



**Columbia  
Law School**

Office of Experiential Learning

# Fall 2022 Handbook



*Clinics, Externships, Policy Labs, and Simulations*



## Table of Contents

Table of Contents .....	2
Letter from Philip Genty, Sophia Bernhardt, and Liliana Vaamonde.....	4
Important Dates and Events .....	7
FAQs .....	8

### **Clinics:**

Community Advocacy Lab .....	11
Criminal Defense .....	12
Human Rights .....	14
Immigrants' Rights .....	16
Lawyering in the Digital Age .....	18
Mediation .....	20
Science, Health, and Information.....	22

### **Externships:**

Arts and Entertainment Law .....	25
Bronx Defenders on Holistic Defense.....	26
Constitutional Rights in Life and Death Penalty Cases .....	27
Criminal Appeals .....	28
Criminal Prosecution (Manhattan/Brooklyn DA).....	29
Domestic Violence Prosecution .....	30
Environmental Practice .....	31
Federal Appellate Court .....	32
Federal Court Clerk: EDNY .....	33
Federal Court Clerk: SDNY .....	34
Federal Prosecution: U.S. Attorney's Office for the District of New Jersey.....	35
Federal Prosecution: U.S. Attorney's Office for the SDNY.....	36

General and In-House Counsel .....	37
Harlem Economic Justice.....	39
Housing Justice: The Right to Counsel in Housing Court.....	40
Immigration Defense .....	41
The Knight First Amendment Institute .....	42
Law, Power and Social Change .....	43
Neighborhood Defender Service of Harlem Community Defense .....	44
N.Y. Attorney General’s Office: Employment Law and Civil Litigation Skills .....	46
N.Y. Attorney General's Office: Financial Enforcement and Economic Justice.....	47
N.Y. Attorney General's Office: Social and Environmental Justice.....	48
United Nations .....	49

**Policy Lab:**

Lawyer Leadership: Leading Self, Leading Others, Leading Change in Challenging Times .....	51
Structural Change in Public Education .....	52



## **Experiential Learning Program**

435 West 116th Street New York, NY 10027

Spring 2022

Dear Columbia Law Students:

Experiential legal education is an intensive study of law and lawyering through representation and advocacy. The American Bar Association requires all JD students to earn at least 6 credits of experiential learning. At Columbia Law School students have a number of experiential options. CLS offers Clinics; Externships; Policy Labs; and Simulations, including Workshop in Briefcraft/Moot Court Student Editor, the Negotiation Workshop, Deals Workshops, Trial Practice, and other courses. This letter provides a short description of the types of offerings, and the pages that follow offer detailed descriptions of each.

### **CLINICS**

All Clinics are part of Morningside Heights Legal Services, Inc. – a public interest law firm located in beautiful space on the 8th and 9th floor of Jerome Greene Hall. Clinic students are members of that law firm and work under the close supervision of full-time faculty, staff attorneys, and fellows with real clients and partners on real problems. Most Clinics are offered for one semester. However, the Human Rights Clinic requires a full year commitment. One semester Clinics offer 7 credits, and full-year Clinics offer additional credits for the year. The intensity of the work allows students to dive into the lifelong process of becoming capable, thoughtful, responsible, and reflective lawyers. Students identify and pursue their own learning goals while providing essential legal representation and advocacy. Clinic students develop a wide range of competencies as they take on increasing responsibility for their clients' cases and projects. Knowing that they have the watchful supervision of experienced lawyers and teachers, they also experience 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. Students assume the role of lawyer in cases and matters involving individuals, communities, and organizations that otherwise might be unable to secure assistance. Additionally, in weekly seminars and simulations designed by the faculty, students receive personalized feed-back and reinforce skills, such as interviewing and counseling clients, mediating among parties with disparate interests, and drafting legal documents. Clinic students can expect to devote at least 21 hours each week to their clinic work and seminar.

## **EXTERNSHIPS**

Externships provides students with field learning opportunities in a diverse array of practice areas. Externs work in Judges' Chambers, Government, Non-Profits, and In-House Legal Departments. They may practice civil, criminal, corporate, labor, or immigration law, or they may work with community groups on organizing and advocacy projects. Externship placements give students a chance to experience a busy practice setting while developing skills and knowledge essential to the practice of law. Each externship has its own placement-specific seminar. Some externships are offered every semester and others are offered only in the Fall or Spring semester. Some require a full year commitment. Students are assigned to a placement where they are closely supervised by an on-site experienced attorney or a judge. In some CLS externships, the students are placed at the same agency or office, while in other externships, students are in different placements and share their experiences and reflections in the seminar. Students also participate in a seminar most often taught by a lawyer or judge from the placement. The seminar component is 2 credits and meets weekly (except for the Judicial Externships which have a 1-credit seminar and only meet 7-8 times over the course of the semester). Externship fieldwork is either 2 or 3 credits and is ungraded (Pass/Fail). Students can expect to devote at least 12-15 hours each week for attending the seminar and performing their fieldwork, although some placements may require more.

## **POLICY LABS**

Policy Labs prepare our graduates to solve exceptionally complex public problems and lead change through collaboration with professionals and stakeholders from many different disciplines and communities. In those courses, students learn to link traditional lawyering skills with other forms of knowledge and expertise. Policy Labs combine cutting-edge theory with hands-on learning in policy and practice, litigation, and transactional work. Students work in seminar-style, larger-class, and small-group settings; they also work with live clients and engage in simulation experiences. These courses enable law students to work in teams with professionals from other fields, and with the communities they serve. Policy Labs offer between 5 and 8 experiential credits each semester.

## **SIMULATIONS**

Simulation-based courses allow students to step into the role of a lawyer while remaining in the classroom under close faculty supervision. Through the use of rich hypothetical scenarios and real-world case studies, these classes introduce students to practice-based legal challenges and the tools needed to solve them. Simulations include Workshop in Briefcraft/Moot Court Student Editor; the Negotiation Workshop; the Deals Workshops; Trial Practice; and upper-year simulation courses covering a variety of subject matters. Simulations typically offer between 2 and 4 credits. Unifying all these offerings is a focus on the development of a broad range of legal skills, including interviewing and counseling clients, negotiating and drafting commercial agreements, writing motions and briefs, and orally presenting before a range of legal audiences.

You will find detailed descriptions of these course in the pages that follow. The Experiential Learning Application for Clinics, Externships, and the Policy Labs will be open from April 1 through April 29. You must log into LawNet and apply through the online application. You may apply for up to 3 courses and rank them in your order of preference. Students will receive an offer from their highest-ranked choice that has selected them for participation. Applications for Simulations follow their own individual timetables. Please refer to the Curriculum Guide for descriptions and additional information about the Simulation offerings.

If you have any questions about experiential learning or the application process, please contact us. For questions about particular Clinics, Externships, and Policy Labs, please see the contact information in the course descriptions that follow.

Sincerely yours,

Philip M. Genty  
Vice Dean for  
Experiential Education  
and Everett B. Birch  
Clinical Professor in  
Professional Responsibility

Sophia F. Bernhardt  
Director of Legal Writing  
and Moot Court Programs

Liliana Vaamonde  
Director of Externships  
and Field-Based Learning

# Important Dates and Events

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## Application Timeline

<b>Date and Time</b>	<b>Event</b>
<b>Friday, April 1 9:00 AM</b>	Online application is available through LawNet
<b>Friday, April 29 5:00 PM EST</b>	Online application closes
<b>Friday, May 13</b>	Acceptance offers emailed to students
<b>Tuesday, May 17 12:00 PM</b>	Deadline to accept or decline offer
	A second application round will be conducted for unfilled spots if needed. A timeline will be released the week of May 17 <sup>th</sup> .

## FAQs

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- 1. *What is a Clinic?*** Clinics are part of Morningside Heights Legal Services (MHLS), CLS's in-house, non-profit, public-interest law firm through which students represent clients and work with partners. As members of the firm, students are subject to ethical requirements that apply to attorneys and other legal professionals in practice. Full-time Clinical Faculty, Staff Attorneys, and Fellows teach clinical seminars and supervise legal representation and advocacy for real clients and partner organizations. All clinical seminars are taught at the law school. Students work in MHLS office space, located on the 8<sup>th</sup> and 9<sup>th</sup> floors of the main law school building. They are assigned to clients and projects. They learn to be legal problem solvers by assuming primary responsibility for their matters, under the close supervision of experienced clinical faculty. In addition to weekly seminars, faculty provide frequent and detailed feedback on student work as they teach various legal competencies. Students examine, learn and reflect on the ethical dimensions of lawyering and engage in guided reflection on these issues. All Clinic credits (both the seminar and the fieldwork) count towards the 6-credit experiential learning requirement.
- 2. *What is an Externship?*** What distinguishes externships is that the seminar is taught by practicing attorneys appointed as part-time adjunct instructors. In addition, case and project work takes place away from the Law School, at the offices of the host organizations. In these placements students have the opportunity to engage in supervised practice activities with real clients on real cases. Experienced supervising attorneys provide extensive feedback and opportunities for reflection. Each Externship has two parts – a seminar and fieldwork. As in the Clinics, the seminars introduce substantive and practice skills, as well as ethical issues, and encourage students to be reflective and intentional. Most of the seminars are held at CLS but some are held at the Externship site. Additionally, seminars may be graded or ungraded (please refer to each Externship's webpage or the online curriculum guide for this information). In some externships, all students enrolled do their fieldwork at the same site supervised by the seminar instructors and/or site supervisors, while in others, the students are in different placements. All externship credits (both the seminar and the fieldwork) count towards the 6-credit experiential learning requirement.
- 3. *Can I be paid or get CLS pro bono hours for my fieldwork?*** No. Students cannot earn credit and be paid for the same work. Fieldwork hours count towards the New York Bar ProBono requirement but not CLS's.
- 4. *How do I apply for the Negotiation Workshop?*** Registration for Negotiation Workshop is the same as for all other courses and no special application is necessary.
- 5. *How do I apply for Moot Court Student Editor: Workshop in Briefcraft?*** The Student Editor application will open in LawNet at the end of the semester. Sophia Bernhardt will send an

announcement with more information closer to the date when the application will open.

