CLINICAL LAW PROGRAM
FALL 2013-SPRING 2014
COURSE OFFERINGS*

NYU SCHOOL OF LAW CLINICAL LAW CENTER
245 SULLIVAN STREET, 5TH FLOOR
NEW YORK, NY 10012
212-998-6430

*As of April 17, 2013
Consult website for updates:
http://www.law.nyu.edu/academics/clinics/
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Applications Overview

Introduction

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

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

The deadline for JDs to submit applications to all clinics (except the newly-created Legislative and Regulatory Process Clinic) is 5:00 p.m. on Friday, April 5, 2013. For those clinics which accept applications from LL.M.s, the deadline for LL.M.s is 5:00 p.m. on Monday, July 15, 2013. Please consult the Graduate Affairs Clinics page http://www.law.nyu.edu/graduateaffairs/academics/clinics/index.htm for further details on LL.M. deadlines and application procedures.

Guidelines for Clinical Courses

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

- The clinical program strives to ensure that every student has an opportunity to take a clinic in their second or third year. Accordingly, when placing students in clinics, the clinical program will take into account whether the student is a 2L or 3L and whether s/he has previously had a clinic. Rising 3Ls who took a year-long clinic or two semester-long clinics while in their second year of law school will be accorded lower priority than other applicants when being considered for a year-long clinic in their third year of law school. The clinical program cannot ensure access to a particular clinic and so the clinical program's ability to place a student in a clinic will depend in part on the number of clinics to which the student applies. Students who wish to ensure that they have a clinical experience are well-advised to apply to at least three clinics to maximize their chances of getting into a clinic.

Note: The above rules reflect certain changes from past practices. The rules have been changed to allow students to apply to up to 6 clinics of any sort, as opposed to the pre-existing rule that applicants could apply to up to 3 semester-long clinics and up to 3 year-long clinics. In addition, we have eliminated the rule that students who take a full-year clinic or two semester-long clinics in their 2L year have a lower priority when applying to a semester-long clinic in their 3L year. Starting in Spring 2014, the rules will be further changed to eliminate the current restriction that rising 3Ls who took a year-long clinic or two semester-long clinics while in their second year of law school will be accorded lower priority when being considered for a year-long clinic in their 3L year.

- Matriculated students will be given priority over non-matriculated students for all clinical and advocacy courses.
• No student may register for more than one clinic in a term.

• Most of the courses described here offer a combination of academic credits and clinical credits. For purposes of the 83-credit requirement for graduation, all of a clinic's academic credits qualify and can be counted towards the 83 credits; up to 12 clinical credits can be devoted to the 83 credits needed for graduation. (Students are permitted to take more than 12 clinical credits, but the excess number above 12 will not count towards the graduation requirement.) For purposes of the Law School's rule that no more than 20 "non-classroom credits" can be allocated towards the graduation requirement, a clinic's "academic credits" qualify as "classroom credits" while the clinical credits are treated as "non-classroom credits." The “Adjunct Faculty Credit Cap,” which limits the number of adjunct-course credits that may count toward students’ degree requirements, does not apply to clinics taught by adjunct faculty. Questions about these requirements can be sent to Vice Dean Randy Hertz, at randy.hertz@nyu.edu.

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

Clinic Matching and Selection Process

Submitting Clinic Preferences

Once you have decided your preferences among the clinics to which you have applied, please submit those preferences using the CAMS system (https://its.law.nyu.edu/cams/). You may apply for one or both semesters of a one-semester clinic, but each semester should be indicated as a separate preference. Even if you are applying to only one clinic, you must indicate that preference affirmatively on CAMS in order for us 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 26, 2013.

How Clinic Matching is Conducted

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

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

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

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

JD students will be notified by e-mail on Wednesday, May 8, 2013, whether or not they have been accepted into a clinic. Students who are accepted will receive only one offer letter – for the highest-preferred clinic to which they were accepted.

Permission to Register

Those who are accepted will be asked to confirm their intention to enroll in the clinic. To accept your offer, simply reply to the e-mailed offer, including the offer email with your response. This letter of intent should be e-mailed to Susan Hodges by 5:00 p.m. on Thursday, May 23, 2013. Ms. Hodges will then inform the Registrar that you have the instructor's permission to enroll. The Records and Registration Office will then enroll you in the clinic to which you were accepted; you will not be able to register yourself through ABRA.

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

Commitment to the Clinic

Students should not register for a clinic unless they are certain that they can honor that commitment. Withdrawals from a clinic after indicating your intent to enroll can have substantial detrimental consequences for other students in the clinic, the faculty member(s) teaching the clinic, and the clients served by the clinic. **If a rising 2L student drops a clinic after the May 23rd deadline -- despite this explanation of the problems that it would cause -- and if the student thereafter applies for a clinic in her 3L year, teachers of the clinics to which the student applies will be informed of the student's failure to honor the deadline in the previous year.** If unforeseen circumstances require that a student withdraw after accepting an offer, s/he should notify both Susan Hodges, and the faculty member(s) teaching the course, at the earliest possible opportunity.

Application Instructions

Submit Applications Online

Registration for clinics is by application and permission only. All applications should be submitted using the Clinic Application and Matching System (CAMS) at https://its.law.nyu.edu/cams/. An NYU NetID and a Law School-issued password are required to access the system. Once you log in, you will be able to upload the general application form, resume and unofficial transcript required by all clinics. Some clinics may request additional materials to supplement the basic application; these should also be submitted online via CAMS. **The JD application deadline for all clinics - whether year-long, Fall semester, or Spring semester - is Friday, April 5, 2013, at 5:00 p.m.**

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. (This is a change from previous years.) You may apply for one or both semesters of a given one-semester clinic, but each semester counts separately toward the maximum.
Pre- or Co-Requisites

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

Interviews

Not all clinics conduct interviews. Check clinic descriptions for details. If conducted, interviews will take place from Monday, March 25, through Thursday, April 25, 2013.

Indicate Your Preferences for Clinic Matching

Once you complete the application process -- including any necessary interviews -- you must decide the order of your preferences among the clinics to which you applied, and communicate those choices to us through CAMS (https://its.law.nyu.edu/cams/). You may apply for one or both semesters of a given one-semester clinic, but each semester should be indicated as a separate preference. Even if you are applying to only one clinic, you must indicate that preference on CAMS in order for us perform the clinic matching. The deadline for JDs to submit your preferences for the clinic matching is Friday, April 26, at 5:00 p.m.

Important Dates for 2013-14 JD Clinic Applications

<table>
<thead>
<tr>
<th>Date</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 1, 2013</td>
<td>Clinic packet issued at 1PM.</td>
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<tr>
<td>March 8</td>
<td>Clinic Fair held at Furman Hall, 3-5 PM</td>
</tr>
<tr>
<td>March 25 – April 5</td>
<td>Clinic Application Period</td>
</tr>
</tbody>
</table>
|                 | Application materials should be submitted online at https://its.law.nyu.edu/cams/.
|                 | All materials are due by 5:00 PM on April 5.                         |
| March 25 – April 25 | Interviews conducted (for clinics that require them).             |
| April 26        | Preferences must be submitted on CAMS by 5 PM.                      |
| May 8           | Students notified by e-mail whether or not they have been accepted into a clinic. |
| May 23          | Confirmation of students’ intent to register must be received by 5:00 PM. |

Note for LL.M.s

The deadlines and application procedures for LL.M.s are different than those for JDs. Please consult the Graduate Affairs - Clinics web page for details. The complete list of clinics available to LL.M.s in the 2013-14 academic year will be provided there.

The following four clinics reserve spaces for LL.M. students:

- Constitutional Transitions Clinic & Colloquium (for LLMs) (Fall)
- Global Justice (Fall & Spring)
- International Environmental Law (Spring)
- International Organizations (Fall)

The Environmental Law Clinic (Fall & Spring), Mediation Clinic (Fall) and Regulatory Policy Clinic (Fall & Spring) also welcome LL.M. applications and will consider taking LL.M. students, but they do not specifically reserve space for LL.M.s.
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 is recommended.

Children’s Rights Clinic
No prerequisites or co-requisites.

Civil Rights Clinic
The Civil Rights Clinic Litigation Seminar is a co-requisite. Evidence and Federal Courts are recommended.

Community Development and Economic Justice Clinic
No pre-requisites or co-requisites.

Community Reentry and Reintegration Clinic
No prerequisites or co-requisites. Prior experience in the criminal justice system, civil legal services or with ex-offenders will be viewed favorably.

Constitutional Transitions Clinic & Colloquium (for J.D.s)
Prerequisite: U.S. Constitutional Law.

Constitutional Transitions Clinic & Colloquium (for LL.M.s)
No prerequisites.

Criminal and Community Defense Clinic
No pre-requisites or co-requisites. Criminal Procedure or Criminal Litigation are recommended.

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

Employment and Housing Discrimination Clinic
No prerequisites or co-requisites.

Environmental Law Clinic
No prerequisites or co-requisites.

Equal Justice and Defender Clinic
Pre- or Co-Requisite: Racial Justice Law and/or Eighth Amendment Law and Litigation. Students must be enrolled in the relevant substantive course associated with their clinic work: Racial Justice Law or Eighth Amendment Law and Litigation. Enrollment in both substantive courses is encouraged.

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

Federal Defender Clinic
Criminal Procedure, Evidence or a trial advocacy or litigation course is required as a prerequisite. If students have not taken any of these courses, they are expected to take one concurrently with the clinic; Criminal Procedure is the recommended course in that instance.
Global Justice Clinic
A course in International Human Rights Law is not a prerequisite for the clinic, but it is recommended. In addition, the clinic experience will be enhanced by some familiarity—either through formal study or other engagement—with public international law, international human rights law, and international humanitarian law.

Government Civil Litigation Clinic – Eastern District of New York
No prerequisites or co-requisites. Students selected for the program will be required to obtain a security clearance waiver from the federal Office of Personnel Management; this is required of all interns working in all U.S. Attorney’s Offices. Students must be United States citizens to obtain the clearance waiver. It is critical that students accepted for the clinic complete the required security paperwork as soon as possible after acceptance into the clinic so that the security clearance waiver can be timely obtained. Students may not commence clinic work unless they receive a security clearance waiver. In addition, because the U.S. Attorney’s Office is involved in litigation against many private law offices, legal services offices and other state or municipal law firms, students may not work part-time in such an office and participate in this clinic.

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

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

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

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

International Organizations Clinic
Prerequisite: International Law. Preference will be given to those who have taken (or are taking concurrently with the clinic) International Organizations with Jose Alvarez.

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

The Legal Ethics Bureau at NYU Law School
Prerequisite/Co-requisite: a basic Professional Responsibility course (2 or 3 credits).
Legislative and Regulatory Process Clinic
Prerequisite: Administrative and Regulatory State.

LGBT Rights Clinic
No pre-requisites or co-requisites.

Litigation, Organizing and Systemic Change Clinic
No pre or co-requisites.

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

Mediation Clinic – Advanced: Dispute System Design
Pre-requisite: Satisfactory completion of one of the following: Mediation Clinic Seminar Fall 2012 or 2013; other Mediation, Alternative Dispute Resolution, Negotiation or alternate approved by faculty.

New York Civil Liberties Clinic
No prerequisites or co-requisites.

Prosecution Clinic – Eastern District of New York
Criminal Procedure and Evidence are recommended but not required; they may be taken concurrently with the clinic. Students selected for this clinic will be required to undergo an in-depth FBI security clearance check that is required of lawyers, non-legal staff and interns working in all U.S. Attorney's Offices. Students must be United States citizens and meet residency requirements to be eligible for the Prosecution Clinic. It is critical that updated contact information be provided so that the required security paperwork may be completed and returned as soon as possible so that the security clearance may be completed in time for the student to commence clinic work. In addition, because the U.S. Attorney's Office is involved in litigation against many private law offices, legal services offices and other state or municipal law firms, students may not work part-time in such an office and participate in this clinic. Furthermore, you may not work for any federal judges while participating in this clinic.

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

Racial Justice Clinic
No prerequisites or co-requisites; Evidence is recommended.

Regulatory Policy Clinic
Prerequisites: Administrative and Regulatory State or Administrative Law.

Reproductive Justice and Women’s Equality
No prerequisites or co-requisites.
Technology Law and Policy Clinic
No pre- or co-requisites, but courses in privacy, intellectual property, or First and Fourth Amendment law will prove useful.
Applications at a Glance

