



Columbia  
Law School

Experiential Learning Program

# Spring 2021 Handbook

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*Clinics, Externships, Policy Labs, and Simulations*



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September 30, 2020

Dear Columbia Law School 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, Practicums and Labs, Briefcraft and Negotiations. This letter provides a short description of each type of course and the pages that follow offer detailed descriptions of each course.

## CLINICS

All Clinics are part of Morningside Heights Legal Services, Inc. -- a public interest law firm located in recently renovated and beautiful space on the 8<sup>th</sup> and 9<sup>th</sup> 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. Seven units of credit allows students to dive into the lifelong process of becoming capable, thoughtful, responsible and reflective lawyers. You will identify and pursue your 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, faculty provide personalized feed-back and reinforce skills, such as interviewing and counseling clients, mediating among parties with disparate interests, and drafting legal documents. Clinic students are enrolled for a total of 7 credits and can expect to devote at least 21 hours each week to their clinic work and seminar.

### **Spring 2021 Clinics**

- Community Advocacy Lab
- Entrepreneurship and Community Development
- Environmental Law
- Immigrants Rights
- Lawyering in the Digital Age
- Mediation
- Sexuality and Gender Law

## EXTERNSHIPS

The CLS Externship program 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, immigration law or they may work with community groups on organizing and advocacy projects. Externship placements give students a chance to develop skills and knowledge essential to the practice of law. At the same time, externs engage in meaningful work on behalf of clients. There are more than 19 externships available, each with its own placement-specific seminar. Some are offered every semester and others are offered only in the Fall or Spring semester. After an application and selection process, students are assigned to a placement where they will be closely supervised by an on-site experienced attorney or judge. In nearly all CLS externships, the participating students in the particular externship are all placed at the same agency or office. Students also participate in a weekly seminar most often taught by a lawyer or judge from the placement. Students in externships earn 4 or 5 credits for attending the weekly seminar and completing 10-15 hours each week.

### **Spring 2021 Externships:**

- Arts and Entertainment Law
- Bronx Defenders Holistic Defense
- Criminal Appeals
- Criminal Prosecution – Manhattan/Brooklyn DA
- Federal Appellate Court
- Federal Court Clerk: EDNY
- Federal Court Clerk: SDNY
- Federal Prosecution: U.S. Attorney's Office for the District of NJ
- Immigrant Youth Advocacy
- In-House Counsel
- Law, Power, and Social Change
- New York Attorney General's Antitrust Enforcement
- New York Attorney General's Social & Environmental Justice
- Practicing the Law of Music - **\*NEW\***
- Representing NYC: NYC Law Department
- Sanctuary for Families – Domestic Violence and Economic **-\*NEW\***
- The Knight First Amendment Institute
- Trusts, Wills, and Estate Planning
- U.S. Attorney's Office EDNY

## PRACTICUMS AND LABS

Columbia Law School's innovative Policy Labs prepare our graduates to solve exceptionally complex public problems and lead change through collaboration with professionals and stakeholders from many different disciplines and communities. In those courses, students learn to link traditional lawyering skills with other forms of knowledge and expertise. Policy Labs combine cutting-edge theory with hands-on learning, 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.

### **Spring 2021 Practicums and Labs**

- Capital Post-Conviction Defense Practicum
- Center for Public Responsibility and Leadership (Public Education)

You will find detailed descriptions of these course in the pages that follow. The Experiential Learning Application for Clinics, Externships and the Abolition and Public Education Labs will open on October 12<sup>th</sup> and remain open until October 21<sup>st</sup>. You must log into Lawnet and apply through the online application. You can 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.

If you have any questions about experiential learning or the application process, please do not hesitate to contact us. For questions about particular clinics, externships, practicums, and policy labs, please see the contact information in the course descriptions that follow.

