To: Second and Third Year Students  
From: Academic Affairs Office  
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    Long Island City, NY 11101-4356  
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Re: Course Descriptions and Program Planning Information  
Date: April 4, 2019

**Introduction**  
This packet "Fall 2019 Course of Study for Second and Third Year Students" contains descriptions of required and elective courses for second and third year as well as helpful information about program planning and registration. Please review it carefully. We strongly recommend that students meet with their academic advisors about course selection to help to ensure that your course of study prepares you for the area of practice you plan to pursue as well as for success in law school and on the bar exam. An advisor can help you to choose wisely from among the available lawyering seminars, clinics, and help you make your elective choices. **Best of luck as you proceed with your coursework!**

**General Program Planning Information**  
Students must have passed 86 credits, be in good academic standing, and have successfully completed all required courses to graduate. To be in good academic standing a student must obtain a 2.5 GPA or better at the end of each semester. A student may take a Clinic or Practice Clinic only if they are in good academic standing (not on probation), have passed a minimum of 45 credits, including all first year required courses, all required lawyering seminars, and Constitutional Structures and Evidence; some Clinics or Practice Clinics may have additional individual pre- or co-requisite course requirements. Students seeking to graduate in three years are expected to take Property and Public Institutions during their second year.

No more than a combined total of 10.5 credits towards graduation may be earned in the following courses: Teaching Assistant, Independent Study, Law Review, Moot Court, and Public Interest/Public Service (counted as 1.5 credits towards this limit). In general, students may take 3 credits of independent study and 4 electives Credit/No Credit. However, students on probation may not take courses Credit/No Credit.
Required Courses
All students who have matriculated in or after the fall 2015 semester are required by the American Bar Association (ABA) to take Professional Responsibility. Students must also take Mastery of Core Legal Doctrine (Core Doctrine), although students with a 3.3 or higher cumulative GPA at the end of their fifth semester may opt out of this requirement. Applied Legal Analysis (ALA) is a required co-requisite that runs concurrently with Core Doctrine and focuses on bar exam taking skills. Core Doctrine may only be taken Credit/No Credit if you meet the opt-out requirement, but choose to enroll in Core Doctrine.

Bar Electives
All students are required to take four bar electives, although students with a cumulative GPA of 3.3 or higher at the end of their third semester may opt out of this requirement. Thus, 2L full-time students should plan their course of study knowing that they must take four bar electives prior to graduation and also take Core Doctrine and a clinic during their third year. The current bar electives are: Advanced Evidence, Business Associations, Core Doctrine taken with ALA, Criminal Procedure I, Criminal Procedure II, Federal Courts, First Amendment, New York Domestic Relations Law, New York Practice, Real Estate Transactions, UCC Survey and Wills and Trusts. Professional Responsibility is only a bar elective for students who matriculated before fall of 2015.

Recommended Criteria to Consider
We recommend that you consider the following criteria in developing your program:
• Courses that provide you with the doctrinal coverage necessary for practice and for the bar exam
• Courses that enhance practical lawyering skills
• Courses that prepare you for the particular area of practice you plan to pursue
• Courses that enrich and round out your law studies and prepare you for public interest practice, and
• Courses that appeal to your interests and background and that will enable you to connect intellectually and emotionally to the study and practice of law.

Graduation Requirements
The course of study required of all students for graduation includes:
• Passing grades in all required courses;
• Successful completion of four bar electives;
• Successful completion of Core Doctrine and Applied Legal Analysis;
• Completion of a clinical offering; and
• Successful completion of 86 credits.

Upper-Level Requirements
Upper level required courses include:
• Evidence (Lawyering and the Public Interest) (fall only, 4 cr.)
• Constitutional Structures (fall only, 3 cr.)
• Property (Law and the Market Economy III (fall or spring, 4 cr.)
• Administrative Law: Public Institutions (including Public Institutions in Context) (fall or spring 3 cr.)*
• Lawyering Seminar III (spring only, 4 cr.)

Part-time 2L students will be administratively registered for Evidence, Constitutional Structures and Law and Family Relations in their third semester. Each year, between six and eight Lawyering Seminar III classes are offered, each focusing on a different area of public interest practice. Second year students will receive information about the Lawyering Seminar III offerings during the upcoming Fall semester.

All students must enroll in a clinical offering. Full-time students will take clinic in the third year, and part-time students will do so in the third or fourth years. For full-time students, some of the clinics are one-semester, 12-credit courses; others are two-semester courses with 8 credits in each semester. Clinics for part-time students are 10-credit, one semester clinics. The clinical offerings vary slightly from year to year. Second-year students will receive more information about the clinical offerings during the spring semester.

**Credit Hour Policy**
Students should take into account the Law School’s credit hour policy when planning their schedules. The policy is available here:

http://www.law.cuny.edu/academics/academic-policies/credit-hours-policy/CUNY-credit-hours-policy-11-4-16.pdf. It provides that students should expect to spend 42.5 hours per credit of combined direct faculty instruction and out-of-class student work.

**Bar Electives**
All students must take four bar electives. The current bar electives are

• Advanced Evidence (3 cr.)
• Business Associations (3 cr.)
• Criminal Procedure I (3 cr.)
• Criminal Procedure II (2 – 3 cr.)
• Federal Courts (3 cr.)
• First Amendment (3 cr.)
• New York Domestic Relations (3 cr.)
• New York Practice (4 cr.)
• Professional Responsibility (2 cr.)**
• Real Estate Transactions (3 cr.)
• UCC Survey (3 cr.)
• Wills, Trusts & Estates (3 cr.)
• ALA taken with Core Doctrine (4+2 Cr.)***

** Professional Responsibility is only a bar elective for students matriculating before fall of 2015.
***ALA taken with Core Doctrine can be taken for 1 credit with special permission from the Academic Affairs Office.

Real Estate is open only to students who have passed Property. New York Practice may be offered both semesters but is often restricted to third year students only. **We generally design the class schedules on the assumption that students will take Criminal Procedure I and/or II, Business Associations, New York Domestic Relations and/or UCC Survey in their second year.** You may take these courses as third-year students, but one or more of them may be scheduled against other third year courses.

Deciding which of the recommended bar elective courses deserves careful attention. Some of the courses—Criminal Procedure I and II, and Business Associations—are courses that are fundamental to the development of the basic legal literacy every lawyer needs. Others—UCC, for instance—involves areas of the law that many students find difficult to learn on their own in bar review because the vocabulary, legal concepts, context, and policy considerations are unfamiliar. Most bar electives are useful not only for bar preparation, but preparation to practice in particular interest areas.

**SECOND-YEAR SPECIFIC PROGRAM INSTRUCTIONS**

**Individual Skills Development**
The Individual Skills Development course (ISD) is designed to reinforce legal analysis, writing and test-taking skills. It is recommended that those students struggling academically enroll in the ISD program. ISD is presently only available to full-time students.

**Planning for Clinics**
If you plan to pursue a career in criminal law, you should seriously consider timing your program so that you will be eligible for the **Defenders’ Clinic**. Defenders’ Clinic enrollment is limited to students who have successfully completed the Criminal Defense Lawyering Seminar (one of the Lawyering Seminar III offerings). Only those students who have successfully completed or are currently enrolled in Criminal Procedure I or II may apply to take the Criminal Defense Lawyering Clinic. **Thus, if you are considering applying for the Defenders’ Clinic down the road, you should plan on taking Criminal Procedure I; first year full-time students should plan on taking it either in the summer after your first year or in the fall of your second year.**

Some clinics have Lawyering Seminar III pre-requisites which will be explained in the upcoming fall semester. No other clinics also require completion of an additional course.

**Electives**
If you have a particular area of interest for which a course is offered, it makes sense to take a course in that area in your second year. Some courses are only offered once a year; others are only offered once every two years. **Therefore, if you see a course offered that is in your area of interest, you should register for it.**
**Grades and the Credit/No Credit Option**

Courses at CUNY School of Law (except Individual Skills Development, and other specifically designated courses) use the following grading scale: A, A-, B+, B, B-, C+, C, C-, D and F. These grades will be used to determine a student's academic status. After completing the first year, a student may elect to take up to 4 elective courses including Individual Skills Development, Moot Court and Academic Legal Writing for Credit/No Credit. To elect the Credit/No Credit option, the student must notify the Office of Registration and Records Management no later than the date designated by the Academic Calendar for each semester.

