To: Second Year Students  
From: Allie Robbins, Assistant Dean for Academic Affairs  
Subject: Choosing a Lawyering Seminar III  
Date: October 12, 2017

The Spring 2018 registration process includes the selection of your Lawyering Seminar III. Lawyering Seminar III is the bridge between your first-year Lawyering Seminars (which focused on the acquisition of basic lawyering skills) and the Clinics you will take in your third year (which require you to use your lawyering skills to represent clients in a supervised setting or to work in law offices under supervision). This packet contains descriptions of the seminars that will be offered this spring.

Information Session

To assist you in selecting a lawyering seminar we are holding an information session on Monday, October 30 in the Auditorium from 5:00-6:00pm. Faculty members from the seminar offerings will be present to provide additional information and answer questions. You are also encouraged to contact the seminar faculty individually if you have questions that are not answered during the information session.

Selection Process

The seminar selection process contains two parts. First, you will need to fill out a survey to select your top three choices. The survey can be found at: https://www.surveymonkey.com/r/LawSemIII-FT-2018.

Second, if you are applying for the Defenders Lawyering Seminar, the Economic Justice Project, or Trial Advocacy (Student Accountability Project) you must also complete separate applications. Those applications are attached. Both parts of the process must be completed by Thursday, November 2nd at 4:00pm. Defenders applications should be brought to V. Hill in the clinic in room 5-205H. EJP and Trial Advocacy applications should be brought to Vicki Hickey in the Academic Affairs Office, room 4-106.

If a seminar is over-enrolled based on the first choices of all students, enrollment decisions will be made through a modified lottery designed to give as many students as possible their first or second choices. Students who submit preference forms late will be assigned to under-enrolled seminars.
Defenders’ Seminar, Economic Justice Project, and Trial Advocacy

All Lawyering Seminar III’s are 4 credits. However enrollment in the Economic Justice Project Seminar requires students to simultaneously register for the 3 credit Public Benefits course. Similarly, enrollment in the Trial Advocacy Seminar requires students to simultaneously register for the 3 credit Student Advocacy Project course.

The Defender Lawyering Seminar is the prerequisite for the Defender Clinic. All students who successfully complete the Defenders Lawyering Seminar are automatically enrolled in the Defenders Clinic next fall.

Connection to Clinics

Only the Defenders Seminar is directly linked to a third year clinic, though other seminars give students preference in clinic registration. When determining enrollment for the Community Economic Development Clinic (CED), preference will be given to students who have taken Community Economic Development or Representing Non-Profit Organizations as their lawyering seminar. The Mediation Training for Law Practice is recommended but not required for admission into the Mediation Clinic. However, please note that students who take the Community Economic Development, Representing Non-Profit Organizations, or the Mediation Lawyering Seminar are not automatically enrolled in the CED or Mediation clinic and may choose a different clinic next year.

The applications for the Defenders, Economic Justice Project, and Trial Advocacy Seminars are enclosed, as are course descriptions for all seminars. If you have any questions, please do not hesitate to contact the Academic Affairs Office.

Evening Lawyering Seminars

We are offering four Lawyering Seminar III courses in the evening this spring – Defenders Seminar, Writing from a Judicial Perspective, Advanced Evidence and Trial Practice. Part-Time students have priority registration for the evening seminars. However, if space permits, we will allow full-time students to register. There is a place in the online survey to indicate if you would like to be considered for an evening seminar.
For students interested in the Economic Justice Project:

Please answer the following questions for the purposes of clarifying your interest and determining whether there may be an actual or apparent conflict with your work in the Economic Justice Project:

1. Have you interned with an agency of the City or State of New York while in law school? If so, where?

________________________________________________________________________________________________

________________________________________________________________________________________________

2. Are you currently engaged in active pursuit of employment with an agency of the City or State of New York? If so, please name the governmental entity.

________________________________________________________________________________________________

________________________________________________________________________________________________

3. Briefly describe your interest in EJP and any experience you may have in the areas of education, social welfare benefits and/or workers’ rights.

