



Columbia

Law School

Office of Experiential Learning

Spring 2023 Handbook

Clinics, Externships, Policy Labs, and Practicums



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Experiential Learning Program
435 West 116th Street New York, NY 10027

Spring 2023

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; Practicums; and Simulations, including 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, and enrollment is therefore not available for the spring semester. One semester Clinics offer 7 credits. 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 feedback 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. Because of the demand, students may generally not take more than one Clinic during their time at CLS.

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 AND PRACTICUMS

Policy Labs and Practicums 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 and Practicums 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 and Practicums offer between 4 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 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 and Practicums will be open from September 30 through October 25, at 5:00pm. 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

Application Timeline

Date and Time	Event
Friday, September 30 9:00 am EST	Online application is available through LawNet
Tuesday, October 25 5:00 PM EST	Online application closes
Friday, November 4	Acceptance offers emailed to students
Monday, November 7 12:00 pm ET	Deadline to accept or decline offer
Wednesday November 9 5:00 pm ET	Rejections emailed and waitlist offers made
Friday, November 11 5:00 pm ET	A second application round will be conducted for unfilled spots if needed. A timeline will be released the week of November 14 th .

FAQs

- 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 8th and 9th 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.

Spring 2023 Clinics

Community Advocacy Lab (L9362)

Instructors

Prof. Colleen F. Shanahan, *Clinical Professor of Law*

Experiential Credits

7 credits (3 for seminar; 4 for fieldwork)

Course Description

Community Advocacy Lab prepares students to meet the challenges of racial, economic, and social injustice as lawyers who are society's problem solvers, creative researchers, and strategic thinkers. Our clients range from Harlem-based organizations to national advocacy campaigns – all focused on racial and economic justice and grounded in the needs of communities. Current students are working on:

- criminal justice reform, including fines and fees, youth courts, and public defense;
- civil justice reform including family law, housing, and civil summons.

The clinic employs an expansive range of lawyering strategies to create a more just legal system. Students work as movement and community lawyers, develop and advance policy campaigns, design and evaluate services, advocate to change court rules and systems, and draft and advance legislation.

The Seminar

The seminar is integrated with the fieldwork. It encourages skill development, addresses the theoretical and substantive bases of the clinic's work, and provides opportunities for students to reflect on their work and development as lawyers. Students consider the complexity of poverty, social justice, and racial justice across areas of the law while developing a range of skills, including:

- Interviewing, research & information gathering
- Problem solving, strategic analysis & design thinking
- Policy & legislative advocacy
- Written & oral advocacy
- Collaboration & working with diverse communities
- Project planning & management
- Media engagement

Fieldwork

Clinic students have complete ownership and autonomy over their work. They are not interns or assistants who receive assignments. Rather, they are student attorneys who develop and implement all phases of client representation and advocacy. Students have regular supervision meetings with the clinic director and work with clients and colleagues during office hours.

Important Information

The course is open to JD and LL.M candidates. There are no prerequisites to take this course. Prof. Shanahan is holding office hours for students interested in Community Advocacy Lab. Please schedule online at <https://calendly.com/colleen-shanahan-cls/cal-clinic-enrollment-office-hours>

Criminal Defense Clinic (L9244)

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) to discuss the clinic in more detail.

Entrepreneurship & Community Development Clinic (L8631)

Instructor

Lynnise Pantin, *Clinical Professor of Law*

Experiential Credits

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

Course Description

The Entrepreneurship & Community Development Clinic (“ECD Clinic”) is a one-semester course that introduces students to transactional lawyering. Students in the ECD Clinic will provide free transactional legal services to low income and moderate income entrepreneurs and community based organizations in the neighborhoods surrounding Columbia on issues relating to new and emerging businesses. The clinic will be of interest to students interested in learning to work with organizational clients and learning to represent clients in transactions.

The Seminar

As part of their Clinic experience, students attend a twice-weekly classroom seminar, which combines analysis of client matters, the relevant substantive law and lawyering skills required in a transactional practice. The purpose of discussion in the seminar is not to merely display mastery of the reading. Rather, discussion involves sharing thoughts, perspectives, and ideas, and listening to and building upon the contributions of others. Regular attendance and participation are expected.