Here are some factors you might want to consider when deciding to elect the Credit/No Credit option:

- Keep in mind your individual career goals. Consider whether you want to be able to point to an "A" or a "B" in an elective course, in a subject matter related to the area in which you want to practice. Transcript information provided to employers will include a description of the “Credit” grade as encompassing all passing work.

- Assess your total workload for the semester to determine whether electing the “Credit/No Credit” option for a particular course is likely to enhance the picture presented on your transcript or to detract from it. If “Credit/No Credit” in one course gives you the space you need to do very well in all your other courses, this is certainly a relevant consideration. On the other hand, if you're likely to do well anyway, you may want to take courses for a grade.

- Think about whether during a particular semester you will have a very heavy workload in courses, extracurricular activities, job search activities, or in outside employment. You may want to save your Credit/No Credit option for that semester.

- If you are considering electing Credit/No Credit for a bar-related course, you may want to think about whether you will be motivated enough to have your work in that course translate into adequate preparation for the bar exam.

**Some Sample Programs to Consider**

**Sample A – full-time students** – This is a possible program for a student who wants to take six of the bar electives before graduation (including Core and ALA taken together) and plans to take a one-semester clinic. (Required courses are in bold.)

<table>
<thead>
<tr>
<th>Semester &amp; Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Third Semester</strong></td>
<td></td>
</tr>
<tr>
<td>Evidence <em>(required)</em></td>
<td>4</td>
</tr>
<tr>
<td>Constitutional Structures <em>(required)</em></td>
<td>3</td>
</tr>
<tr>
<td>Course</td>
<td>Credits</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Bar Elective</td>
<td>3</td>
</tr>
<tr>
<td>Bar Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>

**Fourth Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Institutions <em>(required)</em></td>
<td>3</td>
</tr>
<tr>
<td>Law Seminar III <em>(required)</em></td>
<td>4</td>
</tr>
<tr>
<td>Property <em>(required)</em></td>
<td>4</td>
</tr>
<tr>
<td>Prof Responsibility</td>
<td>2</td>
</tr>
<tr>
<td>Elective</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>15</strong></td>
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</tbody>
</table>

**Fifth Semester**

<table>
<thead>
<tr>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bar Elective</td>
<td>3</td>
</tr>
<tr>
<td>Clinic <em>(required)</em></td>
<td>12</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

**Sixth Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORE Doctrine</td>
<td>4</td>
</tr>
<tr>
<td>ALA</td>
<td>2</td>
</tr>
<tr>
<td>Elective</td>
<td>2</td>
</tr>
<tr>
<td>2 Bar Electives</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>14</strong></td>
</tr>
</tbody>
</table>

*Note:* This schedule reflects the decision to take Property in the fourth semester, rather than the third semester. Many students have reported that the third semester is very difficult even without Property. Other students have carried the load including Property successfully. Because there is no lawyering seminar or required small section in the third semester, you should think carefully about your readiness to take on a difficult program without the individual and small-group learning opportunities you had in the first year.
Sample B – full-time students – This is a possible program for a student who wants to take four bar electives (including Core doctrine and ALA) before graduation and plans to take a two-semester clinic. (Required courses are in bold.)

<table>
<thead>
<tr>
<th>Semester &amp; Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Third Semester</strong></td>
<td></td>
</tr>
<tr>
<td>Evidence <em>(required)</em></td>
<td>4</td>
</tr>
<tr>
<td>Constitutional Structures <em>(required)</em></td>
<td>3</td>
</tr>
<tr>
<td>Property <em>(required)</em></td>
<td>4</td>
</tr>
<tr>
<td>Elective</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>13</td>
</tr>
<tr>
<td><strong>Fourth Semester</strong></td>
<td></td>
</tr>
<tr>
<td>Public Institutions <em>(required)</em></td>
<td>3</td>
</tr>
<tr>
<td>Law Seminar III <em>(required)</em></td>
<td>4</td>
</tr>
<tr>
<td>Bar Elective</td>
<td>3</td>
</tr>
<tr>
<td>Bar Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>13</td>
</tr>
<tr>
<td><strong>Fifth Semester</strong></td>
<td></td>
</tr>
<tr>
<td>Clinic <em>(required)</em></td>
<td>8</td>
</tr>
<tr>
<td>Professional Responsibility</td>
<td>2</td>
</tr>
<tr>
<td>Bar Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>13</td>
</tr>
<tr>
<td><strong>Sixth Semester</strong></td>
<td></td>
</tr>
<tr>
<td>Clinic <em>(required)</em></td>
<td>8</td>
</tr>
<tr>
<td>CORE Doctrine</td>
<td>4</td>
</tr>
<tr>
<td>ALA</td>
<td>1</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>16</td>
</tr>
</tbody>
</table>

Note: This schedule reflects the decision to take Property in the third semester.
Sample C – full-time students – This is a program for a student who wants to take four bar electives (including Core Doctrine and ALA) before graduation and plans to take a one-semester clinic. (Required courses are in bold.)

<table>
<thead>
<tr>
<th>Semester &amp; Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Third Semester</strong></td>
<td></td>
</tr>
<tr>
<td>Evidence <em>(required)</em></td>
<td>4</td>
</tr>
<tr>
<td>Constitutional Structures <em>(required)</em></td>
<td>3</td>
</tr>
<tr>
<td>Public Institutions <em>(required)</em></td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Total Credits</td>
<td>13</td>
</tr>
<tr>
<td><strong>Fourth Semester</strong></td>
<td></td>
</tr>
<tr>
<td>Law Seminar III <em>(required)</em></td>
<td>4</td>
</tr>
<tr>
<td>Property <em>(required)</em></td>
<td>4</td>
</tr>
<tr>
<td>Bar Elective</td>
<td>3</td>
</tr>
<tr>
<td>Professional Responsibility</td>
<td>2</td>
</tr>
<tr>
<td>Independent Study</td>
<td>1</td>
</tr>
<tr>
<td>Total Credits</td>
<td>14</td>
</tr>
<tr>
<td><strong>Fifth Semester</strong></td>
<td></td>
</tr>
<tr>
<td>Clinic <em>(required)</em></td>
<td>12</td>
</tr>
<tr>
<td>Bar Elective</td>
<td>3</td>
</tr>
<tr>
<td>Total Credits</td>
<td>14</td>
</tr>
<tr>
<td><strong>Sixth Semester</strong></td>
<td></td>
</tr>
<tr>
<td>CORE Doctrine</td>
<td>4</td>
</tr>
<tr>
<td>ALA</td>
<td>2</td>
</tr>
<tr>
<td>Bar Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>2</td>
</tr>
<tr>
<td>Total Credits</td>
<td>14</td>
</tr>
</tbody>
</table>
Sample D – Part-time students – This sample outlines options for part-time students who matriculated in the Fall 2015 semester. Part-time students generally will take a one-semester 10-credit clinic in which clinic is the only course in which they are enrolled; clinic can be taken in either students’ fifth or seventh semester.

<table>
<thead>
<tr>
<th>Semester &amp; Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Third Semester</strong></td>
<td></td>
</tr>
<tr>
<td>Evidence <em>(required)</em></td>
<td>4</td>
</tr>
<tr>
<td>Constructs <em>(required)</em></td>
<td>3</td>
</tr>
<tr>
<td>Lawyering Seminar II <em>(required)</em></td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>11</td>
</tr>
<tr>
<td><strong>Fourth Semester</strong></td>
<td></td>
</tr>
<tr>
<td>Property <em>(required)</em></td>
<td></td>
</tr>
<tr>
<td>Public Institutions <em>(required)</em></td>
<td>3</td>
</tr>
<tr>
<td>Professional Responsibility <em>(required)</em></td>
<td>2</td>
</tr>
<tr>
<td>Lawyering Seminar III <em>(required)</em> OR</td>
<td>4</td>
</tr>
<tr>
<td>Elective</td>
<td>2 or 3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>10 or 11</td>
</tr>
<tr>
<td><strong>Fifth Semester</strong></td>
<td></td>
</tr>
<tr>
<td>Public Institutions <em>(required)</em></td>
<td>3</td>
</tr>
<tr>
<td>Professional Responsibility <em>(required)</em> OR</td>
<td>2</td>
</tr>
<tr>
<td>Electives OR</td>
<td>7 to 11</td>
</tr>
<tr>
<td>Clinic</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>10 or 11</td>
</tr>
<tr>
<td><strong>Sixth Semester</strong></td>
<td></td>
</tr>
<tr>
<td>Professional Responsibility <em>(required)</em> OR</td>
<td>2</td>
</tr>
<tr>
<td>Electives OR</td>
<td>3 to 9</td>
</tr>
<tr>
<td>Law Seminar III <em>(required)</em></td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>9 to 11</td>
</tr>
<tr>
<td><strong>Seventh Semester</strong></td>
<td></td>
</tr>
</tbody>
</table>
Sample E – Part-time students – This sample outlines options for part-time students who matriculated in the Fall 2016 semester. Part-time students generally will take a one-semester 10-credit clinic in which clinic is the only course in which they are enrolled; clinic can be taken in either students’ fifth or seventh semester.