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Please return this form to the Academic Affairs Office (4-106) by 4pm on Thursday, November 2nd, 2017.
SPRING 2018
Trial Advocacy (Criminal) & Student Advocacy Project Clinic
APPLICATION

____________________________________________________________________________________

Student’s Name

CUNY Email

For students interested in the Trial Advocacy (Criminal) & Student Advocacy Project Clinic:

Describe your interest in this course. You may include, but are not limited to, experiences with educational or legal systems, or with youth, childhood development, special needs, juvenile justice, diverse communities, criminal justice?

Preparing for a suspension hearing can be intensive, often requiring evening and weekend work. Describe how you plan to manage this commitment.

Describe prior experience working in a team or small group, including how any relevant successes or challenges will inform your approach in this course.

Are you currently employed by an agency of the City or State of New York? If so, please name the agency.

Are you currently engaged in active pursuit of employment with an agency of the City or State of New York? If so, please name the agency.

Please return this form to the Academic Affairs Office (4-106) by 4pm on Thursday, November 2nd, 2017.
DEFENDER CLINIC DETAILS

PREREQUISITE: Defender Lawyering Seminar

Overview

The Defender Clinic is preceded by the Defender Lawyering Seminar. The Seminar is a four-credit class offered during the fourth semester. The Defender Lawyering Seminar emphasizes the NY Penal Law, the NY Criminal Procedure Law, practice in the New York City Criminal Courts, and representation of clients in a variety of social justice contexts. Upon successful completion of the Seminar, students will be enrolled in the Clinic. The Defender Clinic is a ten or twelve-credit class offered during the fifth semester. Bear in mind that Defender Clinic classroom hours may be held in the evening in order to maximize fieldwork availability.

The Clinic provides legal representation to indigent teenagers and adults through relationships with the Criminal Defense Practice divisions of the Legal Aid Society and Prisoners’ Legal Services of New York State. Practice areas may include:

* representing clients charged with misdemeanor offenses in the New York City Criminal Court,
* representing clients on appeal of their criminal convictions,
* representing clients placed in solitary confinement for long periods of time as a result of alleged prison disciplinary infractions,
* representing and assisting clients at parole proceedings,
* representing clients seeking clemency or a pardon,
* representing clients at school suspension hearings, and
* representing clients at civil forfeiture hearings

Student Defenders in the Clinic are supervised by Law School faculty who are assisted by the support staff of Main Street Legal Services (the law school’s Clinical program). Student Defenders represent clients pursuant to the Student Practice Order authorized by the Supreme Court, Appellate Division for the Second Department, in effect for both Main Street Legal Services and for the Legal Aid Society. In addition to direct client representation, students will be assigned to work with a community-based organization on a policy or practice issue relevant to the criminal justice system, or may work with outside organizations and practitioners on a trial, a direct appeal or a post-conviction matter. Students are also expected to research and write on an issue of significance to criminal defense practice. Field visits and presentations by guest speakers comprise part of the Clinic.

Objectives and Structure

The specific goals of the Clinic are to provide students with opportunities for: (1) applying and expanding, in a live-client context, skills acquired through prior simulation and in-class learning, especially interviewing and counseling, drafting of motions and memoranda of law, fact investigation, theory development, legal analysis, direct and cross examination and other oral advocacy skills; (2) examining the public interest practice and policy issues raised in a criminal justice system that overwhelmingly and disproportionately impacts poor people of color; and (3) focusing on the special professional responsibility
issues arising in the criminal defense role. In order to accomplish these goals, the students will engage in the following activities:

1. **Client Representation**

   Student lawyers handling misdemeanor cases conduct all aspects of the representation of their clients, including arraignment and bail hearings, factual investigation (interviews of client, family and witnesses; visits to the scene), negotiation with prosecutors, preparation of motions and legal memoranda, hearings, trials and sentencing advocacy. Student lawyers who represent incarcerated persons will be responsible for submitting clemency applications or filing administrative appeals of prison disciplinary hearing determinations (i.e., solitary confinement cases), and may have the additional opportunity to engage in civil litigation in the form of filing an “Article 78” petition. Student lawyers handling school suspension or civil forfeiture hearings will engage in all aspects of representation, from initial client interview through the final hearing. Student lawyers are expected to maintain updated, organized case files, participate in case rounds and regularly meet with Clinic faculty for individual case conferences. Students are accompanied by Clinic faculty at all court appearances.