Attorneys for entrepreneurs encounter client needs in a variety of expansive substantive areas. In addition to the lawyering skills learned in seminar and clinic work, student attorneys in the ECD Clinic will be exposed to a range of substantive legal disciplines including:

- Business formation
- Intellectual property law
- Contract drafting and negotiation
- Start-up capital raising and financing
- Corporate governance
- Employment law
- Other transactional legal services

Fieldwork

Fieldwork in the Clinic will take the form of interviewing, legal research, problem-solving and legal analysis, writing, counseling, transaction/project planning, negotiating, and drafting contracts. More specifically, the Clinic will undertake legal work for clients that may include: 1) advising about entity choice and assisting with corporate formation, 2) answering employment questions, 3) assisting with the registration of trademarks and advising on other intellectual property issues, 4) drafting and negotiating agreements such as leases and other contract agreements, 5) assisting with applications for tax-exemptions and 6) advising on relevant regulatory and licensing issues. Students may also research and write on issues related to public policies that affect Clinic clients and may provide community education workshops on substantive law issues pertinent to the Clinic’s practice areas.

Important Information

The course will be limited to 8 students and will be open to JD and LL.M candidates. There are no prerequisites to take this course, although Corporations and an intellectual property course will be helpful.

Family Defense Clinic

Instructor

Prof. Josh Gupta-Kagan, *Clinical Professor of Law*

Experiential Credits

7 credits

Course Description

All families have the right to family integrity – parents’ rights to the care, custody, and control of their children, and children’s rights to live with their families and not in state custody. The state threatens this right when it investigates a family for alleged neglect or abuse, or seeks to separate a family and place children in state custody, or subject a family to jurisdiction of the family court. The overwhelming majority of families who face such threats are poor and are disproportionately Black and Brown.

In the Family Defense Clinic, student attorneys defend families against intervention by the Administration for Children’s Services (ACS) and the family courts by representing parents and other caregivers accused of neglecting or abusing their children. Student attorneys defend against those allegations, and advocate for supports and services to help parents reunify, for families to remain intact whenever possible, for prompt reunification when ACS or the court separate families, for the state to remove parents from the State Central Registry (so parents can obtain certain employment).

Student attorneys engage in vigorous advocacy on behalf of their clients, focusing on the power hierarchies involved in these cases, and the role of this legal system in individual families and communities. Student attorneys will also engage in systemic advocacy to explore this legal system beyond what occurs in family court and to join a dynamic field with multiple voices for change.

Students in the clinic can expect to focus on:

- Interviewing, factual investigation, and building client narratives
- Client counseling
- Advocacy in and out of court, verbally and in writing
- Analyzing a complex body of state and federal statutory, regulatory, and case law
- Analyzing state regulation of families and alternatives to the present legal system
- Collaborating with lawyer and non-lawyer partners
- Negotiating on behalf of clients
- Exploring recent child neglect and abuse law reforms
- Reflect and think expansively on the role of lawyers for parents in child neglect and abuse cases and others in the legal system

The Seminar

The clinic seminar will introduce student attorneys to the key substantive law and lawyering

skills necessary for fieldwork. Student attorneys will analyze client matters and case strategies. The seminar will also provide opportunities to think critically about the structure, operation, and effectiveness of the legal system, the role of attorneys for parents and other parties within that system, and different directions change efforts may take.

Fieldwork

Student attorneys represent individuals facing allegations of abuse or neglect in New York City Family Courts and administrative proceedings. Student attorneys work with clients, clients' families, service providers, and professionals from a range of disciplines. Casework may include interviewing and counseling clients, investigating cases, preparing court pleadings, negotiating with opposing counsel, advocating in court or administrative hearings (in evidentiary or other types of hearings). Casework requires collaboration between student attorney case partners and with partner legal services organizations.

Student attorneys will also engage in one or more systemic advocacy projects supporting efforts to remedy repeated problems in the child neglect and abuse legal system in New York City, New York State, or elsewhere.

Student attorneys have weekly supervision meetings with the professor in which they propose their plans for their cases, discuss and reflect upon their work, and the actions of others in the legal system in their cases.

Important Information

The course is open to 8 students. Both J.D. and L.L.M. students are eligible. There are no prerequisites to taking this course, other than a commitment to provide parents with the best possible representation. Interested students are encouraged to contact Prof. Josh Gupta-Kagan (jgupta-kagan@law.columbia.edu, JGH 825) to discuss the Clinic further.

Immigrants' Rights Clinic (L9258)

Instructors

Elora Mukherjee, *Jerome L. Greene Clinical Professor of Law*

Experiential Credits

7 credits (3 for seminar; 4 for casework)

Course Description

Through an intensive learning and working environment, student attorneys develop lawyering and advocacy skills through direct client representation and projects related to immigration reform.