6. ***Can I take an experiential offering if I need accommodations?*** Columbia Law School's experiential learning program is an academic community that values diversity and seeks to promote meaningful access to educational opportunities for all students. CLS experiential courses will provide reasonable accommodations to qualified students with disabilities to afford an opportunity for their full participation in the experiential programs and activities. Please consult with Students Services.
7. ***How many experiential courses may I take in one semester?*** Students may only participate in **one** externship or clinic in each semester. Students may not enroll in an externship and a clinic in the same semester. However, students in Advanced Clinics may also participate in an externship with permission from both instructors. These limitations do not apply to simulation courses.
8. ***May I drop an externship or clinic during add/drop?*** No. The registration process for experiential learning is different from the registration lottery. Once a student has accepted a spot in a clinic or externship, the student may only drop it for good cause and with the instructor's permission. If a student has accepted a judicial externship and interviewed with a judge, the student will not be able to withdraw.
9. ***How many other courses should I take if I am taking a clinic or an externship?*** Each student is different, but we strongly encourage you to schedule your classes so that you have at least one full day to spend on your clinic or externship casework. Depending on how many credits you are receiving for the clinic or externship, you may want the flexibility to spend two full days in the law school Clinic office or at your externship placement.
10. ***May I get experiential credit for an independent internship?*** CLS offers *Supervised JD Experiential Study* and *Supervised LLM Experiential Study*, which allows students to find their own fieldwork. Students interested in doing so, must find a faculty advisor who agrees to supervise the student and comply with the established requirements. Any proposed project must be approved in advance by the Director of Externships and Field-Based Learning.
11. ***May I take more than one externship or clinic during my time at CLS?*** Students may take a different externship each semester. However, with very limited exceptions, students may only take one clinic at CLS.

# **Fall 2022 Clinics**

## Community Advocacy Lab (L9362)

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Update: Community Advocacy Lab will not be offered in Fall 2022. Please contact Professor Shanahan ([colleen.shanahan@law.columbia.edu](mailto:colleen.shanahan@law.columbia.edu)) with any questions.

# Criminal Defense Clinic (L9244)

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## **Instructors**

Prof. Amber Baylor, *Associate Clinical Professor of Law*

## **Experiential Credits**

7 credits

## **Course Description**

The Criminal Defense Clinic focuses on state and municipal criminal law and its impacts on people charged with crime. The course engages in practice and analyses of criminal law that centers discussion of intensively regulated low-income communities, racial justice, local power hierarchies and the role of misdemeanor legal regulation.

## **The Seminar**

The clinic seminar focuses on theoretical approaches to defense and community lawyering, developing defense advocacy tools, and gaining context for systemic issues in local criminal law. Students will think expansively and critically about the role of defense attorneys and organizations in seminar, through simulations, rounds, and conversations with experts. The course asks students to consider how public defense lawyers work towards a transformative vision of more humane cities.

Students in the clinic can expect to:

- Develop client-centered, trauma-sensitive lawyering practices;
- Analyze misdemeanor criminal regulation and systemic injustices;
- Build trial advocacy tools, including written and oral advocacy;
- Engage in in-depth fact investigation, including visits to scenes and interviews of witnesses;
- Reflect on recent criminal law reforms and their impacts;
- Explore and engage community lawyering practices, both with individual clients and organizational partners;
- Think expansively about defense advocacy and the role of defenders;
- Learn to build client narratives and hone negotiation skills;
- Collaborate with interdisciplinary experts.

## **Fieldwork**

Students in the clinic represent individuals facing misdemeanor charges in New York City courts. They work with clients, clients' families, community organizations, and experts in various disciplines to provide holistic defense. At times, students will advocate on related matters, such as conditions of incarceration and consequences of criminal records.

The students engage in a class-wide advocacy project supporting Harlem-based organizations working towards minimizing reliance on misdemeanor regulation and surveillance, developing safety alternatives, or addressing the impacts of criminalization. The project work allows students to gain a diverse set of lawyering tools, collaborate with non-lawyer experts, and consider the nuanced role of attorneys in supporting transformative grassroots advocacy.

Students meet weekly with the professor to reflect upon and discuss their substantive work, lawyering styles, and professional goals.

**Important Information**

The course is open to 8 students. Both J.D. and L.L.M. students are eligible. Preference will be given to students that have taken, or are currently enrolled in, Criminal Investigations and Evidence. Please email Amber Baylor ([abaylor@law.columbia.edu](mailto:abaylor@law.columbia.edu)) to discuss the clinic in more detail.

# Human Rights Clinic (L9233)

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## **Instructor**

Sarah Knuckey, *Lieff Cabraser Clinical Professor of Law (Spring, alongside Gulika)* and Gulika Reddy, *Lecturer-in-Law*

## **Experiential Credits**

Fall: 7 credits (4 graded for seminar component & 3 graded for project work)  
Spring: 5 credits (2 graded for seminar component & 3 graded for project work)  
Credit adjustments possible in exceptional circumstances in consultation with professor

## **Course Description**

The Human Rights Clinic prepares students for lifelong careers in social justice advocacy around the globe. Through the Clinic, students join a community of advocates working to promote human rights and to recalibrate the global power imbalances that drive economic and political inequality, exploitation, threats to physical security, poverty, and environmental injustice. Through fact-finding, reporting, litigation, media engagement, advocacy, training, and innovative methods, the Clinic seeks to prevent abuse, promote accountability, and advance respect for human rights. Embedded in the Clinic's work is a commitment to the values of equality and mutual exchange in transnational partnerships; respect for rights-holder autonomy, voice, and power; and diversity, inclusion, full participation, and justice within the human rights field.

Through a combination of Seminars and Project Work, and with the mentorship of Clinic professors and supervisors, students develop the wide range of skills necessary to be strategic and creative human rights advocates, critically analyze human rights, and advance human rights methodologies. The Clinic engages students in an active and co-creator mode of education, and students are taught to self-assess and monitor their own progress, and are involved in building the methods, pedagogy, and institution of the Clinic itself.

## **The Seminar**

The Clinic Seminar in the Fall provides a map of the terrain of international human rights advocacy, including the field's dominant strategies, methods, and critiques, equipping students with the knowledge and the tools to navigate the field with confidence and critical reflection. Students learn to assess where they and human rights projects are positioned, the available routes for action, and how to ethically, pragmatically, and responsibly choose which steps to take toward which ends. They learn project selection and design; choice and sequence of advocacy tactics; fact-finding and interdisciplinary research methods; interviewing witnesses, experts, and perpetrators; evidence assessment; digital and physical security; report and brief-writing; using judicial and quasi-judicial processes; advocacy options at the local, national, regional, and international levels; engaging the press and using social media; working with partners and engaging in rights-based human rights advocacy; promoting inclusion and full participation, countering identity-based harms, and working as an effective ally; mitigating vicarious trauma and promoting resilience; leadership and teamwork; engaging with critiques of human rights and transformative human rights advocacy; ethical frameworks and the navigation of ethical dilemmas; and accountability and project evaluation. The Spring seminar provides an

opportunity for advanced analysis of thematic human rights issues and skills acquisition.

### **Advocacy Projects**

Students work in teams on projects that are designed to pursue social justice in partnership with civil society and communities. Through its project work, the Clinic functions similarly to a non-governmental organization, with students implementing advocacy projects. It also serves as a laboratory for testing new, innovative, and interdisciplinary modes of human rights work, and seeks to be a model of rigorous and critical human rights advocacy.

Projects vary from year to year and span the globe. They have addressed urgent and complex human rights issues in the Central African Republic, Papua New Guinea, Peru, Yemen, Kashmir, and the United States. Recent topics include: corporate accountability for human rights violations and environmental harms in the extractives industry, labor rights among immigrant communities, education rights and religious and ethnic discrimination, the right to fair trial, human rights and humanitarian law violations in counterterrorism operations and armed conflict, the right to mental health during armed conflict, and the rights to water and sanitation.

### **Important Information**

The course will be open to JD and LL.M candidates. It is recommended that students take Human Rights prior to, or concurrently with, this course.

# Immigrants' Rights Clinic (L9258)

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## **Instructor**

Elora Mukherjee, *Jerome L. Greene Clinical Professor of Law*, and Amelia Wilson, *Lecturers-in-Law*

## **Experiential Credits**

7 credits (3 for seminar, 4 for casework)

## **Course Description**

Through an intensive learning and working environment, students work with faculty who are leaders in immigrants' rights and develop lawyering and advocacy skills through direct client representation and cutting-edge projects related to immigration reform.

Immigration has become one of the most prominent political and human rights issues in the United States. Students in the Immigrants' Rights Clinic take on significant case responsibilities on behalf of the most vulnerable immigrants who would otherwise face the deportation process without representation. Under the leadership of Professors Elora Mukherjee and Amelia Wilson, the clinic works in conjunction with or on behalf of national and local organizations devoted to immigration reform. Students take on cutting edge projects involving regulatory and legislative reform, impact litigation, and public education.

There is no right to government-appointed legal counsel in U.S. immigration proceedings. Even children do not have a right to counsel in removal proceedings, and they are often forced to navigate the immigration court system alone, in a language they do not understand. Working under the guidance of the clinic's faculty, students represent asylum seekers from around the world who are facing deportation. Students who continue in the clinic beyond a single semester have the opportunity to work on more complex casework and take on varied forms of advocacy.

Each student is expected to handle significant case responsibilities, visit immigration detention facilities (assuming public health conditions warrant such visits), and have at least one appearance in immigration court or the asylum office by the end of the semester. Students, working in teams, 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. The Immigrants' Rights Clinic requires a time commitment averaging 21 hours of casework per week (3 hours for each credit).

## **The Seminar**

The seminar is integrated with the fieldwork. It addresses current developments in immigration law and policy; encourages skill development; addresses the theoretical and substantive bases of the clinic's work; analyzes ethical issues that arise in clients' cases and advocacy work; and provides opportunities for students to reflect on their work and development as lawyers. We engage in learning through case rounds, role playing, simulations, readings and discussions. Students develop skills including:

- Interviewing, research & information gathering
- International and domestic fact investigations
- Drafting pleadings, motions, affidavits, and legal briefs
- Developing case strategies
- Oral arguments, including opening and closing statements
- Leading negotiations
- Collaborating with medical experts, mental health experts, and country conditions experts
- Legal research and writing
- Policy & legislative advocacy
- Project planning & management

### **Fieldwork**

Each clinic student will rise to task of being a student attorney. Clinic students will have ownership and autonomy over their casework. Clinic students are not interns or assistants who receive assignments. Student attorneys will develop and implement all phases of client representation and advocacy, from initial client interviews through an adjudication before the asylum office or in immigration court. Student attorneys will have weekly supervision meetings with Professors Elora Mukherjee and Amelia Wilson. Student attorneys are expected to meet with their clients and clinic teams on at least a weekly basis. All student attorneys will work in case teams and must demonstrate a positive team attitude and willingness to collaborate on casework.

