Columbia Law School

CLINIC APPLICATIONS
and
INFORMATION

For all Clinics Offered

SPRING 2018
WHY TAKE A CLINIC?
Clinical legal education is the study of law and lawyering in context. You will work with real clients on real problems. You will begin the lifelong process of becoming capable, thoughtful, responsible and reflective lawyers. Students, under the close supervision of their clinical professors, are encouraged to identify and pursue their own learning goals while providing essential representation to a wide range of clients and causes. Clinic students test their strengths as they take on increasing responsibility for their clients’ cases and projects, knowing they have the watchful supervision of experienced teachers, yet feeling the profound weight of working on important and often personal matters. Students become counselors, mediators, litigators, and educators as they learn to apply legal knowledge and other skills to their clients’ diverse concerns.

WHAT CLINICS ARE OFFERED IN SPRING 2018?**
Challenging the Consequences of Mass Incarceration Clinic
Environmental Law Clinic
Immigrants’ Rights Clinic
Incarceration and the Family Clinic
Lawyering in the Digital Age Clinic
Mediation Clinic
Sexuality and Gender Law Clinic

COURSE CREDITS?
Each clinic awards 7 points of clinical credit, counting towards graduation.
Two semester clinics award 7 credits in the fall; with a standard 5 in the spring.
JD students are allowed 30 clinical points.

HOW DO I GET MORE INFORMATION?
Live Events to Learn More:

Monday, October 23, 2017: 12:15 – 1:15 P.M.  JG – 105
Presentations by the Clinical Faculty
Pizza will be served

Wednesday, October 25, 2017: 12:15 – 1:15 P.M.  JG – Annex Lounge
Open House (Kosher & non-Kosher refreshments) with current/former Clinic students
At least one student from each of the clinics being offered will be available for questions

Follow up questions:
If you have questions about a particular clinic, please speak with or e-mail a faculty member for that clinic, before or after the presentation. If you have questions about procedures, please call 212-854-4291, or e-mail clinicregistration@law.columbia.edu.

**Adolescent Representation and Human Rights are year-long Clinics and offered in the Fall semester only.
STATEMENT ON DIVERSITY AND INCLUSIVENESS
The Columbia Law School clinical program is dedicated to fostering an educational environment that accepts and fully includes all students. We seek to recognize an expansive and evolving understanding of diversity, encompassing considerations of race, ethnicity, culture, gender, age, religious status, socio-economic background, family history of post-baccalaureate opportunity, sexual orientation, disability, veteran status and life experience. We believe that diversity and inclusion in our clinical program enhance the intellectual experience for all and contribute to the betterment of the legal profession.

EQUAL ACCESS STATEMENT
Columbia University and the Law School’s clinical program are dedicated to facilitating equal access for students with disabilities and to cultivating a culture that is sensitive and responsive to the needs of students. To request an accommodation for a disability during participation in a law school clinic, students are welcome to reach out to the University’s Office of Disability Services, to the law school’s Academic Counselors in Student Services (for instance, Joel Kosman), or to their clinic professors directly. (Students may decide whether or not to inform their professors of any accommodations, as they prefer.)

APPLICATION PROCEDURE AND DEADLINES
If you are interested in taking a clinic in Spring 2018, please pay attention to the schedule below. It is designed to let you know, prior to pre-registration for other classes, whether you have been accepted into a clinic. We coordinate with Externship application deadlines. You will know your status with both categories before an acceptance is required from either.

Wednesday, October 18 through Monday, October 30, 2017. This is the application period. Follow the instructions on the attached application forms concerning interviews, submission of resumes, etc. Please note that you must complete the appropriate questionnaire for each clinic to which you are applying in addition to the single cover page that can be used for all clinics. However, you only need to submit one resume with the entire application. Students are strongly encouraged to complete the application process prior to the end of the application period.

APPLICATIONS MUST BE EMAILED NO LATER THAN OCTOBER 30TH at 5:00 P.M. TO clinicregistration@law.columbia.edu

SPECIAL NOTE: If you are considering taking an externship in the same term as a clinic, something we strongly discourage, you MUST receive permission from the Clinical faculty member.

Friday, November 10th – Students will receive notice via e-mail if they have been accepted into a clinic. All students not selected in the first round will be put on a waiting list for consideration in the event that someone selected in the first round is unable to accept.

Please note: You will automatically be placed on the waiting list for all the clinics for which you applied and will not receive an e-mail unless a spot opens up.
Monday, November 13th – Students who have been accepted into a clinic must accept offers by 12:00 noon today. PLEASE do not accept an offer unless you actually will register for and take the clinic during SPRING 2018. We encourage students to speak to clinic professors and students who have taken CLS clinics during the application period to understand the requirements of a clinic before accepting a place. It is important that clinic spaces, which are heavily in demand, do not go unfilled and that waiting list students are not disadvantaged by late entry into a clinic. Follow the accept/decline procedure set forth in the e-mail you receive. The Clinic Administrator will enroll you in the clinic during early registration period.

