Course Descriptions
And
Program Planning
Information
To: Second and Third Year Students
From: Academic Affairs Office
Re: Course Descriptions and Program Planning Information
Date: November 1, 2018

This packet "Spring 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 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.

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 and all required lawyering seminars. 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](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)**
- Real Estate Transactions (3 cr.)
- UCC Survey (3 cr.) and
- Wills, Trusts & Estates (3 cr.)
- ALA taken with Core Doctrine (4+1 Cr.)

** Professional Responsibility is only a bar elective for students matriculating before fall of 2015.

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
• ISD: 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. If Criminal Procedure I is unavailable, please contact the Defender Clinic Director, Professor Steve Zeidman.

• 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.

Best of luck as you proceed with your coursework!

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>Third Semester</th>
<th>Fourth Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence</td>
<td>Public Institutions</td>
</tr>
<tr>
<td>Const’l Structures</td>
<td>Law Sem III</td>
</tr>
<tr>
<td>Bar Elective</td>
<td>Property</td>
</tr>
<tr>
<td>Bar Elective</td>
<td>Prof Resp</td>
</tr>
</tbody>
</table>
### Fifth Semester
- Bar Elective: 3 cr.
- Clinic: 12 cr.
- Total: 15 cr.

### Sixth Semester
- Elective: 2 cr.
- CORE Doctrine: 4 cr.
- ALA: 1 cr.
- Elective: 2 cr.
- 2 Bar Electives: 6 cr.
- Total: 16 cr.

**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.)

#### Third Semester
- Evidence: 4 cr.
- Const'l Structures: 3 cr.
- Property: 4 cr.
- Elective: 3 cr.
- Total: 16 cr.

#### Fourth Semester
- Public Institutions: 3 cr.
- Law Sem III: 4 cr.
- Bar Elective: 3 cr.
- Bar Elective: 3 cr.
- Total: 16 cr.

**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.)

#### Third Semester
- Evidence: 4 cr.
- Const'l Structures: 3 cr.
- Public Institutions: 3 cr.
- Elective: 3 cr.
- Total: 13 cr.

#### Fourth Semester
- Law Sem III: 4 cr.
- Property: 4 cr.
- Bar Elective: 3 cr.
- Prof Resp: 2 cr.
- Ind. Study: 1 cr.
- Total: 14 cr.

#### Fifth Semester
- Clinic: 8 cr.
- Prof Resp: 2 cr.
- Bar Elective: 3 cr.
- Total: 13 cr.

#### Sixth Semester
- Clinic: 8 cr.
- CORE Doctrine: 4 cr.
- ALA: 1 cr.
- Elective: 3 cr.
- Total: 16 cr.
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>Third Semester</th>
<th>Fourth Semester</th>
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<tbody>
<tr>
<td>Evidence 4 cr.</td>
<td>Property 4 cr.</td>
</tr>
<tr>
<td>Constructs 3 cr.</td>
<td>Public Institutions (3 cr.) OR</td>
</tr>
<tr>
<td>Lawyering Seminar II 4 cr.</td>
<td>Professional Responsibility (2 cr.) OR</td>
</tr>
<tr>
<td>Total 11 cr.</td>
<td>Law Sem III (4 cr.) OR Elective (2/3 cr.)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Fifth Semester</th>
<th>Sixth Semester</th>
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</thead>
<tbody>
<tr>
<td>Public Institutions (3 cr.) OR</td>
<td>Professional responsibility (2 cr.) or</td>
</tr>
<tr>
<td>Professional Responsibility (2 cr.)</td>
<td>Electives (3 cr. – 9 cr. total) OR</td>
</tr>
<tr>
<td>OR Electives (7 cr. - 11 cr. total), OR</td>
<td>Law Sem III (4 cr.)</td>
</tr>
<tr>
<td>Clinic (10 cr.)</td>
<td>Total 9-11</td>
</tr>
<tr>
<td>Total 10/11</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Seventh Semester</th>
<th>Eighth Semester</th>
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</thead>
<tbody>
<tr>
<td>Professional Responsibility (2 cr.)</td>
<td>CORE/ALA (5 cr.)</td>
</tr>
<tr>
<td>OR Electives (7 cr. - 11 cr. total), OR</td>
<td>Electives (5-6 total)</td>
</tr>
<tr>
<td>Clinic (10 cr.)</td>
<td>Total 10/11</td>
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<tr>
<td>Total 10/11</td>
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</table>