Sincerely,

Brett Dignam  
Clinic Director and  
Vice Dean for Experiential Education

Susan Kraham  
Director of Externships and  
Field-Based Learning

# Important Dates and Events

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## Application Timeline

<b>Date and Time</b>	<b>Event</b>
<b>Monday, October 12 9:00 AM</b>	Online application is available through LawNet
<b>Wednesday, October 21 5:00 PM</b>	Online application closes
<b>Friday, October 30</b>	Acceptance offers emailed to students
<b>Monday, November 2 12:00 PM</b>	Deadline to accept or decline offer
<b>TBD</b>	Second Round of application is available through LawNet
<b>TBD</b>	Second Round of application closes
<b>TBD</b>	Acceptance offers from the Second Round are emailed to students
<b>TBD</b>	Deadline to accept or decline offer from the Second Round

## FAQs

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1. ***What is a Clinic?*** Clinics are part of Morningside Heights Legal Services (MHLS), CLS's in-house, non-profit, public-interest law firm through which students represent clients and work with partners. Full-time Clinical Faculty, Staff Attorneys and Fellows teach two weekly clinical seminars and supervise legal representation and advocacy for real clients and partners. All clinical seminars are taught at the law school. Students work in MHLS office space, located on the 8<sup>th</sup> and 9<sup>th</sup> floors of the main law school building. They are assigned to clients and projects. They learn to be legal problem solvers by assuming primary responsibility for their matters, under the close supervision of experienced clinical faculty. In addition to weekly seminars, faculty provide frequent and detailed feedback on student work as they teach various legal competencies. Students examine, learn and reflect on the ethical dimensions of lawyering and engage in guided reflection on these issues.
2. ***What is an Externship?*** What distinguishes externships is the opportunity to engage in supervised practice at external offices and partner organizations 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. 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). The seminars are taught by experienced attorneys, who are adjunct CLS faculty and most are also employed at the fieldwork partner organization. During these weekly sessions, student will be introduced to the important substantive and practice skills they need to succeed in their fieldwork. Importantly, the seminars address ethical issues and encourage students to be reflective and intentional in their practice. 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).

Externship students engage in the practice of law. In most externships, all students enrolled do their fieldwork at the same site supervised by the seminar instructors and/or site supervisors. Externship fieldwork is either 2 or 3 credits and is ungraded (Pass/Fail). This translates to a weekly average of 11 or 14 hours respectively. 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 Pro Bono 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 the Empirical Legal Analysis Lab?*** Professor Fagan will send an announcement to students with instructions to apply for the lab.
6. ***How do I apply for Moot Court Student Editor: Workshop in Briefcraft?*** The Student Editor application will open in Lawnet in late May. Ilene Strauss will send an announcement with more information closer to the date when the application will open.
7. ***Can I take an Externship 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. If you receive accommodations, please reach out to the Director of Externships and Field-Based Learning.
8. ***How many experiential courses can 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. Students in the Capital Post-Conviction and the Empirical Legal Studies Laboratory may take another experiential learning offering concurrently.
9. ***Can 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, they can 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, they will not be able to withdraw.
10. ***How many other courses should I take if I am taking 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 at your externship. Depending on whether you are taking a 4-credit or 5-credit externship, you may want the flexibility to spend two full days at your placement.
11. ***Can I get experiential credit for an independent internship?*** CLS offers L6695, *Independent Experiential Project*, 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.
12. ***Can 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 2021 Clinics**

# Community Advocacy Lab (L9362)

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## **Instructors**

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

## **Experiential Credits**

7 credits (3 for seminar; 4 for fieldwork)

## **Course Description**

The COVID-19 pandemic has laid bare our society's challenges of racial, economic, and social injustice. Community Advocacy Lab prepares students to meet these challenges 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, public defense, and police abolition;
- civil justice reform including family law, public housing conditions, workers' rights, and consumer debt.

The clinic's work 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, data 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 limited to 9 students and is open to JD and LL.M candidates. There are no prerequisites to take this course. Prof. Shanahan is holding zoom office hours from October 7-21 for students interested in Community Advocacy Lab. Please schedule online at <https://calendly.com/colleen-shanahan-cls/cal-clinic-enrollment-office-hours>.

# Entrepreneurship & Community Development Clinic (L8631)

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## **Instructors**

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.

# Environmental Law Clinic (L9257)

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## **Instructor**

Edward Lloyd, *Evan M. Frankel Clinical Professor of Environmental Law*

## **Experiential Credits**

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

## **Course Description**

Students in the Environmental Law Clinic represent local, regional, and national environmental and community organizations working to solve critical environmental challenges and policy questions. Clinic students represent clients on a broad array of issues including climate change and energy, constitutional protections of health and environment, clean water, wetlands preservation, endangered species, environmental justice, "smart growth," and clean air.