Wednesday, November 15th – Students on the waiting list will receive notice by 5:00p.m., if they have been accepted for a clinic.

Thursday, November 16th – Students accepted from the waiting list must follow the accept/decline procedures by 12:00 noon.

AFTER APPLICATION PERIOD IS OVER. Sometimes spaces become available for clinics after the application period has finished. Students will be notified by e-mail if a space becomes available before the beginning of the SPRING 2018 semester.
SPRING 2018 CLINIC APPLICATION

Name:________________________________ Year of graduation:_________

Telephone:___________________________ Email: _______________________

Please indicate below your clinic preferences with “1” being your first choice, etc.

____ Challenging the Consequences of Mass Incarceration Clinic
____ Environmental Law Clinic
____ Immigrants’ Rights Clinic
____ Incarceration and the Family Clinic
____ Lawyering in the Digital Age Clinic
____ Mediation Clinic
____ Sexuality and Gender Law Clinic

Clinic(s) previously taken: Please give name of clinic(s) and semester in which you were enrolled and please be aware that normally students are not admitted to a second clinic:
______________________________________________________________________________

Other than the clinic(s) listed in the previous answer, have you previously applied for any clinic(s)?
_____Yes  _____No

If yes, please give the name of the clinic(s) and the semester in which you applied_______________

Courses you have taken or will be taking related to the subject matter of the clinic(s) for which you are applying. (Consult descriptions of individual clinics for information on pre- and co-requisites).
______________________________________________________________________________

Please describe any skills in languages other than English:
______________________________________________________________________________

Please list all extra-curricular activities or obligations (including journals, jobs, etc.) in which you will be engaged next semester and the hours per week you expect to spend on each:
______________________________________________________________________________  _____hours per week
______________________________________________________________________________  _____hours per week

How did you learn about the clinics?________________________________________________
Any suggestions for other ways to get the word out? ____________________________________

ATTACHED ARE SUPPLEMENTAL PAGES, ONE FOR EACH OF THE OFFERINGS.
AFTER COMPLETING THIS PAGE, PLEASE COMPLETE THE PAGES FOR ALL CLINICS FOR WHICH YOU ARE APPLYING. IN ADDITION, PLEASE INCLUDE ONE COPY OF YOUR RESUME WITH THIS APPLICATION.
Challenging the Consequences of Mass Incarceration

Professor Brett Dignam
One Semester

Credits: 7 points of credit

Writing credit: Writing credit is available by arrangement with the Professor

Enrollment: Ten students will be accepted

Class meeting time: Tuesdays and Thursdays 1:20 PM - 4:10 PM

Challenging the Consequences of Mass Incarceration is a clinic that will focus on litigation in federal and state court primarily related to prisoners’ conditions of confinement. Students will visit clients in state and federal prisons where they will interview, counsel and develop strategies. Subject to the law student intern rules, clinic students will litigate issues identified by the clients.

Students will work with clients to develop legal strategies to resolve their problems. Although the identification of cases will be done collaboratively with the clients, projects may include civil rights actions in EDNY and SDNY and state court litigation of adverse parole decisions. It is anticipated that claims related to medical care, mental health and solitary confinement may also become part of the clinic’s docket.

To prepare for this work, students will read and discuss writings about punishment theory, the history of American prisons and the substantive law governing prisoners’ rights. To develop the skills they will need to work with clients, students will participate in intensive simulated interview exercises. Other legal skills, including counseling, negotiation, oral argument, preparation of pleadings, briefs and other litigation related writing will be taught and acquired in the context of client representation. Students will be encouraged to raise, reflect on and discuss relevant issues of professional responsibility that arise in work with confined, indigent clients.
**Environmental Law Clinic**

*Professor Edward Lloyd; Senior Staff Attorney Susan Kraham*

**One Semester Clinic**

**Credits:** 7 points of credit

**Writing credit:** Minor writing credit will be awarded. Major writing credit is available by arrangement with Professor

**Enrollment:** 10-12 students will be accepted. Students who have already completed one semester in the Clinic may have an opportunity to continue working for additional credit (usually 3 to 4 credits) with clients in subsequent semesters

**Class meeting time:** Tuesdays and Thursdays 1:20 PM - 3:20 PM

Clinic students represent organizational clients in litigation, administrative advocacy and policy matters. Students participate in a variety of pedagogical exercises (including weekly seminars, weekly team meetings with the professor, readings, and simulated exercises). The clinic emphasizes problem solving of environmental issues, substantive environmental law, and basic lawyering skills that are transferable and are designed to prepare students for a variety of career paths. Some students come to the clinic with a professional interest in environmental law; others join the clinic for general lawyering experience.