<table>
<thead>
<tr>
<th>Semester &amp; Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Third Semester</strong></td>
<td></td>
</tr>
<tr>
<td>Evidence (<em>required</em>)</td>
<td>4</td>
</tr>
<tr>
<td>Constructs (<em>required</em>)</td>
<td>3</td>
</tr>
<tr>
<td>Law and Family Relations (LFR) <em>(Required)</em></td>
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</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>9</td>
</tr>
<tr>
<td><strong>Fourth Semester</strong></td>
<td></td>
</tr>
<tr>
<td>Property (<em>required</em>)</td>
<td>4</td>
</tr>
<tr>
<td>Public Institutions (<em>required</em>) OR</td>
<td>3</td>
</tr>
<tr>
<td>Professional Responsibility (<em>required</em>)</td>
<td>2</td>
</tr>
<tr>
<td>Law Seminar III (<em>required</em>)</td>
<td>4</td>
</tr>
<tr>
<td>Elective</td>
<td>2 or 3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>10 or 11</td>
</tr>
<tr>
<td><strong>Fifth Semester</strong></td>
<td></td>
</tr>
<tr>
<td>Public Institutions (<em>required</em>) OR</td>
<td>3</td>
</tr>
</tbody>
</table>
### Sixth Semester

- **Professional Responsibility (required)**: 2
- **OR**
  - Electives OR: 7 to 11
- **Clinic (required)**: 10
- **Total Credits**: 10 or 11

### Seventh Semester

- **Professional Responsibility (required)**: 2
- **OR**
  - Electives OR: 3 to 9
- **Law Seminar III (required)**: 4
- **Total Credits**: 9 to 11

### Eighth Semester

- **CORE/ALA (required)**: 6
- **Electives**: 5
- **Total Credits**: 11

### Elective Offerings (Bar and Other) Offered Most Semesters

The following electives are usually offered each semester. However, we reserve the right to deviate from these predictions if budget, enrollment, or staffing constraints require that we do so.

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Associations</td>
<td>3</td>
</tr>
<tr>
<td>Criminal Procedure I</td>
<td>3</td>
</tr>
<tr>
<td>Law Review</td>
<td>2</td>
</tr>
<tr>
<td>Moot Court</td>
<td>2</td>
</tr>
<tr>
<td>New York Practice</td>
<td>4</td>
</tr>
</tbody>
</table>
Real Estate Transactions 3
Wills, Trusts and Estates 3
UCC Survey 3

**Electives Usually Offered Once Each Year or Once Every Two Years**

_Budget & staffing permitting_

Advanced Evidence
Advanced Torts: The Law of Medical Malpractice
Contemplative Practice: An Exploration of Mindfulness
Criminal Procedure II
Environmental Law or Environmental Justice
Federal Courts
First Amendment
Health Law or Health Law Policy
Immigration and Citizenship
Individual Skills Development (ISD)
Intellectual Property
International Law
Jurisprudence
Labor Law
Mastery and Application of Core Doctrine
New York Domestic Relations
Race and the Law
Rights of Low Wage Workers
Sexuality and the Law
Voting Rights

**Summer 2019 Evening Elective Offerings**

To facilitate your planning, listed below are the electives being offered in the Summer 2019. **We reserve the right to deviate from these predictions if budget, interest, enrollment or staffing constraints require that we do so.**

<table>
<thead>
<tr>
<th>Course</th>
<th>Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Legal Research</td>
<td>Sokkar Harker, Y. (Cancelled)</td>
</tr>
<tr>
<td>Criminal Procedure I</td>
<td>Zeidman, S.</td>
</tr>
<tr>
<td>Criminal Procedure II</td>
<td>Tomlinson, R. (Cancelled)</td>
</tr>
<tr>
<td>Federal Courts</td>
<td>Deale, F.</td>
</tr>
<tr>
<td>Health Care Advocate</td>
<td>Gentile, L. (Cancelled)</td>
</tr>
<tr>
<td>NY Domestic Relations Law</td>
<td>McGowan, M.</td>
</tr>
</tbody>
</table>
NY Landlord/Tenant Law  | Brown, P.
Professional Responsibility  | Lloyd, E.
UCC Survey  | Ota, N.

**Elective Offerings Projected for Spring 2020**
*Not yet finalized and will vary depending on budget and staffing*

- Advanced Evidence
- Advanced Legal Research
- Business Associations
- Contemplative Practice
- Criminal Procedure I
- Criminal Procedure II
- Disability Law
- Immigration & Citizenship Law
- New York Domestic Relations Law
- New York Practice
- Real Estate Transactions
- Rights of Low Wage Workers
- Small Firm Practice
- UCC Survey
- Wills, Trusts & Estates

**SECOND YEAR REQUIRED COURSES**

**Administrative Law/Public Institutions and Law**
*3 credits – Professor R. Bratspies*

Regulatory agencies are the public face of government. This course explores the legal arrangements that create, structure, and limit federal agencies. Students will learn the rules of administrative procedure, and will explore the federal statutory schemes that allocate power and structure implementation across a broad range of substantive areas. Students will examine the sources of authority that define regulatory decision-making, and will appreciate how the interplay between the competing impulses toward expertise and efficiency shape that decision-making. Throughout the semester, this course will emphasize the role that public interest lawyering can play in challenging, supporting, and initiating administrative decision-making processes.

**Public Institutions in Context Environment Law (Day)**
*3 credits – Professor S. Lamdan*

This course offers an introduction and overview of administrative law, through the lens of environmental law. Students will gain an appreciation for the role that public institutions play in the modern regulatory state. After laying a solid foundation of administrative law and process, this course will focus on the major federal
environmental regulatory regimes, detailing how the EPA uses rule-making and adjudicative processes to achieve environmental ends. Through detailed study of environmental regulatory schemes, students will attain proficiency with environmental regulation in the United States while also developing a textured understanding of the regulatory state more generally. The course will draw on a combination of statutory/regulatory analysis and case studies alongside more traditional case-based materials. A consistent theme throughout this course will be how to use administrative procedures to achieve public interest environmental goals. Students will participate in the notice and comment phase of an actual rule-making procedure. This course satisfies the CUNY Law School’s administrative law graduation requirement.

**Constitutional Structures and the Law**  
3 credits – Professor N. Gomez-Velez  
The course examines federalism and national separation of powers as core values and structural elements of the Constitution. It examines the nature and scope of the powers the Constitution vests in the three branches of the national government, the interrelationships among those branches, the distribution of powers among local, state and federal governments, and the ways in which these constitutional structures and relationships impact democratic processes, individual rights and the advancement (or interference with) core constitutional values, including democratic governance, equal citizenship, individual liberty and the rule of law. The course also attends to questions of constitutional interpretation, historical development of constitutional doctrines and the role of changing social understandings in the evolution of constitutional law.

**Evidence and Lawyering in the Public Interest**  
4 credits - Professor N. Chernoff (full-time)  
The goal of this course is for you to develop an understanding of the most important Federal Rules of Evidence. An understanding of these rules will equip you to counsel and advocate for your future clients. Understanding these rules will also assist you with the Evidence portion of the Bar Exam. In addition, this course will sharpen your advocacy skills because you will practice crafting legal arguments, interpreting non-judicial and judicial law, and you will develop an understanding of the structure of a trial.

Please note that this course requires small-group and paired work in class, and there are extensive reading and assignments for each class.

**Evidence and Lawyering in the Public Interest**  
4 credits - Professor S. Valentine (full-time)  
4 credits - Professor S. Valentine (part-time)  
The primary goal of this course is for you to develop an understanding of the most important Federal Rules of Evidence (FREs). An understanding of these rules will equip you to represent and counsel your future clients regardless of the type of law you hope to practice. Understanding these rules will also assist you with the Evidence portion of the Bar Exam. This course requires extensive reading supplemented with out of class assignments.
Evidence and Lawyering in the Public Interest
4 credits - Honorable J. Francis
The goal of this course is for you to develop an understanding of the most important Federal Rules of Evidence. An understanding of these rules will equip you to counsel and advocate for your future clients. Understanding these rules will also assist you with the Evidence portion of the Bar Exam. In addition, this course will sharpen your advocacy skills because you will practice crafting legal arguments, interpreting non-judicial and judicial law, and you will develop an understanding of the structure of a trial.