Sample E – Part-time students – This sample outlines options for part-time students who matriculated in the Fall 2016/2017 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>Third Semester</th>
<th>Fourth Semester</th>
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</thead>
<tbody>
<tr>
<td>Evidence 4 cr.</td>
<td>Property 4 cr.</td>
</tr>
<tr>
<td>Constructs 3 cr.</td>
<td>Public Institutions (3 cr.) OR</td>
</tr>
<tr>
<td>Law and Family Relations (LFR)</td>
<td>Professional Responsibility (2 cr.) OR</td>
</tr>
<tr>
<td>2 cr.</td>
<td>Law Sem III (4 cr.) OR Elective (2/3 cr.)</td>
</tr>
<tr>
<td>Total 9 cr.</td>
<td>Total 10/11</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fifth Semester</th>
<th>Sixth Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Public Institutions (3 cr.) OR Professional responsibility (2 cr.)
Professional Responsibility (2 cr.) Electives (3 cr. – 9 cr. total) OR
OR Electives (7 cr. - 11 cr. total), OR Law Sem III (4 cr.)
Clinic (10 cr.) Total 9-11

Seventh Semester

Eighth Semester

Professional Responsibility (2 cr.) CORE/ALA (5 cr.)
OR Electives (7 cr. - 11 cr. total), OR Electives (5-6 total)
Clinic (10 cr.) Total 10/11

Total 10/11

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.

Course Credits
Business Associations 3 cr.
Criminal Procedure I 3 cr.
Law Review 2 cr.
Moot Court 2 cr.
New York Practice 4 cr.
Real Estate Transactions 3 cr.
Wills, Trusts, and Estates 3 cr.
UCC Survey 3 cr.

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
Pro Bono Scholars Program

Registration for the Pro Bono Scholars program will be in the spring. We do not yet know which clinics will participate and thus we do not yet know how many students we will be able to accommodate.

Second year students interested in the Pro Bono Scholars program will, at a minimum, need to meet the following requirements:

1. Be in good standing, and never have been on academic probation.
2. Have both a third semester GPA of 3.0 or above and a cumulative GPA of 3.0 or above at the end of their third semester.
3. Have successfully completed all required first and second year courses.
4. Have successfully completed at least two bar electives prior to the start of the fall 2018 semester.
5. Have successfully completed Professional Responsibility prior to or during the start of the fall 2018 semester.
6. Completed a minimum of 58 credits prior to the start of the fall 2019 semester.
7. Not have any outstanding incomplete grades by the start of the fall 2019 semester.

The Academic Dean and the Dean of the Clinic will, in consultation with the faculty in the participating clinics, select the students who will participate in the Pro Bono Scholars Program. The selection will be guided by 1) our understanding of the likelihood a student will successfully and professionally complete the entire program, including passing the February 2019 bar exam and managing the minimum of 45 hours per week commitment during the 12 week period directly after the bar exam; 2) the student’s explanation of their commitment to the clinic or concentration subject areas; and 3) the openings within each program.

Summer 2019 Evening Elective Offerings

To facilitate your planning, listed below are some of the electives we hope to offer in the summer of 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>Credits</th>
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<tbody>
<tr>
<td>TIL: Advanced Topics in Legal Writing</td>
<td>3 cr.</td>
</tr>
<tr>
<td>Criminal Procedure</td>
<td>3 cr.</td>
</tr>
<tr>
<td>Health Care Advocate</td>
<td>2-3 cr.</td>
</tr>
</tbody>
</table>
Independent Study 1-3 cr.
New York Landlord-Tenant Law 3 cr.
Professional Responsibility 3 cr.
Public Interest/Public Service 2-3 cr.
Real Estate 3 cr.
TIL: Trial Advocacy 3 cr.

SECOND YEAR REQUIRED COURSES

**Administrative Law/Public Institutions and Law (Evening)**
3 credits – Professor N. Gomez Velez
This course provides an overview of administrative law, the legal rules and procedures that govern administrative agencies. The course will cover the creation and functions of federal and state administrative agencies, their rulemaking, adjudicatory and policymaking functions, executive and legislative oversight and judicial review of agency action. This course satisfies CUNY Law School’s administrative law graduation requirement.