**Casework:** Clients include community groups, regional environmental organizations and indigenous communities. Students work in teams to represent clients on a broad array of environmental issues including climate change, agriculture, land use, clean air, clean water, factory farming, and environmental justice. Students are generally given the flexibility to choose the cases they work on and participate in the selection of new cases. Projects include filing comments with federal and state agencies throughout the country; litigation; administrative proceedings before state and federal agencies; and international and investigative projects. Past clinic students have worked on comments to rules concerning the effects that new coal-fired power plants will have on climate change; policy and litigation addressing climate change; assisting with the preparation of a brief before the U.S. Supreme Court defending a successful challenge to USEPA regulations that failed to protect fish from lethal and other impacts of cooling water intake structures; filing an amicus brief in the New Jersey Supreme Court in support of municipal ordinances limiting and mitigating tree removal; filing amicus briefs in the New York Court of Appeals supporting municipal regulation of stormwater and advocating for less stringent standing requirements for access to the courts of New York; enforcing deed restrictions designed to preserve farmland against “activities that destroy agricultural soils;” and pursuing relief in an environmental justice matter involving air, water, solid waste, and odor pollution emanating from an industrial facility in the South Bronx. Students have also prepared a report for foundations establishing that climate change should be considered a charitable purpose for accepting charitable donations.

Students meet with the professors at least weekly in teams and/or individually. Students confront environmental problems brought to them by clients and work together with the client, their colleagues, and the professors to identify strategies for seeking innovative solutions to the clients’ concerns.

Students develop a broad range of lawyering skills in the clinic. Students engage in a variety of fact gathering and fact development techniques, including client interviews, file reviews and reviews of other documentary sources, Freedom of Information Act/Law requests, pre-trial discovery, and preparation of experts and other witnesses. Students explore and pursue both litigation and non-litigation strategies for resolving the clients’ problems. Students work with professionals from other disciplines, including physicians, planners, biologists, environmental scientists, engineers, and economists, as well as other lawyers. In devising legal strategies for clients, students develop and refine counseling skills. Students address ethical issues arising from their cases, including potential conflicts that may arise in the representation of multiple clients. Students learn the professional obligations that they have as lawyers in the attorney-client relationship.
Classes: the clinic meets in seminar twice per week to discuss work on cases, explore legal and ethical issues that arise in cases, and engage in the simulation exercises. To prepare for their work as lawyers, students participate in exercises including client interviewing, investigation, arguing motions, depositions, negotiations, and trial practice. All students devote an average of 21 hours per week to clinic work, which includes classroom and class preparation time.

When starting the clinic, students identify their own professional goals for the semester, including specific skills or professional attributes they would like to develop or enhance in preparation for making the transition to the legal profession. These goals will serve as one measure of a student’s success in the clinic. Students also prepare weekly journals to reflect on their experiences in the clinic.
Immigrants' Rights Clinic
Professor Elora Mukherjee
One Semester Clinic
Credits: 7 points of credit.
Writing credit: Writing credit is available by arrangement with the Professor.
Enrollment: Ten students will be accepted.
Class meeting time: Tuesdays 10:10 to 12:00 noon and Fridays 9:00 to 12:00 noon.
Prerequisites: None – Immigration Law is not required.

The Immigrants’ Rights Clinic is an intensive learning and working environment that offers you an opportunity to develop lawyering and advocacy skills in the context of both direct client representation and cutting-edge projects related to immigration reform. Each student is expected to handle significant case responsibilities, visit immigration detention facilities, and have at least one appearance in immigration court by the end of the semester.

In the Spring 2018 semester, the Immigrants’ Rights Clinic will coordinate with immigrants’ rights groups nationwide to respond to the rapidly shifting immigration landscape. Students may travel to immigration detention centers located at or near the southern border to provide representation and engage in advocacy. The details of such travel will be determined by early 2018.

Direct Client Representation: The Clinic represents children and adults in removal proceedings. The Clinic’s Fall 2017 docket includes asylum seekers (both adults and children) in the New York area; asylum seekers detained in Lumpkin, Georgia; and children seeking Special Immigrant Juvenile Status. This fall, we also partnered with the Mexican Coalition to hold emergency DACA renewal clinics in the South Bronx, and are developing Know-Your-Rights presentations for community groups. In past semesters, the Clinic’s work has focused on three areas: (1) representing refugee children and mothers detained at the family detention center in Dilley, Texas on bond hearings and related matters; (2) representing adults and children in immigration court in New York and New Jersey on their claims for asylum and related relief; and (3) representing children seeking Special Immigrant Juvenile Status.