Please note that this course requires small-group and paired work in class, and there are extensive reading and assignments for each class.

Property: Law and the Market Economy III
4 credits – Professor R. Storrow
Property is organized around the concept of title--what it is, how it can be acquired, and how it can be transferred. The course explores this theme within two distinct jurisprudential arenas: (1) interests in personal property, title to real estate and lesser interests in land such as tenancies, easements and covenants, and (2) the limits on the rights of owners embodied in the zoning powers of government, the constitutional law of eminent domain, the common law of nuisance, and the Fair Housing Act. The course is designed to encourage the study of property law from a public interest perspective, the primary dilemma being to balance private interests in ownership with the public interest in promoting human welfare.

FALL 2019 SECOND AND THIRD YEAR: ELECTIVE COURSES

Advanced Civil Procedure
3 credits – Professor J. Goldscheid
This course will use selected current civil rights cases as the basis for studying procedural issues that go beyond the foundational first-year civil procedure course. Those cases will provide examples of the ways procedural rules impact access to courts and access to justice for underserved communities, and will ground class study of procedural doctrine, theory and practice. The course will focus on topics that are key both to civil rights practice and to bar exam preparation, including: dispositive motions (motions to dismiss and summary judgment); class actions; discovery; choice of law; conflict of laws; claim and issue preclusion; attorneys’ fees, and settlement. It will include discussion of policy issues driving procedural rule changes and how those changes impact law reform. The course will give students an opportunity to develop practical skills through practice problems, oral arguments, draft motions, and reflections on court visits. Grading for the course will be based on successful completion of hypothetical problems and exercises, a final exam, and class participation.
Advanced Legal Research
2 credits – Professor R. Gabriel & Y. Sokkar-Harker
Advanced Legal Research further develops the legal research skills acquired in the first-year legal research course and prepares students for the complex research problems they will encounter in practice. Topics include researching administrative law, municipal law, legislative history and international and foreign law. Exercises, both in and out of class, and written assignments will simulate research assignments typically done by lawyers. This class is designed to be hands-on, collaborative and interactive. Enrollment requires frequent computer and Internet access.

Advanced Trial Practice
2 credits – Professor R. Rossein
The Advanced Trial Practice seminar is open to eight (8) students who have completed Professor Rossein’s or Professor Howell’s Trial Practice fourth semester lawyering seminars. The students will engage in advanced trial practice skills development culminating in participating in the ABA Section on Labor and Employment Regional Trial Competition held at the U.S. Courthouse for the Southern District of New York. The students will examine the law of the case, develop a litigation plan, explore the factual theories, examine the exhibits, develop ideas about demonstrative exhibits, explore advanced evidentiary issues and workshop objections, develop a trial plan, participate in three moot trial experiences, and the Trial Competition at the U.S. Courthouse.

Bankruptcy Law
3 credits – Professor A. White
Using a problem-based method, this class will cover bankruptcy and debtor/creditor law from several perspectives, including those of consumers seeking debt relief; creditors, tenants, employees and other stakeholders confronting a business liquidation or reorganization; and lawyers practicing in other areas, such as family law, who suddenly must deal with another party’s bankruptcy filing. The class will cover some related material concerning state and federal debt collection law as well. Bankruptcy is statute-based so that this class will give students an opportunity to practice careful analysis and application of statutory text. Bankruptcy law is a legal tool useful for public interest lawyers in consumer, housing, employment, family, real estate or virtually any area of civil practice.

Business Associations
3 credits – Professor L. Lu
This course is designed to provide students with a basic understanding of the structure, rights, and responsibilities of American business entities including corporations, partnerships, and limited-liability organizations with a primary focus on corporations. We will cover agency law, shareholder rights and duties, the duties and responsibilities of corporate directors and officers, and the capital structure of the corporation. Students will learn to apply statutory and case law to problems concerning the formation, development, and structuring of a typical small business.
**Business Associations**  
*3 credits – Professor N. Ota*

Corporations, both large and small, are the major structures through which business is carried out in the United States today. The influence of business corporations on politics, on the environment, and on the health of communities is immeasurable. This course is designed to provide students with a basic understanding of the structure, rights, and responsibilities of private American business entities including corporations, partnerships, and limited-liability organizations with a primary focus on corporations. We will cover shareholder rights and duties, the duties and responsibilities of corporate directors and officers, and the capital structure of the corporation. Students will learn to apply statutory and case law to problems concerning the formation, development, and structuring of a typical small business.

**Civil Disobedience**  
*3 credits – Professor D. Khosla*

The extermination camps of the Nazis, the incineration of Hiroshima and Nagasaki, the My Lai massacre (Vietnam), the ongoing torture and rape of innocent civilians and the violence waged by governments against their own citizens in various parts of the world are all testimonials proving that men are entirely capable of committing yet greater catastrophes in the name of "superior orders." In this age of nuclear and other weapons of mass destruction, an unyielding, "NO" may prove to be our sole password to the future. Students of law know that radical changes in the social, political and legal consciousness of societies are caused not by incremental change-oriented lawyers but by those who say and continue to say "NO" to the unjust commands of duly constituted authority. In this course, we will engage in learning the theory, practice and legal justifications of civil disobedience. Case studies and our imaginations about challenging the select, oppressive rules of law will be the food for thought in this course. In particular, we will discuss issues such as the necessity defense; jury nullification; the fugitive slave law; the Kvorkian phenomena (aiding one to take one's life); Operation Rescue and its impact on choice, the Stonewall riots aimed at asserting the issue of the dignity of gay and lesbian lifestyles; the civil rights movement; and objections to war based on conscience. Please join if you really believe in the theology of liberation and CUNY motto: Law in the Service of Human Needs.

**Constitution & Foreign Affairs**  
*2 credits – Professor F. Siegel*

A course examining constitutional issues of the foreign relations of the United States. Subject to time constraints inherent in a 2-credit course, topics are anticipated to include the powers of the President and Congress, separation of powers, war powers, covert action, treaties, executive agreements, participation in international organizations, the role of the courts and justiciability of foreign affairs controversies, state and local government actions affecting federal conduct of foreign relations, and individual rights (including freedom of expression, right to travel, rights of foreign nationals, extraterritorial constitutional issues). Since the attack on the World Trade Center, the shape of checks and balances between national security and civil liberties have been tested in the courts and Congress. Those tensions continue to arise following the 2016...
national election, where we have seen courts adjudicating obligations under international law and the Bill of Rights. Subject to time constraints, the course will endeavor to survey some selected legal issues, such as indefinite detention, torture, extraordinary rendition, military tribunals, warrantless wiretapping and state secrets, targeted killing, military force on the “cold battlefield” and intelligence agencies undertaking special operations roles.

Grading will be based on a 72-hour take-home final examination, depending on the size of the class either an in-class presentation or another form of midterm assignment, and on class participation throughout the semester. (An option of doing a seminar paper instead of the final exam will be offered, but must be selected by early October.)

Students will acquire a working knowledge of the Constitution’s allocation of the power to conduct foreign affairs, insights into the influences of political institutions, and exposure to the evolution of foreign affairs legal doctrine.

**Contemplative Practice**  
2 credits – Professor V. Goode

This course is designed to introduce students to the growing movement of contemplative practice and to explore its application to those who use the law for the pursuit of social justice. Contemplative practice includes a variety of practices that quiet the mind and draw one’s consciousness inward, enabling us more skill to address the obstacles that inevitably occur in legal practice and in life. While this “movement” is ongoing in a number of disciplines, our focus will be on lawyers who integrate the traditional skills of lawyering with contemplative practice in their career and in social justice movements. This course will concentrate on meditation and mindfulness as a particular form of contemplative practice and will allow students to explore a variety of techniques in order to develop a meditation practice that works for them. We will also read and discuss a number of articles that raise questions about the challenges typically faced by lawyers and how they integrate contemplative practice with their traditional legal skills. Themes that will be explored include contemplative practice and its relationship to law, cultivating contemplative skills, Mindfulness and social justice, contemplative practice and new forms of legal practice.