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

<table>
<thead>
<tr>
<th>Clinic</th>
<th>When Offered</th>
<th>Pre- or Co- Requisites</th>
<th>Writing Sample</th>
<th>Interview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brennan Center Public Policy Advocacy</td>
<td>Fall, Spring</td>
<td>--</td>
<td>--</td>
<td>See description</td>
</tr>
<tr>
<td>Business Law Transactions</td>
<td>Fall, Spring</td>
<td>Yes</td>
<td>--</td>
<td>See description</td>
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<tr>
<td>Children’s Rights</td>
<td>Fall, Spring</td>
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<tr>
<td>Civil Rights</td>
<td>Year</td>
<td>See description</td>
<td>--</td>
<td>Yes – in groups</td>
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<tr>
<td>Community Development and Economic Justice</td>
<td>Spring</td>
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<td>--</td>
<td>Yes – in groups</td>
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<tr>
<td>Community Reentry &amp; Reintegration Clinic</td>
<td>Year</td>
<td>See description</td>
<td>--</td>
<td>Yes</td>
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<tr>
<td>Constitutional Transitions Clinic &amp; Colloquium - JDs</td>
<td>Year</td>
<td>Yes</td>
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<tr>
<td>Constitutional Transitions Clinic &amp; Colloquium - LLMs</td>
<td>Fall</td>
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<tr>
<td>Criminal and Community Defense</td>
<td>Year</td>
<td>See description</td>
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<td>Yes</td>
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<tr>
<td>Criminal Appellate Defender</td>
<td>Spring</td>
<td>Yes</td>
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<tr>
<td>Employment and Housing Discrimination</td>
<td>Year</td>
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<td>--</td>
<td>Yes – in groups</td>
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<tr>
<td>Environmental Law</td>
<td>Fall, Spring</td>
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<td>Yes</td>
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<tr>
<td>Equal Justice and Defender</td>
<td>Fall</td>
<td>Yes</td>
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<td>Yes</td>
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<tr>
<td>Family Defense</td>
<td>Year</td>
<td>See description</td>
<td>--</td>
<td>Yes</td>
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<tr>
<td>Federal Defender</td>
<td>Year</td>
<td>Yes</td>
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<td>Yes</td>
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<tr>
<td>Global Justice</td>
<td>Fall, Spring</td>
<td>See description</td>
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<td>See description</td>
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<tr>
<td>Government Civil Litigation – EDNY</td>
<td>Fall, Spring</td>
<td>See description</td>
<td>Yes</td>
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<tr>
<td>Government Civil Litigation – SDNY</td>
<td>Fall, Spring</td>
<td>See description</td>
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<td>Immigrant Defense</td>
<td>Spring</td>
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<td>Immigrant Rights</td>
<td>Year</td>
<td>See description</td>
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<td>See description</td>
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<tr>
<td>International Environmental Law</td>
<td>Spring</td>
<td>See description</td>
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<td>Yes</td>
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<tr>
<td>Clinic</td>
<td>When Offered</td>
<td>Pre- or Co-Requisites</td>
<td>Writing Sample</td>
<td>Interview</td>
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<tr>
<td>International Organizations</td>
<td>Fall</td>
<td>See description</td>
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<td>Yes</td>
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<tr>
<td>Juvenile Defender</td>
<td>Year</td>
<td>Yes</td>
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<td>Legal Ethics Bureau at NYU</td>
<td>Fall, Spring</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>Legislative and Regulatory Process</td>
<td>Fall</td>
<td>Yes</td>
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<td>Yes</td>
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<tr>
<td>LGBT Rights</td>
<td>Spring</td>
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<td>Yes</td>
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<tr>
<td>Litigation, Organizing and Systemic Change</td>
<td>Fall</td>
<td>--</td>
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<td>Yes</td>
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<tr>
<td>Mediation</td>
<td>Fall</td>
<td>See description</td>
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<td>Yes</td>
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<tr>
<td>Mediation – Advanced: Dispute System Design</td>
<td>Spring</td>
<td>See description</td>
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<td>Yes</td>
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<tr>
<td>New York Civil Liberties</td>
<td>Fall, Spring</td>
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<td>Yes – in groups</td>
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<tr>
<td>Prosecution – EDNY</td>
<td>Fall, Spring</td>
<td>See description</td>
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<tr>
<td>Prosecution – SDNY</td>
<td>Fall, Spring</td>
<td>See description</td>
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<td>Racial Justice</td>
<td>Spring</td>
<td>See description</td>
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<td>Yes – in groups</td>
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<tr>
<td>Regulatory Policy (formerly Administrative &amp; Regulatory State Clinic)</td>
<td>Fall, Spring</td>
<td>Yes</td>
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<td>Technology Law and Policy</td>
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## Contact Information for All 2013-14 Clinics

<table>
<thead>
<tr>
<th>Clinic</th>
<th>Faculty</th>
<th>Contact for Application Questions</th>
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<tbody>
<tr>
<td>Brennan Center Public Policy Advocacy</td>
<td>Myrna Perez</td>
<td>Raymond Ivey</td>
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<td></td>
<td>J. Adam Skaggs</td>
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<td></td>
<td></td>
<td>ray <a href="mailto:ivey@nyu.edu">ivey@nyu.edu</a></td>
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<tr>
<td>Business Law Transactions</td>
<td>Stephanie W. Abramson</td>
<td>Michelle Williams</td>
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<td></td>
<td>Sean Delany</td>
<td>Telephone: (212) 998-6439</td>
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<tr>
<td></td>
<td>Stephanie Swanson</td>
<td>michelle <a href="mailto:williams@nyu.edu">williams@nyu.edu</a></td>
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<tr>
<td>Children’s Rights</td>
<td>Jacqueline Deane</td>
<td>Raymond Ivey</td>
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<td></td>
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<td>Telephone: (212) 998-6474</td>
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<td>ray <a href="mailto:ivey@nyu.edu">ivey@nyu.edu</a></td>
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<tr>
<td>Civil Rights</td>
<td>Claudia Angelos</td>
<td>Steven Bautista</td>
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<td></td>
<td>Christopher Dunn</td>
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<td>steve <a href="mailto:bautista@nyu.edu">bautista@nyu.edu</a></td>
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<tr>
<td>Community Development and Economic Justice</td>
<td>Paula Galowitz</td>
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<td></td>
<td>Nicole Hallett</td>
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<td>michelle <a href="mailto:williams@nyu.edu">williams@nyu.edu</a></td>
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<tr>
<td>Community Reentry and Reintegration</td>
<td>Anthony Thompson</td>
<td>Diana Limongi</td>
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<td>Telephone: (212) 998-6446</td>
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<td>limongid@exchange law nyu edu</td>
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<tr>
<td>Constitutional Transitions Clinic and</td>
<td>Sujit Choudhry</td>
<td>Katy Glenn Bass</td>
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<tr>
<td>Colloquium (for J.D.s) -and-</td>
<td></td>
<td><a href="mailto:kg65@nyu.edu">kg65@nyu.edu</a></td>
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<tr>
<td>Colloquium (for LL.M.s)</td>
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<tr>
<td>Criminal and Community Defense</td>
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<tr>
<td>Criminal Appellate Defender</td>
<td>Eunice Lee</td>
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<td>Rosemary Herbert</td>
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<td>michelle <a href="mailto:williams@nyu.edu">williams@nyu.edu</a></td>
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<tr>
<td>Employment and Housing Discrimination</td>
<td>Laura Sager</td>
<td>Steven Bautista</td>
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<td>Telephone: (212) 998-6448</td>
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<td>steve <a href="mailto:bautista@nyu.edu">bautista@nyu.edu</a></td>
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<tr>
<td>Environmental Law</td>
<td>Eric A. Goldstein</td>
<td>Elizabeth Horvitz</td>
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<td>Nancy S. Marks</td>
<td>Natural Resources Defense Council</td>
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<td></td>
<td>40 West 20th St, 11th Floor, NYC</td>
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<td><a href="mailto:ehorvitz@nrdc.org">ehorvitz@nrdc.org</a></td>
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<tr>
<td>Equal Justice and Defender</td>
<td>Bryan Stevenson</td>
<td>Noelia Rodriguez</td>
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<td></td>
<td>Randy Susskind</td>
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<td></td>
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<tr>
<td>Family Defense</td>
<td>Christine Gottlieb</td>
<td>Yvette Bison</td>
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<td></td>
<td>Martin Guggenheim</td>
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<td>Vanderbilt Hall, Room 330</td>
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<td></td>
<td></td>
<td>yvette <a href="mailto:bison@nyu.edu">bison@nyu.edu</a></td>
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<tr>
<td>Department</td>
<td>Name(s)</td>
<td>Contact Information</td>
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<tr>
<td>Federal Defender</td>
<td>Christopher A. Flood, Annalisa Mirón</td>
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<td>Juvenile Defender</td>
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<td>The Legal Ethics Bureau at NYU</td>
<td>Barbara Gillers</td>
<td>Shirley Gray Telephone: (212) 998-6264 <a href="mailto:shirley.gray@nyu.edu">shirley.gray@nyu.edu</a></td>
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<td>Victoria Neilson Immigration Equality 40 Exchange Place #1705 New York, NY 10005 (212) 714-2904 x. 25 <a href="mailto:vneilson@immigrationequality.org">vneilson@immigrationequality.org</a></td>
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<tr>
<td>Litigation, Organizing and Systemic Change</td>
<td>Sarah E. Burns, Deborah Axt, Andrew Friedman</td>
<td>Raymond Ivey Telephone: (212) 998-6474 <a href="mailto:ray.ivey@nyu.edu">ray.ivey@nyu.edu</a></td>
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<tr>
<td>Program</td>
<td>Contact Person 1</td>
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<tr>
<td>Mediation</td>
<td>Ray Kramer</td>
<td>Eric R. Max</td>
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<td>Mediation – Advanced: Dispute</td>
<td>Ray Kramer</td>
<td>Daniel M. Weitz</td>
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<tr>
<td>New York Civil Liberties</td>
<td>Claudia Angelos</td>
<td>Corey Stoughton</td>
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<td>Prosecution - EDNY</td>
<td>Roger Burlingame</td>
<td>Pamela Chen</td>
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<tr>
<td>Prosecution - SDNY</td>
<td>E. Danya Perry</td>
<td>Justin S. Weddle</td>
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<td>Racial Justice</td>
<td>Claudia Angelos</td>
<td>Vanita Gupta</td>
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<td>Regulatory Policy</td>
<td>Jason Schwartz</td>
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<td>Reproductive Justice and Women’s</td>
<td>Sarah E. Burns</td>
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<tr>
<td>Technology Law and Policy</td>
<td>Jason Schultz</td>
<td>Catherine Crump</td>
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COURSE DESCRIPTIONS

Year-long Clinics offered 2013-14

Civil Rights
Community Reentry and Reintegration
Constitutional Transitions Clinic & Colloquium (for JDs)
Criminal and Community Defense
Employment and Housing Discrimination
Family Defense
Federal Defender
Immigrant Rights
Juvenile Defender
Civil Rights Clinic
LW.10627/LW.10559 + LW.11026
Professor Claudia Angelos
Professor Christopher Dunn
Open to 3L and 2L students
Maximum of 8 students

Year-long course
14 credits including co-requisite: Civil Rights Clinic Litigation Seminar (LAW.11026)
Recommended: Evidence, Federal Courts

Introduction

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

Course Description

The year-long Civil Rights Clinic is an intensive 14-credit litigation program in which students represent plaintiffs in civil rights cases in the Southern and Eastern Districts of New York and occasionally in state court under the supervision of professors at the NYU clinical offices and the New York Civil Liberties Union. They also take part in seminars and simulations that help to develop their litigation skills and their understanding of the law and the political and social contexts of civil rights litigation. Students devote an average of 20 hours to clinic work each week. We aim to graduate students with an appreciation for the challenges of civil rights work; a thorough understanding of the civil litigation process; experience in the issues involved in representing clients; and the lawyering skills, habits of reflection, and confidence to handle clients and litigation effectively.

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

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Students in the clinic run their own cases, almost always involving police practices or misconduct or prison issues, with the help of two veteran civil rights and liberties lawyers, Claudia Angelos, on the full-time law school faculty, and Chris Dunn, associate legal director of the New York Civil Liberties Union. Working in teams of two or three, the students are fully responsible for their clients and cases, and directly handle all aspects of the litigation. The students working on each case meet for at least an hour a week with their faculty supervisor, and typically more frequently. Sometimes we are able to take a case from its initial stages through disposition within a school year, but not always. While a particular case may not present the opportunity to engage in all of the following tasks, each student will handle many of them: the decision whether to take a case; the development of case strategy; counseling clients; drafting pleadings; conducting discovery, including taking and

*14 credits include 3 clinical credits and 4 academic seminar credits (2 each for the clinic seminar and the clinic litigation seminar) per semester.*
defending depositions; negotiating settlements; appearances at pretrial conferences; briefing and arguing district court motions; and conducting trials.

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

Cases being handled by current clinic students include two § 1983 cases that defend the public’s right to take photographs of police activity in New York City without fear of being arrested and a major challenge to the practice of long-term extreme isolation disciplinary sentences in New York State prisons. To give interested students an idea of the kinds of cases and issues clinic students have handled, we describe some of them below. Much of the clinic’s work is featured on the NYCLU’s web site, www.nyclu.org, which we encourage you to visit.

- Matthews v. City of New York (S.D.N.Y), challenging repeated retaliation against a veteran police officer who disclosed the use of an illegal quota system for arrests, summonses and stop-and-frisk encounters in the 42nd Precinct in the Bronx;
- Sharma v. City of New York (S.D.N.Y), which challenged the arrest of an Indian filmmaker and the constitutionality of New York City’s film-permit scheme;
- Battle v. City of New York (S.D.N.Y), a challenge to the NYPD’s unlawful practice of detaining, questioning and searching innocent livery cab passengers – particularly blacks, Latinos and other people of color;
- Sullivan v. City of New York (E.D.N.Y.), involving the arrest of a Staten Island environment activist who criticized the borough president about his handling of a local development site;
- Wiita v. City of New York (S.D.N.Y), which challenged NYPD photography-investigation practices implicated by the arrest of a Columbia University graduate student for taking pictures near a subway stop;
- Blair v. City of New York (S.D.N.Y.), which challenged NYPD stop-and-frisk practices implicated by the arrest of an African-American reporter for the New York Post as well as aspects of a stop-and-frisk database maintained by the Department;
- Lino v. City of New York (New York County Supreme Court), challenging the NYPD’s refusal to seal the database containing personal information of people wrongly stopped and frisked;
- NYCLU v. NYPD (New York County Supreme Court), which challenged the NYPD’s refusal to produce, pursuant to the New York Freedom of Information Law, a copy of an electronic database containing information about hundreds of thousands of police stops;
- NYCLU v. New York City Transit Authority (S.D.N.Y.), a First Amendment challenge to the secrecy in the hearing process for people accused by police officers of offenses on New York City’s subways and buses;
- Campeau-Laurion v. Raymond Kelly, The New York Yankees Partnership, et al. (S.D.N.Y.), a successful action on behalf of a Queens man who was ejected from the old Yankee Stadium after trying to use the restroom during the seventh-inning stretch rendition of “God Bless America;”
- Musumeci v. U.S. Department of Homeland Security (S.D.N.Y.), involving government mistreatment of photographers; and
- Sultan v. Kelly (E.D.N.Y.), a successful challenge to the twenty-one searches of a brown-skinned straphanger under the NYPD’s purportedly “random” subway bag search program.

In addition to the field work, the Clinic has a seminar and simulation program that is designed to ensure that, despite the inevitable variations in fieldwork experience, all students have experience in the entire civil litigation process, from the initial client contact through the settlement or trial of a case. In one of the two weekly seminar sessions, the Civil Rights Clinic Litigation Seminar, we use class discussion, simulation, and critique to study and practice the stages of litigation and to analyze their interrelationships. A full trial advocacy program is included in the litigation seminar.
In our second weekly seminar session we meet at the NYCLU and use the cases that the students are working on as data for discussing and resolving the real-life challenges of litigation. Finally, litigation involving the police provides a rich experience from which we all can draw in seminar and other clinic discussions about the complex institutional, political, and social factors that drive behavior and policy in these settings, and about the possibilities for institutional change.

Application Procedure

To apply to the Civil Rights Clinic, please submit the standard application, resume and transcript online through CAMS. Selection of students is not based on interviews; however, you are welcome to come to a small group meeting of applicants and faculty so that we can have the opportunity to meet each other and so that we can answer the questions you may have. Please contact the clinic administrator Steven Bautista at 212-998-6448 or via email after you submit your application to sign up for a time.

Please note that students taking the clinic are required to enroll both in the Civil Rights Clinic and the Civil Rights Clinic Litigation Seminar. The total credits are seven in each semester.