Immigration has become one of the most prominent political and human rights issues in the United States. Student attorneys 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 Professor Elora Mukherjee, the clinic works in conjunction with or on behalf of national and local organizations devoted to immigration reform. Student attorneys 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, student attorneys represent asylum seekers from around the world who are facing deportation. Student attorneys 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 attorney 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. Student attorneys, 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 student attorneys to reflect on their work and development as lawyers. We engage in learning through case rounds, role playing, simulations, readings and discussions. Student attorneys 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. Student attorneys will have ownership and autonomy over their casework. Student attorneys 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 Professor Elora Mukherjee. 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 **Friday, January 13, 2023 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 10 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) to schedule a time to talk.

Just Transition Clinic

Instructors

Prof. Camille Pannu, *Clinical Professor of Law*

Experiential Credits

7 credits

Course Description

- Just Transition Clinic will address the disproportionate effects of climate change on low-income communities of color by utilizing legal advocacy tools to reimagine our economy and built environment. The clinic allows students to navigate practicing law within the larger movement for climate and environmental justice, and in partnership with frontline communities.

Students in the clinic can expect to focus on:

- Interviewing, factual investigation, and building client narratives
- Client counseling
- Advocacy in and out of court, verbally and in writing
- Analyzing a complex body of state and federal statutory, regulatory, and case law
- Collaborating with lawyer and non-lawyer partners
- Negotiating on behalf of clients
- Participating in multi-stakeholder and discipline groups
- Reflect and think expansively on the role of lawyers for communities impacted by climate change in the legal system

The Seminar

The clinic seminar will introduce student attorneys to the key substantive law and lawyering skills necessary for fieldwork. Student attorneys will analyze client matters and case strategies. The seminar will also provide opportunities to think critically about the structure, operation, and effectiveness of the legal system, the role of attorneys for individuals and groups within that system, and different directions change efforts may take.

Fieldwork

Student attorneys represent individuals or groups

Student attorneys will also engage in one or more systemic advocacy projects supporting efforts to remedy repeated problems in the child neglect and abuse legal system in New York City, New York State, or elsewhere.

Student attorneys have weekly supervision meetings with the professor in which they propose their plans for their cases, discuss and reflect upon their work, and the actions of others in the legal system in their cases.

Important Information

The course is open to students. Both J.D. and L.L.M. students are eligible. There are no prerequisites to taking this course, other than a commitment to provide the best possible representation. Interested students are encouraged to contact Prof. Camille Pannu (CPannu@law.columbia.edu) to discuss the Clinic further.

Lawyering in the Digital Age Clinic (L9269)

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, you will benefit from exercises and the 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

Mediation Clinic (L9262)

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)

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 Science, Health, and Information Clinic strives to address 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, nonprofit organizations, and other clients.

Exemplary organizations that Chris and his past clinic students have partnered with and represented include Public Citizen, Doctors Without Borders, and the Open Source Hardware Association. The clinic has ongoing attorney-client relationships with PrEP4All, Universities Allied for Essential Medicines, T1International, the Electronic Frontier Foundation, and other nonprofit, advocacy, and activist groups committed to equitable access to health care, to technology, and to the fruits of scientific research.

The clinic 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.

Every project begins from square one and assumes no specific substantive knowledge beyond 1L courses.

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.

(3) Expanding open science, data sharing, and public access to valuable scientific, technical, and medical information.

Every semester, the clinic takes on a diverse set of fieldwork projects that offers students broad exposure to different areas of science, technology, law, and policy, even as student attorneys immerse themselves deeply in one or two projects of their own. Students are matched to their fieldwork projects based on their personal interests and career goals.

In most semesters, approximately half of the clinic's students work with clients on fieldwork projects that involve health and health law and seek to advance health justice. Other students' fieldwork projects span the wider world of science and technology; they apply tools from intellectual property, data privacy, regulatory, and other doctrines of "tech law" from a social justice perspective.

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 each semester. 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 pre- or corequisite courses. (Of course, students with work or educational experience in science, engineering, technology, public health, and health care are welcome to apply.) All clinic students, regardless of background, are encouraged to draw on their personal experiences with science, technology, and health care.

For more information on the clinic, please visit its website, <https://www.law.columbia.edu/academics/experiential/clinics/science-health-and-information-clinic>.