Students choose the cases to work on based upon their interests (policy/litigation/topical issues). Clinic cases are chosen for their environmental significance, educational value, and ability to meet a client's need for counsel. Students participate in weekly seminars, team meetings, simulations, and other exercises. They explore mechanisms, including citizen suits, which are prevalent in both civil rights and environmental advocacy.

## **The Seminar**

The clinic seminar introduces students to issues and themes in environmental law practice and to skills necessary for litigation, policy development, and the general practice of law. Skills developed include legal research and writing, fact investigation, interviewing, negotiation and settlement, and oral argument. The seminar includes reading in substantive areas of environmental law such as administrative law, in-class exercises to develop skills, case rounds, and simulation problems. The simulations allow students to practice skills in a controlled environment before using those skills in representing actual clients. Students set their learning goals at the beginning of the semester and the faculty works with students throughout the semester to enable students to meet their goals. Each week students write a journal of a page or two reflecting on some aspect of their clinical experience.

## **The Fieldwork**

Students in the Clinic generally work in teams both because learning new skills can be more fun and more productive when the experience is shared and because lawyers use collaboration skills and work as teams. Most students will participate in two teams working on different matters. As cases resolve or quiet, students may take on new matters during the course of the semester. Cases include state or federal court proceedings at the trial or appellate level. They involve pre-litigation investigations, data gathering or case planning. They may also include policy papers or projects in partnership with clients or other advocates. Given the broad scope of environmental issues, it is impossible to predict the substantive areas or work we will have in any given semester. Students express preferences for the cases on which they would like to work at the beginning and throughout

the semester. Current cases include opposition to fossil fuel infrastructure in federal circuit courts and the United States Supreme Court and before federal and state agencies to protect pristine environmental resources and redirect investment to renewable energy; combating climate change through regional planning regulations and municipal ordinances; submitting comments on proposed federal rules; and litigating and reviewing policies on the banning of the pesticide chlorpyrifos.

### **Important Information**

The course is open to JD and LL.M candidates and will be limited to 8-12 students. There are no prerequisites to take this course other than a passion for service and desire to learn advocacy skills through litigation and policy. Clinic alums have gone on to continue their work at the Department of Justice, the Environmental Protection Agency, the Natural Resources Defense Council, EarthJustice, other non-governmental agencies, private law firms, and in all levels of government.

# Immigrants' Rights Clinic (L9258)

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## **Instructors**

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

## **Experiential Credits**

7 credits (3 for seminar, 4 for casework)

## **Course Description**

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

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

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

Each student is expected to handle significant case responsibilities, visit immigration detention facilities, and have at least one appearance in immigration court or the asylum office by the end of the semester. Students, working in teams, will assume primary responsibility for all aspects of the individual case preparation, including interviewing clients and witnesses, investigating facts, drafting pleadings, motion practice and briefing, developing case strategies, conducting oral argument, leading negotiations, preparing witnesses, and performing legal research. The Immigrants' Rights Clinic requires a time commitment averaging 21 hours of casework per week (3 hours for each credit).

## **Important Information**

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



# Lawyering in the Digital Age Clinic (L9269)

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## **Instructors**

Conrad A. Johnson, *Clinical Professor of Law*,  
and Brian Donnelly, *Lecturer-in-Law*

## **Experiential Credits**

7 credits

## **Course Description**

Now more than ever, we see that 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. Indeed, 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.

Note, that while there is substantial client contact, we have long found ways to collaborate closely with our clients online. Additionally, much of the work you will perform will take place online. As such, 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 students and clients.

## **The Seminar**

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

In our seminar, we engage in exercises and thoughtful discussion of the theory, tools and techniques that lawyers need to gather, manage and present information effectively and creatively in the digital age. The seminar is also a place where we unpack the out of class exercises that are designed to help you learn interviewing, counseling, drafting and presenting information online, among other important 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 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 and out of class exercises 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
- Worked with a consortium of public benefits lawyers and paralegals to build online resources that provide a real-time snapshot of systemic problems and access to immediate relief
- 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
- Using technology to disrupt the school-to-prison pipeline in charter schools
- Developing tools for legal services attorneys helping homeowners facing foreclosure 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.