Student Contacts

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

Jason Barnes  
Scott Hazlett  
Gabe Hopkins  
Rob Pickens  
Martin Sawyer  
Andria Seo  
Bill Swearingen  
Kyle Valenti
Community Reentry and Reintegration Clinic
LW.10250/LW.11234
Professor Anthony Thompson
Open to 3L and 2L students
Maximum of 8 students

Year-long course
14 credits
No Pre-requisites/Co-requisites. (See “Criteria for Clinic Selection” below.)

Introduction

The Reentry Clinic will be offered to eight students as a full-year, 14-credit course.

Course Description

A number of individuals will be released from state and federal prison annually. Many of these individuals will return to neighborhoods with scarce resources to provide them safe, affordable housing or viable employment. In addition, because of their criminal record, these individuals could be denied public housing, certain kinds of jobs, public assistance, educational student loans, and voting rights. Given the complexity of legal and practical barriers faced by individuals returning from prison to the community, this clinic will focus both on individual assistance to clients, as well as policy reform aimed at facilitating the reentry process of individuals being released from prison. Looking at the reentry process on both a micro and macro level, students will become familiar with the range of legal restrictions and practical hurdles facing individuals with a criminal record, as well as their families and communities. On a philosophical level, we will consider the delicate balance between promoting public safety and stigmatizing people who have paid their debt to society. In addition, we will explore the role of the media in shaping criminal justice policy.

Clinic Fieldwork

Students enrolled in the Reentry Clinic will be involved in a range of advocacy. Our clients are formerly incarcerated individuals with probation and parole conditions. Some of this advocacy will take the form of individual representation, while other advocacy (such as legislative or media advocacy) will also be part of the Clinic fieldwork. Students enrolled in CRRC will also work on a variety of legal and policy assignments such as:

- advising clients with criminal records on their legal rights and obligations pertaining to employment;
- advising clients on how to review and clean up their rap sheets by ensuring their criminal records are accurate, sealing appropriate arrests and violations, and obtaining Certificates of Relief from Disabilities and Certificates of Good Conduct;
- advocating, in coalition with other community-based providers, for the use of alternatives to incarceration and sentencing reform;

Criteria for Clinic Selection

Prior experience in the criminal justice system, civil legal services or with ex-offenders will be viewed favorably.

Fieldwork Commitment

Students will be expected to spend 15-18 hours per week on fieldwork.

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

Please submit your clinic application, resume and unofficial transcript through CAMS, the online application system. You will be contacted for an interview. If you have any questions, please contact Diana Limongi at 212-998-6446 or diana.limongi@nyu.edu.
Constitutional Transitions Clinic and Colloquium (for J.D.s)

LW.12144.001/LW.12145.001 Year-long course for J.D.s (See Semester-long clinics for LL.M. info)
Professor Sujit Choudhry 10 credits*
Open to 2L and 3L students
Maximum of 9 J.D. students Prerequisite: U.S. Constitutional Law

Introduction

The Constitutional Transitions Clinic and Colloquium is sponsored by the Center for Constitutional Transitions (Constitutional Transitions) at the NYU School of Law. Constitutional Transitions, launched in March 2012, will be the world’s leading academic center that supports constitutional transitions through agenda-setting research, and will train the next generation of constitutional practitioners in this area. The Constitutional Transitions Clinic and Colloquium is a joint project of Constitutional Transitions and the Cairo office of International Institute for Democracy and Electoral Assistance (International IDEA), an intergovernmental organization that supports sustainable democracy worldwide, with 27 member states. International IDEA’s mission is to support sustainable democratic change by providing comparative knowledge, assisting in democratic reform, and influencing policies and politics.

Course Description

The clinic and colloquium will blend clinical education and the generation of research of direct and immediate use to constitutional processes currently underway in the Middle East and North Africa. The overall goal is to provide support to constitutional processes in response to local needs, by laying down a comparative research foundation for domestic constitutional choice on those issues where comparative experience is thought to be helpful and relevant. Students will build important skills (policy analysis, contextualization of advice, presentation and advocacy) in a way that is sensitive to the volatile political context of constitutional transitions in the Middle East, in a culturally sensitive manner.

Fieldwork

Students will work under the direct supervision of Sujit Choudhry and a Fellow, and will be divided into three teams, each tasked with the production of a research report on an issue of central importance to constitutional transitions in the Middle East and North Africa, where there is a need for comparative, in-depth research to provide a comparative research foundation for domestic constitutional choice. These questions will be identified by International IDEA. Potential topics include security sector oversight, anti-corruption frameworks, and sectarianism. Research will include the constitutional status quo for a limited number of constitutional frameworks in the Middle East and North Africa, including the reasons for their historical development, as well as the constitutional experiences of other transitional democracies such as South Africa, as well as those in Eastern and Central Europe and Latin America, and successful post-colonial experiences (e.g. India). In addition, there will be regular, sustained student contact with the Cairo office of International IDEA.

The Colloquium

During the fall semester, in lieu of a traditional clinical seminar, students will attend a colloquium on authoritarianism. The colloquium is co-convened by Prof. Sujit Choudhry and Prof. Mattias Kumm. Leading experts from North America, Europe and the Middle East will present works-in-progress focusing on countries transitioning out of authoritarian regimes, as well as those sliding back into authoritarianism. Works presented will focus on countries in the Middle East-North Africa region, Eastern and Central Europe, and other regions.

* 10 credits includes 4 clinical (fieldwork) credits and 2 colloquium credits in the Fall semester and 2 clinical (fieldwork) credits and 2 seminar credits in the Spring semester.
In the spring, students will participate in a weekly seminar with Sujit Choudhry and the Fellow to discuss their research and the drafting of their reports. Students may also participate in occasional meetings with representatives from think tanks focusing on the Middle East-North Africa region and/or constitutional design.

**Qualifications for Applicants**

JD students are expected to have previously taken U.S. Constitutional Law, or to take it concurrently with the clinic.

**Application Procedure**

Students should submit an application, resume and transcript on-line via CAMS. [Jennifer Canose](mailto:Jennifer.Canose@nyu.edu) will contact you to schedule an interview with Sujit Choudhry. If you have questions, please direct them to [Katy Glenn Bass](mailto:Katy.Glenn.Bass@nyu.edu) at kg65@nyu.edu.

**Student Contacts**

Interested students may want to contact current Clinic students, including:

- Bieta Andemariam
- Hannah Bloch-Wehba
- Sam Chaffin
- Kuntal Cholera
- Jennifer Ebling
- Christine Ernst
- Lisandra Fernandez
- Daniel Hanna
- Lauren Katz
- Alex Kerchner
- Morgan Miller
- Johanna Peet
Criminal and Community Defense Clinic  
LW.10051/LW.10536  
Professor Kim Taylor-Thompson  
Open to 3L and 2L students  
Maximum of 8 students  
Year-long course  
14 credits*  
No pre-requisites/co-requisites. Criminal Procedure or Criminal Litigation are recommended.

Introduction

The Criminal and Community Defense Clinic will be offered to 8 students as a year-long 14-credit fieldwork course and seminar. Students should expect to devote 12-15 hours per week to their fieldwork. This clinic offers students an exciting vehicle through which they can begin to explore the ways that defenders can provide holistic representation to clients charged with criminal offenses. It also allows students to explore the ways that defenders can work in collaboration with community groups and their clients to address broad, pressing issues in the criminal justice system.

The clinic will utilize an interdisciplinary approach to explore ways that defender offices can be more grounded in the communities from which their clients come and to which they will return. The clinic will also focus on ways that defender offices can assume a more activist role in the criminal justice community and in the broader community in which their clients reside.

Course Description

Fieldwork

Students will observe, collaborate and consult with defenders in the newly formed Youth Unit of Brooklyn Defender Services as they seek more effective approaches to representing young people charged in the adult criminal justice system. Students will be assigned to work with lawyers in this unit and will have the opportunity to work directly on criminal matters facing clients. That work will involve intake, investigation, working with witnesses, legal research and court hearings.

The fieldwork is designed to expose the students to the important work involved in individual representation, but it is also designed to provide a vehicle for exploring how the defender office might enhance services to clients ranging in age from 16 to 22. The fieldwork will offer students a chance to examine how defenders frame the problems they address and the strategies they deploy. What does it mean to provide client-centered holistic representation? Are the issues facing this population of clients different from other clients? What strategies might this new unit employ to assist clients tackle the problems they are facing? Do the strategies employed more accurately reflect what might best addresses the problem (such as work with community partners) or what the office routinely regards as lawyer's work? These questions put squarely into issue just how well-grounded defender offices generally are in the issues faced by their clients and in the communities from which their clients come. Do they understand community views about criminal justice policies, community concerns about young offenders in the criminal justice system, community attitudes toward defenders and their clients? Do defenders see themselves as accountable in any way to these communities? Should defenders play a part in educating communities about the criminal justice system?

Some feel for the fieldwork of the clinic can be found in our work 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.

* 14 credits includes 3 clinical credits and 4 academic seminar credits per semester.
• Devising and implementing a comprehensive legal needs assessment to determine the services a neighborhood-based defender office should provide.
• Advocating, in coalition with other community-based providers, for the use of alternatives to incarceration and sentencing reform.
• Advising clients with criminal records on their legal rights and obligations related to employment.
• Conducting initial interviews with clients and their families seeking representation.
• Collaborating with social work staff to match services within the community to individual client needs.
• Advocating for other policies that facilitate the reentry of individuals returning to their communities.

The Seminar

The seminar will examine various conceptions of the role of the defender office in an effort to begin developing a vision that treats individual representation as the primary, but not sole responsibility of a defender office. Students will be introduced to approaches that attempt to move defender offices toward more community-based, activist roles in the political and justice systems. Students will explore the range of roles that defenders can play in advocating for their clients and client communities. Students 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 and justice advocacy groups 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. It will also help students develop the skills to advocate for innovations in indigent defense with foundations. 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.
Course Description

The Employment and Housing Discrimination Clinic is a two-semester 14-credit course in Fall 2013 and Spring 2014. During the current academic year, the professor has been on sabbatical in the spring and therefore the Clinic was offered as a one-semester course in the Fall 2012.

Students in the Clinic represent plaintiffs in discrimination cases in state and federal court and before federal agencies such as the EEOC and the Department of Labor. They also participate in a seminar and a variety of simulation exercises. Through the combined fieldwork and simulation experience, students learn the substantive and procedural law related to discrimination litigation and gain experience in the tasks and skills involved in the litigation. On average, students spend about 20 hours per week on the course. However, the work load varies over the course of the year depending on the demands of the fieldwork cases and simulation exercises.

In past years, Clinic students have worked on a wide range of discrimination cases, including claims based on race, national origin, disability, age, and sex, including sexual harassment and pregnancy discrimination, as well as violations of the minimum wage and overtime laws. From time to time the Clinic takes cases together with outside organizations such as Make the Road by Walking, an advocacy organization for low-wage Latino immigrant workers, and Legal Momentum (formerly known as the NOW Legal Defense Fund), an advocacy organization for women’s rights.

The cases currently on the Clinic docket, and likely to continue to be in litigation in Fall 2013, include a claim of sex discrimination against the New York City Housing Authority for rejecting a qualified woman applicant for a position as bricklayer; a claim of disability discrimination against a major retail store for failing to grant reasonable accommodation to an individual with a disability and for denying her request for leave under the Family and Medical Leave Act; a claim of sexual harassment by two women who were employed in a Brooklyn factory and were fired after they complained of the harassment; and a claim against the New York Health and Hospitals Corporation for refusing to hire an individual with a criminal record without making an individualized assessment of the relationship between his criminal record and the nature of the job.

Typically, two students work on each fieldwork case. However, more students may be assigned to cases that are particularly complex or demanding. The students are responsible, under faculty guidance, for all aspects of the case, including interactions with the client, witnesses, and opposing counsel. Depending on the stage of the case, students’ written work may include drafting pleadings, interrogatories, document requests, responses to discovery requests, motions, briefs, affidavits, letters to opposing counsel and the court, and settlement agreements. Oral tasks may include taking and defending depositions, arguing motions in court, conferring with potential witnesses and opposing counsel, and engaging in settlement talks or court-supervised mediation. Students also appear on behalf of the client at any trial or appeal.

The seminar component of the course focuses on issues of substantive and procedural law related to Clinic cases. The simulation exercises, based on prior or current Clinic cases, are designed to supplement the fieldwork experience and to ensure that all students have the opportunity to engage in certain key litigation

* 14 credits consisting of 3 clinical credits and 4 academic seminar credits each semester.
activities, such as 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.

**Application Procedure**

Students who are interested in taking the Employment and Housing Discrimination Clinic should submit the standard application, resume and transcript online through CAMS. Selection of students is not based on interviews. However, Professor Sager will be available to meet with applicants in small groups to provide a more complete description of the course and to answer questions. After submitting your application, the Clinic administrator, Steve Bautista, will contact you to sign up for a meeting time.

Students enrolled in the EHDC Fall 2012 are:

- Brittany Francis
- Robyn Lym
- Daniel Yu
- Brian Smith
- Priya Chadha
- David Katz
- Benjamin Salk
- Howard Tsai
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 with which parents involved with the child welfare system are routinely treated.

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

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

Course Description

Fieldwork

(a) The heart of the clinic is the opportunity to represent individual clients in Family Court. Clinic students work with lawyers from the Family Defense Practice of Brooklyn Defender Services as counsel for parents of children in or at risk of entering foster care in a variety of matters in Family Court, including 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

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

** Evidence is preferred but is not a prerequisite.
practice, discovery, out-of-court advocacy, and preparing for and conducting trials and dispositional hearings in Family Court. It is common for students to argue motions and conduct contested hearings before Family Court judges. Students pursuing their master’s degrees in social work will be part of the legal team representing each client and will assist in analyzing and identifying issues, formulating plans to achieve clients’ goals, assessing clients’ strengths and needs, and accessing appropriate services.

(b) Clinic students may also work with faculty on projects designed to improve child welfare policy and practice. The Clinic’s past projects have included legislative and regulatory lobbying; helping organize the first national association of parents advocates; drafting an amicus brief to the United States Supreme Court; preparing policy memoranda for the New York City Commissioner of Children’s Services; hosting conferences of institutional providers of legal representation for parents; designing and conducting a survey of parents whose children are in foster care; drafting a report on Family Court for the New York City Bar Association; and developing know-your-rights trainings for parents. In addition, the Clinic works with Brooklyn 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 and on the broader 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. Attention will be paid to the question of reforming the current delivery of legal services. Throughout the year, the seminar will be used to discuss issues relating to race and class in child welfare policy and practice, and ethical and systemic issues that arise in students’ cases. The seminar will also hear from experts in the field.