Advocacy Projects: The Clinic works in conjunction with or on behalf of national and local organizations that represent immigrants to further immigration reform. Students may collaborate on projects involving regulatory and legislative reform, impact litigation, public education, grassroots advocacy, media work, strategic planning, and related matters. In the Fall 2017 semester, we are working to support the plaintiffs in the nationwide class action litigation, Hamama v. Adducci.

Student Responsibilities: For all clients (whether based in New York, New Jersey, or at the southern border), students, working in pairs, will assume primary responsibility for all aspects of the individual case preparation, including interviewing clients and witnesses, investigating facts, drafting pleadings, motion practice and briefing, developing case strategies, conducting oral argument, leading negotiations, preparing witnesses, and performing legal research. Each student is expected to have at least one appearance in immigration court by the end of the semester.

The case work in New York, New Jersey, and at the southern border are designed to complement one another as learning and lawyering experiences. By representing clients at the southern border, students will learn how to pursue relief in immigration court for those detained under prison-like conditions. By representing non-detained clients in New York, students will learn how to ensure that immigrants’ procedural and substantive rights are protected before asylum officers, in immigration court, and in New York family court (for those clients pursuing SIJS relief). By representing adult clients in detention in northern New Jersey, students will learn how to prepare an asylum case for trial. There is a critical need for all forms of representation.
Partnership with the Columbia Psychiatry Department: In the Spring 2018 semester, we will continue a partnership between the Immigrants’ Rights Clinic and the Department of Psychiatry, Columbia College of Physicians and Surgeons.
The Incarceration and the Family Clinic operates at the intersection of the family court/child welfare, and criminal systems and engages in both advocacy and education. The clinic provides advocacy to incarcerated and formerly incarcerated men and women, as well as their family members, to help preserve parental rights, secure freedom, and achieve family reunification. The clinic also informs people in prison about the ways in which they can advocate effectively for themselves.

For the advocacy component, the students provide legal assistance and representation on issues relating to family law and the collateral consequences of criminal convictions. Students generally have extensive client contact and are given primary responsibility for a client’s case, including developing a case theory and handling all aspects of court and administrative hearings.

In the educational component, the Clinic works collaboratively with the parenting center at a women’s prison. Students first observe a family law class taught by inside facilitators to incarcerated mothers. The students then work in groups to design, prepare, and teach one or two of the classes later in the semester. The classes are designed to teach lay-advocacy skills and typically involve role-play simulations in which the students and incarcerated mothers participate together. These classes provide preventive lawyering to help the women take the steps necessary to improve their chances of success in court proceedings concerning their children or to avoid legal problems altogether.

To prepare for this advocacy and education, students engage in a process of classroom and experiential learning. In the early part of the semester, students are exposed to some of the rich literature about prisons and prison life and are provided with a background in the relevant substantive law. To develop the lawyering skills they will need to work with clients, students participate in intensive simulation exercises. Students also examine relevant issues of professional responsibility that arise in work with indigent clients.
Lawyering in the Digital Age Clinic
Professors Conrad Johnson and Mary Marsh Zulack, Brian Donnelly, Lecturer
One Semester
Credits: 7 points of credit
Writing credit: Minor writing credit will be awarded
Enrollment: Up to Sixteen students
Class meeting time: Monday 4:20 to 6:10 PM and Thursday 3:10 to 6:00 PM.

Join this clinic to learn the contemporary skills and perspectives you will need to emerge from law school ready to be the most effective and creative lawyer possible. We work on access to justice issues through a variety of innovative projects.

Computing power and communication technologies are transforming law practice. Technology affects lawyers on two levels. First, it allows us to perform traditional tasks more effectively. Second, it is changing the very nature of what lawyers do. One overarching goal of the Clinic is to provide a theoretical structure for understanding these changes. Another goal is to provide a practical setting for testing ideas about the intersection of technology and law practice. We focus our work where access to justice is at stake.

Teams of clinic students handle specific client matters, often as co-counsel with legal services lawyers, and work on special projects with them or with the judiciary or other groups engaged with access to justice. Students typically can choose litigation or transactional work. The casework provides a context for practicing the skills that are central to effective lawyering. The technology projects assist public interest attorneys, the judicial system or others integrate technology to carry out their mission. Our students often create new and valuable computer-based tools that transform traditional practices and help achieve social justice through law.

You will learn traditional lawyering skills--interviewing, counseling, drafting, case preparation and management, plus client relations-- using technology to assist you. You will also learn and apply new skills involving “knowledge management,” electronic fact-gathering, digital presentation, and online collaboration. Practical experience in the use of basic digital technologies will equip you to help others overcome obstacles and employ technology purposefully.

Through a pedagogy designed to provide hands-on experience with these technologies and with the human beings for whom we are lawyering, you will begin to assemble a new range of possibilities for working with clients and others. You will have our instruction and supervision in classroom sessions, weekly team supervision meetings and other work throughout this semester of legal practice experience.