### **Immigrants' Rights Clinic Intensive Training**

At the beginning of the semester, student attorneys will be involved in intensive skills training in order to prepare, as soon as possible, to begin work on actual cases. The intensive training will be held on Labor Day, **Monday, September 5, 2022 from 9 a.m. to 5 p.m.**, in person at Columbia Law School. Student attorneys must participate in this training. During this training, student attorneys will be introduced to the theory and practice of representing asylum seekers.

### **Important Information**

The course is limited to 12 students and is open to JD and LL.M candidates. There are no prerequisites to take this course other than a commitment to providing the highest quality of representation to asylum seekers.

If you are interested in learning more about the Immigrants' Rights Clinic, please email Elora Mukherjee ([EMukherjee@law.columbia.edu](mailto:EMukherjee@law.columbia.edu)) or Amelia (Mimi) Wilson ([aw3193@columbia.edu](mailto:aw3193@columbia.edu)) to schedule a time to talk.

# Lawyering in the Digital Age Clinic (L9269)

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## **Instructor**

Conrad A. Johnson, *Clinical Professor of Law*

## **Experiential Credits**

7 credits

## **Course Description**

Now more than ever, the ability to use technology thoughtfully and creatively in law practice is critically important. Those who can help public interest or private practice legal organizations leverage their already substantial investments in technology bring much sought after added value to their employers. That is why leaders of the bar, judges, and the most prestigious public-interest organizations turn to students in the Lawyering in the Digital Age Clinic for help with pressing challenges.

The Clinic has pioneered the study of how technology affects the practice of law. When the Clinic began in 2001, it was the first in the country to focus on this emerging field. Students in the clinic learn both contemporary and traditional lawyering skills through hands-on experience using the digital technologies that are reshaping the profession.

[Visit the Clinic's website](#) to learn more about who we are and what we do.

You will have substantial client contact in the Clinic. Note, that we have a long history of collaborating closely with our clients online where appropriate. Challenges such as those posed by 9/11, hurricane Sandy and COVID-19, while devastating, have had little effect on our ability to serve our clients.

## **The Seminar**

Through twice-weekly seminar sessions, we explore a structured framework for learning the habits of mind and skills of contemporary practice. The seminar provides a safe setting for achieving digital literacy as it applies to law practice. Law is a profession that runs on information. Lawyers engage in three essential tasks: we gather, manage and present information.

In our seminar, we engage in exercises and thoughtful discussion of the theory, tools and techniques that lawyers need to gather, manage and present information effectively and creatively in the digital age. The seminar is also a place where we unpack the out of class exercises that are designed to help you learn interviewing, counseling, drafting and presenting information online, among other core lawyering tasks.

## **Fieldwork**

Our clients are public interest legal organizations, prominent jurists and non-profit legal technology initiatives that have a serious interest in integrating technology to improve access to justice. Through client representation, students gain proficiency with both the traditional skills of lawyering that are enhanced by technology, such as interviewing, counseling and drafting, as well as the skills necessary to practice at a high level in the digital age, including online fact-investigation, searching, knowledge management and digital presentation. Throughout, we

emphasize how to use technology to help make the very human encounters we have with our clients and colleagues satisfying and productive.

Through weekly team meetings, you will receive the support and individualized feedback you need to achieve our learning goals while delivering the highest quality client service. Team meetings provide you an opportunity to collaborate closely with us, your clinic colleagues and your clients. These meetings are a place where the concepts and skills we teach in the seminar are applied through the important work you perform for your clients under our supervision.

Clinic students work shoulder-to-shoulder, both in person and in online environments, with lawyers from a wide range of public-interest organizations and members of the judiciary. Sample projects include:

- Helping civil legal aid and legal services attorneys meet the massive challenges of implementing NYC's new "right to counsel" initiative for low-income New Yorkers in eviction proceedings
- Created an online portal to help millions of low and middle-income workers secure billions in Earned Income Tax Credits
- Work with a charter school in East Harlem to use technology to disrupt the school-to-prison pipeline.
- In conjunction with New York's Chief Judge, developed the Collateral Consequences Calculator that shows the immigration consequences of conviction for all sections of NY's Penal Law
- Developing tools for legal services attorneys helping homeowners facing foreclose and communities seeking to stem the blight of "Zombie" housing.

Students emerge from the Clinic with a combination of contemporary legal and technical skills that give them a considerable professional edge as they enter the practice of law.

### **Important Information**

The Clinic will be limited to 8 students and will be open to JD and LL.M candidates. There are no prerequisites to take the Clinic. We actively seek both students who feel they have no particular technological expertise, as well as students who are looking for opportunities to put their understanding of technology to good use.

If you have questions, please email Professor Johnson at [cjohnson@law.columbia.edu](mailto:cjohnson@law.columbia.edu)

# Mediation Clinic (L9262)

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## **Instructor**

Alexandra Carter, *Clinical Professor of Law*

## **Experiential Credits**

7 credits (4 graded; 3 pass-fail)

## **Course Description**

Conflict is as old as humanity itself. And yet for too many in our modern litigation system, it means staggering bills, broken relationships and problems that cannot be solved by legal remedies. In 2019, Chief Judge Janet DiFiore announced that New York State will move to a presumptive mediation model for civil cases, meaning that for many New Yorkers who file a case, mediation will now be their “first stop,” before the judge. New York, and this country, need skilled and thoughtful mediators now more than ever.

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 U.S. government agencies 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: TBA. **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.

## **The Seminar**

The weekly classroom component will help students contextualize their experiences with their mediation parties and the justice system. By addressing topics like confidentiality and mediation ethics, the role of law in a mediated outcome, mediation systems design policy, diversity and difference, representation in mediation and differences in complex cases, students will situate their experiences of individual party intervention in the broader discussions of state, federal and

transnational law and policy. We engage in learning through case rounds, role playing and simulations, as well as intensive reading and discussion that draws on themes from students' weekly written journals.

### **Fieldwork**

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, Southern District of New York, 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. SDNY cases are referred by the Mediation Office. 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 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 with time reserved for double length classes on Tuesday evenings. You need to keep at least one of those mornings and both of those evenings from other commitments. SDNY cases are scheduled in consultation with the parties and attorneys.

### **Important Information**

The course will be limited to 10 students and will be open to JD and LL.M candidates. There are no prerequisites to take this course other than a desire to serve people by empowering them to find solutions to the challenges they face.

# Science, Health and Information Clinic (L9235)

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## **Instructors**

Prof. Christopher Morten, *Associate Clinical Professor of Law*

## **Experiential Credits**

7 credits (3 for seminar; 4 for fieldwork)

## **Course Description**

Columbia Law’s Science, Health, and Information Clinic seeks to serve the public interest by fighting for—and winning—more equitable access to scientific, technical, and medical knowledge and to the benefits that flow from that knowledge. The clinic strives to meet legal needs unmet by public interest legal organizations and other law school clinics. Students, under faculty supervision, provide pro bono legal services to activists and organizers, scientific and medical researchers, patient and consumer groups, and other clients. The clinic has ongoing relationships with clients committed to ensuring equitable access to medicines and other health care.

The clinic also provides Columbia Law students with rich, hands-on lawyering experience representing these clients in their “fieldwork” (client projects). The clinic endeavors to nurture ethical, creative, and independent student attorneys prepared to practice in emerging areas of law, science, and technology—areas that are increasingly critical to our economy, our society, and our health.

Student attorneys:

- Own their projects and become their clients’ primary points of contact.
- Work directly with their clients to help them define and achieve their goals.
- Learn to use a wide array of legal tools to meet their clients’ legal needs. These include client counseling; research and advocacy to legislators, policymakers, and the broader public; litigation; amicus briefs; petitions and comments to administrative agencies; licenses and other contracts; and Freedom of Information Act requests.
- Are immersed in the many doctrines of law that shape science, health, and information, including intellectual property law, data privacy law, administrative and regulatory law, health law, and freedom of information law.

Students are matched to their fieldwork projects based on their personal interests and career goals. Every fieldwork project begins from square one and assumes no specific substantive knowledge beyond 1L courses.

For more information on the clinic, please visit its website,

<https://www.law.columbia.edu/academics/experiential/clinics/science-health-and-information-clinic>.

## **Fieldwork**

The clinic’s fieldwork can be broken into three primary strands:

- (1) Increasing access to medicines, vaccines, diagnostics, and other medical technologies.
- (2) Discouraging harmful uses of science and technology, especially in health care.
- (3) Protecting and expanding open science, data sharing, and public access to valuable scientific, technical, and medical information.

Available fieldwork projects are likely to include:

- Congressional and federal agency advocacy with [PrEP4All](#) to advocate that the U.S. government exercise existing legal authority to lower prices and expand access to HIV medicines in the United States, especially for un- and under-insured people.
- Federal district court litigation with a nonprofit civil liberties legal organization to challenge overbroad claims of trade secrecy and unseal secret documents in a patent dispute involving a big tech company.
- A Freedom-of-Information-Act-based investigation with [Universities Allied for Essential Medicines](#) of the Food & Drug Administration and National Institutes of Health, to protect and expand public access to scientific data.

### **The Seminar**

Clinic students attend twice-weekly seminars, which bridge theory and practice. Seminars prepare students for their fieldwork and for legal work after graduation. They focus on how to practice law as it exists today as well as how to reshape and use law to make society healthier, fairer, and more just.

The seminars include lectures on substantive law topics (often to provide a foundation for fieldwork); student-led presentations on emerging problems in science, technology, and information; and simulations and problem-solving workshops.

### **Important Information**

The course is limited to 8-9 students. It is open to JD candidates in their 2L or 3L years and to LL.Ms. The clinic seeks to expand ideas of what science and technology law is and who counts as science and technology lawyers. To support that mission, no special degrees or work experience are required, and neither is any experience with any particular area of law. There are no course prerequisites. (Of course, students with work or educational experience in science, engineering, technology, public health, and health care are welcome to apply.) Prof. Morten would be glad to chat with any students interested in learning more about the clinic. To schedule a time, please email him at [cjm2002@columbia.edu](mailto:cjm2002@columbia.edu).

# **Fall 2022 Externships**

# Arts and Entertainment Law Externship (L9265)

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## **Instructors**

Teri Silvers and Karen Sandler, *Lecturers-in-Law*

## **Experiential Credits**

4 credits (2 for the seminar; 2 for fieldwork)

## **Course Description**

This course provides students with practical experience in intellectual property, entertainment and nonprofit law as they assist staff attorneys at Volunteer Lawyers for the Arts (VLA) in their representation of artists and nonprofit arts organizations. Through class discussions and journals, students reflect on the wide variety of clients and issues they encounter in their fieldwork, and engage in critical thinking about the role that law and lawyers play in the arts and entertainment world.