**Criminal Procedure I**  
3 credits – Professor J. Kirchmeier

This course explores the investigatory techniques used by law enforcement in gathering evidence, including discussion of their effectiveness and propriety in a democratic society. The course will focus primarily on the constitutional rights protected by the Fourth, Fifth, Sixth and Fourteenth Amendments. Topics covered include arrests, searches, stops, police interrogations, *Miranda* warnings, the right to counsel, identification procedures, and the “exclusionary rule” as a means of deterring unconstitutional police conduct. This elective is highly recommended as preparation for the bar exam.
**Criminal Procedure I**  
3 credits – Professor S. Riley  
Criminal Procedure is an examination of how the mandates of criminal law are executed by the police, prosecuted by District or U.S. Attorneys and kept in check by defense attorneys. While justice is technically “blind” this area of law will undoubtedly raise questions about the influence of race, class and fairness that are significant and worthy of discussion. The goal of this semester is to give both areas attention creating the most robust understanding of criminal procedure. The class will focus largely on the jurisprudence surrounding the 4th and 5th Amendments of the US Constitution. We will explore the boundaries of various investigatory techniques utilized by law enforcement in their quest to respond to violations of criminal law. To do this we will consider the history and meaning of “probable cause”, as well as the evolution of the law surrounding “seizures”, “searches”, “confessions” and “identifications”. We will also discuss the “exclusionary rule” as a means of enforcing the prohibition of police conduct unreasonably infringing upon a person’s civil liberties. Of equal importance, we will consider how the law actually plays out and who and which communities are most impacted by this area of law. A discussion of current issues in criminal procedure complimented by your experiences in the world and my 15+ years of experience as a public defender within a judgment free environment will hopefully provide a comprehensive examination of Criminal Procedure.

**Criminal Procedure II**  
3 credits – Professor R. Tomlinson  
This course will examine the criminal process after the police investigation ends and the criminal prosecution begins, from post-arrest through sentencing. It will focus on the constitutional, statutory, and other protections afforded to criminal defendants in relation to the actions of prosecutors, judges, defense attorneys, and grand and petit jurors. The goal of the course is to develop an understanding of selected core topics in criminal procedure and adjudication, as well as to develop legal reasoning skills in this area of law. The topics covered will include the charging process, the right to the effective assistance of counsel, bail and pretrial release, discovery, speedy trial, plea bargaining, and sentencing. Topics will be examined through Supreme Court cases, as well as the rules of criminal procedure, statutes, lower court cases, applicable rules of professional responsibility, and transcripts of court proceedings. Criminal Procedure I, which focuses on the investigative process, is not a prerequisite.

**Employment Law**  
3 credits – Professor S. Lin  
This course examines the complex and important relationship between employer and employee. The law regulates this relationship from the time an employer considers hiring new employees until they leave the workforce. This course addresses nearly every issue arising out of the relationship, including: defining “employment,” the employment at-will doctrine, anti-discrimination law, employment contracts, medical leaves, post-employment covenants, constitutional protections for public employees, workplace torts, protected concerted activity, administrative law requirements, and
mandatory arbitration. Students will also hear from practitioners and advocates regarding the current approaches, litigation, and social impact of workplace law.

The course provides a basic introduction to anti-discrimination law, as the Equality Concentration (for third-years) will address the statutes in depth. The National Labor Relations Act and wage-and-hour laws will be addressed in depth in the Labor Law and the Rights of Low Wage Workers courses, respectively.

**Independent Study**

1, 2, or 3 credits  
*(Faculty Permission Required)*

To meet the credit requirements for graduation a student, with the permission of the Academic Dean, may take up to 3 credit hours of independent, faculty-supervised study. (A student may take fewer than 3 credit-hours of independent study at a time and may do so more than once, as long as the total number of independent study credit hours during the student's tenure at the Law School is not more than 3 or meets the requirements outlined below.) A student may also register for more than 3 credits of Independent Study, if the credits are not used to meet the credit requirements for graduation.

In exceptional circumstances, the student may, with the permission of the Academic Dean, register for up to 3 additional hours of Independent Study credits to meet the credit requirements for graduation. Exceptional circumstances exist when the student has made satisfactory progress in the curriculum, taking advantage of the recommended elective course offerings, and when additional Independent Study credits will enhance the student’s education.

A judicial clerkship, internship, or a law office clerkship does not satisfy the requirements of an Independent Study. However, these experiences may form the basis of further research for an independent study project. This research and writing must be done under direct faculty supervision in order to gain Independent Study credit.

Procedure for Registration for Independent Study:
1. Student obtains an Independent Study Form
2. Student identifies faculty member willing to supervise the student’s work
3. The student and teacher fill out the sections on the form
4. The student obtains the signature of the Academic Dean.

The faculty recently voted to adopt new independent study requirements. This updated independent study policy is designed to:
1. Respond to student interest in receiving credit for work associated with non-clinic based placements;
2. Ensure that students get the maximum benefit from their placements and independent study work;
3. Regularize the work associated with course-linked placements and with independent study work and ensure consistency with the law school’s Credit Hour policy and ABA requirements.
The independent study policy addresses three categories of credit-bearing placements and independent study work:
1. Model A, course-linked placements (where students are enrolled in a course and receive additional credit for work associated with a placement arranged by the faculty member);
2. Model B, independent study based on work associated with a placement (generally student-generated placements);
3. Model C, other independent study work with no placement (e.g., directed research; drafting or completion of paper, note or article; continuation of Moot Court or other faculty-supervised student work).

Note: Students must complete the registration process for this course during the regular registration and add/drop periods for the semester during which they hope to obtain credit for the course.

**Individual Skills Development**

*3 credits – Professor S. Lung (2Ls Only)*

The Individual Skills Development course is aimed at giving second-year students an intensive opportunity to reinforce and refine the array of analytical, test-taking, and study skills needed for successful performance in law school, on the Bar, and in the practice of law. All skills in the course will be taught through material drawn from Constitutional Structures and Evidence. We will work heavily on the analytical skills that are stressed throughout the second-year curriculum, which include analyzing, interpreting, and synthesizing cases; integrating legislative history and case law into the analysis of a statutory standard; and developing legal arguments by analogizing, distinguishing, and reconciling cases. In addition, we will use hypotheticals and problems that require students to use doctrine to construct legal and factual arguments on behalf of clients on all sides of an issue. Of equal importance to the course are the study skills that enable students to cogently structure and understand new doctrine. We will explore how to create context and framework for learning new doctrine, as well as how to map and outline the relationships between concepts. Students will have ample opportunity to apply what they have learned by taking practice multiple-choice and essay exams. Students who enroll in ISD must also register for Evidence with Professor Chernoff and Constitutional Structures with Professor Gomez-Velez.

**Intellectual Property**

*3 credits - Professor S. Shelden*

This course provides a basic overview of copyright, patent, trademark, and related areas of intellectual property (IP) law, such as trade secrets and rights of publicity. Once the concern principally of specific industries (e.g., technology or media companies), IP laws increasingly impact the opportunities of smaller businesses and not-for-profit organizations, individuals across economic strata, and lawyers who represent them. As an example, consider a healthcare advocacy organization that might regard IP as unrelated to its mission yet, in a hypothetical day, might hold a conference relating to prescription drug costs (implicating patent law), distribute a handout to conference
attendees featuring the logos of other participating organizations (implicating trademark law), project a film documentary about patients struggling with medical expenses (implicating copyright law), read aloud a drug company’s internal confidential memo about pricing practices (implicating trade secret law); and publish an online newsletter featuring photographs of conference attendees (implicating right of publicity and copyright law). In modern times, such an entity might be impacted by IP every day, perhaps without even knowing how or why; this course considers how and why. We will review certain case law and statutes fundamental to IP law. We will discuss certain relevant practices for protecting one's own IP as well as for using the IP of others. We will examine how society struggles to balance public interests that often compete – on one hand, incentivizing innovators to innovate while, on the other, allowing society to benefit from those innovations. And we will explore issues that are sure to affect your careers and lives.

**International Law**

**3 credits – Professor D. Khosla**

In the post-Second World War period, international law has become one of the central facts of modern legal and political life. International legal norms and processes have increasing impact on the practice of domestic law. Despite its growing familiarity, however, international law continues to be one of the most intellectually difficult and frustrating parts of the law school curriculum because the international politics which shape international norms are rooted in extremely diverse cultural, social, religious ethos that make them both more volatile and violent. This course seeks to provide students with an intellectual framework for comprehending the processes of contemporary international law, equipping them with the tools for understanding how and why past decisions were made; for assessing how future decisions are likely to be made; and for influencing the decision processes in order to advance world order and human dignity. Specific areas of study would include, but not be limited to, international law; relationship of international law with domestic law; idea of a nation state and how it is undergoing radical transformation; human rights; international environmental law; the United Nations system, and the International Court of Justice.

