parenting status—as a tool of oppression. The goal of reproductive justice is to preserve and expand the reproductive sphere as a space of unqualified liberty and equality. Reproductive justice encompasses both affirmative and reactive litigation and non-litigation strategies to achieve reproductive equality and fairness.

#### *Fieldwork*

The Clinic receives fieldwork from partnering organizations, including the ACLU Reproductive Freedom Project (RFP), the Center for Reproductive Rights (CRR), and National Advocates for Pregnant Women (NAPW), among others, and undertakes occasional direct representation, typically in partnership with other attorneys. Students in the Clinic have the opportunity to work closely with these organizations and to gain insight into their respective working environments and strategies. The Clinic also receives projects from smaller, unaffiliated organizations and individuals, and on occasion offers assistance in cases of national prominence and importance. Case work is not geographically restricted and may involve state or federal law.

Fieldwork projects run the gamut from legislative organizing, to media outreach and management, to litigation in either direct services or impact capacities, and either representing a party to the litigation or as *amicus curiae*. 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 and criminal procedure and evidence are common, as are constitutional doctrines under the Bill of Rights. Students will also likely engage in statutory interpretation and argument, and may work with federal court issues of procedure and justiciability issues in either habeas corpus or Section 1983 cases.

In past semesters, clinic students worked on the following matters, among many others. These cases

---

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

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

are representative of the diversity of projects in this broad field generally:

- Section 1983 suit in the Western District of Wisconsin as co-counsel on behalf of plaintiff. In this suit, the Clinic, NAPW, and local counsel represent Tamara Loertscher in a constitutional challenge to Wisconsin's "Cocaine Mom" statute, under which she was prosecuted for alleged use of drugs and alcohol during her pregnancy. Students have been involved in briefing at all stages of the case, including summary judgment briefing filed during the Fall 2016 semester. This case garnered substantial Wisconsin state coverage as well as national coverage through RH RealityCheck and Slate reporting.
- Amicus briefing in the New York State child custody proceedings between Sara McKenna and U.S. Olympic skier Bode Miller, in an appeal from a New York State Referee's decision declining New York "home state" subject matter jurisdiction where the child was born and had always lived, holding that Ms. McKenna had engaged in "reprehensible and irresponsible" behavior by relocating to New York from California while she was pregnant. The Clinic, NAPW, and many others submitted an amicus brief raising statutory and constitutional issues. Clinic students were primarily responsible for drafting the brief, which helped to procure the appellate court's reversal of the referee. This case also garnered national news media attention.
- Legal research and drafting of a contemplated appeal to the U.S. Court of Appeals for the Fourth Circuit in a Section 1983 suit alleging that the shackling of a pregnant prisoner during labor and delivery violated her constitutional rights. This project was undertaken in conjunction with the ACLU RFP.
- Amicus briefing on behalf of 42 social scientists in an appeal from the dismissal for lack of standing of African-American and Asian-American groups challenging an Arizona statute prohibiting abortions for "sex and race selection." The brief, filed in the U.S. Court of Appeals for the Ninth Circuit, presented social science research demonstrating the concrete harm of group-based stigma—contrary to the trial court's finding that the Arizona law did not injure the plaintiff groups.
- Amicus brief on behalf of National Advocates for Pregnant Women and allied organizations to the United States Supreme Court in *Whole Woman's Health v. Hellerstedt*, the challenge to the Texas abortion regulations. This brief documented the criminalization and increasingly intrusive regulation of pregnancy.
- Amicus brief on behalf of National Latina Institute for Reproductive Health and allied organizations in the seven consolidated cases under the lead case name of *Zubik v. Burwell*, involving religious non-profits' Religious Freedom Restoration Act ("RFRA") challenges to the government's accommodation allowing them to avoid providing contraceptive coverage in their employee and student health plans providing they sign a form or notify the government. The brief documented the burdens on and costs to the employees of the objecting religious non-profits if their RFRA lawsuits interfered with employees' (or students') seamless receipt of the ACA guaranteed no-cost contraceptives.

### *Seminar*

Fieldwork is supported and reinforced by 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 students to reproductive justice issues and legal controversies not covered by the specific fieldwork of the given semester.

### **Application Procedure**

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



The Reproductive Justice Clinic also welcomes LL.M. enrollments. The application period for LL.M. students is May 19-June 2, 2017. (Please note there is a separate application form for LL.M. students.)

### **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 (with the default number being 3 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 took the Reproductive Justice Clinic in a previous academic year 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.

#### 2016-17 Clinic Members

Andrea Abarca  
Hannah Baron  
Audrey Curtis  
Peter Egziabher  
Razia Hamid  
Nora Kenty  
Rachel Lieb  
Nathaniel Mattison  
Lia McInerney  
Natalie Nicelli  
Ariella Pultman  
Eliza Vasconcellos  
Dillon Westfall  
Whitney White  
Sidra Zaidi  
Lucy Zhou

#### 2015-16 Clinic Members

Rajikiran Barhey  
Cathren Cohen  
Merinda Davis  
Kelly Flannery  
Madeleine Gyory  
Cecilia Hopp

## Technology Law and Policy Clinic

LW.12148 / LW.12149  
Professor Jason Schultz  
Professor Brett Max Kaufman  
Teaching Fellow Amanda Levendowski  
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

Technological advances are driving greater social, economic, and political change—from access to information, health care, and entertainment to increased surveillance by law enforcement agencies to impacts on the environment, education, and commerce. These advances, however, raise increasingly critical and complex questions about privacy, consumer rights, free speech, and intellectual property are becoming increasingly critical and complex.

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

### Course Description

#### *Fieldwork*

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

- 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.

#### *Seminar*

The seminar will include readings and discussions, student presentations of projects for discussion and

---

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

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 law and public policy, as well as 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 [Amanda Levendowski](#).

Students who enroll in the Technology Law and Policy Clinic for the fall semester may have the opportunity to join the Advanced Technology Law and Policy Clinic in the spring semester. There is no formal application process for the Advanced Clinic. Those students will be contacted about the application process prior to the Spring enrollment period.

### **Student Contacts**

The following students who took the clinic in 2016 and 2017 are available to discuss their experience:

[Cassie Deskus](#)

[Kristen Iglesias](#)

[Jake Karr](#)

[Josh Shirley](#)

[Peter Steffensen](#)