Professor Johnson will be available for online office hours to those interested in learning more about the Lawyering in the Digital Age Clinic on:

- Monday, March 30 from 12-1pm, Join  
URL: <https://columbiauniversity.zoom.us/j/706668093>
- Wednesday, April 1 from 12-1pm, Join  
URL: <https://columbiauniversity.zoom.us/j/734922084>

If you have any questions at other times, please contact him by email, [cjohnson@law.columbia.edu](mailto:cjohnson@law.columbia.edu)

# Mediation Clinic (L9239)

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## **Instructors**

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: Thursday, September 10th (2:00pm – 9:00pm); Friday, September 11th (2:00pm – 9:00pm) and Saturday, September 12th (9:30am – 6:00pm); Thursday, September 17th (3:00pm – 9:00pm) and Friday, September 18th (2:00pm – 9:00pm.) **You will need to be free during those times in order to participate in the clinic.** During this period, through readings, demonstrations and role plays, you will be given an introduction to the theory and the craft of mediation.

## **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.

# Sexuality and Gender Law Clinic (L9232)

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## **Instructor**

Jenny Ma, *Lecturer-in-Law*

## **Experiential Credits**

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

## **Course Description**

Founded in 2006, the Sexuality and Gender Law Clinic was the first law school clinic in the United States to be directed by a full-time law school faculty member and dedicated to legal and public policy issues related to gender and sexuality.

The clinic emphasizes multidimensional lawyering, which is the practice of being strategic, smart, and creative in identifying and deploying resources to advocate for social change. Clinic students learn about civil and human rights advocacy by exploring a host of fundamental questions:

- What does it mean to advocate on behalf of a community?
- How do advocates determine issues and set priorities?
- What are the criteria for choosing strategies, including litigation, public education, grassroots advocacy, and legislative efforts?
- How can those strategic choices be successfully executed?
- How do advocates contend with a shifting political and legal terrain?

## **The Seminar**

Students engage with these questions while participating directly in the evolution of sexuality and gender law. Classroom sessions focus on cultivating strong advocacy skills through active consideration of constitutional doctrine, procedural strategy, ethical canons, social science research, and constitutional and political theory. Some classroom sessions simulate meetings held by staff attorneys at sexuality and gender law organizations so that students can hone their presentation and persuasion skills. Simulations give students the chance to step into the role of a staff attorney at sexuality and gender law organizations so they can hone their presentation and persuasion skills.

Students will:

- Draft amicus briefs and outreach to potential amici.
- Prepare reports and advocacy materials for civil rights and social justice organizations.
- Provide domestic organizations with analysis and drafting of testimony on proposed legislation at the local, state, and national levels.
- Promote public education and media campaigns that may involve writing press releases, letters to the editor, and op-ed pieces.
- Develop theories for cases under consideration or in progress by organizations focused on LGBTQ+ or women's rights.
- Representing LGBTQ+ and HIV+ clients in their asylum cases.

### **The Fieldwork**

Fieldwork is often done in partnership with legal staff at organizations focused on sexuality and gender issues and with lawyers at firms handling sexuality- and gender-related cases. Partner organizations vary from semester to semester. They may include:

- Lambda Legal
- ACLU LGBTQ Project
- GLBTQ Legal Advocates and Defenders
- National Center for Lesbian Rights
- Sylvia Rivera Law Project
- International Gay and Lesbian Human Rights Commission
- Legal Momentum (formerly NOW Legal Defense & Education Fund)
- ACLU Women's Rights Project
- Immigration Equality
- Transgender Legal Defense Fund
- NYC Commission on Human Rights

### **Important Information**

The course is open to JD and LL.M candidates and will be limited to 8-12 students

# **Spring 2021 Externships**

# **Arts and Entertainment Law Externship (L9265)**

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## **Instructors**

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

## **Experiential Credits**

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

## **Course Description**

This course provides students with practical experience in intellectual property, entertainment and nonprofit law as they assist staff attorneys at Volunteer Lawyers for the Arts (VLA) in their representation of artists and nonprofit arts organizations. Through class discussions and journals, students reflect on the wide variety of clients and issues they encounter in their fieldwork and engage in critical thinking about the role that law and lawyers can 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 analysis of the concepts from various readings. In the seminars, the professors cover topics such as copyright, trademark, not-for-profit law, music rights, and intellectual property licensing, as well as some of the practical skills students need to work effectively at VLA, such as client interviewing, client counseling and contract negotiation. In a few of the seminars, guest speakers will discuss their pertinent work experience and relevant cases during a portion of a class.