We seek a range of students: those with a desire to work in public interest law, an interest in technology, or simply an eagerness to hit the ground running when entering practice in either the public or private sector. We do not expect computer wizards. Students will find this clinic valuable if they have an interest in learning, are able to make the time commitment that is typical of all clinics (approximately 20 hours per week) and are not overburdened with inflexible commitments beyond school work.

Your work will be evaluated based on the level of your participation, your performance of the lawyering skills we expect you to acquire, and your responsible handling of legal work and technology projects.

Even though you are still law students, you may well shape the tools available to the judiciary, to attorneys, to non-profit groups and to the public. You will learn the core skills that are basic to becoming an effective, creative and reflective professional. If you are interested in preparing yourself for contemporary lawyering and for shaping the practice of law, we invite you to join us.
The Mediation Clinic will immerse students in mediation theory, skills, and techniques while allowing the students to mediate live cases with actual clients. In addition, students may have the opportunity to work directly with ambassadors at the United Nations, foreign governmental officials, other transnational organizations, and American Indian tribal leaders on mediation practice and systems design.

This clinic has several goals: 1) to give students the opportunity to improve their ability to represent clients by helping them learn, in the context of mediation, skills that are important to effective problem solving and wise lawyering; 2) to give those students who may make mediation part of their professional lives a good start in terms of both skills and ethics; 3) to help students see the benefits and limitations of mediation and other dispute resolution techniques so that they can responsibly counsel clients about their choices; 4) to help students understand how feelings, background values and personal style affect performance in a professional role; and 5) to provide quality assistance to parties whose disputes the clinic mediates.

The Mediation Clinic has six components: mediation skills training; mediation of cases; observation of neutrals at work; individual meetings with the professor; class analysis of ethical, systemic, and jurisprudential issues involved in the ADR movement; and a final paper or project.

Mediation Training: At the beginning of the semester you will be involved in intensive skills training in order to prepare you, as soon as possible, to begin work on actual cases. Training dates and times are: Thursday, January 18th (2:00pm – 9:00pm); Friday, January 19th (2:00pm – 9:00pm) and Saturday, January 20th (9:30am – 6:00pm); Thursday, January 25th (3:00pm – 9:00pm) and Friday, January 26th (2:00pm – 9:00pm.) You will need to be free during those times in order to participate in the clinic. During this period, through readings, demonstrations and role plays, you will be given an introduction to the theory and the craft of mediation.

Field Work: While the locations of mediations and types of cases are subject to change between now and the beginning of the semester, we expect that students will continue to mediate at Harlem Small Claims Court, Equal Employment Opportunity Commission, Department of Labor Occupational Safety and Health Administration, New York City Civil Court Personal Appearance Part in Manhattan/Brooklyn and New York Peace Institute in Brooklyn. At Personal Appearance Part and Harlem Small Claims Court, students conduct mediations of cases diverted from the civil courts. DOL OSHA refers us cases directly, and EEOC cases are referred by federal sector Administrative Law Judges. Typical community cases include disputes between neighbors or family members. From time to time the clinic may also mediate cases referred to the clinic from Columbia College, other divisions of the University, or the University's EEO Office.

You will mediate at least one half day a week. The days and times for these mediations are subject to change, but will most likely be on Tuesday or Thursday mornings from 9:00am to 1:00pm (plus some additional travel time to and from campus). You will also mediate at Small Claims Court on alternate Thursdays beginning at 6:30 p.m. and have class on Tuesday from 3:10pm to 6pm on Tuesday evenings. You need to keep at least one of those mornings and both of those evenings from other commitments.
Sexuality and Gender Law Clinic

Professor Suzanne B. Goldberg, with others

One Semester

Credits: 7 points of credit (see below)

Writing credit: Minor writing credit available

Enrollment: Up to eight students will be accepted in the spring semester.

Class meeting time: The clinic seminar will meet once per week for two hours. See below for details regarding additional clinic meetings.

The Sexuality and Gender Law Clinic provides students with an extraordinary opportunity to participate directly in the development of sexuality and gender law while engaging with the difficult questions posed by law reform work in the midst of shifting political and legal terrain. What does it mean to advocate on behalf of a community? How do advocates select among issues? Once priorities have been set, how should choices be made among various law reform strategies, including litigation, public education, grassroots advocacy, and legislative efforts? How best can those strategic choices be executed? In the Sexuality and Gender Law Clinic, you will have the opportunity to think through these questions while developing strong advocacy and analytic skills.

In class and in projects, the focus is on multidimensional lawyering, meaning that we spend our time thinking through the full range of advocacy options that lawyers can bring to bear on a problem. Students actively consider constitutional and legislative doctrines, procedural strategy, ethical canons, social science research, and constitutional and political theory. Our projects involve litigation, policy development, legislative drafting and analysis, training, organizing, public education, and media outreach. This practical strategic training is coupled with an emphasis on reflective, theoretical inquiry about lawyering generally, about lawyering on behalf of social movements, and about lawyering specifically in the area of sexuality and gender issues.