**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.

**Property: Law and the Market Economy III (Day)**
4 credits – Professor R. Bratspies
Property gives students a thorough grounding in all aspects of property law via an exploration of the conflict between private ownership and the public interest in two distinct jurisprudential arenas: (1) the concept of title and its role in defining interests in personal property, present and future estates in land, and lesser interests in land such as leaseholds and servitudes, and (2) the zoning powers of government and the constitutional law of eminent domain. The course also examines the public policy restraints on ownership embodied in nuisance law and proscriptions on housing discrimination. Finally, the course explores the legal relationships between buyers, sellers and lenders in real estate transactions. Class discussion will foreground the difficulty of balancing private interests in ownership with the public interest.
**Property: Law and the Market Economy III (Evening)**

4 credits – Professor A. McArdle

This course surveys the fundamentals of property law in a system based in common law. It will focus attention on rules for (1) creating rights in property (both real and personal), such as discovery, capture, find, gift, and adverse possession, (2) holding an interest in property, including possessory estates, future interests, concurrent ownership, and leaseholds, (3) financing and transferring interests in land, and (4) setting land-use controls, including the law of easements and servitudes, nuisance, zoning, and eminent domain. The goal of this course is to develop familiarity with, and to be able to explain and apply, basic concepts and rules relevant to property law, including the social, moral, and economic policies that gave rise to legal rules and affect their continuing application. The course will also consider ways in which the concept of property is culturally constructed, including alternative formulations to market-based property rights.

The class will include regular opportunities to review material. Grading will be based on several short quizzes during the semester consisting mainly of multiple-choice questions, with some attention to essay drafting; a short reflection essay on social-justice and policy issues implicated in property law; class participation; and a final exam consisting principally of essay questions with some multiple-choice questions.

**Lawyering Seminar III**

4 credits – (Spring) (Day and Evening)

These seminars, similar in structure to the first-year Lawyering Seminars, provide a framework for studying the ways that lawyers work and think. Built around specific doctrinal areas and skills, they teach the fundamental lawyering skills of legal analysis, legal research and writing, fact investigation and presentation, and advocacy or mediation. Beyond that, the courses introduce students to qualitative skills such as: listening (to clients, adversaries, others), exercising judgment and reflecting on one's decisions, and engaging in the process of ethical reasoning. While focusing students’ attention on the development of their skills as lawyers through student work on simulated or real client problems, the courses are also designed to develop students’ critical awareness of the social, legal, ethical, and psychological content of their work. Students examine the philosophical, political and psychological premises of the lawyer's status and role, as expressed in the Code of Professional Responsibility. The objective is to teach what has been thought of simply as "skills" training in a way that does not fragment skills from values, but combines the acquisition of skills with the beginning of an inquiry into professional role and responsibility that will be carried on throughout the three-year program. All seminars are offered for 4 credits and provide students with the opportunity for substantial legal writing experience.

**SECOND/THIRD YEAR ELECTIVE COURSES**

**Advanced Clinic**

2-4 credits

Is 2-4 credits and requires prior approval of the Clinic Director, Clinic Dean, and Academic Dean. Advanced clinic is limited by a 4-1 student-faculty ratio and by the case and project docket of the
individual clinic. In addition, student selection is based on several factors including fourth semester cumulative gpa, work in the fall clinic, consistent level of performance in doctrinal and experiential courses, and the number of bar electives the student has successfully completed.

**Advanced Evidence Seminar**
*2 credits – Professor N. Chernoff*

The New York Law Journal described today’s courtroom as existing in “an era when science is bombarding civil and criminal courts and judges are frequently asked to ponder theories posited by expert witnesses.” This is particularly true in criminal cases, and the American Bar Association has accordingly stated that “No attorney can try criminal cases today without a grounding in scientific evidence.” In 2009 the Supreme Court echoed these concerns and recognized that “[s]erious deficiencies have been found in the forensic evidence used in criminal trials,” and that “[t]he legal community now concedes, with varying degrees of urgency, that our system produces erroneous convictions based on discredited forensics.” Part of the problem, according to the ABA, is that “[u]nfortunately, exposure to forensic science is typically not provided in law school.” (Sources for quotes available in the course syllabus.)