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.

Spring 2023 Externships

Arts and Entertainment Law Externship (L9265)

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)

Instructors

Amin Fernandez 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.

Criminal Appeals Externship (L6663)

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 the role of race, class, power, & privilege in the criminal legal system and 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)

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.

Environmental Practice Externship (L6606)

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 real-world practice of environmental law across a wide spectrum of areas including litigation fundamentals, attorney/client relationships, communications and other issues.

The Seminar

Students will also participate in a weekly 2-hour seminar that will address a combination of lawyering skills 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 how concepts and principles from other areas of law, such as administrative law and energy law, intersect with environmental law; explore the many challenges and rewards of practicing in the field and provide a sense of what is required to succeed in environmental law practice. The seminar will be primarily experiential and will include written and oral exercises and opportunities for group and individual reflection. Group discussions 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. 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)

Instructors

The Honorable Robert D. Sack, The Honorable Barrington Parker, and Ari Savitzky, *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)

Instructors

The Honorable Eric Komitee, *Lecturer-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, participate in the opinion-writing and editing processes, and observe trials, oral arguments, and hearings. The course will be taught by Judge Eric Komitee 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

This seminar will familiarize students with the workings of a busy federal district court. Topics include drafting judicial opinions, plea bargaining and sentencing, habeas review, negotiating settlements, and other aspects of advocacy in civil and criminal litigation. Guest speakers will include judges from the Eastern District of New York and attorneys who practice there. Seminar sessions are held at the Eastern District's Brooklyn Heights courthouse; the trip 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)

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: EDNY (L8005)

Instructor

Kristin Mace, *Lecturer-in-Law*

Experiential Credits

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

Course Description

The Federal Prosecution Externship offers students the opportunity to work one-on-one with experienced Assistant U.S. Attorneys in the Eastern District of New York as they investigate and prosecute violations of federal criminal law. Each student will be assigned to work directly with an experienced Assistant U.S. Attorney in one of the Office's five senior prosecutorial sections: the Business and Securities Fraud Section, Narcotics Section, Organized Crime and Gangs Section, Public Integrity Section, and National Security and Cybercrime Section.

Seminar

The weekly seminar will examine the role of Assistant U.S. Attorneys in each phase of the federal criminal justice system, including investigations, arrests, arraignments, pretrial suppression hearings, plea negotiations, and sentencing. In addition, students will participate in practicums that build upon their experiences working on actual federal criminal matters, including a mock arraignment and moot oral argument on a suppression motion.

Fieldwork

Students will be expected to work 12 to 15 hours per week at the U.S. Attorney's Office in downtown Brooklyn. Students will have the opportunity to take part in all aspects of their supervising AUSA's criminal caseload—from investigation to sentencing and post-conviction appeal—and should also expect to do substantial research and writing. Under the local rules of the U.S. District Court for the Eastern District of New York, law students will be permitted to participate in court appearances, such as arraignments, guilty plea proceedings, sentencings, hearings, and trials.

Important Information

Due to a security clearance requirement, all students for the externship must be US citizens. The course will be open to students in the J.D. program.

General and In-House Counsel Externship (L8101)

Instructors

Giselle Huron and Mark Maher, *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.

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)

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 increases 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.

Immigrant Youth Advocacy Externship (L6793)

Instructors

Cristina Romero and Amy Pont, *Lecturers-in-*

Law

Experiential Credits

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

Course Description

The Immigrant Youth Advocacy Externship will teach students the complexities of immigration law as they practice under the close supervision of expert attorneys. Your goal will be to obtain immigration status for Unaccompanied Immigrant Youth. You will interview clients, determine if they are eligible to remain in the United States legally, appear as their lawyer in immigration court and family court, draft memorandum of law and affidavits, and file applications for legal status. You will be working with several clients during the semester.

Students will be placed at [the Legal Aid Society's Immigration Law Unit](#) where they will learn zealous advocacy through direct representation of children. The Legal Aid Society's coordinated and comprehensive approach to representation means that students are likely to be exposed to other areas of law and practices by working with lawyers in other divisions. The Juvenile Rights Practice's client-directed approach provides the framework that ensures the client's wishes prevail throughout representation. Collaboration with Juvenile Rights likewise ensures access to important services such as education and counseling. Students will work with The Criminal Defense Practice to avoid convictions that result in their client's deportation. Students may also work with the appellate units in these practice areas, if necessary. Students are encouraged to attend all hearings and develop relationships with other professionals whenever possible.