**Land Use and Community Lawyering Seminar**

**2 or 3 credits* – Professor A. McArdle**

*Students have the option to register for the course for three credits, which in addition to the two-hour weekly seminar entails either (1) participating in a placement or project approved by the instructor at an outside organization (described below) and completing several journal entries and end-of-semester reflection addressing connections between the seminar and the work of the placement or (2) producing an additional 12-15 pages of a final written report relating to the student’s chosen small-group case project, as described below.

This New York City-focused seminar is intended to help prepare students who will represent community stakeholders in controversies related to urban redevelopment involving the state’s power of zoning, economic development, and eminent domain or
that implicate the environmental impact of land use decisions. Drawing on the perspectives of law, urban planning and politics, critical geography, environmental justice, and public health, the seminar places contemporary contests over urban land use in historical context, relating them to legal issues generated by post-war urban renewal, displacement, fiscal crisis, and gentrification.

To develop a situated knowledge of how law intersects with questions of political economy, the dynamics of community formation, and the built environment, the seminar models a literally grounded study of urban space by a planned walk for students through a New York City neighborhood that is undergoing transition/development. Guided by this grounded approach, seminar students will participate in small-group case studies to generate knowledge about, and potential approaches to, a contested local land use issue. The seminar addresses the various roles of law as conservatizing force, mechanism for determining access to resources, and strategic tool for mobilizing community advocacy in contests over equity and access.

Among other topics, the course will:
• consider the various contested meanings of “community” and efforts to expand meaningful community participation in local land use decisions and environmental justice advocacy;
• analyze the role and authority of state and local government structures in the land use planning process and the extent to which these structures are transparent and responsive to community input, with attention to the recent efforts to open an Amazon headquarters in Long Island City;
• consider the landscape of affordable housing in New York City, including (i) the use of the city’s zoning power to authorize increased development of market-rate housing in targeted neighborhoods along with a designated percentage of units deemed to be affordable, and the resulting intensifying risks of displacement, and (ii) the increasingly tenuous position of the city’s public housing assets (New York City Housing Authority);
• study recent New York Court of Appeals decisions addressing the use of the eminent domain power in the Atlantic Yards (Brooklyn) and Columbia University (West Harlem) expansion projects;
• examine the role of community benefits agreements in these cases;
• study the land use implications of climate change and the responsibilities of a coastal city in relation to the risk of storm surges, disaster planning, and vulnerable populations at the urban periphery.

The seminar will address concepts in property law, constitutional law, contract law, state and local government law, New York civil practice, and administrative law relating to urban land use. It will provide opportunities to build skill in legal writing, negotiation, and informal advocacy through role plays derived from actual cases implicating local land use decisions.

Instead of a midterm and a final examination, assessment is based on a number of writings, including a written reflection following the neighborhood walk (3 pages), a law
office memo connected with a negotiation simulation (approximately 7 pages), and a final report based on the student’s contribution to a small-group project (10 pages), and in-class performance.

**Land Use and Community Lawyering Seminar and Placement (3 credits)**

Students enrolling in the course for three credits will, in addition to participating in the seminar class described above, participate in a placement approved by the instructor. Subject to confirmation, placements may be available at the following organizations, among others:

- Brooklyn Legal Services Corp. A, Community and Economic Development Program
- Housing Conservation Coordinators
- New York City Department of Information Technology and Telecommunications, Telecommunications Planning and Resiliency
- New York Lawyers for the Public Interest, Environmental Justice Program
- New York State Division of Homes and Community Renewal, Tenant Protection Unit
- Queens Legal Services, Housing Unit
- Urban Justice Center Community Development Project (land use and housing practice areas)
- New York City Human Rights Commission
- New York City Planning Department

(As noted, students may also enroll in the three-credit version of the seminar without participating in a placement if they opt to produce an additional 12-15 pages of the final 10-page written report relating to the student’s chosen small-group case project.)

**Law Review Editing**

1 credit - Professor L. Davis  
*(Faculty Permission Required)*

A CUNY Law Review Editor who is leading an editing session or, as determined by a Faculty Advisor, substantially editing a writing for publication with the CUNY Law Review in either its print or digital format, is eligible to receive one credit. One of the Faculty Advisors will review and provide feedback on the work of enrolled students a minimum of three times during the semester and provide a final evaluation of their work at the end of the semester. This course is offered Credit/No Credit.

**Prerequisite:** Enrolled students must be third-year students in good standing and have completed two semesters on the Law Review staff.

**Mastery and Application of Core Doctrine/Applied Legal Analysis**  
6 credits – Professors A. Robbins & F. Kerner

Mastery and Application of Core Doctrine/Applied Legal is an intensive bar exam preparation program designed for the self-motivated student. This course will cover some of the most frequently tested doctrine on the Uniform Bar Exam (UBE). Subjects covered may include contracts and UCC sales, criminal procedure, real property, secured transactions, and torts. This course will have a heavy skills focus - working through skills for completing each component of the UBE – The Multistate Essay Exam
(MEE), the Multistate Bar Exam (MBE), and the Multistate Performance Test (MPT). This course will require significant work outside of class time including synthesizing doctrinal material, writing and rewriting several essays and MPTs, and doing sets of multiple-choice questions, along with an MBE process tracker and learning journals. While the course focuses primarily on the UBE, students preparing for another state bar exam will benefit, as much of the material and skills learned are transferable to other bar exams. **This course will meet once per week for a three-hour in-person skills workshop. Doctrinal lectures will be done online, outside of class time.** You must register for both Core Doctrine and Applied Legal Analysis separately. They are two courses that are co-requisites.

**Mastery and Application of Core Doctrine/Applied Legal Analysis**  
5 credits – Professors A. Robbins & F. Kerner  
*(By permission only)*

Under exceptional circumstances, when a student is planning to graduate at the conclusion of the fall semester and must take both Mastery and Application of Core Doctrine/Applied Legal Analysis and a 12-credit clinic during the fall, exceeding the permitted 17-credit cap, a student may be permitted to take a modified five-credit version of Core Doctrine. Permission to take this course must be granted by the Senior Associate Dean of Academic Affairs, or the Assistant Dean of Academic Affairs, and, also, by one of the course instructors, in their sole discretion.

Mastery and Application of Core Doctrine/Applied Legal is an intensive bar exam preparation program designed for the self-motivated student. This course will cover some of the most frequently tested doctrine on the Uniform Bar Exam (UBE). Subjects covered may include contracts and UCC sales, criminal procedure, real property, secured transactions, and torts. This course will have a heavy skills focus - working through skills for completing each component of the UBE – The Multistate Essay Exam (MEE), the Multistate Bar Exam (MBE), and the Multistate Performance Test (MPT). This course will require significant work outside of class time including synthesizing doctrinal material, writing and rewriting several essays and MPTs, and doing sets of multiple-choice questions, along with an MBE process tracker and learning journals. While the course focuses primarily on the UBE, students preparing for another state bar exam will benefit, as much of the material and skills learned are transferable to other bar exams.

A student who has been permitted to take the modified five-credit course must attend the once per week three-hour skills workshop (class) alongside students enrolled in the standard six-credit course and complete all doctrinal lectures online outside of class time, just as the students enrolled in the six-credit course are required to do (this includes all of the lectures assigned to the students in the six-credit course). The student enrolled in the modified five-credit course will be required to submit some, but not all, of the homework assignments that the students in the standard six-credit course must submit, but all students will be given the same access to all of the homework assignments. A student who has been granted permission to sit for the modified five-credit course understands that the instructor reserves the right to test on any material
covered in any of the assignments, including homework assignments that were not required to be submitted by a student taking the course for five credits. The student enrolled in the modified five-credit course understands that he/she will be required to take the same examinations as the students enrolled in the standard six-credit course. **This course will meet once per week for a three-hour in-person skills workshop. Doctrinal lectures will be done online, outside of class time.**

You must register for both Core Doctrine and Applied Legal Analysis separately. They are two courses that are co-requisites.