## **Fieldwork**

Students spend 11 hours each week working for VLA (1 East 53rd Street). The work is split over two days, and must fall between VLA's working hours of 10-6 pm. VLA's clients are low-income artists and nonprofit arts organizations. These clients typically seek assistance reviewing, negotiating and/or drafting contracts; resolving disputes; protecting copyrights and/or trademarks; and becoming a nonprofit tax-exempt arts organization. During their 10 hours at VLA, students will handle calls on VLA's Art Law Line and participate in regularly scheduled client consultations. They will also spend at least 5 hours each week on substantive research projects, assigned by VLA staff attorneys on questions and issues arising from client representation and VLA educational and advocacy programs.

## **Important Information**

The course will be limited to 8 students and will be open to J.D. and LL.M candidates. Students in the course are required to have taken, or be concurrently enrolled in, either Copyright Law, or, with permission of the instructors, the Seminar in Law and the Theatre, Seminar in Law and the Visual Arts, or Authors, Artists and Performers.



# Bronx Defenders on Holistic Defense Externship (L6792)

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## **Instructors**

Shannon Cumberbatch, Karume James,  
and Natasha Chokhani, *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)**

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## **Instructors**

Mark Zeno and TBD, *Lecturers-in-Law*

## **Experiential Credits**

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

## **Course Description**

The Criminal Appeals externship offers students a first-hand opportunity to learn about criminal law and appellate advocacy while gaining practical experience drafting a brief on behalf of an indigent defendant in a New York State appellate court proceeding. Each student selected for the externship will help represent a criminal defendant appealing his or her felony conviction to the New York Supreme Court, Appellate Division, First Department.

## **The Seminar**

The weekly two-hour classroom seminar will focus on key points of appellate practice and New York criminal law. Early seminar sessions will address the appellate process, the preservation doctrine, scope of review, harmless error, legal insufficiency, proof beyond a reasonable doubt and weight of the evidence. Later sessions will address more practical skills, such as how to digest an appellate record, how to spot and weigh issues, how to write a statement of facts and how to craft an effective legal argument. Seminar sessions will also explore the ethics of appellate advocacy, cover oral argument techniques and discuss effective client communications. The course is eligible for minor writing credit (separate registration).

## **Fieldwork**

The field component will be at CAL, a public defender organization based in lower Manhattan that handles state court appeals for indigent defendants convicted of felonies in Manhattan and the Bronx. Each student will be assigned his or her own "real" case through CAL and, under the supervision of one of the instructors, will draft an appellate brief for the client. Students will be expected to read, digest and annotate their case's full appellate record (including motion papers and hearing, trial and sentence transcripts), research and select issues, write initial and final drafts of the opening appellate brief and correspond with the client. After the course ends, the instructors will submit the briefs to CAL for peer review and then file them with the court. At the discretion of the instructors, students in the Spring term may also draft a reply brief and/or orally argue their cases before a five-judge panel of the First Department. Each student will be expected to devote at least 11 hours per week to their briefs during the Fall term.

## **Important Information**

The course will be limited to 6 students and will be open to JD candidates only. Students who are good writers and who have academic experience or demonstrable experience in criminal law and evidence are welcome to apply. Preference will be given to third-year students.

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

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## **Instructors**

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

## **Experiential Credits**

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

## **Course Description**

This externship is designed to immerse students in a local prosecutor's office and 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 present police and civilian testimony. The students will also learn about the unique role of the prosecutor in the criminal justice system. Their hands-on work with multiple cases will highlight the importance of exercising discretion and meeting all ethical obligations.

This externship combines two fundamental learning components: fieldwork in either the New York County District Attorney's Office (DANY) or the Kings County District Attorney's Office (KCDA) and a weekly seminar which will supplement the fieldwork. The seminar will examine the fieldwork through weekly case rounds in which the students will share observations, analyze issues and solve problems. The seminar will be comprised of lectures, readings, court observations, discussions and simulations so that each student can further develop their lawyering skills. The field placements will be at the Kings County District Attorney's Office, 350 Jay Street in Brooklyn, or at the New York County District Attorney's Office at One Hogan Place in Manhattan.