## **The Seminar**

Students attend weekly two-hour seminars designed to reinforce and expand on their work at VLA through discussion of cases, agreements, reflections from student journals and analyses of the concepts from various readings. We cover topics such as copyright, trademark, not-for-profit law, music rights and intellectual property licensing, as well as practical skills students need to work effectively at VLA, such as client interviewing, client counseling, and contract negotiation. There are assigned readings and journals or short papers due each week.

## **Fieldwork**

In a typical 14-week semester, students spend 11 hours each week working at VLA, for a total of 144 hours for the semester. The work is split over two days, in two shifts that must fall between VLA's working hours of 10-6 pm. VLA's clients are low-income artists and nonprofit arts organizations. Their legal concerns fall primarily into the areas of copyright, not-for-profit incorporation and tax exemption, trademarks, the music industry, and other arts and entertainment-related areas. Clients typically seek assistance reviewing, negotiating and/or drafting contracts; resolving disputes; protecting copyrights and/or trademarks; and becoming a nonprofit tax-exempt organization. Students will prepare for and participate in client intake, clinics and consultations. They will spend at least half their time on substantive research projects assigned by VLA staff attorneys, on issues arising from client representation, VLA educational programs and advocacy.

Students participate in two role-playing exercises: a client counseling session and a negotiation.

## **Important Information**

Students receive four credits – two academic credits for the seminar and two clinical credits for the fieldwork. The seminar will be graded with letter grades. The fieldwork will be graded Credit/No Credit. Grades will be based on class participation, written work and performance in the simulated exercises. Performance in the fieldwork portion of the course can influence the grade for the seminar by half a grade in either direction (e.g. poor performance at VLA will lower an A- to a B+).

# Bronx Defenders on Holistic Defense Externship (L6792)

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## **Instructors**

Shannon Cumberbatch and Gregory Herrera,  
*Lecturers-in-Law*

## **Experiential Credits**

4 credits (2 for the seminar; 2 for fieldwork)

## **Course Description**

This externship immerses students in the cutting edge of defense work on the frontier of civil rights in the South Bronx - the poorest congressional district in the country. A person of color living in the Bronx is more likely to be stopped and frisked by the police, arrested, evicted, enter a homeless shelter, be on welfare, or have their children removed than a resident of any other county in New York State. The Bronx Defenders has pioneered Holistic Defense, an innovative approach to indigent defense, in order to help clients deal with the enmeshed penalties of criminal justice involvement.

Course content and fieldwork will train students as future holistic lawyers offering seamless access to services that meet clients' full range of legal and social support needs.

## **The Seminar**

The weekly classroom component will help the students contextualize their experiences with their clients and the justice system. By addressing topics like racial and class disparity in the justice system, policing policy, and the social history of the South Bronx, students will be able to locate their experiences of individual client representation in the broader discussions of normative social, political, and economic policy. Role playing, simulations, as well as background reading and real-world case studies, will help inform students, and lead them toward a mastery of both the theoretical underpinnings of holistic advocacy and the practical aspects of actual client representation.

## **Fieldwork**

The Bronx Defenders' award-winning collaborative approach uses interdisciplinary teams of criminal defense, family defense and civil action lawyers; social workers, and investigators to address both the underlying issues that lead to criminal justice involvement and the devastating collateral consequences of arrests and convictions. Students will be paired with a mentor at the office and will have the opportunity to participate firsthand in interdisciplinary team-based representation.

## **Important Information**

The course will be limited to 8-12 students and will be open to JD and LL.M candidates. There are no prerequisites to take this course other than a passion for service in low-income communities.

# Constitutional Rights in Life and Death Penalty Cases Externship (L6791)

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## **Instructors**

George Kendall, Corrine Irish, and Jenay Nurse, *Lecturers-in-Law*

## **Experiential Credits**

4 credits (2 for the seminar; 2 for fieldwork)

## **Course Description**

This externship will focus upon federal constitutional rights, and the legal doctrines and on-the-ground factors that influence how they are enforced in capital and life imprisonment cases. Students will be assigned to work within the unique public service practice groups of commercial law firms - the Squire Patton Boggs Public Service Initiative (PSI) - where they will work on behalf of indigent clients challenging death sentences or life imprisonment. Students may also have the opportunity to assist with litigation and advocacy related to broader criminal justice reform efforts. Students' work will vary depending on case needs but typically involves one or more of the following: providing legal, policy, record-based and sometimes media/social media research; conducting fact investigation; or assisting with trial/hearing prep. The class will ordinarily meet at Squire's midtown offices on Friday from 1:00pm-2:50pm. Occasionally, the class may meet at Columbia Law School (for example when a guest speaker's presentation would be of interest to a large portion of the law school community).

## **The Seminar**

The weekly seminar will utilize court decisions, legislative activity, related research, and PSI case materials to explore how the enforcement of constitutional rights operates both in theory and in practice. The focus will be on understanding the constitutional rights implicated in capital and serious criminal prosecutions and understanding how post-conviction doctrines facilitate or fail to facilitate their enforcement. The seminar will also seek to develop the skills of students through in-class exercises that engage students in the advocacy required of practicing attorneys and policymakers in this field.

## **Fieldwork**

Our litigation practice focuses primarily on capital and life imprisonment cases in the Southeast. Fieldwork will be devoted to indigent PSI clients, or to counsel of record or amici supporting indigent petitioners before the Supreme Court. Students will be assigned to an attorney's case team in groups of two or three.

## **Important Information**

The course will be limited to 8-9 students and will be open to JD and LL.M candidates. It is recommended that students take Evidence, Criminal Procedure and/or Federal Courts prior to, or concurrently with, this course.

# Criminal Appeals Externship (L6663)

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## **Instructors**

Mark Zeno and Ben A. Schatz,  
*Lecturers-in-Law*

## **Experiential Credits**

4 credits (2 for the seminar; 2 for fieldwork)

## **Course Description**

The Center for Appellate Litigation Criminal Appeals externship offers CLS students the opportunity to brief a criminal appeal on behalf of a client who is among society's most disenfranchised: a sentenced and incarcerated person who has been subjected to systemic and individual injustices during the era of mass incarceration. Each student selected for the externship will assist a client in challenging the system that has taken away their freedom, representing them on an appeal of their felony conviction to the New York Supreme Court, Appellate Division, First Department.

## **The Seminar**

The externship consists of a seminar component and a field component. The seminar will meet for two hours weekly. Seminar sessions will consist of lectures, discussions, and in-class exercises. Seminar sessions will address both the fundamentals of appellate advocacy (including the harmless error and preservation doctrines, and scope and standards of review) and the practical skills essential for effective lawyering (including ethical responsibilities, brief writing, oral advocacy, and client communication). Focus will also be placed on a variety of other issues affecting students entering the legal profession (including a "career fair" with a panel of CAL attorneys). The externship's seminar portion will be graded.

## **Fieldwork**

The field component will be with CAL, a public defender organization based in lower Manhattan that represents clients convicted of crimes in Manhattan and the Bronx on their state court appeals. CAL, founded in 1997, engages in cutting-edge client-centered advocacy, often involving complex constitutional issues. Although students will work with CAL attorneys and utilize its resources, students will not be required to spend any minimum number of hours in CAL's office. Working in two-person teams, students will represent a client appealing their felony conviction with CAL and, under the supervision of one of the instructors, will draft an appellate brief. For the supervised brief-writing part of the course, students will digest the full appellate record, research and select issues, draft the opening brief in collaboration with their clients. Students will meet with their assigned instructor weekly, either virtually or in person, and engage in scheduled conference calls with their clients, many of whom are incarcerated in NYS correctional facilities. Students will be given the opportunity to visit incarcerated clients. At the conclusion of the semester, briefs will be filed with the Appellate Division, First Department. Students may later draft a reply brief and/or orally argue their cases. Each student will be expected to devote at least 12 hours per week during the semester to their assigned appeal.

## **Important Information**

The course will be limited to 8 students and will be open to JD and LLM candidates. Preference will be given to students who have an interest in zealously advocating for people ensnared by the criminal legal system and utilizing persuasive writing as a means of achieving justice.

# **Criminal Prosecution (Manhattan/Brooklyn DA) Externship (L6239)**

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## **Instructors**

Fran Weiner and Courtney Hogg, *Lecturers-  
in- Law*

## **Experiential Credits**

5 credits (2 credits for the seminar; 3 credits  
for fieldwork)

## **Course Description**

This externship is designed to immerse students in a district attorney's office in order to show them the true role of a local prosecutor as well as to help them build concrete lawyering skills. In this externship, the students will learn to evaluate cases, interview police and civilian witnesses, gather discovery as well as prepare to present testimony. Their hands-on work with multiple cases will highlight the importance of exercising discretion, meeting all ethical obligations and foster self-reflection. Through class discussions the students will reflect upon the powerful and unique role that prosecutors play in the criminal justice system. Since the students will be completing their fieldwork in two different offices, the students will also reflect upon the similarities and differences in how each office responds to the needs of their respective communities.

## **The Seminar**

Students attend weekly two-hour seminars designed to supplement and expand upon their fieldwork. In each seminar, students will share their fieldwork experiences through weekly case rounds. During these discussions, students will share observations, analyze issues and solve problems. The seminars will cover topics such as criminal justice reform, prosecutorial discretion, ethical obligations, discovery, bail and suppression issues. In addition, the instructors will discuss jury selection and opening statements. The seminars will combine experiential learning exercises with readings and discussion to ensure that students engage in critical thinking about the work of a local prosecutor. Over the course of the semester, the students will have the opportunity to conduct a round of jury selection and deliver an opening statement on one of the cases they are working on as part of their fieldwork.

## **Fieldwork**

Students will spend 15 hours each week working at either the New York County District Attorney's Office (DANY) (One Hogan Place, Manhattan) or the Kings County District Attorney's Office (KCDA) (350 Jay Street, Brooklyn). In both offices, students will have the opportunity to analyze cases, speak with witnesses, gather discovery, observe court proceedings and help prepare cases for hearing and trial. The students will also help conduct research on various questions arising from their cases.

## **Important Information**

The course will be limited to 10 students and will be open to JD and LL.M candidates. Preference may be given to students who have or will be taking Evidence.