**Moot Court**  
**2 credits – Professor J. Kirchmeier**  
*(Faculty Permission Required)*  
This two-credit course features structured assistance to students who wish to improve their advocacy skills through participation in a moot court competition. The course requirements include the completion of an appellate brief and oral argument of professional quality prepared for an external competition or the equivalent thereof. While students will meet regularly as a group and individually with the instructor, each student is expected to work independently toward completion of the course requirements, including participation in oral argument practices. Before registering for a completion and for credit, students must have successfully completed the CUNY Moot Court training program and competition to earn membership in Moot Court. Students must obtain permission from the Moot Court faculty advisor before enrolling in this course. This course is graded Credit/No Credit.

**New York Domestic Relations Law**  
**3 credits – Professor J. Rosenthal**  
This course will familiarize you with the doctrine and practice of family law in New York State, while helping to develop lawyering skills that will enable you to practice in the Family and Supreme Courts of New York. *We will cover the essentials of the Domestic Relations Law and the Family Court Act, encompassing issues that affect marriage, divorce, equitable distribution of property, spousal maintenance, paternity/parentage, child support, custody and visitation, family offense proceedings, child protection, foster care, and adoption. You will think about and work on problems that will enable you to practice law integrating doctrine, policy analysis, and procedure into a cohesive framework from which trial strategies are crafted. Inherent in our analysis is a critique of social policy as it gives shape to the law, focusing on the application of broader family law issues to practice in the New York State court system.*

**New York Domestic Relations Law**  
**3 credits - Justice M. McGowan**  
This course will familiarize you with the doctrine and practice of family law in New York State, while helping to develop lawyering skills that will enable you to practice in the Family and Supreme Courts of New York. This course covers Domestic Relations Law and the Family Court Act encompassing issues that affect marriage, divorce, equitable distribution of property, spousal maintenance, paternity, child support, custody and visitation, family offense proceedings, child protection, and adoption. You will think about
and work on problems that will enable you to practice law, integrating doctrine, policy analysis, and procedure into a cohesive framework from which trial strategies are crafted. Inherent in our analysis of family law is a critique of social policy as it gives shape to the law, focusing on the application of broader family law issues to practice in the New York State court system.

**New York Practice**  
4 credits – Professor L. Gentile

Civil Procedure in the Service of Human Needs. Litigation in the New York State court system is complicated, challenging, and sometimes frustrating. Success requires facility with New York State’s code of civil procedure known as the Civil Practice Law and Rules (CPLR). This course provides a broad knowledge and understanding of the Laws and Rules of the CPLR and provides practical skills in the strategic use of procedure to achieve victory in court. You will learn how to use those rules strategically to enhance your position in litigation and how to fend off your adversary’s procedural aggressiveness.

The sequence of this course approximates the path of a civil case, providing the law a litigator needs to make strategic litigation decisions, including determining which court to bring suit, obtaining jurisdiction, making proper service, engaging in motion practice, obtaining discovery, resolving the litigation, taking appeal, and enforcing judgments. You will learn how to obtain jurisdiction over the parties to the action and to commence the action in the proper venue, how to properly serve the defendant, and how to obtain a default judgment. You will learn how to advance your litigation strategy in motion practice, how to bring in new parties to the action through doctrines of joinder, impleader, interpleader, intervention, subrogation, contribution and indemnification; how to make your case by obtaining evidence through disclosure; how to timely file your action within the requirements of Notice of Claim and Statutes of Limitation, and will learn whether any tolls of the Statutes of Limitations apply. You will learn how to obtain relief before you start the action through provisional remedies, including injunctions, seizure and lis pendens. You will learn how to enter judgment, how to vacate judgments and defaults, what to do after you win by use of enforcement of judgment procedures, how to timely and properly file a notice of appeal, how to bring on actions that challenge unlawful government acts through the Article 78 Action Special Proceeding and other forms of Special Proceeding. You will learn the basics of class actions and arbitration. Course requirements include quizzes, cumulative tests, research and writing a state court motion, arguing that motion, and visiting a New York State Supreme Court motion calendar in Manhattan (one weekday morning) to observe motion argument. This is an elective that is highly recommended as preparation for those who will engage in civil litigation.

**Professional Responsibility (A)**  
2 credits – TBD

This Professional Responsibility course will prepare students to manage ethical and professional challenges that arise in social justice law practice. Students will learn the law that governs lawyers and the legal profession, while also considering how personal
identities impact professional judgment and ethical decision making. The course will examine ethical dilemmas and assist students in developing their own sense of professional identity and judgment through a reflective, practical, skill-oriented approach. Students will be required to: prepare for and actively participate in class discussions; research, analyze, outline and reflect on ethical problems; lead a class discussion on an aspect of professional conduct; and write a final paper.

Professional Responsibility (B)
2 credits – Professor F. Siegel
This class will explore the requirements and the limitations of the ethical practice of law. While not an MPRE course, it will provide an overview of the New York Rules of Professional Conduct and the ABA Model Rules of Professional Conduct, and will emphasize concepts of professionalism, professional judgment, and some of the tensions inherent in social justice lawyering. The goal of the course is to allow students to discuss the ethical complexities that exist in practice, especially when representing clients who may be marginalized by our society or when engaging in social change litigation. Students will be evaluated based on an in-class midterm examination, a take-home final examination and class participation.

Professional Responsibility (C)
2 credits – TBD
This Professional Responsibility course will prepare students to manage ethical and professional challenges that arise in social justice law practice. Students will learn the law that governs lawyers and the legal profession, while also considering how personal identities impact professional judgment and ethical decision making. The course will examine ethical dilemmas and assist students in developing their own sense of professional identity and judgment through a reflective, practical, skill-oriented approach. Students will be required to: prepare for and actively participate in class discussions; research, analyze, outline and reflect on ethical problems; lead a class discussion on an aspect of professional conduct; and write a final paper.

Representing Individuals with Mental Disabilities
2-3 credits – Professor S. Yakren
This course will examine current civil issues impacting the rights of individuals with mental disabilities (particularly psychosocial disabilities, such as schizophrenia and depression). Issues covered will include: involuntary civil commitment law, the right to obtain and refuse treatment within institutions, the right to receive care in the community, and the right to be free of discrimination. The course will also cover the ethical and practical issues that arise when working with individuals with mental disabilities. Students will participate in field observations and meet practicing attorneys. *Students have the option to register for two or three credits. The three-credit option entails fulfilling the requirements of the two-hour weekly seminar, plus either (1) writing an additional 10 pages for the final paper (i.e., for a total of 25 pages instead of 15 pages); or (2) participating in a placement approved by the instructor at an outside organization. However, placement opportunities are limited and may not accommodate all student demand.
Teaching Assistant
1, 2, or 3 credits
(Faculty Permission Required)
A student may TA for any required course, except Clinics or Concentrations. No student may enroll in more than 3 credits of TA, except students who are TAs for both semesters for LME I and LME II who may earn up to 2 credits for LME I TA and up to 2 credits for LME II TA. All TAs must meet at least one hour per week with the course teacher. All TAs must have at least one contact hour per credit per week with students. To earn credit, each TA must submit at least one written work product. Examples of such work product include a journal, teaching observations, lesson plans, periodic submissions, and an independent research paper. TA’s do not take part in grading students. In any course that utilizes TA’s, grading remains the responsibility of the course teacher. TAs may not grade student work product, nor may the teacher substantially rely on a TAs feedback in grading. Regarding grading in any course which utilizes TAs, in compliance with our policy requiring at least two graded evaluative devices in each course and encouraging faculty feedback (either individual feedback or group feedback) on all evaluative devices, in addition to any feedback given by TAs, the course teacher must grade and give feedback on at least one evaluation device other than the written work product.