## **Important Information**

The course will be limited to 6-8 students and will be open to JD and LL.M candidates. Preference may be given to students who have or will be taking Evidence.

# **Federal Appellate Court Externship (L6664)**

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## **Instructors**

The Honorable Robert D. Sack, The Honorable Barrington Parker, and Jennifer Sokoler,  
*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.

## **The 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 8 students and is limited to candidates for the J.D. degree.

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

# Federal Court Clerk EDNY Externship (L6652)

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## **Instructor**

The Honorable Rachel P. Kovner, *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, draft opinions, and observe trials, oral arguments, and hearings. The course will be taught by Judge Rachel P. Kovner of the U.S. District Court, Eastern District of New York. Students who satisfy the course requirements will receive 1 academic credit and 3 clinical credits.

## **The Seminar**

During the semester, students will meet weekly at the U.S. District Court, Eastern District (located in Brooklyn Heights) to discuss a number of externship related topics, including: judicial decision-making in various contexts (i.e., settlements, motions, sentencings), judicial ethics, the externship experience, and effective advocacy in civil and criminal litigation. Two of the classes will consist of panel discussions on criminal and civil law with experienced litigators and judges. Students will also participate in practical criminal and civil advocacy exercises as part of the classroom component. The class sessions are mandatory, so students should take that into consideration when applying. Please note that travel time to Brooklyn Heights, where the U.S. District Court is located, and where class will be held, is approximately 45 minutes by subway from Morningside Heights.

## **Fieldwork**

Students will be placed with a federal judge (either a 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**

This externship is available only to JD or LL.M. students who are U.S. citizens or U.S. permanent residents.

# Federal Court Clerk SDNY Externship (L6661)

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## **Instructors**

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

## **Experiential Credits**

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

## **Course Description**

The Federal Court Clerk Externship for the Southern District of New York provides an in-depth examination of the functioning of the federal trial courts. Students will have the opportunity to work with a federal judge, draft opinions, and observe trials, oral arguments and hearings. The course will be taught by Paul Radvany who has 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; habeas corpus; and effective courtroom lawyering. Two of the classes 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 usually spend 15 hours per week working on judicial matters, with at least one day per week (or two half days) at the courthouse.

## **Important Information**

This externship is available only to JD or LL.M. students who are U.S. citizens or U.S. permanent residents.

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

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## **Instructors**

Ari Fontecchio, Jason Gould, and Desiree Latzer, *Lecturers-in-Law*

## **Experiential Credits**

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

## **Course Description**

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

## **The Seminar**

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

## **Fieldwork**

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

## **Important Information**

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

# Immigrant Youth Advocacy (L6793)

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## **Instructor**

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.



# **In-House Counsel Externship (L8101)**

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## **Instructors**

Sonya Cheney and Mark Nielsen, *Lecturers-in-Law*

## **Experiential Credits**

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

## **Course Description**

The In-House Counsel Externship will provide students with an understanding of roles in-house lawyers play while offering them an opportunity to experience that work firsthand at placements in for profit and non-profit corporations.

## **The Seminar**

This 2-hour externship seminar will explore areas of the law that are integral to in-house corporate practice – including corporate governance, securities and SEC reporting, M&A, internal investigations, employment law, Foreign Corrupt Practices Act (FCPA), cyber security, contracts, and litigation – from the perspective of the attorney whose job is simultaneously both lawyer and client. The seminar component will also explore the ethical considerations of in-house attorneys including conflicts of interest and confidentiality. In-house attorneys are in a unique position at the intersection of law and business; we will discuss how the in-house attorney must be fluent in both – able to explain legal rules and processes to business people, and to ensure that the legal team understands business considerations and context. The seminar component will integrate students' in-house experiences into our weekly discussions and facilitate students' reflection on those 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 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 or discuss with Susan Kraham 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.