Administrative Information

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

Application Procedure

Students should submit an application, resume and a transcript online via CAMS. Applicants will be contacted by Yvette Bisono for an interview with Martin Guggenheim or Christine Gottlieb. If you have any questions, you may telephone Ms. Biso at (212) 998-6177 or contact her by email at 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 Immigrant Rights Clinic. Those students will be contacted about the application process in the Spring.
Student Contacts

Students are encouraged to speak with current members of the clinic. The following law students are members of the 2012-13 clinic:

Eli Berman  
Marissa Cohen  
Shlomit Cohen  
Cora Fanning  
Sara Lefkovitz  
Ilana Parmer  
Ali Puente-Douglass  
Erica Rodriguez  
Kari Rotkin  
Eliza Schafler  
Genna Teitelbaum  
Mark Wulfe

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

**LW.10783/LW.10767**  
**Professor Christopher A. Flood**  
**Professor Annalisa Mirón**  
**Open to 3L students only**  
**Maximum of 12 students**  
**Year-long course**  
**14 credits**  
**Prerequisites: Criminal Procedure, Evidence or a trial advocacy or litigation course**

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**Introduction**

Students in the Federal Defender Clinic (FDC) represent indigent defendants charged with misdemeanor offenses, such as drug possession, simple assault, weapons possession, and petty theft, in the United States District Court for the Eastern District of New York. Students work on cases from initial appearance through final disposition, including pleas, hearings, trials, sentences, and appeals.

**Course Description**

**Fieldwork**

The focus of the FDC is on live-client representation and litigation. While under faculty supervision, students fulfill every role of the lawyer, including interviewing clients, negotiating with adversaries, speaking on behalf of clients at all appearances, making opening and closing arguments, cross-examining government witnesses, and other aspects of in-court hearings and trials. Students work in teams on most cases.

Fieldwork includes attending court on arraignment days, interviewing and counseling clients, investigating factual matters, researching legal and factual defenses, and negotiating with prosecutors and agency representatives to obtain favorable dispositions. Much more extensive fieldwork is undertaken in cases not disposed of at the initial arraignment day, including full case analysis and legal research, crime scene investigation and interviewing of witnesses, further client interviewing and counseling, and drafting discovery motions, subpoenas, and pretrial motions. Students then conduct extensive negotiations, engage in proffer sessions, and draft plea agreements. Cases not settled are taken to formal court hearings and bench trials before federal Magistrate Judges with students handling all aspects of the cases, including motion practice, witness preparations, direct and cross-examinations, opening and closing statements, and legal arguments.

In addition to their misdemeanor cases, clinic students work on federal felony cases through the clinic's affiliation with the Federal Defenders of New York. Students will work directly with experienced Federal Defenders in the Eastern and Southern Districts of New York to help them defend federal felony cases. Research and preparation for sentencing will be a focus of the 2013-14 clinic felony fieldwork.

**Seminar**

The seminar meets two evenings per week for a total of four hours. The seminar involves critical examination and discussion of the criminal justice system based on the students' experiences and observations. After a discussion of interviewing and negotiating strategies and techniques, students conduct mock client interviews and negotiating sessions to prepare for arraignment day. The remainder of the fall semester is spent discussing legal analysis, investigations, discovery, subpoenas, client-centered counseling, plea bargaining, motion practice, and techniques of litigation. Students draft case analysis memoranda, discovery requests, motion papers, and negotiation letters. The spring semester focuses on trial strategies as

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14 credits includes 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.
some cases may head to hearings and trials. During the school year, students will engage in a full simulated suppression hearing, and a full simulated trial. Interwoven into the seminar are discussions of the ethical and systemic issues facing public defenders.

**Qualifications for Applicants**

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

**Credits and Hours**

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

**Particular Scheduling Requirements**

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

**Application Procedure**

Applicants should submit a resume, unofficial transcript, and application using CAMS, the online application system. Students will be contacted by Michelle Williams after their applications are submitted to arrange individual interviews with the professors. If you have any questions, please contact Ms. Williams at (212) 998-6439 or michelle.williams@nyu.edu.

**Student Contacts**

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

- Elizabeth Alcocer-Gonzalez
- Katherine Poor
- Michael Bradley
- Taeva Shefler
- Whitney Flanagan
- Sarah Siegel
- Stephanie Glaberson
- Molly Talbert
- Jonathan Ko
- Madalyn Wasilczuk
- Bradley Maurer
- Scott Welfel

Interested applicants may also contact the adjunct professors. Christopher Flood may be reached via email at Christopher_Flood@fd.org; Annalisa Mirón may be reached via email at annalisa.miron@nyu.edu.
Immigrant Rights Clinic
LW.11134/LW.10586
Professor Alina Das
Professor Nancy Morawetz
Open to 3L and 2L students
Maximum of 14 students

Introduction

The Immigrant Rights Clinic (IRC) is a leading institution in both local and national struggles for immigrant rights. Our students engage in direct legal representation of immigrants and community organizations in litigation at the agency, federal court, and where necessary Supreme Court level, and in immigrant rights campaigns at the local, state, and national level. Each student, along with a student partner, will typically have the opportunity to represent both an individual or a set of individuals in litigation (such as a removal proceeding or appeal, detention litigation, or a civil suit) as well as a community organization in a campaign (such 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. Students serve as the lead attorneys for both their cases and campaign projects.

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

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

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

- Representing a long time lawful permanent resident and community activist from Trinidad and Tobago who is facing mandatory deportation and permanent separation from his family due to his one-time fraud conviction. In 2012-2013, students have been litigating his case on several fronts, including a petition for review before the U.S. Court of Appeals for the Second Circuit and a petition for coram nobis (challenging his underlying conviction) in federal district court in New Jersey. Students are also pursuing administrative advocacy and working with a committee of activists and organizers to resolve his case. This case was referred by Families for Freedom, of which our client is a member and activist.

- Representing an immigrant arrested in a home raid in which Department of Homeland Security (DHS) agents violated a host of agency regulations. Our client was asleep in his bed when DHS agents came to his home and obtained entry through deceptive tactics. We filed motions to suppress the evidence and terminate proceedings before immigration court. After the court denied our motions, we appealed the order to the Board of Immigration Appeals and then to the U.S. Court of Appeals for the Third Circuit. In early 2012, the Third Circuit granted our appeal and remanded the case back to the Board of Immigration Appeals for further proceedings. We are currently litigating these issues before the Board. This case was referred by Catholic Charities of New Jersey.

- Representing a lawful permanent resident facing deportation to Jamaica despite her significant ties to the United States and the persecution and torture of lesbian, gay, bisexual, and transgender (LGBT) individuals in Jamaica. She previously won relief under the Convention Against Torture before the Immigration Judge, but the government appealed. Students are briefing the case before the Board of Immigration Appeals, and also cross-appealing the issue of whether our client’s misdemeanor marijuana conviction bars her from cancellation of removal or asylum. This case is being litigated with the Legal Aid Society.

- Representing a lawful permanent resident facing deportation to Jamaica as a gay man before the Board of Immigration Appeals. This case was referred by CLINIC’s pro bono project.

- Representing a longtime lawful permanent resident suffering from mental illness and facing deportation to Trinidad & Tobago. This year students are representing their client before an Immigration Judge and seeking a hearing on cancellation of removal and asylum, withholding, and relief under the Convention Against Torture, arguing that his convictions are not “aggravated felonies.” This case is being litigated with the Legal Aid Society.

- Representing a 16-year-old boy from El Salvador seeking Special Immigrant Juvenile Status. Our client entered the United States as an unaccompanied minor and was eventually reunited with his mother in New York. A student this year is representing him in Family Court and Immigration Court proceedings to ensure that he is able to remain in the United States. This case is being litigated with the Legal Aid Society.

- Representing a longtime lawful permanent resident whose U.S. citizenship—having to come to the
United States as the son of an American Armed Service member—is being litigated as part of his removal proceedings. This year’s students represented in Immigration Court, litigating the citizenship issue and whether he is competent to be in removal proceedings due to mental disability. The team also filed a habeas petition to challenge his detention and successfully secured his release. This case is being litigated with the Legal Aid Society.

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

- Representing the Justice for Farmworkers Campaign in their legislative advocacy to end the unjust exclusion of farmworkers from key NY labor protections. In 2011-2012, students prepared research and materials in support of the campaign and worked with various allies to strategize about campaign tactics and goals.

- Representing national immigrant advocacy groups and community organizations in amicus filings before the circuit courts and the Supreme Court on issues related to detention and deportation. In recent years, the students have filed amicus briefs before the Supreme Court in cases involving the scope of the “drug trafficking aggravated felony” label, the availability of discretionary relief, and challenges to state anti-immigrant laws.

- Representing the New York State Youth Leadership Council in their campaign to enact the New York Dream Act, to ensure greater access to opportunities for undocumented youth in New York State. In 2012-2013, students are conducting research to help the group and their allies with their campaign, and working on the needs of undocumented youth in light of the deferred action for childhood arrivals programs.

- Representing New Jersey Advocates for Immigrant Detainees, a coalition of organizations that cares deeply about immigrants detained in the expanding patchwork of immigration jails in the state. In past years, students worked on groundbreaking reports, Locked Up But Not Forgotten and Immigration Incarceration, focusing on conditions and access issues in New Jersey jails. This year, students are working on a telephone justice campaign to lower phone rates in New Jersey facilities.

- Representing the Immigrant Defense Project in its efforts to stop Secure Communities (S-Comm), a fingerprinting program aimed at funneling more immigrants into the deportation and detention system. In 2011-2012, students researched options for local action to push back against S-Comm and are creating a toolkit for groups that want to make their communities safe and free from S-Comm. This year, students are working on a Know Your Rights curriculum and train-the-trainers to facilitate the Immigrant Defense Project’s trainings and messaging.

- Representing the Georgia Latino Alliance for Human Rights, the ACLU of Georgia, and the National Day Laborer Organizing Network in Freedom of Information Act litigation regarding the local enforcement of federal immigration law in Georgia.

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 who are interested in applying to the Immigrant Rights Clinic should submit the standard application, resume and transcript online via CAMS. Applicants should submit as lengthy a response to Question 4 of the standard application as they feel necessary and may ignore the 300 word limit. Applicants invited to interview will be contacted by email. The clinic accepts 2Ls and 3Ls. If you have any questions regarding the application process, please contact Noelia Rodriguez at 212-998-6459 or by email.
Students who enroll in the Immigrant Rights Clinic as 2Ls may have the opportunity to join the Advanced Immigrant Rights Clinic in their 3L year. There is no formal application process for the Advanced Immigrant Rights Clinic. Those students will be contacted about the application process in the Spring.

Student Contacts

We recommend that students interested in the clinic speak to members of the 2011-2012 Immigrant Rights Clinic and the Advanced Immigrant Rights Clinic.

2012-2013 Immigrant Rights Clinic
Abbey Augus
Matthew Craig
Cesar Francia Rivero
Leila Kang
Mae Nguyen
Kendal Nystedt
Rebecca Phipps
Amy Pont
Jesse Rockoff
Jessica Rofe

2012-2013 Advanced IRC
Semuteh Freeman
Chris Stanislowski
Pierce Suen
Kevin Terry
Jordan Wells
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 teachers of the clinic and the Legal Aid Society's Juvenile Rights Practice (JRP) division in representing children accused of crimes in New York Family Court delinquency proceedings. The clinic is designed to allow students to experience all stages of the juvenile/criminal process. Students work on all aspects of the process, including arraignment, investigation, drafting of motions, motions arguments, negotiation, client counseling, suppression hearings, trial, and sentencing (which, in Family Court, may take the form of a contested evidentiary hearing).

The Seminar

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

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

Qualifications for Applicants

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

Application Procedure

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

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

** Any of these courses may be taken concurrently with the clinic.
contact you to schedule an interview with Randy Hertz. If you have questions, you can direct them either to Ms. Sanchez at (212) 998-6477 or leomaris.sanchez@nyu.edu or to Randy Hertz at randy.hertz@nyu.edu.

**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:

- Kellsie Barton
- Aisha Dennis
- Melina Healey
- Allison Kahl
- Julia Kaye
- Bobby Langdon
- Evelyn Malavé
- Brandi McNeil
- Lindsay Miller
- Abigail Nurse
- Hans Romo
- Nathan Rubenson
COURSE DESCRIPTIONS

Semester-long Clinics offered 2013-14

Brennan Center Public Policy Advocacy (Fall and Spring)
Business Law Transactions (Fall and Spring)
Children’s Rights (Fall and Spring)
Community Development and Economic Justice (Spring)
Constitutional Transitions Clinic & Colloquium (for LL.M.s) (Fall)
Criminal Appellate Defender (Spring)
Environmental Law (Fall and Spring)
Equal Justice and Defender (Fall)
Global Justice (Fall and Spring)
Government Civil Litigation - Eastern District of NY (Fall and Spring)
Government Civil Litigation - Southern District of NY (Fall and Spring)
Immigrant Defense (Spring)
International Environmental Law (Spring)
International Organizations (Fall)
The Legal Ethics Bureau at NYU Law School (Fall and Spring)
Legislative and Regulatory Process (Fall)
LGBT Rights (Spring)
Litigation, Organizing and Systemic Change (Fall)
Mediation (Fall)
Mediation – Advanced: Dispute System Design (Spring)
New York Civil Liberties (Fall)
Prosecution - Eastern District of NY (Fall and Spring)
Prosecution - Southern District of NY (Fall and Spring)
Racial Justice (Spring)
Regulatory Policy (Fall and Spring)
Reproductive Justice and Women’s Equality (Fall)
Technology law and Policy (Spring)
Brennan Center Public Policy Advocacy Clinic

LW.10328/LW.10353 Fall and Spring semesters
Professor Adam Skaggs 5 credits
Professor Myrna Pérez No prerequisites or co-requisites
Open to 3L and 2L students
Maximum of 12 fieldwork positions

Introduction

The Purpose of the Brennan Clinic

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

In both the Fall 2013 and Spring 2014 semesters, the Clinic’s work will be closely organized around the activities of the Brennan Center, which are divided among three program areas: Democracy (elections and voting rights, money in politics, fair courts, redistricting and responsive government), Justice (access to civil legal aid, mass incarceration and racial justice reform, and promoting community-oriented defense), and Liberty and National Security (transparency and privacy issues and domestic counterterrorism policies, including intelligence collection). The work in each of these program areas is described more fully in the Fieldwork section below.

Course Description

The Seminar

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

The seminar portion of this clinic will be substantially similar each semester; therefore, while students may apply to participate in the clinic either semester, they will not be permitted to enroll in both.