2. **Classroom Instruction**

   The Clinic utilizes a combination of lecture, discussion, observation and simulation methods. Class explores the social and political aspects of the criminal justice system generally, and New York criminal practice in particular, as well as the full panoply of lawyering and trial advocacy skills (e.g., factual and legal investigation, trial preparation and development of a case theory, motion practice, direct and cross-examination, opening and closing statements, and sentencing advocacy). The culmination of the trial advocacy component of the Clinic is a simulated suppression hearing based on a case handled by a former Clinic student. Much attention is devoted to exploring professional responsibility of the criminal defense practitioner. Members of the judiciary, the local bar and other law schools periodically participate as guest lecturers.

3. **Writing Assignment**

   Students in the Defender Clinic are also expected to research and write about a subject of relevance to criminal defense or prisoners’ rights. Students work with Clinic faculty to structure their research and to produce rough and final drafts.

4. **Placement**

   In addition to in-house client representation for which students act as lead counsel, students will also assist outside counsel in various criminal justice matters. Typical placements include solo practitioners, small law firms, and criminal defense organizations (e.g., Bronx Defenders, Brooklyn Defender Service, Legal Aid Society, Mental Hygiene Legal Services, Neighborhood Defender Service of Harlem, Office of the Appellate Defender, Prisoners’ Legal Services).

**Admission Policy**

Admission to the Clinic is at the discretion of the Clinic faculty, following the completion of a clinic application, and, if necessary, an interview. No student who desires a career as a prosecutor will be automatically rejected. However, because of the potential for a conflict of interest, no student will be admitted to the Clinic who is currently employed, salaried or otherwise (including interning or externing), with a prosecutor's office or with any law enforcement agency. Please note that students who have accepted or applied for a school-year internship or post-graduate position with a prosecutorial and/or law enforcement
agency will be limited in their ability to be primarily responsible for direct individual client representation in the Clinic.

Representation of clients requires a working knowledge of the 4th, 5th and 6th Amendments. As a result, Criminal Procedure is a pre- or co-requisite.
Defender Seminar and Clinic Application Form

Name: ________________________________________________________________

Address: ___________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Phone #: __________________________________________

Email: __________________________________________

You may be required to participate in an interview as part of the Application process. You will be notified in advance if you need to make an appointment for an interview.

Do you have any special background in legal or non-legal employment, which might be relevant to the Defender Seminar and Clinic? If so, describe briefly and specify.

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Have you taken Criminal Procedure?

Yes _____  No _____

Will you need to work during your third year (if you know)? Yes _____  No _____

If so, how many hours per week?___________

Languages other than English:

   Oral Level of Fluency ________________________________

   Written Level of Fluency_____________________________

What are your learning goals for next semester and your third year?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

What are your career goals upon graduating?

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

Please answer the following questions. You may add any additional comments on separate pages. Incomplete applications will not be considered.

1. Why do you want to defend individuals charged with crimes?

2. In your own words, what is the responsibility of the defense attorney? What is the responsibility of the prosecutor?

Please be advised that students who have accepted or applied for a school-year internship or post-graduate position with a prosecutorial and/or law enforcement agency will be limited in their ability to be primarily responsible for direct individual client representation in the Clinic.
3. At arraignment, you meet your client for the first time. He is able to verify his family and other ties to the community. In fact, family members are present in court. You believe you can persuade the judge to release him without bail. Before going into court for the formal arraignment, you begin to schedule a second interview date with your client. He tells you not to bother, he is skipping town and will not be back. What do you tell your client? What do you say in your bail argument to the judge?