# **Domestic Violence Prosecution Externship (L6607)**

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## **Instructors**

Scott Kessler and Jennifer Camillo,  
*Lecturers- in-Law*

## **Experiential Credits**

4 credits (2 for the seminar; 2 for fieldwork)

## **Course Description**

In this externship, students act as assistant district attorneys and as the lead prosecutor of misdemeanor domestic violence cases from case inception through trial. Students chosen for the program will work in the new Family Justice Center, a unique facility where the efforts of civil services providers for domestic violence victims are coordinated with those of law enforcement officials. Students will have their own designated work spaces at the District Attorney's Office located at the Family Justice Center and carry a caseload of about 15-20 cases. The seminar will prepare students for their field work and explore topics related to domestic violence prosecution. Completion of this course will satisfy the prerequisite requirement for the L9172 Advanced TrialPractice course.

## **The Seminar**

The seminar will introduce students to all aspects of the prosecution function: from investigation and charging decisions, through arraignment, plea bargaining, discovery, motions, trial and appeal.

Seminar topics include trial practice and strategies employed in cases where the victim refuses to cooperate. In light of the high rate with which victims cease their cooperation with prosecutors, students are equipped with the methods they need to develop a case without the victim's cooperation.

## **Fieldwork**

The Domestic Violence Bureau offers a fieldwork opportunity, in which students are able to prosecute misdemeanor crimes on behalf of the State. Operating under an Appellate Division special practice order, each student will be responsible for about 15 to 20 active domestic violence criminal cases.

Students will get the opportunity to argue pre-trial motions and take their cases to trial in a first-chair capacity. Students also will subpoena relevant evidence, draft complaints, prepare discovery materials and negotiate pleas with defense counsel. They also will interview victims and meet with police, defense counsel and judges, fighting for the right solution to cases that are fraught with consequences for the victims, defendants, and families. Students will spend at least 12 hours per week working at the Bureau and appearing on their cases in Queens Criminal Court. Each student is assigned to a supervising ADA, with whom they will build a relationship over the course of a semester.

## **Important Information**

The course will be limited to 25 students and will be open to JD students who are U.S. citizens. There are no prerequisites for this course.

# Environmental Practice Externship (L6606)

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## **Instructor**

Scott Edwards, *Environmental Attorney*

## **Experiential Credits**

4 credits (2 for the seminar; 2 for fieldwork)

## **Course Description**

Environmental law is a broad practice area that includes equity and justice, protection and regulation of human health, natural resource protection and conservation, energy, wildlife protection, forests and fisheries, public lands, land use and the intersection of these areas. This practice is governed by a variety of legal frameworks that operate on international, federal, state and local levels. The Environmental Externship is designed to introduce students to the practice.

## **The Seminar**

Students will also participate in a weekly 2-hour seminar that will address a combination of lawyering and environmental practice specific skills. The class is designed to support and contextualize students' field placements while also addressing their professional development. The seminar will introduce students to important areas and current topics in environmental law; examine many of the challenges and intricacies of effective environmental legal advocacy, including working in coalition, community lawyering and client relations; and provide a sense of what is required to succeed in environmental law practice. The seminar will be primarily experiential with opportunities for group and individual reflection. Active participation in group discussions is expected; any discussion of fieldwork will be managed to respect confidentiality of placements.

## **Fieldwork**

Each student will be assigned to a field placement based on availability, student input and supervisor review. The placements will be with environmental organizations, non-profit law practices and government agencies. For Fall 2022 some placements may be remote. Students will be expected to dedicate an average of 11 hours each week to their fieldwork.

## **Important Information**

The course will be open to JD and LL.M candidates. There are no prerequisites for the course, but some suggested courses include: Environmental Law, Administrative Law and or Legislation and Regulation.

# Federal Appellate Court Externship (L6664)

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## **Instructors**

The Honorable Robert D. Sack, The Honorable Barrington Parker, and Adriel Cepeda Derieux, *Lecturers-in-Law*

## **Experiential Credits**

4 credits (1 for the seminar; 3 for fieldwork)

## **Course Description**

Judge Robert Sack and Judge Barrington Parker, both of the United States Court of Appeals for the Second Circuit will teach the Federal Appellate Court Externship. The class combines intensive work in the chambers of a Second Circuit Judge with roughly eight class sessions.

## **The Seminar**

The class sessions are taught in a variety of styles. Several lectures address fundamental topics of appellate review and federal jurisdiction. During other sessions, distinguished guest speakers will discuss various aspects of appellate practice. Finally, one class session is devoted to a moot court exercise at which students argue an appeal before a panel of Second Circuit judges.

## **Fieldwork**

Work with the Judge will involve legal research, analysis and writing on the cases to which (s)he is assigned.

## **Important Information**

The course will be limited to candidates for the J.D. degree.

Based upon applications submitted during the Externship application period, students will be selected for interviews by representatives of the participating judges. To be accepted for this class, you must be invited for an interview and then be selected by a participating judge for work in his or her chambers. Students cannot volunteer to work in a Second Circuit judge's chambers and then apply for the course. Students may not take a clinic or another externship and this course simultaneously.

# Federal Court Clerk: EDNY Externship (L6652)

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## **Instructors**

The Honorable Rachel P. Kovner and  
Jeremy Liss, *Lecturers-in-Law*

## **Experiential Credits**

4 credits (1 for the seminar; 3 for fieldwork)

## **Course Description**

The Federal Court Clerk Externship for the Eastern District of New York provides an in-depth examination of the functioning of the federal trial courts. Students will have the opportunity to work with a federal judge, draft opinions, and observe trials, oral arguments, and hearings. The course will be taught by Judge Rachel P. Kovner of the U.S. District Court, Eastern District of New York.

Students who satisfy the course requirements will receive 1 academic credit and 3 clinical credits.

## **The Seminar**

Seminar sessions will familiarize students with the workings of a busy federal district court. Topics include drafting judicial opinions, plea bargaining and sentencing, negotiating settlements, and other aspects of advocacy in civil and criminal litigation. Eastern District of New York judges and practitioners will be guest speakers. Students should consider when applying that the seminar sessions are held at the Eastern District Courthouse. Travel to Brooklyn Heights, where the courthouse is located, takes approximately 45 minutes by subway from Morningside Heights. All class sessions are mandatory.

## **Fieldwork**

Students will be placed with a federal district or magistrate judge in the Eastern District of New York. They will spend 15 hours per week working on judicial matters, with at least one day per week (or two half days) at the courthouse in Brooklyn. Working with their assigned judges, students will have the opportunity to conduct research, prepare written memoranda, draft judicial opinions, and observe judges and advocates engaged in trials, oral arguments, and hearings in civil and criminal cases.

## **Important Information**

Enrollment is open to 2Ls, 3Ls, and LL.M.s. There are no prerequisites to take this course. Once an applicant has been assigned to a judge's chambers, the applicant can no longer withdraw from the course.

# Federal Court Clerk: SDNY Externship (L6661)

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## **Instructors**

Paul Radvany, *Adjunct Associate Professor*,  
and Tiffany Moller, *Lecturer-in-Law*

## **Experiential Credits**

4 credits (1 for the seminar; 3 for fieldwork)

## **Course Description**

The Federal Court Clerk Externship for the Southern District of New York provides an in-depth examination of the functioning of the federal trial courts. Students will have the opportunity to work with a federal judge, draft opinions and bench memos, and observe trials, oral arguments and hearings. The course will be taught by Paul Radvany and Tiffany Moller, both of whom have extensive federal court litigation experience. Students who satisfy the course requirements will receive one academic credit and three clinical credits and generally qualify for one minor writing credit.

## **The Seminar**

Students will meet seven times over the course of the semester to discuss such topics as: writing judicial opinions; judicial ethics, the externship experience; criminal federal litigation; civil federal litigation and effective courtroom lawyering. Students will also reflect on their experience including the roles of judges and clerks in our justice system and critically examine our system of justice. Two of the classes will consist of panel discussions on criminal and civil law with experienced litigators and judges.

## **Fieldwork**

Students will be placed with a federal judge in the Southern District of New York. They will spend 15 hours per week working on judicial matters, with at least one day per week (or two half days) at the courthouse. Some of this time is spent observing court proceedings.

## **Important Information**

Enrollment is open to 2Ls, 3Ls, and LL.M.s. There are no prerequisites to take this course. Once an applicant has accepted, the applicant can no longer withdraw his/her candidacy.

# Federal Prosecution: U.S. Attorney's Office for the District of New Jersey Externship (L6605)

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## **Instructors**

TBD, *Lecturers-in-Law*

## **Experiential Credits**

4 credits (2 for the seminar; 2 for fieldwork)

## **Course Description**

The United States Attorney's Office for the District of New Jersey (USAO-DNJ) is the eighth-largest U.S. Attorney's Office in the country. Before each semester begins, the Executive Assistant U.S. Attorney will canvass the Criminal Division supervisors to find large and complex investigations, or cases that are getting ready for trial, at the USAO-DNJ. Each extern will be assigned to one of these large investigations. The extern will work extremely closely with the AUSAs who are assigned to that investigation.

## **The Seminar**

The central goal of the seminars will be to provide students with a practical, nuts-and-bolts view of federal criminal practice at a United States Attorney's Office. Each week's lesson plan will cover one aspect of federal criminal practice, and will be tied to the substantive work that the externs are doing. Instructors will be using the real-world experience that students are gaining in their substantive assignments to work through various parts of the federal criminal process.

## **Fieldwork**

Students will be expected to work at the USAO-DNJ for approximately 12-16 hours per week and to be full members of the prosecution team for their investigations. The extern will sit outside the offices of the AUSAs, and will be expected to do real, substantive work – the exact same type of work that an AUSA does. They will be provided with all of the relevant background materials (prosecution memo, charging document, order of proof, etc.) and will meet with the entire prosecution team (AUSAs, federal law enforcement agents, paralegals, and supervisor) on their first day to get up to speed on the investigation. Among other things, the externs will be expected to: draft process (search warrant affidavits, pen registers, complaints); review evidence; create buckets of hot documents; create orders of proof; draft direct examinations; and prepare materials for cross examinations, among other things.

## **Important Information**

The course will be limited to students who are U.S. citizens and must have lived in the United States for 3 out of the last 5 years. There are no prerequisites to take this course.