The Seminar

The seminar will explore the intersection of immigration law, family law, and criminal law. It will analyze the ethical challenges representing unaccompanied minors present and deconstruct the U.S. government's immigration policies and their impact on communities.

Fieldwork

Working under the supervision of two attorneys, up to eight externs will provide legal services to these children, including representing them at hearings in family court and immigration court. The externship will consist of 15 hours per week at The Legal Aid Society's Immigration Law Unit under the supervision of Tina Romero and other attorneys in the Youth Project. Any hours spent at court will count toward the fieldwork requirements.

Important Information

The course will be limited to 8 students and will be open to JD and LL.M candidates. There are no prerequisites to take this course.

The Knight First Amendment Institute Externship (L6299)

Instructors

Caroline DeCell and Anna Diakun,
Lecturers-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 the government's regulation 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 of 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)

Instructors

Andrew Friedman, 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)

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)

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: Social and Environmental Justice Externship (L6651)

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.

NYLAG Veterans Practice Externship

Instructor

Ryan Foley, *Lecturer-in-Law*

Experiential Credits

4 credits (2 for seminar; 2 for fieldwork)

Course Description

This externship introduces students to the challenges faced by military veterans in accessing federal benefits. New York is home to more than 800,000 veterans and recent studies have found that New York veterans have a lower income than the national average despite numerous financial benefit programs specific to this population. Less than 17% of New York veterans and only 15.5% of New York City veterans receive VA disability benefits, significantly lower than the national average of 23-24%. The New York Legal Assistance Group's Veterans Practice has focused its efforts on addressing two potential causes of this disparity, eligibility issues related to discharge status and lack of representation in the disability claims process.

Course content and fieldwork will train students to effectively and compassionately advocate for veteran clients as they navigate the discharge upgrade and VA disability benefit processes.

The Seminar

The weekly classroom component will help students recognize and understand the unique issues that can arise with military service. Classroom discussions will include topics like military-related mental health conditions, racial disparities in the military justice system, and barriers created by bad paper discharges. Students will also learn about how policy advocacy is being used to address deep-rooted issues at both the Department of Defense and the Department of Veterans Affairs. Role playing, case rounds, and group presentations, will help inform students and prepare them for the practical and ethical challenges that will arise throughout their legal careers.

Fieldwork

NYLAG's Veterans Practice is a community-based program with a large referral network that provides comprehensive services to veterans and their families, regardless of their discharge status and eligibility to use the VA Healthcare System. Veterans face all the same legal concerns as any other population, but also experience issues unique to their veteran status and military experiences. NYLAG's Veterans Practice focuses on those veteran-specific legal issues, while simultaneously utilizing the expertise of NYLAG's 300+ attorneys, paralegals, and financial counselors to effectively address other civil legal needs. Students will be paired with an attorney in NYLAG's Veterans Practice who will act as a mentor and teacher for the student as they work directly with veteran clients on discharge upgrade and VA disability benefit cases. The field placement will follow a hybrid model with students expected to schedule regular hours at NYLAG's main office in lower Manhattan throughout the semester.

Important Information

The course will be limited to 6 students and will be open to JD and LL.M candidates.

There are no prerequisites to take this course other than a passion to assist low-income individuals access earned benefits.

NYS Attorney General's Office Antitrust Enforcement Externship (L9502)

Instructors

Bryan Bloom and Amy McFarlane,
Lecturers- in-Law

Experiential Credits

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

Course Description

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 JD and LL.M candidates. In order to be considered for the externship, students are required to have taken, or be concurrently enrolled in, an antitrust law course, or have prior substantial experience with antitrust law concepts.

Practicing the Law of Music (L9399)

Instructor

Ben Gross, *Lecturer-in-Law*

Experiential Credits

4 credits (2 for seminar; 4 for fieldwork)

Course Description

Founded in 2009, Genius is the world's most popular destination for song lyrics and music knowledge—reaching more than 100 million fans every month. Genius is a leading brand in music online, producing popular video series like Verified, Deconstructed, Genius News, and Open Mic. Genius’s mission is to celebrate “more than the music”—the lyrics, the stories behind the songs, and the connections that drive culture forward.