Clinic students work cooperatively with lawyers and advocates at organizations focused on sexuality and gender issues and with lawyers at firms handling sexuality- and gender-related cases. Projects have included:

*amicus briefs* to numerous state and federal courts in marriage, family law and transgender rights litigation; to the Inter-American Court regarding a lesbian parent’s right to custody of her children; and to the European Court of Human Rights regarding sex trafficking and asylum;

development of *legal manuals* to support enforcement of women’s rights protocols in Africa and a transgender rights ordinance in New York City;

*advocacy and public education and outreach* with NYC-based organizations that serve lesbian, gay, bisexual, and transgender populations; police departments throughout the United States regarding sex stings; hospitals in NYC regarding treatment of transgender patients and staff;

*legislative analysis and drafting* in connection with New York State’s surrogacy law, domestic violence law, domestic partner benefits ordinances in assorted US jurisdictions, and state legislation to address efforts to change the sexual orientation of lesbians and gay men;

*administrative advocacy* regarding medical malpractice coverage for general practitioners who provide abortions;
preparation of asylum applications involving claims of persecution based on forced marriage, sexual orientation, gender identity, and HIV status;

litigation research, planning, drafting, and support on issues related to women’s rights, gay and lesbian rights, and the rights of transgender individuals both in the United States and abroad, including before the InterAmerican Commission and the European Court of Human Rights;

development and analysis of vital databases of domestic partnership ordinances and opinions of state attorneys general for advocacy organizations.

Cooperating organizations vary from semester to semester, and typically include gender and sexuality law organizations at the local, state and national level. Organizations the Clinic has worked with in past years include the ACLU (Women’s Rights Project and LGBT/HIV Project), Lambda Legal, the National Center for Lesbian Rights, the Transgender Law Project, the Sylvia Rivera Law Project, the Transgender Legal Defense and Education Fund, the Urban Justice Institute/Sex Workers Project, Advocates for Informed Choice, the International Gay and Lesbian Human Rights Commission, AIRE (Advice on Individual Rights in Europe) Centre, and statewide and local sexuality and gender rights organizations.

All students are welcome to apply. Prior experience working on sexuality and gender law issues is not necessary; interest, enthusiasm and a willingness to work hard in a collaborative environment are all important.

For much more information about the Clinic’s past projects, pedagogical aims, and more, please see our website:


Some important practical points regarding enrollment, hours, and Clinic meetings:

For the spring semester, the Clinic will be offered for 7 credits (four of these credits are graded; three are ungraded). For each credit, you will be expected to devote 3 hours per week to Clinic work, exclusive of the weekly seminar. It is important to know that students typically spend more time than that when their clinic projects are busy. Because of this time commitment, students cannot participate in an externship while enrolled in the SGL Clinic.

In addition to seminar meetings, your time on clinic work will include a weekly student-led clinic rounds session, preparation for the clinic seminar, team meetings on your projects, and independent and collaborative work on your clinic projects. Some background reading on sexuality and gender law issues will be required prior to the semester’s start.

The Clinic is co-taught by Jenny Ma, lecturer in law at Columbia Law School. Others with substantial expertise in sexuality and gender law will be guests in clinic seminars and may work with students on Clinic projects throughout the semester.
Please describe your work experience or background which are relevant to the clinic:

Please discuss your reasons for wanting to take the clinic. (You may use additional sheets if necessary):

PLEASE RETURN THIS PAGE TOGETHER YOUR APPLICATION AND RESUME BY E-MAIL TO clinicregistration@law.columbia.edu BY OCTOBER 30TH AT 5:00 P.M.
Please describe any work experience or background that is relevant to the clinic:

Please discuss your reasons for wanting to take the clinic. Also please indicate your level of interest in continuing in the clinic during subsequent semester(s):

PLEASE RETURN THIS PAGE TOGETHER YOUR APPLICATION AND RESUME BY E-MAIL TO clinicregistration@law.columbia.edu BY OCTOBER 30TH AT 5:00 P.M.
1. Please list courses or trainings you have taken relevant to this clinic:

2. Please describe past work experience or other background (including personal or family background) relevant to the clinic:

3. Please describe what you would bring (skills, values, etc.) to the clinic’s seminars, to our clients and projects, and to your fellow clinic students:

4. Please explain your reasons for wanting to take this clinic, what you hope to learn in it, and how you see the clinic’s role in your future work/career:

5. Please describe in detail your fluency in any languages other than English.

PLEASE RETURN THIS PAGE TOGETHER YOUR APPLICATION AND RESUME BY E-MAIL TO clinicregistration@law.columbia.edu BY OCTOBER 30TH AT 5:00 P.M.
INCARCERATION AND THE FAMILY CLINIC

Please describe any work experience or other background that is relevant to the clinic:

Please discuss your reasons for wanting to take the clinic and any challenges you expect it will present for you:

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Please describe any work experience or other background that is relevant to the clinic:

Please discuss your reasons for wanting to take the clinic at this time and any challenges you expect it will present:

PLEASE RETURN THIS PAGE TOGETHER YOUR APPLICATION AND RESUME BY E-MAIL TO clinicregistration@law.columbia.edu BY OCTOBER 30TH AT 5:00 P.M.
Please describe any work experience or background that is relevant to the clinic. Please include any work you have completed in a language other than English:

Please discuss your reasons for wanting to take the clinic:

PLEASE RETURN THIS PAGE TOGETHER YOUR APPLICATION AND RESUME BY E-MAIL TO clinicregistration@law.columbia.edu BY OCTOBER 30TH AT 5:00 P.M.
Please describe any work experience or background that is relevant to the clinic:

Please discuss your reasons for wanting to take the clinic. (You may use the back of this sheet if necessary):

PLEASE RETURN THIS PAGE TOGETHER YOUR APPLICATION AND RESUME BY E-MAIL TO clinicregistration@law.columbia.edu BY OCTOBER 30TH AT 5:00 P.M.
CURRENT & FORMER CLINIC STUDENTS

CHALLENGING THE CONSEQUENCES OF MASS INCARCERATION
Delia Addo-Yobo 2L
Beneel Babaei 2L
Sam Bean 2L
Chloe Bootstaylor 3L
Josh Burger-Caplan 3L
German (Alex) Carvajal 3L
Merlin Castillo 2L
Nicola (Nika) Cohen 3L
Wenwa Gao 3L
Eva Jimenez 3L
Vishakha Joshi 3L
Patricio Martinez-Llompart 3L
Patricia Okonta 3L
Edward Olds 3L
John O’Meara 3L
Shane Rogers 2L
Mitchell Schwartz 3L
Kathleen Simon 3L
Alexandra Valdez 3L
Zander Weiss 3L
Meron Werkneh 3L
Oluwatomi “Tomi” Williams 2L
Theodore Witt 3L
Sou Hee (Sophie) Yang 3L

ENVIRONMENTAL LAW
Jason Barnes 3L
Jocelyn Blier 2L
Tess Dernbach 2L
Ashley Gregor 2L
Maia Hutt 3L
Sarah Jackson 2L
Ankit Jain 2L
Laura Keeley 2L
Jonathan Knowles 3L
Grace Krasnerman 3L
Tyler Krenek 2L
Ho-Min Lai 3L
Peter Lu 3L
Samuel Niño 2L
Thomas Odom 3L
Alexander Peerman 3L
Zachary Piaker 2L
Lee Rarrick 3L
Ji min Shin 3L
Maximilian Sternberg 2L
Kendall Wells 3L
Mary Fiona Wolfe 3L

IMMIGRANTS’ RIGHTS
Cristina Alvarez 3L
Deborah Capiro 3L
Lizette Ceja 2L
Yilin (Tim) Chen 3L
John DeBellis 3L
Matthew de Bernardo 2L
Adriana Estor 3L
Ricardo Garza 3L
Michael Jia 2L
Benjamin Lash 3L
Elise Lopez 3L
Armando Lozano 2L
Lia Metreveli 3L
Christopher Morel 3L
Ji Hyun Park 3L
Carolina Rivas 3L
Rosa Saavedra-Vanacore 3L
Samantha Shalowitz 3L
Catherine Urbanelli 3L
Melissa Vallejo 3L
Krystal Vazquez 2L
Andrew Walsh 2L

MEDIATION
Pauline Abijaoude 3L
Morenikeji Akinade 3L
Elise Bonine 3L
Lydia Cash 2L
Kirk Coleman 2L
David Crockett 3L
Jesse Feng 3L
Argemira Florez 2L
Joseph Folds 3L
David Fu 2L
Baldemar Gonzalez 2L
Emily Hush 3L
Shin Elizabeth Kim 3L
Cindy X. Li 3L
Kate Joohyun Lee 2L
Deul Lim 3L
Brian Maida 3L
Ayisha McHugh 2L
Lizzeth Merchan 3L
Tom Nachtigal 3L
Que Newbill 3L
Tukeni Obasi 3L
Romane Paul 3L
Rosa Saavedra-Vanacore 3L
Seung Son 3L
Anand Srivatava 3L
Yoon Won Song 3L
Jacqueline Stykes 3L
Dale Williams 3L