4. What do you expect to learn from the Defender Seminar and Clinic?

5. What past experiences have you had that you feel will assist you in the Defender Seminar and Clinic?
**Community Economic Development**
Professor Carmen Huertas-Noble  
Professor John Whitlow

The Community and Economic Development (CED) lawyering seminar is designed to prepare students for the third-year CED Clinic. Student must enroll in the CED lawyering seminar, Not-for-Profit lawyering seminar or EJP to qualify for enrollment in the CED Clinic.

The CED Clinic provides legal support to community-based organizational clients – such as nonprofit organizations, worker-owned cooperatives, tenant associations, and worker centers— that are creating viable neighborhood institutions and organizing for social and economic justice. The Clinic works with both start-ups and more established organizations on a range of matters – including incorporation, tax exemption, bylaws and contract drafting. The Clinic also provides strategic legal services to tenant associations in support of their efforts to preserve affordable housing and to worker centers in support of their efforts to prevent worker exploitation. Clinic clients and community partners have included Make the Road New York, Green Worker Cooperatives, the Acacia Network, the Urban Justice Center, Adhikaar and Brandworkers.

The CED lawyering seminar will have an intense focus on the acquisition of core lawyering skills within the context of community economic development practice. Through simulation-based work and in-class exercises, students will learn how to represent community-based organizational clients such as grass-roots non-profits, tenant associations and worker-owned cooperatives. Students will identify and resolve practical and ethical challenges, interview and counsel clients, and draft various legal documents, including incorporation and governance documents. Students will also focus on key legal areas related to the practice of community economic development law, such as nonprofit corporation law, the Internal Revenue Code, and various legal frameworks related to workers’ rights and the preservation of affordable housing. Throughout the semester, students will learn about theories and models of community lawyering, and will get an overview of how community-based organizations combine legal services and organizing.

Interested students should feel free to contact Professors Huertas-Noble.

**DACA and Beyond: Legal Responses to Changing Law, Policy and Practice In Immigration and Citizenship Law**
Professor Janet Calvo

This lawyering seminar will focus on identifying and evaluating options for legal responses to the rapidly changing immigration and citizenship law policy and practice. Students will be engaged in learning about the changes and how lawyers think about action-oriented responses. Because of the quickly changing legal and political landscape students and faculty will choose projects in the beginning of the semester that implement some options for action, so that a significant portion of the semester will be spent engaging in reality based work. One potential area of focus might be responding to and resisting the current changes in Deferred Action for Childhood Arrivals and Temporary Protected Status including the immigration, education, occupation, employment and health consequences for the populations affected.
Defender Lawyering Seminar and Clinic
Professor Nicole Smith
Professor Steve Zeidman

The Defender Lawyering Seminar, as a prerequisite for the Defender Clinic, prepares students to zealously and knowledgeably assist and represent indigent youth and adults in the New York City Criminal Court and in related prisoners’ rights and criminal justice contexts (e.g., challenges to solitary confinement; parole preparation and revocation hearings; criminal appeals; clemency and pardon applications, etc.). While direct client representation is primarily emphasized in the Clinic, Defenders in the Lawyering Seminar may also have the opportunity to represent young people at school suspension hearings brought by the NYC Department of Education, people facing the loss of their property and belongings at civil forfeiture hearings brought by the New York City Police Department, or incarcerated persons preparing for parole hearings or filing clemency applications.

The Seminar provides intensive instruction in constitutional and statutory analysis of New York Criminal Law and Procedure. Students learn lawyering and trial advocacy skills, including factual and legal investigation, research and writing, interviewing, counseling, and negotiating. An overview of the criminal process is accomplished by examining every phase of a criminal case, from arrest through trial, and examines the rights of those who are incarcerated.

Class trips and readings expose students to critical stages of a criminal case, and highlight the impact of the criminal justice system on poor communities of color. The pedagogical methodology consists of lecture, discussion, observation, and simulation. In addition to simulations and fieldwork, students explore the special ethical issues that arise in the criminal defense context. Students also research and write a memorandum of law that requires rigorous analysis of one or more sections of New York’s Penal Law.