Students participating in this externship will provide pro bono educational and legal services to artists navigating their early careers in the music industry. This externship is an extension of Genius’s BEAT program. Launched in August 2020, Genius BEAT—Business Education for Aspiring Talent—offers aspiring artists free educational seminars covering core topics in the music business. Through the externship, these artists will have access to personalized legal advice and representation in connection with their music careers. As part of Genius’s ongoing commitment to Black communities, the externship and Genius BEAT will both specifically seek to serve young Black artists, especially those living and working in New York City.

The goal of the externship is to give CLS students an opportunity to gain real experience while serving a population that is historically underserved and exploited. This externship is taught by Ben Gross, Genius's General Counsel.

The Seminar

The weekly seminar will cover core topics in the music business, including music publishing, label agreements, negotiation, management arrangements, appearances, sponsorship, and more. Students will: learn how music rights interface with the actual music industry, take a deep dive into a real-life label agreement (Kanye’s!), participate in simulated negotiations, and more.

Fieldwork

Students will team up with a supervising attorney to represent and advise local artists. Students will help their clients: protect their work, structure collaborations, evaluate manager/label/publisher agreements, and more. Students will also work with Genius’ artist relations & legal team to build out materials for future Genius BEAT seminars.

Important Information

The course will be limited to 6 students and is open to JD and LL.M. candidates. There are no prerequisites to take this course

Representing NYC – The NYC Law Department (L6602)

Instructor

Doris Bernhardt and Stephen Louis, *Lecturers*- *in-Law*

Experiential Credits

4 credits (2 for seminar; 4 for fieldwork)

Course Description

This externship program will introduce students to the legal issues facing attorneys who represent New York City, and the role of lawyers in City government. It will also introduce students to the complexity of the City lawyer's role as counselor, litigator and/or negotiator for New York City and its agencies and employees, particularly with respect to policy matters. While the focus of the course is on New York City, this externship program may be of interest to any student who is interested in local government law, policy and administration, whether the student is considering working for government or working on these issues in another capacity.

Students will be assigned to different divisions at the New York City Law Department (as described below) for a minimum of 10 hours per week. In this externship, students will gain first-hand experience working on litigation matters, transactional matters or policy matters for the City of New York. The New York City Law Department handles the City's litigation, offers advice and counsel to the Mayor, the City Council, and City agencies, and represents the City in development deals. In the past, students have drafted legislation, participated in development deals, drafted memoranda of law and litigation documents, including complaints and answers, joined City attorneys in meetings with government officials, and assisted at legislative hearings, depositions or trials.

The Seminar

The seminar component of the course will focus on the experience of representing New York City by examining several current "case studies" concerning New York City policy and litigation matters in which City lawyers played a role. Specific seminar topics may include labor and employment issues, economic development, and correctional policies, among others. The seminar will also review the structure of New York City's government; the City's law-making authority and processes; the tools available to City attorneys; how different parties both inside and outside of City government may influence City policy and practice; and the role of City lawyers in representing the City's interests. The seminar will include presentations by guest speakers and in-class exercises in addition to class discussion.

Each student will also write a paper proposing a new policy, law or initiative for the City and analyzing the legal issues pertinent to their proposal. All students will present their proposals to the class near the end of the semester.

Fieldwork

Each student will be assigned to one division for the duration of the course. Potential division assignments include:

Administrative Law - Represents the City in lawsuits that challenge the validity of its regulatory laws and the policies and decisions of the administrative agencies charged with carrying them out.

Affirmative Litigation - Represents the City in litigation in which the City is a plaintiff.

Economic Development - Acts as the City's business and transactional counsel for a wide range of projects that are intended to enhance the City's economic base.

Environmental Law - Represents the City in environmental matters as well as matters involving the City's water supply, sewage system and sanitation services.

Family Court - Handles the City's juvenile delinquency prosecutions (children ages seven to fifteen) and parental support matters.

Labor and Employment - Represents the City in federal and state court in litigation arising out of the City's role as the employer of more than a quarter-million workers.

Legal Counsel - Provides advice to the Mayor's Office and City agencies regarding the legal implications of policy initiatives and administrative reforms, as well as other legal matters.