# Federal Prosecution: U.S. Attorney's Office for the SDNY Externship (L6603)

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## **Instructors**

Justin Victor Rodriguez and TBD, *Lecturers-in-Law*

## **Experiential Credits**

4 credits (2 for the seminar; 2 for fieldwork)

## **Course Description**

The Federal Prosecution Externship at the U.S. Attorney's Office for the Southern District of New York offers students the opportunity to learn about investigating and prosecuting federal criminal cases in United States District Court. Students will be placed in the Criminal Division of the U.S. Attorney's Office for the Southern District of New York, where they will work with Assistant United States Attorneys representing the federal government in a wide range of criminal prosecutions, including ones involving firearms, narcotics, fraud, immigration, child exploitation, public corruption, terrorism, and violent crimes. The externship will also consist of a weekly seminar taught by Assistant U.S. Attorney Justin Victor Rodriguez.

## **The Seminar**

The seminar will meet on Mondays at 5:30 p.m. at the U.S. Attorney's Office located at One Saint Andrew's Plaza in downtown Manhattan. It will provide an overview of the criminal justice system, from the investigation and decision to charge a case through trial and sentencing. It will also analyze the ethical issues that arise at every stage of a criminal prosecution. The seminar will consist not only of a discussion of practice and case law but will have a practical component in which students will learn through simulations and practice exercises.

## **Fieldwork**

Students will be expected to work for at least 11 hours per week. Each student will be assigned to work with one or more Assistant U.S. Attorneys and should anticipate assisting with all aspects of the prosecution of cases, including court proceedings, meetings with agents and victims and attending proffer sessions with cooperating witnesses. Students should also expect to perform research and writing on legal issues as part of the work at the U.S. Attorney's Office and report on their weekly activities to the instructors.

## **Important Information**

The course will be limited to 10 students and will be open to JD students who are U.S. citizens. Preference will be given to 3Ls who have taken upper-level criminal law or procedure classes.

# General and In-House Counsel Externship (L8101)

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## **Instructors**

various Lecturers- in-Law

## **Experiential Credits**

4 credits (2 for the seminar; 2 for fieldwork)

## **Course Description**

The General and In-House Counsel (G/IHC) Externship will provide students with an understanding of roles general counsel and in-house lawyers play while offering them an opportunity to experience that work firsthand at placements in for profit, nonprofit, and startup corporations. There are three (four) sections offered this term.

## **The Seminar**

This 2-hour externship seminar will explore areas of the law that are integral to a general counsel or in-house practice. Students will learn to approach legal issues from the perspective of the attorney whose job is simultaneously to be both lawyer and client.

The seminar component will also explore the ethical considerations of G/IHC attorneys including conflicts of interest and confidentiality. G/IHC are in a unique position at the intersection of law and business or operations; we will discuss how the G/IHC attorney must be fluent and able to explain legal rules and processes to artists, business people, educators and other professionals, and to ensure that the legal team understands business or operations considerations and context. The seminar component will integrate students' field-based learning experiences into our weekly discussions and facilitate students' reflection on those general counsel or in-house placements. The seminar component will also include a number of simulations and feature guest speakers who will be able to share their varied experiences as general or in house counsel.

**Corporate Section** – seminar will explore areas including corporate governance, securities and SEC reporting, M&A, internal investigations, employment law, Foreign Corrupt Practices Act (FCPA), cyber security, contracts, and litigation. *Lecturer: Mark Nielson*

**Nonprofit Sections** – seminar will explore areas including movement lawyering in transactional work, formation and structure of different types of organizations, corporate governance and compliance, employment and labor law, political activity, lobbying, and advocacy, intellectual property, media and communications, contract administration and review, fundraising compliance and charitable solicitation registration, confidentiality and ethics for clients, and working with pro bono partners. Depending on interest more than one section will be offered with a focus on large institutional organizations or smaller advocacy or activist organizations. *Lecturers: Nishka Chandrasoma and Johanna Steinberg*

**Startup Section** – seminar will explore areas relevant to start ups, venture capitalist investing and Web3 entities, corporate governance, venture/crypto deals, regulation and policy (SEC, CFTC, ETFs, securities laws, ICO enforcement actions pleading), intellectual property, commercial contracts and proprietary data, the Metaverse, decentralized autonomous organizations (DAO), and non-fungible tokens (NFTs). *Lecturers: Mike Katz and Dan Nadel*

**Fieldwork**

In the fieldwork placements, students will be expected to devote at least 11 hours per week. Students will be able to identify their own placements, discuss with the lecturers, and/or Liliana Vaamonde for placements. More information will be provided once you are formally accepted into the externship.

**Important Information**

The course will be open to JD and LL.M candidates. There are no prerequisites to take this course.

# Harlem Economic Justice Externship (L6601)

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## **Instructors**

Tashi Lhewa and Shervon Small,  
*Lecturers-in-Law*

## **Experiential Credits**

4 credits (2 for the seminar; 2 for fieldwork)

## **Course Description**

Students in the Economic Justice and Empowerment Externship will help economically disadvantaged New Yorkers with consumer debt, federal and state income tax disputes, and small business needs.

Students will work with experienced practitioners with The Legal Aid Society through the Harlem Office to offer legal services that empower and provide financial stability to clients. The experience will enhance the law students' abilities as future lawyers and increase their understanding of the economic challenges faced by lower income New Yorkers and their families, while allowing space for students to reflect on the systems—societal, economic, legal, etc.—that impact clients' daily lives. Students will gain hands-on experience in lawyering while simultaneously helping some of the most disadvantaged civil litigants obtain critical legal assistance in State courts, U.S. Tax Court, in administrative forums, and through transactional practice.

## **Seminar**

In class, students will consider the various systems—societal, economic, legal, etc.—that impact our clients' daily lives, will be expected to reflect on the systems and increase their understanding of the economic challenges faced by low-income New Yorkers and their families, and will critique and debate developing policies in class and consider economic justice can be attained by all. During field placements, students will gain hands-on lawyering experience helping some of the most disadvantaged civil litigants obtain critical legal assistance in State courts, U.S. Tax Court, in administrative forums, and through transactional practice.

## **Fieldwork**

Students will work ten+ hours a week on cases at various stages alongside experienced practitioners. They will have the opportunity to draft pleadings and participate in motion practice. Students will accompany attorneys to court and, if appropriate, negotiate settlements and/or make arguments for cases before the New York City Civil Court. In addition to individual cases, students will have the option to partake in legislative or regulatory advocacy through legal research focused on expanding economic justice.

## **Important Information**

The course will be open to JD and LL.M candidates. There are no prerequisites for the course.

# Housing Justice: The Right to Counsel in Housing Court Externship (\*NEW\*)

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## **Instructors**

Jackeline Solivan and Matthew Tropp

## **Experiential Credits**

4 credits (2 for the seminar; 2 for fieldwork)

## **Course Description**

Students in the Housing Justice Externship will explore the Right to Counsel model used in summary proceedings in NYC Housing Courts. In 2017, New York City enacted the first legislation in the country establishing a Universal Access to Counsel program (UAC) also known as the Right to Counsel (RTC) for all income-eligible tenants facing eviction. During an unprecedented pandemic, New York City amended the legislation to fully implement the Right to Counsel in Housing Court eviction proceedings and termination hearings at The New York City Housing Authority more than a year earlier than the original effective date. The original five-year phase-in was cut short and the right to a free attorney in Housing Court was fully realized beginning in June 2021.

The focus of the seminar will be to delve into the RTC model in New York City while using a critical racial lens to examine the systemic racism and inherent bias of the court system especially in its high-volume courts and how the system can be improved to provide low-income New Yorkers better access to justice. We will also explore the historical significance of RTC, its implementation and compare and contrast it with other jurisdictions.

## **The Seminar**

The seminar will explore RTC as well as learn substantive areas of New York City housing law and litigation skills. The seminar classes will include discussions about housing policy and substantive laws, will include group and individual practical exercises, and discussions of students' experiences from their field placements. In addition to discussion of field work experiences and interactive classroom exercises, students will engage with guest speakers from throughout The Legal Aid Society, the Housing Court, and the housing advocacy and policy community. The guests will lend their expertise on particular subjects.

## **Fieldwork**

Each student will be assigned to a field placement within the Bronx Neighborhood Office at The Legal Aid Society. This will be a clinical, hands-on experience with the primary practical goal learning how to represent low-income tenants in summary proceedings in Bronx Housing Court. Students in the externship will work on real cases and learn about the different types of summary proceedings in Housing Court as well as how to issue spot and litigate appropriate defenses. They will also learn about the vast array of rental subsidies and rent arrears grants that can be accessed to preserve affordable housing in NYC. Students will be expected to dedicate an average of 10 hours each week to their fieldwork.

## **Important Information**

The course will be open to JD and LL.M candidates.

# Immigration Defense Externship (L6604)

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## **Instructors**

Katherine Buckel and Mia Unger, *Lecturers-in-Law*

## **Experiential Credits**

5 credits (2 for the seminar; 3 for fieldwork and Minor Writing Credit upon consultation which must be registered separately with Registration Services)

## **Course Description**

The Immigration Defense Externship provides students with the unique opportunity to work on removal cases pending before the Executive Office for Immigration Review, an agency which includes the New York Immigration Court and the Board of Immigration Appeals. Students will participate in case strategy and prepare cases for trial, including preparing affidavits, direct examination, and cross-examination. Depending on their supervising attorneys' caseloads, students may also have the opportunity to appear before the Immigration Court. Taught by practicing attorneys of The Legal Aid Society, the Immigration Defense Externship is designed to introduce students to U.S. immigration laws and policies through a combination of lecture, discussion, simulation, and hands-on representation of immigrants facing deportation from the United States. The focus of the Externship is the interaction between federal immigration laws and federal and state criminal laws.

## **The Seminar**

The weekly seminars will complement the students' fieldwork with a practice-oriented examination of the interaction between immigration law and criminal law. The seminars will also include trial preparation and strategy development, including developing a theory of the case. The seminars will also explore the government's policies in this area and their impact on immigrant communities through class discussions and presentations by guest speakers from the Immigration Court, criminal defense attorneys, and attorneys from Legal Aid's Federal Practice. In the seminars, students will also have the opportunity to discuss their fieldwork, including the ethical challenges arising from client interviewing and representation.

The course is graded based on attendance and participation in the seminar, three short reflection papers, and participation in a mock interview and mock hearing. Minor writing credit is available upon consultation.

## **Fieldwork**

In the fieldwork placements, students will be expected to devote at least 15 hours per week. Students will undertake various tasks, which may include interviewing clients, participating in trial preparation and litigation strategy meetings, researching complex legal issues, drafting memoranda of law, and appearing before the Immigration Court. Through a comprehensive client-centered approach, students will work with one or more attorneys, and at times with social workers and/or paralegals, to assess, research, and prepare each client's case.