All students who successfully complete the Defender Lawyering Seminar are automatically enrolled in the Defender Clinic. * Please see Defender Clinic Details Memo (attached).

Economic Justice Project
Professor Alan White
Professor Lynn Lu

The Economic Justice Project operates as a live-client clinic. Students enrolled in this seminar will represent project clients at administrative hearings challenging adverse actions against CUNY undergraduates who receive or have applied for public benefits. Preparation for these hearings will entail a substantial time commitment. In light of the required academic and clinical commitment, students enrolled in this seminar will receive a total of 7 credits, as explained below. If you select EJP, please do not undertake an internship commitment that requires more than one day a week of your time.

The Law School launched the Economic Justice Project (EJP) in response to the social justice crisis triggered by regressive welfare reform legislation enacted the late 1990s. One of the many tragic consequences of "welfare reform" in New York City was that it forced thousands of welfare recipients who had been pursuing CUNY degrees to quit school in order to fulfill workfare requirements, sweeping streets, cleaning parks and the like. Many of these students were single parents struggling to obtain the skills and credentials needed to secure living-wage employment, move their families out of poverty and improve the life chances of their children. Others were
teenagers or young adults in families so poor as to qualify for public assistance. EJP responded to this challenge on several fronts, providing direct representation to hundreds of CUNY undergraduates, collaborating closely with and supporting the organizing and political efforts of the Welfare Rights Initiative (WRI) and other grassroots organizations, and engaging in legislative and other systemic advocacy. The theory, genesis and structure of the Project are described in clinic founder Professor Stephen Loffredo’s article, *Poverty Law and Community Activism: Notes From a Law School Clinic*, 150 U. Pa. L. Rev. 173 (2001).

In March 2014, following years of advocacy by EJP and other community and advocacy organizations, the New York Legislature enacted a law (initially drafted by EJP) that, for the first time, allows welfare recipients to meet a substantial part of their “workfare” obligations through studies in four-year college. The adoption of the law has opened opportunities for thousands of families in poverty and, given the link between educational attainment and economic mobility, holds out the possibility of transformative change. A significant part of EJP’s work since then has focused on ensuring full and effective implementation of the new law. The current city administration has been eager to work with poor people’s advocates and organizations to improve the circumstances of low-income New Yorkers. This has presented an opportunity to participate in significant policy change, alongside our representation of individuals, and EJP will continue to engage in this process together with our grassroots advocacy partners.

Seminar students will participate in all aspects of the Project's advocacy. First, every seminar student will represent individual Project clients. (EJP students work collaboratively in “case supervision groups” typically composed of three interns.) The representation will entail rigorous preparation for and conduct of administrative hearings challenging official actions in individual client cases. We anticipate that each seminar student will represent several clients, with the expectation that the student will have the opportunity to conduct at least one administrative hearing during the course of the semester. These hearings are adversarial evidentiary proceedings at which seminar students will present direct testimony and documentary evidence, cross-examine opposing witnesses, make appropriate procedural and substantive objections to adverse evidence and offer oral and written argument. When appropriate, we will contest any negative hearing outcomes through appeals.

In addition to individual representation, seminar students will also select and participate in a "project workgroup" that engages in some broader or related form of advocacy relating to economic justice. Several of these project workgroups operate in collaboration with grassroots or other advocacy organizations. Project workgroups have included public outreach and organizing (including Know Your Rights sessions and intake clinics at various CUNY campus around the city); policy advocacy at the local, agency or state levels; and development of advocacy and litigation strategies and approaches focused on particular issues that affect our clients (e.g., domestic violence, disability, access to child care, employment, housing).