Sanctuary for Families: Domestic Violence and Civil Justice Externship (L6612)

Instructor

Justice Rosalyn Richter, *Lecturer-in-Law*

Experiential Credits

4 credits (2 for seminar; 2 for fieldwork)

Course Description

This externship offers students an opportunity to represent and work directly with domestic violence survivors in civil cases under the supervision of Justice Richter and lawyers for Sanctuary for Families, a non-profit organization. The externship will focus on economic issues including child support, spousal support, public benefits, and credit repair. The current economic crisis and the social isolation during the pandemic has created an increase in domestic violence and there is an urgent need for legal assistance. Sanctuary clients are facing many issues trying to obtain unemployment and public assistance benefits and need to challenge denial of benefits in some cases. In addition, there will be a significant volume of child support modification cases because the client or payor partner/spouse is now unemployed. If the law school is operating remotely, students still will be able to participate in these proceedings since both Sanctuary and the courts have remote capacity. The externship also will explore the impact of the court closures during the pandemic on domestic violence survivors' abilities to obtain justice and students will be working on cutting edge issues arising out of the government closure orders.

The Seminar

In the weekly seminar, students will learn about the cycles of domestic violence, the economic challenges facing survivors and their children, New York Family Court and Supreme Court procedures, and enforcement mechanisms for support orders. Students also will learn client interviewing techniques, as well as how to prepare financial statements and read tax returns. In some cases, students may work on equitable distribution issues and learn how to find hidden assets or income.

Fieldwork

Students will prepare clients for their court appearances, and represent them in Family and Supreme Court under supervision. This will include preparing direct and cross examination, opening and closing statements, and any written memoranda that the court requires. Providing legal services in these economic cases is essential if survivors are to gain economic independence. Recent studies have shown that providing survivors with appropriate benefits and support has the potential to prevent homelessness. Although domestic violence survivors are entitled to court appointed counsel in some cases, they do not receive such counsel in most of these cases. This externship will allow Sanctuary for Families to increase the legal services they provide to survivors and allow students to gain important practical courtroom skills. Important Information The course will be limited to 8 students and will be open to JD and LL.M candidates. There are no prerequisites for the course.

United Nations Externship (L9002)

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 course book, 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.

Spring 2023 Practicums

Practicum on Sexuality and Gender Law

Instructors

Jenny Ma, *Lecturer in Law*

Experiential Credits

5 credits (2 for seminar; 3 for fieldwork)

Course Description:

The Practicum on Sexuality and Gender Law offers students a first-hand opportunity to dedicate a semester to legal and public policy issues related to gender and sexuality law. Legal issues concerning family, gender, and sexuality are among the key and complex concerns of our time and often involve issues most personal to us. With so much at stake in this work, this course empowers students with a cutting-edge opportunity to step into the shoes of lawyers advocating on sexuality and gender law issues with leading organizations doing this work.

The Seminar:

The weekly two-hour seminar focuses on the Practicum's cornerstones of collaboration, communication, and a multidimensional approach to advocacy—a practice of being smart, strategic, and creative in identifying and deploying resources to advocate for social change. The seminar sessions will focus on developing lawyering and advocacy skills through consideration of the challenges, opportunities, strategies, and creative thinking necessary for legal advocacy as a movement attorney in this area of law.

Some seminars will focus on strategy-focused discussions of particular topics in sexuality and gender law, including deep dives into certain subject areas (reproductive rights and justice, LGBTQ+ advocacy, gender based violence, etc.). Other sessions will focus more on skill-building of how to be a movement lawyer, including case planning strategies advocating for change, honing oral and written advocacy, navigating the press, and collaborating with advocates on-the-ground. In addition, the Practicum incorporates a substantive intersectional lens that considers the mutually constituting nature of class, socioeconomics, race, age, disability, among others, into the study of sexuality and gender law.

Fieldwork

The fieldwork component complements the seminar sessions so students can gain hands-on insight into movement lawyering in sexuality and gender law. Student work intensively throughout the semester at leading organizations focused on litigation, legislative advocacy, public policy analysis, and public education. At these organizations students in past years have worked on developing city-wide legislative campaigns to address sexual harassment, drafting amicus briefs in appellate courts, preparing applications for LGBTQ+ asylum seekers, analyzing jurisprudence advancing reproductive rights, working towards eliminating exclusions in trans-related healthcare, and more. Due to the dynamic nature of needs of the work, each year, the fieldwork options are also dynamic.

Important Information

The course will be limited to 8 students and will be open to JDs in their 2L and 3L years and LL.Ms. There are no prerequisites to take this course, although students who have taken courses demonstrating interest in sexuality and gender law will get preference. Please email Jenny Ma (jm2813@columbia.edu) to discuss the Practicum in more detail.

Structural Change in Public Education Policy Lab (L8016)

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 with any questions or to be connected with current students and alumni.