TIL: Business & Human Rights Seminar
2 credits – Professor C. Huq
Business and human rights” has emerged over the past twenty-five years as a distinct field of practice and study. Early corporate misconduct and gross human rights abuses however date further back to colonialism and the transatlantic slave trade. In our modern era of economic globalization, human rights affected by corporate conduct encompass the full range of internationally recognized human rights and social issues, including labor rights, environment, privacy and freedom of expression and corporate crimes; corporations - including government contractors - also contribute to militarism, war and war crimes. Corporations are now viewed, alongside governments, as both as a source of human rights abuses and as international actors with the capacity to promote and protect human rights. Advocacy tools for holding companies accountable for their human rights abuses have multiplied, building on early efforts to change business practice through consumer boycotts, shareholder activism and civil litigation to grassroots organizing to name a few. This interdisciplinary seminar draws on contemporary international human rights standards, industry case studies, legal proceedings, the work of international organizations, a growing academic literature and guest speakers to provide students with a preliminary introduction to this field. The course situates this emergent field within a historical context and offers students a critical lens through which to understand human rights advocacy as it relates to corporations. Students will write short response papers on the readings, co-lead seminar discussions and work on a final advocacy oriented research project of their choosing.
TIL: Community Justice Advocacy: Challenging Incarceration and Collateral Consequences
2 credits – Professor T. Johnson and Professor K. Dash
Individuals, their families, and their communities experience long-lasting negative effects as a result of a criminal conviction. These collateral consequences have an impact regardless of the length of an individual’s incarceration. There are approximately 48,000 people incarcerated in New York State and an enormous number of people detained in New York’s city and county jails pending a disposition of their case, all of whom are poised to undergo innumerable consequences as a result of their involvement with the system. Since imprisonment involves more than just one individual going to prison or jail this course will examine how criminal, family, immigration law, and public policy intersect to create harmful collateral consequences. We will explore the ways in which history, the implications of race and class on society, and prevailing social mores shape legislation and policy surrounding incarceration. This course will focus on courtroom and other advocacy strategies that lawyers can effectively utilize to help clients avoid or mitigate these consequences in court and the community.

TIL: Constitutional Torts
2 credits – Honorable J. Francis
A demonstrator is arrested without probable cause; a prison inmate is beaten by a guard; a public employee is terminated for complaining about race discrimination: what redress is available to someone whose constitutional rights are violated? This course will explore substantive and procedural issues in the litigation of constitutional torts under 42 U.S.C. § 1983 and under the rubric of Bivens v. Six Unknown Federal Narcotics Agents. Topics will include:
- The definition of state or governmental action
- Liability of individuals and governmental entities
- Incorporation of state tort principles
- State of mind requirements
- Immunity defenses
- Exhaustion requirements and abstention doctrines
- Enforcement of statutory and regulatory rights
- Available remedies
These and other issues will be examined in the context of cases involving due process, equal protection, free speech, search and seizure, and cruel and unusual punishment.

TIL: Creative Writing for Law & Social Justice
2 credits – Professor R. Robson
This course will concentrate on creative writing as contributing to social justice. We will explore and analyze pieces of creative writing in various genres. We will also discuss issues of balancing creative writing and law, revision, audience, and publication. The majority of the course is a workshop in which students will concentrate on producing their own writing and engaging in substantive critique and support of the work of other participants. The required work product is a collection of original creative writing of at least 20 pages (fiction, creative nonfiction, a major lyrical work, a play, or a collection of poetry).
TIL: Doctrinal approaches to Discrimination based on Race, Ethnicity, National Origin, and Gender Identities
3 credits – Honorable J. Rivera & Honorable J. Ellis
This course explores how legal doctrine has been informed by social constructs of personal and community defining identities, how the doctrine has shaped the rule of law, and whether law reform may properly be viewed through the prism of historical discrimination and bias. The first segment of the course will trace the history of our legal institutions as it relates to racially disparate outcomes in our justice system. We will consider the application of race-based paradigms and racialized legal constructs to other forms of self and community identification. The second segment of the course will look closely at discrete subject areas to determine whether the law as interpreted and applied results in disparate outcomes depending on identity. Students will consider such areas as criminal justice, fair employment legislation and enforcement, school desegregation and equity, fair housing, immigration policy and reform. The course relies on existing texts and supplemental materials assigned by the Professors. Students will be graded on a final paper, class participation, and in-class presentations.

TIL: Evidence, Injustice & Advocacy
2 credits – Professor N. Chernoff
In this course, we will study the oppressive history and application of a few selected rules of evidence. In particular, we will focus on the ways structural racism and sexism has influenced the development and application of evidence rules in criminal cases. Finally, we will also evaluate and generate strategies - both for transforming law and advocating within existing law - that are responsive to these injustices. Please note that this course requires participation and small-group activities in class, and has graded writing assignments for each class session. You do not need to have already taken Evidence to enroll in this course.

TIL: Gender Violence: Intersection & Collateral Issues
2 credits – Professors J. Goldscheid & J. Byssainthe-Charles
This seminar examines the ways gender violence intersects with multiple areas of law, policy and practice. The course will review the history of legal reforms used to address intimate partner and sexual violence in the US with a focus on the perspectives of survivors from traditionally marginalized communities. It will use the lens of law reform on selected topics of current debate to critically analyze theories, strategies, and doctrines aimed at ending gender violence and assisting survivors. We will draw on interdisciplinary theoretical and empirical frameworks to explore the tensions among them, the ways that strategies implicate conceptions of identity, equality, and autonomy, and intersect with issues of race, class, culture, sexuality and gender identity, among other aspects of a survivor’s experience. Students will study key issues, cases and commentary to analyze competing theories and strategies, and to understand the challenges facing survivors and their advocates. The seminar calls upon students to consider the successes and limitations of previous reform efforts and to conceptualize directions for the future. Students will have an opportunity to work on projects with a local or national NGO working on gender violence issues and will be encouraged to
develop written advocacy pieces such as an op ed, for extra credit. All students will draft a research paper on a topic of their choice.

**TIL: Lawyering & Social Movements**
*2 credits – Professor V. Goode*
Movement lawyering is not a new concept. Organizations like the National Lawyers Guild, the National Conference of Black lawyers and the Center for Constitutional Rights have practiced movement lawyering for decades. However, most students have been introduced to the concept after graduation, rather than in their course of study. Given the challenges that progressive lawyers are facing this course seeks to change that dynamic and study movement lawyering as theory and practice in conjunction with other disciplines that students acquire during their legal education. In this course, students will develop an appreciation for the complex relationship between law, lawyers, and social movements. We will explore the laws capacity and limitations in supporting social movements and the cultivation of a new civic imagination. As we do so, we will pay attention to the interconnections between social movements that address issues of race, gender, class, capitalism, imperialism, history and the law. We will take a theoretical and case-study approach, using contemporary and historical examples of social movements. While we will consider ways that legal strategies work to secure rights for marginalized groups, we will also study how law has been used to impede social movements. This course is open to all, but may be particularly useful to students who have developed a critique of the law and wish to develop their analysis more fully. The course will require active participation and will be taught more in the style of a graduate seminar than a traditional doctrinal class. Specific requirements will be indicated in the syllabus.

**UCC Survey**
*3 credits - Professor D. Zalesne*
This survey course covers two Articles of the Uniform Commercial Code: Article 2 (the sale of goods) and Article 9 (secured transactions). It is taught from the perspective of lawyers who will be representing consumers and small businesses. *This elective is highly recommended as preparation for the bar exam.*

**UCC Survey**
*3 credits – Professor N. Ota*
This course covers Article 2 and 9 of the Uniform Commercial Code. Specific topics covered include: sales contract formation, general construction, and interpretation; performance, breach, repudiation, and damages; remedies and warranties. This course will take a practical approach toward sales and security issues as they are likely to be encountered by attorneys in their first few years of practice as well as how these provisions are tested on the Uniform Bar Exam. *This is an elective that is highly recommended as preparation for the bar exam.*
Wills, Trusts & Estates
3 credits – Professor R. Storrow
(Pre-requisite: successful completion of Property)
This course covers the law regulating the inheritance of property through intestacy, testamentary succession (including testamentary trusts) and will substitutes and also covers inter vivos trusts and the obligations of fiduciaries. Examples, problems, and discussion will challenge students to use statutory provisions and case law from various jurisdictions to develop problem-solving skills and will also introduce them to the special ethical issues involved in this area of practice. As the greatest emphasis in the course is on the mastery of the relevant legal doctrine and an understanding of the underlying public policies, this is an elective that is highly recommended as one prepares to take the bar exam in any jurisdiction.

Wills, Trusts & Estates
3 credits – Shalini Deo, Principal Law Clerk to Judge, Surrogate's Court
(Pre-requisite: successful completion of Property)
This course covers the fundamental concepts and law regulating the ways that property may be passed upon death or otherwise transferred as part of an estate plan, including by will, trust, testa testamentary substitute, or via intestacy. A central goal of the course is to provide students with a foundational understanding of the lexicon and legal doctrine relevant to estates and inheritance, in particular as preparation for the Bar Examination. With a focus on New York State’s Estates, Powers, and Trusts Law and the Surrogate’s Court Procedure Act, this course will expose students to the basics of Surrogate’s Court practice, explore current and developing issues related to estate administration and definitions of family as relates to the right to inherit, and examine the implications and impact of this area of law on the communities that students may serve as lawyers.