In recognition of the substantial time that students must devote to preparation and provision of live client representation, this seminar is coupled with a co-requisite 3-credit course on Social Welfare Law and Policy, known as Public Benefits. The two separate courses are actually taught together as one 7-credit program. In addition to representing CUNY undergraduates and doing project work, EJP students will prepare and conduct a simulated administrative hearing and write a post-hearing brief or memorandum. Grading is based on a combination of the simulation and students’ work on client cases and projects.
Mediation Training for Law Practice
Professor Beryl Blaustone
This lawyering seminar will focus on the theories of mediation, the development of mediation skills, applications to different substantive areas and the development of a critical lawyering perspective on the use of this process.

The use of mediation processes and mediation techniques within the legal system and in society generally has increased dramatically in the last thirty years. There is hardly any area of law practice where these processes are not operating. It is now common for lawyers to participate in mediations as advocates as well as serve as mediators, and many law firms designate one of their lawyers as a specialist who provides third-party intervener services. These specialists also assist trial attorneys in strategizing the handling of cases. There are now several successful national firms specializing in the mediation of particularly complex legal cases in such areas as discrimination, torts and commercial transactions. Furthermore, many private practitioners function in some cases as litigator and in others as mediator. Federal law requires federal district courts to incorporate these processes in civil litigation. Both state and federal courts commonly employ mediation or variations thereof in their settlement and diversion processes. Both state and federal administrative agencies are using mediation in their rule-making and adjudication processes.

The mediation process will be turned to by some lawyers more frequently than by others. Nevertheless, all lawyers should understand what mediation is, along with its limitations, so that they can make informed decisions regarding: when to use it, when not to use it, when to draft mediation clauses into legal documents and when to support or oppose particular legislative and judicial initiatives. It is also to the lawyer's benefit to consciously incorporate many of the skills commonly regarded as mediation techniques into his/her daily professional tasks. These skills promote proficiency in many of the core techniques for any good legal fact investigation and enable an attorney to move beyond the limits of adversarial positions and argumentative techniques. However, because the use of mediation skills leads to a fuller understanding of a dispute, these same skills contribute to better performance in adversarial proceedings as well.

This seminar examines all stages of the mediation process, focusing in particular on the functions of the mediator in each stage of the process. We will also devote significant attention to practicing the range of skills involved in doing mediation. Specifically, we will practice: opening statements and starting the process; effective listening and thorough fact investigation; issue framing; agenda-setting; brainstorming; evaluation of settlement options; and drafting of negotiated settlements. We will develop these skills as we prepare for and conduct a full, simulated mediation hearing. I also plan to have leading practitioners meet with us to discuss their significant cases and to give suggestions for career development in both the public and private sectors.

I began my mediation practice over three decades ago. I have taught mediation at several law schools and have conducted mediation trainings nationwide. I have served on several national, state, and local committees in the field. I continue to mediate employment discrimination, disability issues, attorney-client disputes and workplace disputes. My background is in these areas in addition to the broader range of case we handle in the Mediation Clinic. Students will thus be exposed to the current "hot" legal and policy debates taking place in the courts, the organized bar, and organized professional third-party neutral organizations.
**Students who take this course will be given strong preference for admission as third year law students into the Mediation Clinic, Main Street Legal Services, Inc. There will be an application process including an interview for those students who wish to enroll in the Mediation Clinic in their third year who have not taken this lawyering seminar.**

Interested students should feel free to contact Professor Blaustone.

**Representing Non-Profit Organizations: Lawyer as Facilitator, Counselor, Evaluator and Planner**

Professor Dinesh Khosla

Non-profit organizations have been influential in American society since colonial times. They wield considerable influence on various aspects of social and political life. They employ approximately 7% of work force in this country and generate revenues estimated at 9% of the gross national product. A large number of our graduates and current students work or aspire to work for non-profits that provide a range of services and are engaged in social reform activities.

This seminar teaches the legal processes and requirements of formation, dissolution, operation and governance of the non-profit organization. We also study the regulations impacting charitable solicitations, tax exemptions of non-profit organizations and private foundations (a vehicle increasingly used by the wealthy to promote their charitable agendas. For example the Bill Gates Foundation, Clinton Global Initiative, etc).