# The Knight First Amendment Institute Externship (L6299)

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## **Instructors**

Caroline DeCell and Ramya Krishnan,  
*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 in collaboration with, and under the close supervision of, experienced First Amendment lawyers. They will focus on the Knight Institute's current litigation docket, including cases relating to public officials' use of social media, the rights of digital journalists and researchers to investigate social media and other online platforms, government surveillance of individuals' online speech, and restraints on speech by government employees and whistleblowers.

## **The Seminar**

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

## **Fieldwork**

The externship will afford students an opportunity to work closely with Knight Institute attorneys in developing cutting-edge First Amendment challenges. Students are required to work at least 14 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 limited to 6 students and will be open to JD and LL.M candidates. There are no prerequisites to take this course.

# Law, Power and Social Change Externship (L6601)

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## **Instructors**

Andrew Friedman, 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 Seminar**

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

## **Fieldwork**

Students are expected to do 11 hours per week of fieldwork in ongoing policy initiatives with the Center for Popular Democracy (CPD).

## **Important Information**

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

# N.Y. Attorney General's Office Antitrust Enforcement Externship (L9502)

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## **Instructor**

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

## **Experiential Credits**

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

## **Course Description**

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

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

## **The Seminar**

The seminar will meet for two hours each week and will be led by Bryan Bloom and Amy McFarlane, Assistant Attorney Generals in the Antitrust Bureau. 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, Antitrust Law.

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

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## **Instructors**

Ming-Qi Chu and Elena Goldstein, *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 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 [www.ag.ny.gov](http://www.ag.ny.gov)):

- Civil Rights Bureau
- Environmental Protection Bureau
- Labor Bureau
- Health Care Bureau
- Charities Bureau
- Consumer Frauds and Protection Bureau
- Real Estate Finance 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.

# **Practicing the Law of Music Externship (LXXX)**

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## **Instructor**

Ben Gross, *Lecturer in Law*

## **Experiential Credits**

4 credits (2 for the seminar; 2 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.

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 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. The goal of the externship is to give CLS students an opportunity to gain real experience in the music industry while serving a population that is historically underserved and exploited.

## **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 is open to JD and LL.M. candidates.

# **Representing NYC: NYC Law Department (L6602)**

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## **Instructor**

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

## **Experiential Credits**

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

## **Course Description**

In this externship, students will gain firsthand 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. Each student will be assigned to work at a division at the NYC Law Department for a minimum of 10 hours per week, working on issues such as lawsuits challenging the validity of the City's regulatory laws; litigation in which the City is a plaintiff; economic development projects; discrimination, retaliation, or other employment-related claims; legislation and counseling; or juvenile delinquency matters.

## **Seminar**

In the seminar, students will explore the legal, policy, and ethical questions that New York City and its lawyers face. The seminar will include guest speakers and will focus on significant cases and issues that the New York City Law Department is handling or has handled, such as health policy, large economic development deals, and corrections reforms. The seminar will also review the structure of New York City's government; the City's lawmaking 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. For the final paper, each student will submit a proposal for a change in City law or policy and will present recommendations to the class.

## **Fieldwork**

Each student will be assigned to one division for the duration of the course, where they will be expected to work a minimum of ten hours per week. Potential division assignments include: Affirmative Litigation, Economic Development, Family Court, Labor and Employment, and Legal Counsel.

## **Important Information**

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

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

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## **Instructors**

Justice Rosalyn Richter, *Lecturer-in-Law*

## **Experiential Credits**

4 credits (2 for the 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. Eligibility is limited to students in the JD program. There are no prerequisites for this course.



# Trusts, Wills, and Estate Planning Externship (L8701)

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## **Instructor**

Meredith Stead and Alison Besunder,  
*Lecturers- in-Law*

## **Experiential Credits**

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

## **Course Description**

This Externship will consider: 1) the doctrines relating to the creation, modification and termination of trusts; 2) the administration of estates and trusts (including investment powers, duty of loyalty, allocation between income and principal, remedies for breach of fiduciary duty and spousal rights); and 3) lifetime and postmortem estate planning for moderate and substantial estates (including exemption trusts, disclaimers, the marital deduction, gifts to minors, life insurance trusts, charitable remainder trusts and grantor retained trusts).