LAWYERING IN THE DIGITAL AGE
Danielle Arthur 3L
Marieugenia Cardenas 3L
Christine W. Chen 3L
Lilybelle Davis 3L
Corben Green 3L
Jisoo Han 3L
Kathryn Hutchins 3L
Megan Ji 3L
Stephanie Kato 3L
Amy McMahon 3L
Natasha Newman 3L
Julie Irene Nkodo 3L
Neha Patel 3L
Wendell Ramsey Jr. 3L
Ignacio Saldana 3L
Elizabeth Snow 3L
Nana Taylor 3L

INCARCERATION & THE FAMILY
Courtney Irons 3L
Gahee Lee 3L
Simisola Obatusin 3L
Caroline Voldstad 3L

MEDIATION
Pauline Abijaoude 3L
Morenikeji Akinade 3L
Elise Bonine 3L
Lydia Cash 2L
Kirk Coleman 2L
David Crockett 3L
Jesse Feng 3L
Argemira Florez 2L
Joseph Folds 3L
David Fu 2L
Baldemar Gonzalez 2L
Emily Hush 3L
Shin Elizabeth Kim 3L
Cindy X. Li 3L
Kate Joohyun Lee 2L
Deul Lim 3L
Brian Maida 3L
Ayisha McHugh 2L
Lizzeth Merchan 3L
Tom Nachtigal 3L
Que Newbill 3L
Tukeni Obasi 3L
Romane Paul 3L
Rosa Saavedra-Vanacore 3L
Seung Son 3L
Anand Srivatava 3L
Yoon Won Song 3L
Jacqueline Stykes 3L
Dale Williams 3L

MEDIATION
Pauline Abijaoude 3L
Morenikeji Akinade 3L
Elise Bonine 3L
Lydia Cash 2L
Kirk Coleman 2L
David Crockett 3L
Jesse Feng 3L
Argemira Florez 2L
Joseph Folds 3L
David Fu 2L
Baldemar Gonzalez 2L
Emily Hush 3L
Shin Elizabeth Kim 3L
Cindy X. Li 3L
Kate Joohyun Lee 2L
Deul Lim 3L
Brian Maida 3L
Ayisha McHugh 2L
Lizzeth Merchan 3L
Tom Nachtigal 3L
Que Newbill 3L
Tukeni Obasi 3L
Romane Paul 3L
Rosa Saavedra-Vanacore 3L
Seung Son 3L
Anand Srivatava 3L
Yoon Won Song 3L
Jacqueline Stykes 3L
Dale Williams 3L

SEXUALITY & GENDER LAW
Rushant Badani 3L
Jackson Dartez 3L
Sophie Moskop 3L
Carolina Rivas 3L
Patricia Rothenberg 3L
Arielle Trapp 3L
**ADOLESCENT REPRESENTATION**
Benjamin Bennett 2L
Nathan Bu 3L
Oyere Etta 3L
Alexandra Farmer TA/3L
Madeline Hopper 3L
Ademisola Ijidakinro 3L
Victoria Jimenez 2L
Alexsis Johnson 3L
Courtnii Lamar 2L
Jin Sol Lee 3L
Benjamin Marcu 3L
Zachary Morrison 2L
William Omorogieva 2L
Katherine O’Reilly-Jones 2L
Sam Carson Parnell 3L
Karen Reitman 2L
Juannell Riley 3L
Kendra Rosario 2L
Cassandra Saint-Preux 3L
Benjamin Sanchez 3L
Chantelle Southerland 2L
Sarah Weitekamp 2L
Lisa Xia, TA/3L

**COMMUNITY ENTERPRISE**
Olivia K. Chin 3L
Malcolm Evans TA/3L
Amanda Ferber 3L
Robin Gimm 3L
Stephanie Hon 3L
Eboney Hutt 3L
Kendall Jackson 3L
Rosemary Laflam 3L
Rashad Mohammed 2L
Ahmed Mori 3L
Michael A. Naclerio 3L
Trevor G. Reed 3L
Hannah Schechter 3L
Alison Vandenburgh 3L
Sean Wagnon 2L
Cathy Zhu 3L

**HUMAN RIGHTS**
Katherine Berry 3L
Jacob Bogart 3L
Doreen Bentum 3L
Yasmin Dagne 3L
Barbara De La Paz 3L
Sijuwade Falade 2L
Rachel Fleig-Goldstein 3L
Scott Johnston 3L
Marryum Kahloon 3L
Rachel Lafortune 3L
Amos Laor 3L
Kamilah Moore 2L
Nia Morgan 2L
Oyinkansol Muraina 2L
Nithya Rhea Rajshekhar 3L
Daron Tan 3L
Sophia Wistehube 2L
Kathryn Witchger 3L
Susan Wnukowska-Mtonga 3L
Miguel Zamora-Mills 2L
Junteng Zheng 3L