## **Important Information**

Enrollment is limited. Open to 2Ls, 3Ls, and LLM students. Skills in languages other than English, especially Spanish, preferred. Exposure to immigration and criminal law preferred.

# The Knight First Amendment Institute Externship (L6299)

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## **Instructors**

Caroline DeCell, *Lecturer-in-Law*

## **Experiential Credits**

5 credits (2 for the seminar; 3 for fieldwork)

## **Course Description**

The externship will center on the Knight Institute's strategic litigation efforts to define and defend First Amendment freedoms in the digital age. Students will work with Knight Institute attorneys to develop cutting-edge First Amendment challenges while examining and evaluating the role of the First Amendment in new digital societies. They will focus on the Knight Institute's current litigation docket, including cases relating to public officials' use of social media, the rights of digital journalists and researchers to investigate social media and other online platforms, government surveillance of individuals' online speech, and restraints on speech by government employees and whistleblowers.

## **The Seminar**

The weekly classroom component of the externship will consist of a one-hour litigation meeting and a one-hour seminar, both held at the Knight Institute's offices in the Interchurch building, located at 475 Riverside Drive. During the weekly litigation meetings, students will engage with Knight Institute attorneys in analyzing the merits and strategic value of new cases under consideration. The weekly seminar class will provide a theoretical and doctrinal foundation for the students' work at the Knight Institute. Students will be required to submit response papers relating to the readings for each class and be expected to participate thoughtfully and respectfully in class discussions.

## **Fieldwork**

The externship will afford students an opportunity to work closely with Knight Institute attorneys in developing cutting-edge First Amendment challenges. Students are required to work 15 hours per week at the Knight Institute. Students will draft substantive research memoranda to be assigned by Knight Institute attorneys. In addition, they will participate in team meetings; conduct spot legal research; review government records and policies; and/or draft blog posts or other public communications.

## **Important Information**

The course will be open to a limited number of JD and LL.M candidates. There are no prerequisites to take this course.

# Law, Power and Social Change Externship (L6601)

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## **Instructors**

Andrew Friedman and Dmitri Holtzman and  
Kumar Rao, *Lecturers-in-Law*

## **Experiential Credits**

4 credits (2 for the seminar; 2 for fieldwork)

## **Course Description**

This externship will expose students to the varied and important roles that lawyers play in policy experimentation and innovation in states and cities across the country. Course content and fieldwork will focus on how lawyers can support community-conceived policy initiatives at the city and state level - from analyzing constraints on local authority to drafting policy proposals to engaging in the political fight to win passage. Substantive issues covered in the seminar, and the fieldwork assignments, will include workers' rights, immigrants' rights and immigration reform, civil rights and racial justice issues, health care access, and more.

The externship will comprise (a) a weekly, 2-hour seminar, focused on core legal issues and academic literature bearing on state and local policymaking, law and organizing, and effective policy advocacy and (b) 11 hours per week of fieldwork in ongoing policy initiatives with The Action Lab, the Center for Working Families or the Center for Popular Democracy (CPD).

## **The Seminar**

The weekly seminars will be focused on core legal issues and academic literature bearing on state and local policymaking, law and organizing, and effective policy advocacy

## **Fieldwork**

Students are expected to do 11 hours per week of fieldwork to support ongoing policy initiatives with the Action Lab, the Center for Working Families or the Center for Popular Democracy (CPD).

# Neighborhood Defender Service of Harlem Community Defense Externship (L6656)

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## **Instructors**

Alice Fontier and Danielle Jackson,  
*Lecturers-in- Law*

## **Experiential Credits**

8 credits (4 in the Fall and 4 in the Spring)  
**Full-year course**

## **Course Description**

The NDS Community Defense Externship is an 8-credit course offering students the opportunity to learn about and experience the practice of client-centered indigent criminal defense in an innovative, holistic, and community-based setting. The course consists of a weekly seminar and a field placement at the Neighborhood Defender Service of Harlem (NDS). Alice Fontier, NDS Managing Director, and a practicing attorney from the criminal defense practice, teach the course. Students will be evaluated and graded based upon class preparation and participation, and active participation in the field placement.

## **The Seminar**

The weekly seminars will provide an in-depth examination of indigent defense generally, and holistic representation as practiced at NDS, specifically. The Seminar will consist of two parts. Half of the seminars will consist of lectures and presentations on the areas of law in which NDS provides holistic representation – this includes parental representation in Family Court; eviction defense in Housing Court; Immigration; Juvenile Defense; Enmeshed Civil Penalties; and policy and legislative advocacy; in addition to a thorough examination of criminal practice and procedures in New York State. In the second portion of the seminar, students will work through a criminal case problem from arraignment through trial and disposition. This portion of the seminar will be primarily experiential, students will be taught about a particular aspect of criminal practice, and then will be expected to demonstrate those skills the following week. For example, students will learn about the bail process and then make bail arguments; motion writing will be accompanied by drafting and arguing a suppression writing; and students will learn and practice basic trial skills.

## **Fieldwork**

The field placement will be at the Neighborhood Defender Service of Harlem (NDS). Each student will be expected to work at least 11 hours per week at the NDS office at 317 Lenox Avenue or in the field. Students will be responsible for all aspects of at least one misdemeanor case, beginning with the client interview and arraignment at New York County Criminal Court. Fieldwork may include, but is not limited to, attendance in court, visiting clients in their homes and/or visiting clients in jails.

Students will also be matched one-to- one with NDS Staff Attorneys and will spend the year assisting their attorneys in all aspects of their cases, including writing and researching motions, investigations, social service and mitigation work, plea bargaining, and preparing for pre-trial hearings, trials, and sentencing.

**Important Information**

The course will be limited to 10 students and will be open to JD and LL.M candidates. There are no prerequisites for this course, but preference will be given to students who have taken Evidence and Criminal Procedure. Students who wish to take a Trial Practice course are encouraged to take Advanced Trial Practice after this externship. Students should plan to avoid permanent scheduling commitments on Fridays, as to ensure adequate time for fieldwork. Occasional Friday commitments are permissible.

# N.Y. Attorney General's Office: Employment Law and Civil Litigation Skills (L6796)

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## **Instructors**

Karen Cacace and Kristen Julie Ferguson,  
*Lecturers-in- Law*

## **Experiential Credits**

5 credits (2 for the seminar; 3 for fieldwork)  
**Full-year course**

## **Course Description**

N.Y. Attorney General's Office, Workers' Rights and Civil Litigation at the Labor Bureau  
This course is a year-long intensive study of Federal, New York State, and New York City employment laws paired with an externship at the Labor Bureau in the New York State Office of the Attorney General. The first semester will focus on learning the relevant laws, which will include minimum wage and overtime laws; anti-discrimination laws, including criminal records discrimination; family and medical leave laws, health and safety protections for workers, and anti-trafficking laws. The second semester will focus on building litigation skills, wherein students litigate mock cases by interviewing mock clients, drafting their complaints, presenting their cases at initial conferences before established guest judges and professionals, drafting discovery requests, and taking and defending mock depositions.

## **The Seminar**

Each week in the seminar portion of the course students will explore either a substantive area of employment law or a litigation skill, and will be responsible for completing relevant readings. The seminars will be focused primarily on class discussions about the specific seminar topic with oral presentations by students and by guest speakers working in the field. The seminars will also include individual practical exercises, discussed above, including client interviewing, drafting a complaint and presenting a case at a mock initial conference.

## **Fieldwork**

The fieldwork will be a clinical, hands-on experience allowing the students to apply the knowledge learned in the weekly seminar to enforce labor laws in New York State. It will require students to work at the Attorney General's offices 15 hours per week and Karen Cacace, Labor Bureau Chief, and Kristen Julie Ferguson, Assistant Attorney General, will supervise the students' fieldwork. Students will assist attorneys in the Labor Bureau with investigations into employers who have violated the employment laws, including by interviewing workers, assisting with subpoena hearings (similar to depositions) for employer witnesses, drafting briefs, aiding with document discovery, and researching for litigation filed in federal and state court. Students will be required to submit a 10-page paper evaluating their experience in the externship each semester.

## **Important Information**

The course will admit 6-8 students and will be open to JD and LL.M candidates. Foreign language skills, especially Spanish, are useful. There are no prerequisites to take this course.

# N.Y. Attorney General's Office: Financial Enforcement and Economic Justice Externship (L9502)

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## **Instructors**

Bryan Bloom and Amy McFarlane,  
*Lecturers- in-Law*

## **Experiential Credits**

5 credits (2 for the seminar; 3 for fieldwork)

## **Course Description**

State attorneys general have increasingly taken on the mantle of promoting economic justice through cutting-edge impact litigation and other creative legal strategies. New York has been at the forefront of this effort, and the Attorney General's Economic Justice Division has used its broad enforcement powers on behalf of the People of the State of New York in a wide variety of areas, including challenging monopolization schemes and cartels used to raise prescription drug prices, protecting vulnerable consumers from unscrupulous investment advisors, among others. This course affords students the opportunity to learn and experience economic justice lawyering from the perspective of state government.

In this externship, students will have the opportunity to learn and experience antitrust enforcement from the perspective of state government, and to develop skills in legal research, writing, investigative techniques, and litigation. Students will work with assistant attorney generals (AAGs) in the Antitrust Bureau of the NYS Attorney General's Office, which uses its broad enforcement powers on behalf of the People of the State of NY in a variety of areas including challenging monopolization schemes, cartels, and mergers.

## **The Seminar**

The seminar will meet for two hours each week and will be led by the Antitrust Bureau's Senior Enforcement Counsel Bryan Bloom and Deputy Bureau Chief Amy McFarlane. Students will study the work of the Antitrust Bureau in detail, discuss case studies drawn from recent enforcement work, gain familiarity with various legal issue areas, reflect on fieldwork, and develop skills in legal writing, investigatory techniques, and litigation.

## **Fieldwork**

For the fieldwork portion, students are expected to work 15 hours per week. Students will work directly with their assigned Assistant Attorneys General in the Antitrust Bureau, and site supervisors will assist students with getting assignments in their areas of interest and balancing workload.

## **Important Information**

The course will be limited to 6 students and will be open to J.D. and LL.M candidates. There are no prerequisites for this course. Students who are in this externship are not eligible to take the NY OAG Antitrust Enforcement Externship in the Spring semester.