* 5 credits includes 3 clinical (fieldwork) 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, advocate for a civil right to counsel, promote language access in the courts, promote adequate funding for courts and access to justice, and advocate effective strategies to mitigate the foreclosure crisis. In the coming year, students will similarly be offered the opportunity to work on one of several projects at the heart of the Brennan Center’s mission. A list of available projects will be circulated at the beginning of the semester, and based on student interest and availability, students will be assigned to particular project teams. Students interested in specific Brennan Center initiatives, or who possess experience in areas of policy relevant to the Brennan Center’s work (such as political process and voting, governmental or bureaucratic reform, governmental regulation of nonprofits, or the provision of civil legal aid or indigent defense services) may find unique ways to develop their interests and to gain additional experience through the clinic. Students are strongly encouraged to examine the Brennan Center website at www.brennancenter.org for additional information about the Center’s current activities.

Below is a brief description of some of these activities.

Democracy Program

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

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

Money in Politics — The Center works to combat the unfair influence of money on our electoral and legislative processes. The Center has promoted public argument and scholarship to show how reform can augment speech, pursued extensive academic study to supply data to the reform effort, and worked to draft, enact, and defend the Bipartisan Campaign Reform Act ("BCRA," or McCain-Feingold), the principal federal campaign finance reform bill of the modern campaign era. The Center is now engaged in promoting and defending various finance reforms across the country, including creative efforts to secure public financing for campaigns. The Center has played a leading role in a broad-based initiative to bring publicly financed elections
to New York State, and has been at the forefront of developing a viable proposal for publicly funding federal elections.

**Fair Courts** — The Center seeks to protect the independence, impartiality, and integrity of the courts so that they can defend the rights of unpopular and vulnerable populations and uphold other core public values. The Center has become pivotal in the assessment of modern judicial campaigns, including study and advocacy concerning fundraising, advertising, campaign speech, recusal standards, and associated canons of ethical conduct. The Center played an instrumental role in a recent 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.

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

**Justice Program**

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

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

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

**Liberty and National Security Program**

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

**Application Procedure**

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

Student Contacts

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

Fall 2012 Brennan Clinic
Adam Ghebrekristos
Alexander Levy
Douglas Lindner
Joseph Tevelowitz
Julia Siegel
Kevin Frick
Kolby Loft
Randall Johnston
Tristan Freeman
William Ehrenreich

Spring 2013 Brennan Clinic
Chris Asta
Stephanie Bazell
Eric Broad
Alex Gorman
Lauren Groetch
Ryan Kim
Keith Kobylka
Gene Levin
Andrew Nedihardt
Liz Platt
Madeline Snider
Paula Vera
Business Law Transactions Clinic
LW.10195/LW.11302
Professor Stephanie Abramson
Professor Sean Delany
Stephanie Swanson, Clinic Fellow and Supervising Attorney
Open to 3L students only
Maximum of 12 students

Fall and Spring semesters
5 credits
Prerequisite: Corporations
Recommended: Federal Income Taxation

Introduction

The Business Law Transactions Clinic will provide an opportunity for students to provide legal services on transactional and governance matters relating to nonprofit organizations’ business needs.

Course Description

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

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

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

Our clients are existing, operating nonprofit organizations with operating budgets of approximately $300,000 and larger. We will focus on providing practical and thoughtful support to senior leaders of these institutions. We expect that clinic students will do great work for our clients. Finally, we want our students to see how business lawyers can serve the community through pro bono activities.

We have a weekly two-hour seminar, which focuses on the business lawyer’s multiple roles in assessing, planning and managing corporate events and transactions. Most seminars will feature as guest speakers 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.

The following are some examples of the clinic’s work:

- For a not-for-profit national media company, conducted due diligence on a proposed acquisition of a for-profit technology company;
- For an animal hospital, drafted forms of agreements regarding non-competition and non-solicitation covenants and a memorandum of understanding with a partner veterinary provider for work of residents;

*5 credits includes 3 clinical credits and 2 academic seminar credits.
• For an organization which provides legal services to children in foster care, prepared an amendment to a funding contract with the State of New York, a contract with a software developer, a social networking policy, a memorandum on employer liability in connection with background checks, guidance on standards for hosting an online bulletin board, amended, bylaws, an investment policy and a disaster and data recovery plan;
• For a community support organization, revised a personnel manual, negotiated the renewal of a lease, and reviewed corporate governance issues;
• For a civil rights organization, revised a contract regarding archiving of records and prepared a records retention policy;
• For a museum located outside New York, acted as special New York counsel on a combination with a New York cultural institution;
• For an organization providing tutoring services in public school, drafted a contract with a public school and a template for additional public schools, along with preparation of an employee manual;
• For an organization that supports cancer patients and their families, drafted a license agreement;
• For an association of law professors, amended bylaws and advised on charitable solicitation regulations;
• For an organization providing services for victims of domestic violence, revised forms of contracts and advised on issues regarding privileged information;
• For an organization rendering support services to women seeking career advancement, drafted an agreement with an agency of the City of New York to provide training sessions;
• For an organization sponsoring arts and other cultural events, prepared collaboration agreements with artists and institutions;
• For an organization that aims to improve community health, advised on transfers of technology contracts;
• For an organization that supports a subsidiary of the United Nations, reviewed form of corporate sponsorship;
• For various organizations, prepared investment policies and reviewed grant agreements for compliance with the New York Prudent Management of Institutional Funds;
• For a day care center, provided guidance on collaboration with other day care centers and drafted collaboration agreements with two other day care centers;
• For a sponsoring organization, prepared forms of fiscal sponsorship agreements;
• For NYU law school, drafted a series of agreements and memorandum of understanding to structure a proposed student organization;
• For various organizations, amended bylaws and prepared revised personnel manuals; and
• For a private university and a community support organization, drafted committee charters.

Administrative Information

The seminar will meet once a week for two hours. However, students interested in the clinic must be available throughout the semester for meetings with the faculty members on both Wednesdays and Thursdays from 3:00 PM until 5:00 PM to discuss client projects or participate in calls with clients.

Application Procedure

Students should fill out and submit the standard application, resume and law school transcript using CAMS, the online application system. There will be no interview, but the faculty members may contact you with questions regarding your application. For more information about this clinic, please contact Stephanie Swanson at stephanie.swanson@nyu.edu, or any of the current students listed below.
Student Contacts

In addition, if you would like to speak with a student currently in the clinic, please contact one of the students listed below:

**Spring 2013**
- Julia Bell
- Melissa Fischetti
- Nicholas Goss
- Avi Herescu
- Jerilyn Laskie
- Rory Mouat
- Jacob Ornstein
- Ryan Rahman

You may also contact the following students enrolled in the clinic during prior semesters:

**Fall 2012**
- David Gold
- Ganaraj Hegde
- Tyler Kinder
- Loretta Lau
- Dan Liang
- Paul Sandler
- Daniel Satin
- Megan Ward
Introduction

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

Course Description

Fieldwork

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

- The Door Legal Services Center – The Door is a multi-service program for youth, which provides young people aged 12 to 21 with a full array of services including health care, educational services (including GED, ESL, computer classes, and tutoring), job training and placement. At the Legal Service Center, students will work with the Door’s attorneys on housing and benefits or immigration related legal issues as well as other matters and may engage in legal rights trainings for youth.

- The Juvenile Rights Practice of the New York Legal Aid Society (“JRP”) – JRP is the primary provider of child representation in child protection, juvenile delinquency, and PINS (Persons in Need of Supervision) proceedings in the New York City Family Courts. Students at this site will work with attorneys in the Manhattan and Brooklyn trial offices on all aspects of child neglect and abuse cases representing both adolescents and younger children. Students will participate in client interviewing and counseling, case investigation and planning, and will have the opportunity to make court appearances on behalf of their clients under attorney supervision.

- Advocates for Children (“AFC”) - AFC is a non-profit organization that has provided information, advice, and advocacy on education issues to families of children with special needs in New York City. AFC works to ensure equal educational access through a combination of strategies including direct service, impact litigation, policy reform work, and parent training. Students assigned to AFC will work closely with parents and their children throughout all stages of representation from intake through investigation to preparation and execution of administrative hearings regarding the provision of special education. Foster Care project attorneys provide advice, assistance and advocacy to caseworkers, parents and children off-site at foster care agencies.

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

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

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

Application Procedure

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

Student Contacts

Students who are interested in learning more about the course may wish to speak with the following students who were in the clinic during the 2012-13 school year:

- **Fall 2012**
  - Sharde Armstrong
  - Elana Fogel
  - Eric Kobet
  - Sean Michels
  - Inn-Young Park
  - William Price
  - Steven Sasmor
  - Katherine Sexton
  - Allison Wilkinson
  - Dana Williamson

- **Spring 2013**
  - Siobhan Atkins
  - Hannah Baker
  - Elyssa Caplan
  - Kelly Dreher
  - Benjamin Goldberg
  - Heather Gregorio
  - Annemarie Hillman
  - Michael Rosenblum
  - William Son
  - Joshua Stanton
Community Development & Economic Justice Clinic

LW.10172/LW.11977  
Spring semester

Professor Paula Galowitz  
5 credits

Professor Nicole Hallett  
No prerequisites or co-requisites.

Open to 3L and 2L students

Maximum of 8 students

Course Description

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

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

Fieldwork

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

Students will participate in a litigation matter in one of CDP’s areas of practice: workers’ rights, housing and consumer justice. CDP uses litigation as a way to support grassroots organizing efforts in New York City. Litigation is developed in partnership with the organizations and usually arises out of issues facing their communities. The workers’ rights cases typically involve minimum wage and overtime violations, workplace discrimination, and retaliatory discharge. Plaintiffs in these cases could be workers in the restaurant, nail salon, garment, food distribution, and domestic industries. The tenants’ rights cases involve representing tenant associations organized by community-based organizations in litigation to combat landlord abandonment, to seek repairs to bring buildings into compliance with the housing code, and to combat harassment and retaliation by landlords. The consumer justice cases are varied, but often involve defending a client against an

* 5 credits includes 3 clinical credits and 2 academic seminar credits.
Students will work out of CDP’s offices. Direct interaction with the grassroots organizations’ staff and members will be an integral component of the fieldwork. Students are expected to spend at least ten hours a week at CDP’s offices.

The Seminar

The seminar will meet weekly on Tuesday from 4:00 – 5:50 p.m. Classes will be participatory in nature, and students will be expected to give presentations, discuss their fieldwork and engage in simulations intended to sharpen practical lawyering skills.

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

Application Procedure

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

Student Contacts

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

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

Students should also feel free to contact the professors about the clinic. Professor Paula Galowitz can be reached at (212) 998-6441 or by email at paula.galowitz@nyu.edu. Professor Hallett, an attorney with the Community Development Project of the Urban Justice Center, can be reached at (646) 459-3003 or by email at nhallett@urbanjustice.org.
Constitutional Transitions Clinic and Colloquium (for LL.M.s)

LW.12144.002/LW.12145.002  Fall semester only for LL.M.s (See Year-long courses for J.D. info)
Professor Sujit Choudhry  6 credits
Maximum of 3 LL.M. students  No prerequisites or co-requisites.

Introduction

The Constitutional Transitions Clinic and Colloquium is sponsored by the Center for Constitutional Transitions (Constitutional Transitions) at the NYU School of Law. Constitutional Transitions, launched in March 2012, will be the world’s leading academic center that supports constitutional transitions through agenda-setting research, and will train the next generation of constitutional practitioners in this area. The Constitutional Transitions Clinic and Colloquium is a joint project of Constitutional Transitions and the Cairo office of International Institute for Democracy and Electoral Assistance (International IDEA), an intergovernmental organization that supports sustainable democracy worldwide, with 27 member states. International IDEA’s mission is to support sustainable democratic change by providing comparative knowledge, assisting in democratic reform, and influencing policies and politics.

Course Description

The clinic and colloquium will blend clinical education and the generation of research of direct and immediate use to constitutional processes currently underway in the Middle East and North Africa. The overall goal is to provide support to constitutional processes in response to local needs, by laying down a comparative research foundation for domestic constitutional choice on those issues where comparative experience is thought to be helpful and relevant. Students will build important skills (policy analysis, contextualization of advice, presentation and advocacy) in a way that is sensitive to the volatile political context of constitutional transitions in the Middle East, in a culturally sensitive manner.

Fieldwork

Students will work under the direct supervision of Sujit Choudhry and a Fellow, and will be divided into three teams, each tasked with the production of a research report on an issue of central importance to constitutional transitions in the Middle East and North Africa, where there is a need for comparative, in-depth research to provide a comparative research foundation for domestic constitutional choice. These questions will be identified by International IDEA. Potential topics include security sector oversight, anti-corruption frameworks, and sectarianism. Research will include the constitutional status quo for a limited number of constitutional frameworks in the Middle East and North Africa, including the reasons for their historical development, as well as the constitutional experiences of other transitional democracies such as South Africa, as well as those in Eastern and Central Europe and Latin America, and successful post-colonial experiences (e.g. India). In addition, there will be regular, sustained student contact with the Cairo office of International IDEA.

The Colloquium

During the fall semester, in lieu of a traditional clinical seminar, students will attend a colloquium on authoritarianism. The colloquium is co-convened by Prof. Sujit Choudhry and Prof. Mattias Kumm. Leading experts from North America, Europe and the Middle East will present works-in-progress focusing on countries transitioning out of authoritarian regimes, as well as those sliding back into authoritarianism. Works presented will focus on countries in the Middle East-North Africa region, Eastern and Central Europe, and other regions.

* 6 credits includes 4 clinical (fieldwork) credits and 2 colloquium credits.
Qualifications for Applicants

J.D. students are expected to have previously taken U.S. Constitutional Law, or to take it concurrently with the clinic. There are no pre-requisites for LL.M.s.

Application Procedure

Students should submit an application, resume and transcript on-line via CAMS. The deadline for submitting an application is July 15, 2013. Jennifer Canose will contact you to schedule an interview with Sujit Choudhry. Please note there is a separate application form for LL.M. students. If you have questions, please direct them to Katy Glenn Bass (kg65@nyu.edu).

Student Contacts

Interested students may want to contact current Clinic students, including:

Bieta Andemariam
Hannah Bloch-Wehba
Sam Chaffin
Kuntal Cholera
Jennifer Ebling
Christine Ernst
Lisandra Fernandez
Daniel Hanna
Lauren Katz
Alex Kerchner
Morgan Miller
Johanna Peet
Criminal Appellate Defender Clinic
LW.11820/LW.10883
Professor Eunice Lee
Professor Rosemary Herbert
Open to 3L and 2L students
Maximum of 8-10 students
Spring semester
5 credits
Pre-requisites/Co-requisites: Criminal Procedure**
(Also see “Qualifications for Applicants”)

Introduction

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

Course Description

Client Representation

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

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

The Seminar

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

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

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

** Evidence is also preferred as a pre- or co-requisite.
Qualifications for Applicants

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

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

Application Process

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

Student Contacts

The following students were enrolled in the Criminal Appellate Defender Clinic in the Fall of 2012:

Nicholas Bauer
Ashika David
Caitlin Kelly
Debra McElligott
Stanislav Moroz
Molly Ryan
Stephen Strother
Environmental Law Clinic

LW.11120/LW.10633
Professor Eric A. Goldstein
Professor Nancy S. Marks
Open to 3L students (preferred) and 2L students
Maximum of 8 students
Fall and Spring semesters
5 credits
No prerequisites or co-requisites.