## **Fieldwork**

There will also be a Field component to this Externship which will consist of interviewing clients at a Senior Center on Manhattan's West Side and drafting Wills, Powers of Attorney, Living Wills and Health Care Proxies for these clients. During the semester, there will be meetings with clients at the Senior Center and class and individual meetings at the Law School to discuss the estate planning situations and to review drafts of documents prepared by the students. Work will be done in teams of two and each team will interview two clients and will prepare the documents and participate in the execution of the documents.

## **Important Information**

The course is 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 a course in Trust, Wills, and Estates. Alternatively, previous work or internship experience relating to wills, trusts, estate, or administration is also sufficient.

# U.S. Attorney's Office EDNY (L8005)

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## **Instructor**

Nadia Shihata and Kristin Mace, *Lecturers- 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 work 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 conduct court appearances, such as arraignments, guilty plea proceedings, sentencings, hearings, and trials.

## **Important Information**

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

# **Spring 2021 Practicums and Labs**

# **Capital Post-Conviction Defense Practicum (LXXX)**

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## **Instructor**

Alexis Hoag, Practitioner in Residence and  
Lecturer in Law

## **Experiential Credits**

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

## **Course Description**

Twenty-five states and the federal government continue to administer capital punishment despite evidence that racial discrimination impacts every stage of the process. Although the national trend is moving toward abolition—with local jurisdictions refusing to seek death and governors announcing moratoriums—the federal government conducted a wave of executions in 2020 after a 17-year hiatus. In addition, there are more than 2,500 people on death row who are navigating post-conviction relief. Students in the Capital Post-Conviction Defense (“CPCD”) Practicum will examine the law and practical issues facing death sentenced clients pursuing post-conviction relief and assist capital defense lawyers with post-conviction advocacy on behalf of individual clients, among other related projects.

## **The Seminar**

We will meet each week for a two-hour seminar consisting of lectures, discussion, simulations, and case rounds. The classroom component will introduce students to relevant experts, including an incarcerated person sentenced to death, a forensic psychologist, and a mitigation specialist. In addition to seminar, students will meet in teams for one-hour of weekly supervision with me to receive written and oral feedback on fieldwork, and twice during the semester for individual reflection.

## **Fieldwork**

The course will offer students (working in pairs) the opportunity to assist capital post-conviction defenders representing individual clients, primarily in federal habeas, however, we may also engage in state post-conviction advocacy, amicus support in state court, and policy based abolition efforts. Fieldwork will consist primarily of legal research, brief writing, and record review. Last year, students assisted clients sentenced to death in Mississippi, Alabama, and Tennessee. Depending on pandemic travel restrictions, students may visit the clients and conduct jury interviews or other necessary investigation.

## **Important Information**

The course will be limited to eight law students (JD and LL.M candidates). There are no prerequisites to take this course other than a passion for thinking critically about structural racism, inequality, and punishment. Knowledge of federal courts, criminal procedure, and appellate litigation is helpful. Please note that students can enroll in a clinic and/or externship as well as this practicum.

# Structural Change in Public Education Policy Lab (L8016)

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## Instructors

James S. Liebman, *Simon H. Rifkind Professor of Law*, Elizabeth Chu, *Senior Director*, and Kimberly Austin, *Deputy Director, 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 students from law, business, data sciences, education, and policy schools from around the US with the knowledge, skills, and mindsets needed to enable public school and other systems to learn and change. CPRL provides affordable, high-quality multidisciplinary research and consulting services to public school systems and nonprofit organizations committed to improving the lives of children of color, those from low-income households, or who are otherwise traditionally underserved. CPRL projects aim to empower a broad network of elementary, secondary, and post-secondary educators, leaders, and stakeholders with ideas, tools, and practices that support 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. Staffed by broadly interdisciplinary teams of accomplished and motivated professionals, the most successful of these new federal, state, and local reform efforts 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 accountability 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 CPRL’s 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 project work, CPRL immerses students in the theory and practice of managing, governing, and transforming the public systems and social-sector organizations that deliver public education in the U.S. and abroad.

## Course Description

Participants in this Policy Lab will engage in:

1. **A comprehensive seminar** in the design, governance, regulation, democratic accountability, and systematic 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; 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 classroom components of the course 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 visiting clients on site in the New York City area and throughout the US and Brazil (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 examples of past projects.

### **Important Information**

The course is offered to JD and LL.M candidates in the Fall and Spring semesters.

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

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