# N.Y. Attorney General's Office: Social and Environmental Justice Externship (L6651)

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## **Instructors**

Monica Wagner and Lindsay McKenzie,  
*Lecturers- in-Law*

## **Experiential Credits**

5 credits (2 for the seminar; 3 for fieldwork)

## **Course Description**

Lawyers in the New York Attorney General’s Social Division represent the people of New York on a wide range of social and environmental justice matters, ranging from enforcing civil rights, labor, and other laws that protect vulnerable communities, including people of color, immigrants, workers, LGBTQ people, tenants, and health care consumers, and other vulnerable communities to challenging repeals and delays of federal environmental programs and other federal programs that protect New Yorkers to ensuring that charitable donations are used for their intended purpose. The goal of the seminar and fieldwork is to teach students about the authority and work of the New York Attorney General while giving them hands-on experience in public interest investigation and litigation.

## **The Seminar**

In the weekly two-hour seminar, students will explore how a case is built and engage in simulations of what AAGs do, including a deposition of a carwash operator suspected of not complying with labor laws, oral argument on whether a cigarette advertisement is targeted to juveniles, and preparation of an expert hydrogeologist to testify about hazardous waste. Students also prepare short reflection papers on their fieldwork, using them as a platform to discuss concerns that new lawyers face, such as time management, conflicting assignments, and communications with supervisors. The seminar includes class presentations and simulations, periodic short reflection papers on fieldwork, and a final paper about the student’s fieldwork.

## **Fieldwork**

Students will work alongside the Assistant Attorneys General (“AAGs”) in the bureaus for 15 hours per week, working on ongoing investigations and cases. Students are placed in one of seven bureaus (more detail is available at <http://www.ag.ny.gov>):

- Civil Rights Bureau
- Environmental Protection Bureau
- Health Care Bureau
- Charities Bureau
- Consumer Frauds and Protection Bureau

## **Important Information**

The course will be limited to 10 students to facilitate active engagement and discussion. Eligibility is limited to students in the J.D. program.

# United Nations Externship (L9002)

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## **Instructor**

Akshaya Kumar, *Lecturer-in-Law*

## **Experiential Credits**

5 credits (2 for seminar; 3 for fieldwork)

## **Course Description**

The United Nations Externship provides students with an opportunity to learn more about the law and practice of the UN and the processes of making and implementing institutional law at an international organization. The externship will include a placement at one of a variety of legal offices including the UN secretariat, UN funds and programs, country or organization missions to the UN, or nonprofit advocacy organizations focused on influencing the UN's decision making procedures. The seminar component of the course will offer opportunities to deepen students' understanding of rulemaking within the UN system and create space to interrogate assumptions about how international organizations function.

Students cannot pre-select their placements and must be willing to extern at any of the potential host employers. The course consists of two parts: fieldwork (3 clinical credits) and a weekly seminar (2 academic credits). While the fieldwork credits are pass/fail, students will be graded for the seminar credits on the basis of a required presentation and group work.

## **The Seminar**

Students will meet together with the instructor for a weekly seminar. Students are expected to reflect on their fieldwork experiences as a part of weekly seminar discussions. Students will examine primary materials focused on the normative context within which the UN functions, developing an understanding of the interaction between law and practice, and identifying avenues for change and reform. It is recommended that applicants should have taken a basic course in public international law or the equivalent. The coursebook, often supplemented with additional relevant material, will be *The Law and Practice of the United Nations* by Simon Chesterman, Ian Johnstone and David M. Malone (Oxford Univ. Press, 2nd Ed., 2016).

## **Fieldwork**

Students will be placed by the instructors according to the needs and decisions of the various offices concerned. It should be borne in mind that there are no guaranteed places in any given office for CLS students and that some host organizations require students to interview or submit additional application materials as part of the selection process. Each student is expected to work at their host office a minimum of two full days a week for the 14 weeks of the semester.

## **Important Information**

Extern selections will be made on the basis of the qualifications of the candidates and the needs of the office concerned. The externship is available to upper-level J.D., LL.M and SJD candidates.

# **Fall 2022 Policy Labs**

# Lawyer Leadership: Leading Self, Leading Others, Leading Change in Challenging Times (L8410)

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## **Instructors**

Prof. Susan Sturm and Richard Gray

## **Experiential Credits**

5 credits

From the outset of their careers, lawyers will occupy roles that call upon them to influence and persuade people, engage in difficult conversations, learn from mistakes, and interact effectively and equitably with people of different backgrounds, races, and identities. The Covid-19 pandemic, along with the national racial reckoning, have called upon lawyers to navigate these everyday interactions in particularly challenging times that demand the ability to address problems under conditions of uncertainty, to navigate conflict and change, to strategize and innovate, and to find novel ways to connect with people (including virtually). These challenges require lawyers to cultivate presence, awareness, resilience, racial literacy, and the ability to have difficult conversations. The capacities required by the current crises add up to leadership as we define it: collaborating effectively to achieve common goals.

This course will cultivate participants' leadership capacities at the intrapersonal, interpersonal, and systemic levels. It will ground students' learning in the issues and problems that matter most to them. Students will have an opportunity to develop and advance personal learning goals that will improve their capacity to interact effectively in groups, give and receive feedback, build constructive work relationships, build racial and cultural literacy, navigate new and challenging environments, achieve collective aims, and use their law degrees to have impact in diverse practice fields. Students will also pursue group impact projects that they identify as important to them, and to cultivate their leadership abilities in the context of advancing those projects. Students will also have the opportunity to receive individualized feedback and peer-to-peer coaching. The course participants are encouraged to build community among the broader CLS faculty, staff, students, and alumni interested in lawyer-leadership.

Students will earn five experiential learning credits. All of the sessions will be highly interactive and experiential. Students must enroll in both this course and the Lawyer Leadership Project course. Admission to Lawyer Leadership is by application, available at <https://forms.gle/iFGffB4hwNc7RT8H6>. The application period begins with the Experiential Learning application process. Students may be asked to participate in an interview. We will consider applications on a rolling basis until the course is full. A course overview, along with last year's syllabus, is available upon request. Students with questions about the course or the admissions process should email Professor Susan Sturm at [ssurm@law.columbia.edu](mailto:ssurm@law.columbia.edu).

# **Structural Change in Public Education Policy Lab (L8016)**

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## **Instructors**

James S. Liebman, *Simon H. Rifkind Professor of Law*, Elizabeth Chu, *Executive Director*, and Kimberly Austin, *Deputy Director of Quality and Improvement*,  
*Lecturers-in-Law*

## **Experiential Credits**

13 credits, including 8 ABA credits

## **Introduction**

The Center for Public Research and Leadership (“CPRL”) is a partnership of top professional schools that prepares a diverse pool of law, business, education, policy, and data sciences students from multiple professional schools with the knowledge, skills, and mindsets needed to lead, counsel, and foster deep structural change, end racial disparities, and enhance equity in public school and other public systems.

CPRL does this by providing affordable, high quality legal and policy research and consulting services to public school systems and nonprofit organizations committed to improving the lives of children of color, from low-income households, or otherwise traditionally underserved. CPRL projects aim to empower a broad network of elementary, secondary, and post-secondary educators, leaders, families, and students with ideas, tools, practices, and advocacy promoting transformative change through accelerated learning from their own efforts and experience.

CPRL’s program is responsive to a massive restructuring of public-service delivery currently underway in the United States and suddenly made more urgent by dislocations in the wake of the COVID-19 pandemic. Driven by the demands and ideas of the affected and communities, and staffed by broadly interdisciplinary teams of accomplished and motivated professionals, the most successful of these new federal, state and local reforms are replacing outmoded public bureaucracies with “learning organizations” committed to using public problem-solving techniques to enhance their will and capacity to improve the lives of members of the nation’s most underserved populations. Nowhere are these changes more important and promising, yet also challenging and controversial, than in the governance, management, and democratic operation of the nation’s public schools. CPRL enables its students and the clients they serve to address these challenges through a learning stance that yields creative, novel, and ambitious solutions to complex public problems.

Students in this full semester, 13-credit Policy Lab work with talented and committed upper-level graduate students from Columbia, Dartmouth, Michigan, NYU, Penn, Princeton, Stanford, Vanderbilt, University of California at Berkeley, and elsewhere. Through seminar sessions, skills training, and projectwork, CPRL immerses students in the theory and practice of managing, governing, and equitably transforming the public systems and social-sector organizations that deliver public education.

## **Course Description**

Participants in this Policy Lab will engage in:

1. **A comprehensive seminar** in the design, governance, regulation, democratic operation, and equitable transformation of PK-12 school systems and allied public- and social-sector organizations.
2. **Skills training** in a range of twenty-first century problem-solving competencies, including working in diverse teams to address multi-dimensional problems; cultural and racial literacy; design and systems thinking; collaborative inquiry; quantitative and qualitative analysis and measurement; organizational macro- and micro-design; project and product management; client-centered and policy-focused information gathering; and the presentation of professional advice to government and social-sector clients.
3. **A high-priority, professionally guided consulting project** on which an interdisciplinary team of graduate students provides research, design, strategic planning, and/or implementation support on matters that combine legal, regulatory, management, policy, governance, and/or technological issues crucial to the mission of the client organization— typically, a state department of education, school district, charter management organization, social-services agency, advocacy organization, philanthropy, or other non-profit serving children.

The seminar and skills components of the clinic are front-loaded in the semester to prepare students and give them, their teams, and their team leaders ample time to conduct client-focused project work, including by interfacing with clients throughout the US and Brazil. When projects involve site visits and travel, expenses are covered by CPRL. Team assignments are based on student preferences and skills as well as client needs.

The course is taught by an accomplished team of professionals, including Columbia Law professor and former senior official at the New York City Department of Education James S. Liebman, CPRL Executive Director Dr. Elizabeth Chu, CPRL Deputy Director of Quality and Improvement, Dr. Kimberly Austin, and a series of guest speakers. Consulting projects are guided by a team of experienced, full-time directors who bring extensive experience in PK-12 law, education, management consulting and other professional endeavors. These directors assure that the project work is both challenging and achievable by the student teams, and they provide students with intensive one-on-one feedback and personalized professional development and mentorship.

Please visit our [website](#) for more information, including examples of past projects.

## **Important Information**

The course is offered to JD and LL.M candidates in the spring and fall semesters.

A limited number of two types of scholarships are available for exceptional students to apply to their semester's tuition in return for a legally enforceable commitment to work full time for three of their first five years after graduation in a public or nonprofit job supporting the PK-12 education sector.

[Check CPRL's website for more information on scholarships.](#)

Students may contact [cprl@law.columbia.edu](mailto:cprl@law.columbia.edu) with any questions or to be connected with current students and alumni.