This lawyering seminar will engage students in a wide range of tasks lawyers representing not-for-profits are called upon to perform. Students will engage in a wide range of activities such as the interviewing and counseling involved in pre-formation planning and decision-making; drafting articles of incorporation, mission statements, by-laws; preparing the filings necessary to obtain 501(C)(3) status; collecting and evaluating information and data to assist the organization in developing efficient internal governance processes and evaluating the effectiveness of their operations; reading and interpreting financial reports and business plans; learning to lead the organization. Students will be encouraged to draw on experiences and connections they have with not-for-profit organizations for use by the class and/or on individual projects to provide real-life context for this learning.

**Ideas relating to the non-profit sector are conceived and executed in this seminar. In the last five years at least six new organizations were created by members of this seminar. Among the well known are COMMON LAW, SEVA, GAY AND LESBIAN ELDER SERVICES ORGANIZATION, TAX JUSTICE FOR RENTERS (in process), A CLEARING HOUSE FOCUSED ON THE FAILURES OF HMO’S TO REIMBURSE.**

Dinesh Khosla is the Executive Director of the SDK Foundation for Human Dignity which provides for the educational and basic needs of poor children, and funds program activities to promote cross-cultural understanding. In late 2015, SDK Foundation for Human Dignity launched Artistic Freedom Initiative, a project to represent Artists at risk of persecution in various parts of the world. As of date, over 20 artists have been granted asylum and are in the process of re-establishing their lives as beacons of freedom of expression. Professor Khosla has been instrumental in the rehabilitation of approximately 2,000 apartments with the goal of providing affordable and dignified living conditions for those with limited incomes. He has also been successful in creating and supporting over 20 projects in rural India aimed at economic and social liberation of the poor. He is
a founder of India Heritage Center, a new not for profit organization, dedicated to building a Museum of the Journey of People from India to the United States.

**Trial Advocacy (Criminal) & Student Advocacy Project**

**Professors Babe Howell and Annemarie Caruso**

This year Trial Advocacy Seminar and the Student Advocacy Project Seminar will be offered as co-requisites to students who will both learn trial advocacy skills and use these skills to advocate for NYC K-12 students. Both seminars must be taken together. There is an application. Annemarie Caruso a CUNY graduate and Skadden Fellow working on educational access in Western Queens will co-teach and co-supervise this offering with Babe Howell. The course will be very demanding.

**Trial Advocacy (Criminal Litigation Skills)**

In this course, students work with simulated materials to prepare, execute and critique each of the important segments of a criminal trial, and learn the important interplay of courtroom advocacy skills and legal analysis. Students will research, write, and revise a substantial brief.

Students work in pairs to prepare for and conduct two trials (as prosecutors for one trial and as defense attorneys for the other). Teams must develop a theory of the case, prepare for and conduct jury selection, deliver opening statements, prepare witnesses for direct and cross examination, prepare and deliver or respond to a trial order of dismissal, draft and submit proposed jury instructions, and deliver a closing statement.

In preparation for the simulated trials, some seminar sessions will focus on particular trial skills such as witness preparation, objections, impeachment, and use of exhibits. In addition, the students will read and apply law on substantive criminal offenses, evidentiary issues, jury selection, ethical issues, and use of experts.

**Topics in Law: Student Advocacy Project Clinic**

The Student Advocacy Project Clinic will have a classroom component that focuses on education rights and suspension representation, issues relating to advocacy for juveniles, and the historical and current educational policy debates.

The clinical component to the seminar will allow enrolled students to represent New York City public school students in suspension hearings under the auspices of Main Street Legal Services (the CUNY Law clinic). These adversarial administrative hearings and criminal trials have several common components including delivering opening and closing statements, presenting direct testimony and documentary evidence, cross-examining opposing witnesses, and making appropriate objections to adverse evidence. We anticipate each pair of students will have one suspension client during the semester but cannot guarantee this.

A final component to the Student Advocacy Project Clinic will be forming working groups to focus on broader policy and advocacy issues regarding student rights.