Course Description

Fieldwork

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

The Seminar

The group meets for a two-hour session on Wednesdays from 5:00 pm to 7:00 pm. These sessions are devoted to discussion of environmental law practice, led by NRDC attorneys and visiting experts. At the seminars, speakers lead discussions on current issues in environmental law, as well as environmental lawyering skills, strategies and tactics. At one session, students participate in a moot court argument of a pending environmental case. Interested students will be given a copy of the term’s current seminar schedule by contacting the clinic's support person, Elizabeth Horvitz, via email at ehorvitz@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. Horvitz will contact students to arrange an interview with either Professor Goldstein or Marks. While third-year students are preferred, second-year students will be considered. If you have any questions regarding the application process, please contact Ms. Horvitz.

The Environmental Law Clinic also welcomes LL.M. enrollments and will consider taking one LLM student each semester, but does not specifically reserve space for LL.M.s. The application deadline for LL.M. students is July 15, 2013. (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:

Fall 2012
Darci Frinquelli
Ted Kelly
Ted Lamm
Zach Lazar
Andrea Leshak
Sara Rahman
Brian Wood
Christine Yurechko

Spring 2012
Akari Atoyama
Dylan Casey
Leslie Coleman
Elspeth Faiman
Elizabeth Verity Hallinan
Heather Lewis
Martha Roberts
Claiborne Walthall

* 5 credits includes 3 clinical credits and 2 academic seminar credits.
Equal Justice and Defender Clinic
LW.11245/LW.11427
Professor Bryan Stevenson
Professor Randy Susskind
3L students preferred
Maximum of 16 students
Fall semester
7 credits
Pre- or Co-Requisite: Racial Justice Law and/or Eighth Amendment Law and Litigation (see "Qualifications for Applicants" below)

Introduction

The Equal Justice and Defender Clinic provides an opportunity to work on racial justice issues or to provide direct assistance to condemned prisoners on death row or children sentenced to life imprisonment without parole. The clinic will be offered to up to sixteen students as a seven credit course in the Fall Semester, in connection with either Racial Justice Law or Eighth Amendment Law and Litigation.

Course Description

Clinic students doing racial justice work will study the history of racial inequality in the United States and work on projects that engage communities directly impacted by slavery, lynching, racial terror, convict leasing and Jim Crow laws. Projects will be focused on communities in the South that have experienced extreme racial violence and terror with a goal of helping communities confront these histories in a meaningful way. Students working on litigation against extreme punishments will be involved in direct assistance to death row prisoners in Alabama or children serving sentences of life imprisonment without parole.

Fieldwork

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

Racial justice students will research community histories, the history of racial injustice, interview community leaders and assist the Equal Justice Initiative on community projects that relate racial history with contemporary issues that reflect present-day racial inequality.

Litigation students will work on pending cases that are currently being managed by the Equal Justice Initiative, and will spend time with condemned prisoners, conduct legal research and writing on active cases, conduct investigative work and interact with client families.

The Seminar

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

* 7 credits includes 5 clinical (fieldwork) credits and 2 academic seminar credits.
Qualifications for Applicants

The Equal Justice and Defender Clinic will be offered in the Fall Semester. Students must be enrolled in the relevant substantive course associated with their clinic work: Racial Justice Law or Eighth Amendment Law and Litigation. Enrollment in both substantive courses is encouraged. Students in the clinic will receive two seminar credits and five clinic credits in addition to credits obtained for the substantive courses.

Application Procedure

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

Student Contacts

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

Former clinic students who currently are NYU School of Law students are: Aisha Dennis ('13), Elizabeth Daniel Vasquez ('13), Liz Jordan ('13), Avery McNeil ('13), Jules Torti ('13), and Emily de Leon ('13).
Global Justice Clinic  
LW.10679/LW.11210  
Professor Meg Satterthwaite  
Open to 2L, 3L and LL.M. students  
Maximum of 6-8 students  
Pre-Requisite: None. (See “Qualifications for Applicants” below)

Introduction

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

Course Description

Fieldwork consists of projects 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; human rights, national security, and counter-terrorism; transnational corporate accountability; weapons development; and the human rights of marginalized groups. These projects give students an opportunity to assist in formulating policy, research, and legal responses to cross-border human rights problems.

The seminar critically examines human rights movements and campaigns, and emphasizes practical skills, including litigating human rights claims in domestic and international forums; investigating, documenting, and publicizing human rights violations; advocating before United Nations, regional, and national human rights bodies; and engaging with global and local human rights campaigns. Students also address questions of ethical, political and professional accountability related to human rights work.

Past and current projects include working with NYU’s Center for Human Rights and Global Justice or with domestic and international NGOs to:

- Prepare country mission materials, expert reports, petitions, complaints, and shadow reports for international and regional human rights bodies, including the Inter-American Commission on Human Rights, the African Commission on Human Rights, the Special Court for Sierra Leone, the Committee on the Elimination of Discrimination Against Women, the Human Rights Committee, the Special Rapporteur on Human Rights and Counter-Terrorism, the Special Rapporteur on extrajudicial executions, and the Special Rapporteur on the Rights to Water and Sanitation;

- Litigate in U.S. and international forums on behalf of individuals seeking redress for their enforced disappearance and cruel, inhuman and degrading treatment;

- Use open government laws, such as the Freedom of Information Act, to obtain information about rights-violating practices and develop advocacy strategies with a wide range of partners to promote free speech and assembly rights;

- Investigate, research, document and report on human rights concerns, such as those raised by the use of drones, using traditional and cutting-edge human rights methodologies;

- Engage in dialogue with corporate actors to promote accountability for alleged corporate abuses;

3 clinical credits and 4 academic seminar credits are awarded each semester for a total of 7 credits.
• Enhance the capacity of community-based organizations to incorporate human rights methodology and law into their advocacy efforts on behalf of immigrant communities in New York; and

• Document and report on violations of social and economic rights in poor and disaster-affected countries and seek accountability of international actors for their interventions in such situations.

Qualifications for Applicants

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

Credit Structure and Time Commitment Expected

The clinic’s seminar plus fieldwork components are to be taken together for a combined total of 6 credits per semester. Students will be expected to devote two full days (approximately 16 hours) per week to their clinic fieldwork in addition to the time allotted to reading, written, and simulation assignments for the seminar. Students applying to the clinic should ensure that they are able to make such a time commitment. We strongly recommend that students speak to prior clinic students to get a sense of the workload and requirements.

Application Procedure

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

The Global Justice Clinic accepts applications for a limited number of spaces for LL.M. students. Students should carefully consider the impact of the clinic on their other academic choices during their LL.M. year. The application deadline for LL.M.s is July 15, 2013. There is a separate application form for LL.M. students. Please use that form and submit it along with a resume and unofficial transcript to CAMS. Selected LL.M. and transfer J.D. students will be contacted for interviews in August 2013 as part of the selection process.

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

Student Contacts

Students interested in the Clinic may want to speak to students from the Fall 2012 and Spring 2013 Global Justice Clinic.

Jacquelyn Bradford  |  Meghan Ragany  |  Anjali Manivannan  
Jeffrey Dahlberg  |  Rishi Raithatha  |  Fahd Reyaz  
Danielle DeBold  |  Thomas Artaki  |  Sandra Santa  
Eleanor Jenkin  |  Felicity Conrad  |  Rebekah Soule  
Diana Kearney  |  Julia Freidgeim  |  
Jiou Park  |  Emily Kenney  |  

Government Civil Litigation Clinic - Eastern District of New York

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

LW.10253/LW.10554 Fall and Spring semesters
Professor Michael J. Goldberger 5 credits`
Open to 3L and 2L students No prerequisites or co-requisites``
Maximum of 12 students

Course Description

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

Fieldwork

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

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

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

The Seminar

The primary purpose of the seminar will be to teach practical lawyering skills and to engage in and discuss the active strategic and tactical, legal, and ethical considerations that confront government attorneys in their daily practices. Students will be given short reading assignments designed to encourage thought and

` 5 credits includes 3 clinical credits and 2 academic seminar credits.
``Students selected for the program will be required to obtain a security clearance waiver from the federal Office of Personnel Management; this is required of all interns working in all U.S. Attorney’s Offices. Students must be United States citizens to obtain the clearance waiver. It is critical that students accepted for the clinic complete the required security paperwork as soon as possible after acceptance into the clinic so that the security clearance waiver can be timely obtained. Students may not commence clinic work unless they receive a security clearance waiver. In addition, because the U.S. Attorney’s Office is involved in litigation against many private law offices, legal services offices and other state or municipal law firms, students may not work part-time in such an office and participate in this clinic.
participation and will engage in exercises throughout the term designed to hone students’ lawyering skills. The class will require students to prepare a complaint, answer, deposition outlines and an opening statement. Classes will be held in the United States Attorney’s Office.

**Application Procedure**

Interested students should submit via CAMS the standard application, resume and transcript, and a writing sample which is preferably not more than five pages long. There will be no interview, but students are invited to contact the professor Michael Goldberger at Michael.Goldberger@usdoj.gov to discuss the course and any questions they may have. Once accepted into the clinic, students should update their contact information so that a required background investigation may be completed before the semester begins.

**Student Contacts**

**Fall 2012**  
Patrick Conroy  
Zachary Denver  
Matthew Fox  
Eli Fuchsberg  
Matthew Ladd  
Harold Robinson  
Christopher Sina  
Michael Sochynsky  
Tova Spira  
Rebecca Wirakesuma  
Ross Woessner

**Spring 2013**  
Jennifer Basch  
Oren Hoffman  
Cristian Kelly  
Charity Lee  
Nathan Monroe-Yavneh  
Robert Pollack  
Daniel Rockoff  
Benjamin Schak  
Elaine Simeon  
Leah Trzcinski  
Carly Weinreb  
Mary Grace White
Government Civil Litigation Clinic - Southern District of New York

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

LW.11701/LW.11895
Professor David J. Kennedy
Open to 3L and 2L students
Maximum of 10 students

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

Course Description

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

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

Work of the Civil Division

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

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

** Students selected for the program will be required to undergo a routine security clearance check by the F.B.I. that is required of lawyers, non-legal staff and interns working in all U.S. Attorney’s Offices. Students are advised that they must be United States citizens to be eligible for the Government Civil Litigation Clinic and that dual citizenship or residence outside of the United States for a significant period of time may complicate the security clearance process. Further, it is critical that updated contact information be provided to ensure that the required paperwork is sent to you at the correct address. This paperwork must be completed and returned as soon as possible so that the security clearance may be completed in time for the student to commence clinic work. In addition, because the U.S. Attorney’s Office is involved in litigation against many private law offices, legal services offices and other state or municipal law firms, students may not work part-time in such an office and participate in this Clinic.
Fieldwork

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

The Seminar

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

Application Procedure

Interested students should immediately submit an application, transcript, resume and writing sample (of no more than ten pages) via CAMS, the online application system. There will be no interview, but students are invited to contact the professor David J. Kennedy (David.Kennedy2@usdoj.gov) to discuss any questions concerning the course.

Student Contacts

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<thead>
<tr>
<th>Fall 2012</th>
<th>Spring 2013</th>
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<tbody>
<tr>
<td>Anna Chase</td>
<td>Cyrus Ansari</td>
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<td>Mitchell Jadidi</td>
<td>Jonathan Bodansky</td>
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<td>Remi Jaffre</td>
<td>Arielle Borsos</td>
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<td>Bronwyn James</td>
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<td>Colleen Lee</td>
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<td>Michael Marco</td>
<td>Tyler Jaeckel</td>
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<td>Sabrina Mawani</td>
<td>Nicholas Melvoin</td>
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<td>Zachary Polidoro</td>
<td>Benjamin Mishkin</td>
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<td>Relic Sun</td>
<td>Jordan Perkins</td>
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<td>Denny Won</td>
<td>Patrick Totaro</td>
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Immigrant Defense Clinic
LW.10660/LW.10230
Professor Yvonne Floyd-Mayers
Professor Jojo H. Annobil
Open to 3L and 2L students
Maximum of 12 students
Spring semester
5 credits*
No prerequisites or co-requisites. However, Immigration Law class is highly recommended.

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

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

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

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

* 5 credits includes 3 clinical credits and 2 academic seminar credits.
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. 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 in the IDC in Spring 2013:

- Jehiel Baer
- Carson Baucher
- Bianca Cadena
- Cassandre Davilmar
- Nathan Henderson
- Max Kaplan
- Mateya Kelley
- Dahsong Kim
- Margaret McLane
- Kelly Parker
- Paige Spencer
- Lilia Stantcheva
International Environmental Law Clinic

LW.10289

Professor Richard Stewart

Professor Bryce Rudyk

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

Maximum of 7 students

Spring semester

2 credits (possibility of 3 credits in some cases)

Prerequisites/Co-requisites

Introduction

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

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

Course Description

Fieldwork

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

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

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

Students enrolled in the Clinic must be taking or have taken courses in environmental law, international environmental law and/or public international law or have relevant practical experience. Please address any questions about these requirements to Professor Stewart.
Projects that students in the Clinic have worked on during the past several years include the following:

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

**Application Procedure**

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

The International Environmental Law Clinic welcomes LL.M. enrolments. Please note that the final deadline for LL.M.s applying to this clinic for the Spring 2014 semester is July 15, 2013. There is a separate application form for LL.M. students. Please use that form and submit it along with supporting materials to CAMS. For questions regarding the application procedure, please contact Basilio Valdehuesa. Admitted LL.M. students with a background in environmental / international law who are interested in taking this Clinic should contact Basilio Valdehuesa via email as soon as possible with a statement of their interest and background in order to enhance their chances of admission to the clinic.

**Student Contacts**

Students who took the Clinic in Fall 2012:

Elena Agarkova
Matthew Bartlett
Jesse Cameron-Glickenhaus
Elizabeth DeGori
Akiva Fishman
Bradley Schliesmann
Zaina Shahnawaz
Scott Snyder
International Organizations Clinic

LW.12165/LW.12166  Fall semester
Professor Gráinne de Búrca  5 credits
Professor Angelina Fisher  Prerequisite: International Law
Open to 2L, 3L and LL.M. students
Maximum of 8 students (4 JDs, 4 LL.M.s)

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

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

** Preference will be given to those who have taken (or are taking concurrently with the clinic) International Organizations with Jose Alvarez.
international lawyer in development of international law, to discuss the professional legal responsibility of lawyers working with international or foreign laws, and to examine the ethics of international law. To this end, the seminar might also feature the occasional participation of members of the U.N. community and lawyers working in the international organizations.

Fieldwork

The students will work with the Professors of the clinic on projects with international organizations on a broad range of topics related to global governance. Last year's projects included advising a major development bank on issues of individual liability for fraud & corruption, working with a UN agency on a framework for local accountability mechanisms for children from marginalized communities, and assisting an international organization with creating indicators to measure states’ compliance with certain legal directives. Although the fieldwork is not an internship, students will have an opportunity to engage first hand in the work of international organizations. If the organization is geographically proximate, students will have regular visits to the IO's offices; if the location of the IO makes frequent visits not possible, students will communicate with the IO officials by phone or Skype and will visit the organization at least once.

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

Application Procedure

Students interested in applying for the clinic should submit the standard application, resume, and transcript online through CAMS. To arrange an interview, please use the CAMS system as well. The application deadline for LL.M. students is July 15, 2013. (Please note there is a separate application form for LL.M. students.) If you have questions regarding the application procedure, please contact Angelina Fisher at fishera@exchange.law.nyu.edu.

Student Contacts

Students who took the Clinic in Fall 2012:

Yuan Chen
Won Joo Choe
Benjamin Guthrie
Robert Alex Leitch
Maninder Malli
Paul Mertenskoetter
Maya Port
Nirupama Ramakrishnan
The Legal Ethics Bureau at NYU Law School

LW.12228/LW.12229
Professor Barbara Gillers
Open to 3L and 2L students
Maximum of 10 students

Fall and Spring semesters
5 credits
Pre-requisite/Co-requisite: a basic Professional Responsibility course (2 or 3 credits)

Course Description

Introduction

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

Fieldwork

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

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

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

Seminar

Students will participate in a 2-hour seminar once each week. Using selected readings on professional responsibility and on leadership, current events, and peer critiques students will discuss issues in professional responsibility that confront public interest lawyers and law firms and issues that arise in our fieldwork.

Qualifications for Applicants

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

* 5 credits includes 3 clinical (fieldwork) credits and 2 academic seminar credits per semester.
Application Procedure

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

Student Contacts

Since this is a new clinic, there are no student contacts. You are invited to contact the instructor with any questions you may have.
Legislative and Regulatory Process Clinic
LW.12230/LW.12231
Professor Sally Katzen
Professor Robert Bauer
Open to 3L students only
Maximum of 15 students

Fall semester
14 credits
Prerequisite: Administrative and Regulatory State

Course Description

Introduction

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

Course Description

Fieldwork

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

Seminar

On Wednesdays, 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 role of ______

*14 credits includes 8 clinical (fieldwork) credits and 6 academic seminar credits for the semester.
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 senior government officials as guest lecturers on a subject of current interest or controversy. In addition, each student will be expected to produce a serious research/analytical paper, with a minimum length of 35 pages, on a subject approved by the seminar professor(s) that focuses on the legislative and regulatory process, or on an issue with which government lawyers are currently grappling. The paper will be due no later than the end of the semester following the clinic.

Application Procedure

Students interested in applying for the clinic should submit the standard application, resume, and transcript online through CAMS by February 15th. 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, etc. If a student has taken a year-long clinic in his or her second year of law school and has already received 6 credits of fieldwork, then 2 of the fieldwork credits from this clinic will not count toward graduation because 12 is the maximum number of fieldwork credits that can be counted toward graduation. The application process includes at least one interview with the Professors. You will be notified by March 1st to schedule your interview. If you have questions regarding the application procedure, please contact Susan Hodges at susan.hodges@nyu.edu or Sally Katzen at Katzens@exchange.law.nyu.edu.
LGBT Rights Clinic
LW.11130/LW.11483
Professor Victoria Neilson
Open to 3L and 2L students
Maximum of 8 students

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

Course Description

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

The clinic and seminar will be taught by adjunct professor Victoria Neilson, who is the legal director of Immigration Equality, one of the host fieldwork organizations for clinic students.

Fieldwork

Students placed with Immigration Equality will represent LGBT asylum seekers and work on policy/advocacy issues on behalf of LGBT immigrants and their U.S. partners. Current clinic students are also placed with The Sylvia Rivera Law Project, working on legal issues that affect low-income transgender individuals, such as conditions of confinement; employment discrimination; and/or obtaining the appropriate gender marker on identity documents. Additionally, students are currently placed with the Peter Cicchino Youth Project of the Urban Justice Center working on issues relating to foster care; legal name changes; and/or immigration law.

Before the next clinic, we will evaluate whether these placements will remain the same or whether different organizations that work with LGBT clients will partner with the Clinic. In addition to these fieldwork placements, each clinic student will attend at least one legal clinic held at the LGBT Community Center by the Lesbian, Gay, Bisexual and Transgender Law Association of Greater New York (LeGaL) of New York. The LeGal clinics round out the students’ experiences and expose them to a variety of legal issues faced by the LGBT community, in addition to the area in which the student specializes for the semester.

Seminar

The seminar meets once a week and explores the leading legal issues that LGBT people face, but with an emphasis on the relationship of these issues to clinical issues. We will discuss DOMA, marriage, other forms of couples’ recognition and why these issues have become central to the LGBT rights movement. The seminar will also cover issues unique to transgender individuals, such as access to necessary medical care, detention issues, and where transgender rights fit within the LGBT rubric. We will also have classes that relate to the substantive areas of the clinical placements, including: immigration law, discrimination law, and housing law. Materials and exercises on important practice concepts and skills will fill out the remaining seminar curriculum for the semester. These will be chosen based upon what is needed to prepare students to function professionally on fieldwork assignments. Students will be expected to participate actively in class and make occasional presentations on readings and/or fieldwork, as well as writing several short papers.

The seminar course credits will be 2 credits for the seminar, which meets weekly for 2 hours, and 3 credits for fieldwork for a total of 5 credits. The seminar meets Wednesdays from 6-8 pm. The LeGal clinics meet on Tuesdays from 6-8 pm.

* 5 credits consists of 3 credits for fieldwork and 2 credits for the seminar.
Application Procedure

Interested students should submit an application, resume and grade transcript through CAMS. Applicants should sign up in CAMS for an interview. If you have any questions about the clinic, please contact Professor Victoria Neilson at vneilson@immigrationequality.org.

Student Contacts

Spring 2012
Brian Chelcun
Jared Davidson
Scott Grossman
Jerilyn Laskie
Jonathan Lozano
Benjamin Mishkin
Christopher Ramos
Mathew Schutzer
Maxine Sharavsky
Maud Zimmerman

Spring 2013
Michael Braun
Shira Burton
Theresa Troupson
Geoffrey Wertime
John-Paul Young
Litigation, Organizing and Systemic Change Clinic
LW.10035/LW.12146 Fall semester
Professor Sarah E. Burns 5 credits*
Professor Deborah Axt
Professor Andrew Friedman
Open to 2L and 3L students
Maximum of 16 students

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

Introduction

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

Clinic Partners

This Clinic partners with two outstanding organizations devoted to community building and organizing. The first is Make the Road New York (MRNY), www.maketheroad.org, a membership organization of over 12,000 low-income and recent immigrant New Yorkers, and the second is MRNY’s national partner, The Center for Popular Democracy (CPD), www.populardemocracy.org, which builds organizing power and works to transform the local and state policy landscape through deep, long-term partnerships with leading community-based organizing groups nationwide. Both organizations were founded by NYU Law graduates. The professional leadership of MRNY and CPD are closely involved in teaching and supervision of this Clinic.

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

- to envision and implement high quality, innovative legal work which supports and sustains a community and its organizing work to realize community members’ aspirations;

- to promote community self-determination through grassroots organizing, public policy advocacy and strategic litigation.

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

* 5 credits includes 3 clinical credits for fieldwork and 2 academic seminar credits.
Course Description

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

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

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

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

Fieldwork

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

Workers’ Rights

- Community Organizing/Policy Advocacy: CPD’s and MRNY’s worker organizing seeks to enforce existing legal protections as well as win wages, benefits, and working conditions that are better than what the law guarantees. Currently, CPD and MRNY are combating attacks on a recently-won NY state law to combat wage theft by tightening criminal and civil penalties for noncompliance with wage law, increase worker protections against retaliation, and improve mechanisms for collecting judgments. CPD is working to replicate this law throughout the United States, to promote access to paid family and sick leave, to support campaigns to increase state minimum wages, and to expand the use of licensing
authority to combat wage theft. CPD and MRNY are also working in partnership with union and community allies to ensure that state investment in “economic development” includes requirements that protect and expand the rights of New York workers.

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

New Immigrants’ Civil Rights

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

• Litigation and Administrative Advocacy: To support its organizing, MRNY may initiate litigation or administrative complaints with the New York State Attorney General to enforce City, State, or federal laws prohibiting discrimination and requiring language access.

Tenants’ Rights

• Community Organizing/Policy Advocacy: CPD and MRNY aid communities in improving community conditions. MRNY’s tenant organizing focuses on preservation of safe, affordable housing through aggressive enforcement of the rent stabilization law, fighting landlord harassment designed to push tenants from their homes, and reform of state and city agencies charged with tenant protection. Past successes include passage of the Safe Housing Act, which requires the City to repair conditions in the 200 worst buildings each year at the landlords’ expense, and the Tenant Protection Act, which permits tenants to sue landlords in Housing Court for harassment. MRNY works in coalition with other City organizations to sustain, improve and enforce meaningful housing law protections for low-income residents in the City. CPD is working on innovative municipal financial sector regulation, as well as using eminent domain to enable municipalities to purchase under water foreclosed properties at market value, and then re-selling them to homeowners.

• Litigation and Administrative Advocacy: MRNY handles a varied docket of housing cases: eviction prevention, Housing Part (HP) Actions (forcing landlords to repair unsafe and subpar conditions or challenging harassment by landlords), 7A actions (appointing an administrator to collect rent and manage buildings where a landlord has demonstrated serious neglect or abuse), and plenary actions in state court to challenge deceptive business practices by landlords.

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

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

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

Student Contacts

This clinic was not taught in 2011-12. Interested students are encouraged to contact Mr. Ivey with any questions; Mr. Ivey will facilitate communication with faculty and former students. Former Clinic students from previous years include:

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<tr>
<th>2010-11</th>
<th>Fall 2012</th>
<th>Spring 2013</th>
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<tr>
<td>Alison Attanasio</td>
<td>Dennis Ardis</td>
<td>Daniel Barron</td>
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<tr>
<td>Jenna Browning</td>
<td>Daniel Barron</td>
<td>Malika Lubell-Doughtie</td>
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<td>Austin King</td>
<td>Kadeem Cooper</td>
<td>Sara Maeder</td>
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<td>Joseph Ortega</td>
<td>Nicholas Dingeldein</td>
<td>Anne Mathews</td>
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<td>Todd Rosenbaum</td>
<td>Thomas Gottheil</td>
<td>Fiona Poon</td>
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<tr>
<td>Melanie Todman</td>
<td>Rachel Hoerger</td>
<td>Joanna Powell</td>
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<tr>
<td>Gabi Witt (Fall</td>
<td>Dahsong Kim</td>
<td>Michelle Quiles</td>
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<td>2010 only)</td>
<td>Heather Lewis</td>
<td>Jayla Randleman</td>
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<td>Raquel Manzanares</td>
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<td>Adam Saper</td>
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<td>Paula Vera</td>
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<td>Michele Yankson</td>
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Mediation Clinic

LW.10833/LW.10657
Professor Ray Kramer
Professor Eric R. Max
Open to 3L, 2L and LL.M. students
Maximum of 8 students

Fall semester
5 credits
No pre- or co-requisites. (see "Qualifications for Applicants" below)

The Purpose of the Mediation Clinic

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

Course Description

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

The course begins with two full days of intensive training held on Monday, August 26, and Tuesday, August 27, 2013, 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 2013 and as one of several possible prerequisites for Mediation Clinic - Advanced: Dispute System Design in Spring 2014. Priority in admission to this seminar is therefore given to students taking one or both of the Mediation Clinic and Mediation Clinic - Advanced: Dispute System Design.

Fieldwork

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

- Mediation: In 2012, clinic work engaged students as practitioners with five primary systems focused on mediation and we expect that we will be working in the same venues for fall 2013. These include: NYC Small Claims Courts, primarily the courts in the Bronx and Brooklyn; New Jersey Small Claims and Civil Court, primarily in Jersey City; the Foreclosure Mediation Program, administered by the State of New

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

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

### Qualifications for Applicants

All students are expected to participate in 16 hours of training at the beginning of the semester. The dates and times for the intensive training will be 9 a.m. to 5 p.m. on Monday, August 26 and Tuesday, August 27, 2013. 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 Sarah Burns; once contacted, students should sign up for the interview on the CAMS system. These interviews will be held throughout the clinic application period and are a prerequisite to admission to the clinic. Please contact Mr. Ivey at 212-998-6474 or via email if you have any questions.

The Mediation Clinic also welcomes LL.M. enrollments and will consider taking LL.M. students, but does not specifically reserve space for LL.M.s. Students should carefully consider the impact of the clinic on their other academic choices during their LL.M. year, including consulting the LL.M. Program concerning credit requirements. The application deadline for LL.M.s is July 15, 2013. There is a separate application form for LL.M. students. Please use that form and submit it along with a resume and unofficial transcript on CAMS. Applicants will be contacted for interviews as part of the selection process; accordingly, please make sure your submission includes information about how you can be reached during the weeks immediately following the application.
Student Contacts

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

**Fall 2012**
- Ariel Bucher
- Andrew Choi
- Rebecca Francus
- Adria Gulizia
- Maximilian Hain
- Raymond Hedaya
- Konstantin Karchevskiy
- Dana Lee
- Jonathan Lee
- Adrienne Lucas
- Holly Martin
- Winnie Nwapa
- Brian Senie
- Elana Siegel
- Alexandra Simotta
- Benjamin Steinberg
- Shana White

**Fall 2011**
- Owen Alexander
- Daniel Avezbaki
- Ari Bayme
- Gesa Beckhaus
- Brittany Bettman
- Keturah Carr
- Nicholas Dingeldein
- Jennifer DiNicola
- Katrina Henderson
- Krystan Hitchcock
- Jenny Hu
- Samuel Jackson
- Michael Koplow
- Maya Linderman
- Caroline Nguyen
- Samantha Palmer
- Hannah Rodgers
- Ari Rom
- Benjamin Salk
Mediation Clinic – Advanced: Dispute System Design
LW.11031/LW.11641
Professor Ray Kramer
Professor Daniel M. Weitz
Open to 3L and 2L students*
Maximum of 16 students

Spring semester
5 credits* 
Pre-requisite: Satisfactory completion of one of the following: Mediation Clinic Seminar Fall 2012 or 2013; other Mediation, Alternative Dispute Resolution, Negotiation or alternate approved by faculty.

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

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

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

Course Description

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

The course will only be open to students who have taken one of the following, or an equivalent: the Mediation Clinic in either Fall 2012 or 2013; Mediation simulation course; Alternative Dispute Resolution or Negotiation. Students who have completed equivalent experience-based training in conflict management may petition for Clinic faculty approval on a case-by-case basis.

The Seminar

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

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

** 5 credits includes 3 clinical credits and 2 academic seminar credits in Spring 2014.

*** Faculty will also consider, on a case-by-case basis, whether other negotiation, mediation or ADR training that a student has satisfactorily completed adequately satisfies the prerequisite requirement.
class workshop and complete a work product or research paper on a mediation or ADR service delivery or dispute system design topic, typically based upon fieldwork.

Fieldwork

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

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

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

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

Application Procedure

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

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

Student Contacts

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

Spring 2013
Mariana Abel
Yelena Archiyan
Rebecca Francis
Maximilian Hain

Konstantin Karchevskiy
Dana Lee
Jonathan Lee
Adrienne Lucas

Sharon McDonald
Winnie Nwapa
Benjamin Steinberg
Michael Stromquist
<table>
<thead>
<tr>
<th>Spring 2012</th>
<th>Katrina Henderson</th>
<th>Samantha Palmer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Owen Alexander</td>
<td>Krystan Hitchcock</td>
<td>Hannah Rodgers</td>
</tr>
<tr>
<td>Brittany Bettman</td>
<td>Jenny Hu</td>
<td>Benjamin Salk</td>
</tr>
<tr>
<td>Keturah Carr</td>
<td>Samuel Jackson</td>
<td></td>
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<tr>
<td>Christine Chen</td>
<td>Mieke Krynauw</td>
<td></td>
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<tr>
<td>Nicholas Dingeldein</td>
<td>Maya Linderman</td>
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New York Civil Liberties Clinic

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

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

Introduction

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

Course Description

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

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

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

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

* 5 credits includes 2 clinical credits and 3 academic seminar credits.
more effectively to advance the interests of the clinic's clients and also so that the rich field work in which the clinic is involved becomes a basis for broader student learning.

**Application Procedure**

If you are interested in applying to the NY Civil Liberties Clinic, please submit the standard application, resume and transcript online through CAMS. Selection of students is not based on interviews; however, you are welcome if you like to come to a small group meeting of applicants and faculty so that we can have the opportunity to meet each other and so that we can answer the questions you may have. Please contact the clinic administrator Steven Bautista at 212-998-6448 or bautista@exchange.law.nyu.edu after you submit your application to sign up for a time.

**Student Contacts**

Clinic participants in 2012 are:

<table>
<thead>
<tr>
<th>Fall 2012 NYCLC</th>
<th>Spring 2012 NYCLC</th>
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<tbody>
<tr>
<td>Ariel Werner</td>
<td>Abby Belknap</td>
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<tr>
<td>Brian Chen</td>
<td>Max Kaplan</td>
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<tr>
<td>Diana Newmark</td>
<td>Ali Puente-Douglass</td>
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<tr>
<td>Jill Forster</td>
<td>Lois Saldana</td>
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<tr>
<td>Joe Austin</td>
<td>Rick Sawyer</td>
</tr>
<tr>
<td>Rebecca Fisher</td>
<td>Jessie Scholes</td>
</tr>
<tr>
<td>Sharon Barbour</td>
<td>Sarah Siegel</td>
</tr>
<tr>
<td>Sisi Wu</td>
<td>Ben Wolfert</td>
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Prosecution Clinic - Eastern District of New York

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

LW.10103/LW.10355 Fall and Spring semesters
Professor Roger Burlingame 5 credits
Professor Pamela Chen Prerequisites/Co-requisites: Criminal Procedure and Evidence are recommended, but not required.
Open to 3L and 2L students*
Maximum of 8-10 students

Course Description

Approximately ten students will be selected to participate in the Prosecution Clinic at the United States Attorney's Office for the Eastern District of New York – a national leader in the prosecution of federal crimes, including organized crime, terrorism, public corruption, civil rights, human trafficking, international narcotics trafficking, and white collar cases. Students will work closely with Assistant United States Attorneys in investigating and prosecuting complex and significant criminal cases. Each student will appear in court on behalf of the United States at a trial, hearing and/or other court appearance.

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

Work of the Criminal Division

Criminal Division Assistant United States Attorneys handle criminal cases from the 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 organized crime, terrorism, violent crime, human trafficking, public corruption, narcotics trafficking and business and securities fraud. Recent examples include successful prosecutions of: Al Qaeda operatives arrested in the United States; home-grown terrorists who plotted to bomb the NYC subway system and JFK Airport; NYPD detectives who served as hitmen for the mob; Peter Gotti and other leaders of the Gambino crime family; Joseph Massino, godfather of the Bonnano crime family; the NYPD officers responsible for the sexual assault on Abner Louima; numerous members of Mexican sex trafficking operations; Credit Suisse bankers who fraudulently sold toxic auction rate securities; executives of Symbol Technologies for massive stock fraud; members of the notorious Stapleton Crew, including Ronell...

* Students selected for this clinic will be required to undergo an in-depth FBI security clearance check that is required of lawyers, non-legal staff and interns working in all U.S. Attorney's Offices. Students must be United States citizens and meet residency requirements to be eligible for the Prosecution Clinic. It is critical that updated contact information be provided so that the required security paperwork may be completed and returned as soon as possible so that the security clearance may be completed in time for the student to commence clinic work. In addition, because the U.S. Attorney’s Office is involved in litigation against many private law offices, legal services offices and other state or municipal law firms, students may not work part-time in such an office and participate in this clinic. Furthermore, you may not work for any federal judges while participating in this clinic.

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

*** These courses may be taken concurrently with the clinic, though neither class is required.
Wilson, who murdered two undercover police detectives in Staten Island; and former-New York State Senator Pedro Espada, who engaged in embezzlement and tax evasion.

Fieldwork

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

The Seminar

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

Application Procedure

Interested students should immediately submit an application, transcript and resume via the online application system. There will be no interview. Students should contact Michelle Williams via email (williams@exchange.law.nyu.edu) or at 212-998-6439 to confirm receipt of their applications.

Student Contacts

<table>
<thead>
<tr>
<th>Fall 2012</th>
<th>Spring 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brandon Arnold</td>
<td>Abigail Belknap</td>
</tr>
<tr>
<td>Christopher Dunham</td>
<td>Alyssa Budihas</td>
</tr>
<tr>
<td>Julie Howe</td>
<td>Kaitlin Dabbert</td>
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<tr>
<td>Daniel Leff</td>
<td>Christine DiDomenico</td>
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<tr>
<td>Eric Merin</td>
<td>Leslie Krusen</td>
</tr>
<tr>
<td>Jaclyn Saffir</td>
<td>Eric Lawson</td>
</tr>
<tr>
<td>Parry Stender</td>
<td>Julianna Manzi</td>
</tr>
<tr>
<td>Carolyn Stoner</td>
<td>Adam Rosenbloom</td>
</tr>
<tr>
<td>Cameron Tepfer</td>
<td>Chaofan Diana Wang</td>
</tr>
<tr>
<td>Nancy Tse</td>
<td>Ilana Yoffe</td>
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</tbody>
</table>
Prosecution Clinic - Southern District of New York

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

LW.11207/LW.10835
Professor E. Danya Perry
Professor Justin S. Weddle
Open to 3L and 2L students
Maximum of 8-10 students

Fall and Spring semesters
5 credits
Prerequisites/Co-requisites: Criminal Procedure and Evidence are recommended

Course Description

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

As described below, the clinic includes fieldwork and a two-hour seminar. Students will be required to work approximately fifteen hours each week in the United States Attorney’s Office. The seminar will meet on Monday evenings from 6:00 p.m. to 8:00 p.m. Classes will be held both at the assigned classroom and at the United States Attorney’s Office.

Work of the Criminal Division

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

Fieldwork

By participating in this clinic, students will have an opportunity to learn all about the inner workings of the federal criminal justice system. Each student will report to, assist, and work under the supervision of one or two Criminal Division Assistant United States Attorneys. Students will work closely with each of their supervisors in the investigation, preparation, and prosecution of criminal cases in federal court in Manhattan. The students’

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

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

These courses may be taken concurrently with the clinic.
work may include, for example, interviewing federal agents, attending proffers of cooperating witnesses, and
drafting motions, briefs, plea agreements and other pleadings and otherwise assisting in the preparation of
such materials. Students will also assist Assistant United States Attorneys who are preparing for trial by, for
example, debriefing witnesses and drafting jury instructions. Students will attend court proceedings, including
pre-trial conferences, guilty pleas, sentencing proceedings, and trials.

The Seminar

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

Application Procedure

Interested students should immediately submit an application, transcript and resume via CAMS, the
online application system. There will be no interview. Students should contact Michelle Williams via email or at
212-998-6439 to confirm receipt of their applications.

Student Contacts

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

Spring 2012
David Beraka
Elizabeth Danielle Byam
Lindsay Cornacchia
Christina Dahlman
Edward Han
Ian Herbert
Trevor Mauck
Sailaja Paidipaty
John Sternberg

Fall 2012
Jeffrey Bengel
Tristan Favro
Nicole Geoglis
Vanish Grover
William Lawrence
Judd Lindenfeld
Drew Osarchuk
Justin Roller
Hannah Seifert
David Sullivan
Racial Justice Clinic

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

Spring semester
5 credits
No prerequisites or co-requisites; Evidence is recommended

Introduction

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

Course Description

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

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

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

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

* 5 credits includes 2 clinical credits and 3 academic seminar credits.
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. Please contact the clinic administrator, Steven Bautista, at 212-998-6448 or bautista@exchange.law.nyu.edu, after you submit your application to sign up for a time.

Student Contacts

We suggest that students who are interested in the Clinic talk to recent students; they know best about the Clinic experience. This spring, the students in the Racial Justice Clinic were:

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

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

Course Description

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

Fieldwork

Students in the Regulatory Policy Clinic will work with the clinic directors and the legal and economics fellows at Policy Integrity on cutting-edge regulatory matters before federal agencies or being litigated in federal courts. Targeted agencies include the Environmental Protection Agency, the Department of Transportation, the Department of Labor, the Department of Health and Human Services, and the Department of Housing and Urban Development. The Clinic will focus on regulations from start to finish: beginning at the stage of pre-regulatory decision-making, through the proposal and finalization of regulation, and into litigation challenges. Students will conduct research on pending regulatory matters and will draft petitions for rulemakings and public comments for the informal rulemaking process under the Administrative Procedure Act, as well as briefs and legal memoranda for pending litigation. Fieldwork in the Clinic will provide 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. Likely guest speakers include former OIRA administrator, Professor Sally Katzen; current acting OIRA administrator, Boris Bershteyn; government consultant and Kennedy School fellow, Lisa Robinson; as well as former clinic directors Dean Richard Revesz and Professor Michael Livermore. 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

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

Application Procedure

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

Student Contacts

Leslie Coleman
Brian Fraser
Timothy Gallagher
Joshua Goldman
Samuel Hyde
Stefanie Neale
Nathan Strauss
Laura Wolfe
Reproductive Justice and Women’s Equality Clinic

LW._______ / LW.______
Professor Sarah E. Burns
Open to 2L and 3L students

Fall semester
5 credits
No prerequisites or co-requisites

Introduction

The purpose of this clinic is to train students in the legal knowledge and skill required to secure fundamental liberty, justice and equality for each person regardless of her gender, sexuality, reproductive or family circumstance.

Course Description

Reproductive justice describes a world in which all people have the social, political, and economic power and resources to effect healthy decisions about gender, bodies, sexuality, reproduction and families for themselves and their communities. This cutting edge course will focus on how legal advocacy can be used to advance reproductive justice and women’s equality.

This seminar will consider the constitutional and statutory law that currently exists and what legal theories, strategies, and other actions might be needed to achieve or advance reproductive justice, women’s rights and related individual rights to liberty, equality and personal autonomy. This class will also address procedural mechanisms involved and the core legal advocacy skills needed in obtaining and enforcing the legal rights and remedies that are central to achieving reproductive justice and equality. The seminar will address history and empirical research that explain the challenges in this area of law. The course will be organized to support the learning needed for students to provide top quality legal work on the pending fieldwork.

Fieldwork

Working in conjunction with major reproductive justice, women’s rights and other equality and justice organizations, the clinic faculty and students will primarily work on litigation and legislative campaigns. Outreach and planning for fieldwork is currently underway for fall 2013. Constitutional challenges to state actions which infringe the liberty, autonomy and equality of pregnant women and women of child-bearing age by granting legal person status to eggs, embryos and fetuses are the present focus for developing fieldwork.

Application Procedure

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

Student Contacts

This is the first year in which this clinic is being offered. Accordingly there are no student contacts for this particular clinic.

* 5 credits includes 3 clinical (fieldwork) credits and 2 academic seminar credits per semester.
Technology Law and Policy Clinic
LW.12148/LW.12149
Spring semester
Professor Jason Schultz
Spring semester
6 credits
Pre-/Co-requisites: None, but courses in privacy,
Professor Catherine Crump
intellectual property, or First and Fourth Amendment
Professor Ben Wizner
law will prove useful.
Open to 2L and 3L students
Maximum of 10 students

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

The Technology Law & Policy Clinic is a semester-long, 7-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 two-thirds of the students in the clinic will work with the teachers of the clinic and the American Civil Liberties Union’s Speech, Privacy & Technology Project on issues or cases currently on the Project’s docket. Representative matters include:

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

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

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

* 6 credits includes 3 clinical (fieldwork) credits and 3 academic seminar credits.
First Amendment protects posting information online concerning computer security issues).

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

Seminar

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

Qualifications for Applicants

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

Application Procedure

Students should submit an application, resume and transcript on-line via CAMS. Applicants should submit as lengthy a response to Question 4 of the standard application as they feel necessary and may ignore the 300 word limit. There will be no interview, but students will be asked to complete a questionnaire once their applications have been submitted. If you have questions, you may direct them either to Susan Hodges or to Jason Schultz.

Student Contacts

The following students took the clinic in Fall 2012:

Christina Argueta
David Benhamou
Scott Bulua
Stephen Elkind
Bert Forsythe
Ava Mcalpin
Lance Polivy
Charlotte Slaiman
Mary Spooner
Sam Zeitlin