This class provides that exposure to forensic science and will help prepare you to use and challenge expert witnesses. The first part of the course will cover the Federal Rules of Evidence that relate to testimony from expert witnesses and the standards that govern the admission of forensic evidence in state and federal courts. The second part of the course will focus on recent critiques of the forensic sciences, and consider the role of expert witness in specific areas of forensic science, possibly including bite-mark evidence, arson investigation, eyewitness identification, and fingerprints.

Students’ grades will be based on (1) a mid-semester quiz covering the rules for expert witnesses and forensic evidence; (2) written reflections for every class based on the reading assignments; (3) two legal writing assignments; and (4) participation in class discussions. Please note that class participation and class attendance are required for students who choose to enroll in this course.

**Advanced Legal Research (Hybrid)**
*2 credits – Professor D. Cox*

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. This class will be taught as a hybrid course using both online and in-person learning. 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. For more information, see the class website at [http://alr.legalresearch.nyc](http://alr.legalresearch.nyc).

**Business Associations**
*3 credits – Professor D. Zalesne*

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 the American
corporation. While the course looks primarily at small business corporations, some attention is paid to large corporations, and to charitable, religious, and other uses of the corporate form. The course covers only briefly sole proprietorships, partnerships, and other non-corporate forms of doing business. The major focus will be on shareholder rights and duties, on the duties and responsibilities of corporate directors and officers, and on 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 corporation.

**Capital Punishment and the Courts**
3 credits – Professor J. Kirchmeier

Even as new studies challenge the fairness of capital punishment proceedings, there remains nearly 3,000 people on death rows throughout the United States. This course will focus on court decisions about substantive and procedural issues arising in capital cases, with an emphasis on the Eighth Amendment and the writ of habeas corpus. The class will consider historical, policy, and constitutional issues regarding the death penalty and related laws, such as the federal Anti-Terrorism and Effective Death Penalty Act. Further, the course will examine the role of attorneys and all phases of capital litigation, including trials, appeals, state post-conviction proceedings and federal habeas corpus proceedings (with many topics relevant to criminal law lawyers in all areas). Additional subjects will include juveniles, intellectual disability, innocence, insanity, and racial disparities in capital cases. Evaluation in the course will be based upon class participation, a mid-term project and a final 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 F. Nassor Hayat

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 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.

**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.

**Disabilities and the Law**

*2 credits – Professor R. Briglio*

This course will cover basic areas of the major disability rights laws protecting the civil rights of persons with disabilities including the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, the Federal Fair Housing Amendments Act (FHAA), and Individuals With Disabilities Education Act (IDEA) The antecedents of the disability rights laws found in cases involving federal due process and equal protection will be reviewed at the outset of the class, and the failure of the federal constitution to adequately protect persons with disabilities from discrimination explored. The three core areas of the ADA protecting the legal rights of persons with disabilities will be covered - employment, government programs and services, and public accommodations. U.S. Supreme Court and other precedent will be reviewed. Emphasis will be placed on the ADA provisions instrumental in ending mass institutionalization of persons with disabilities. Similarly second circuit precedent applying the FHAA will be reviewed. Significant time will be spent analyzing the procedural and substantive protections of the IDEA as it is a rapidly growing area of federal civil rights practice for persons with disabilities in the New York region. The concept that a student with a disability is entitled to a free, appropriate, public education (FAPE) under the IDEA will be explored including both procedural and substantive protections. Students will have the opportunity to engage in a simulated due process hearing involving IDEA issues and draft a post-hearing memorandum of law in support of the parties’
contentions at the hearing. Students will also have the opportunity to draft an ADA/FHAA federal court complaint.

**Immigration and Citizenship Law**

*2 credits – Professor J. Calvo*

This course is designed to give students an overview of immigration and citizenship and the legal consequences of non-citizen status. The course will also focus on the current controversial changes in immigration policy and the litigation and proposed legislation in response. The course will selectively address some of the underlying race, ethnicity, gender and sexual orientation issues in immigration and citizenship laws. It will cover topics such as, Citizenship by Birth and Naturalization, Dual Nationality, Family Based Immigration, Employment Based Immigration, Refugees/Asylees, the Process of Becoming a Permanent Resident, Deferred Action for Childhood Arrivals, the Constitutional Basis of Immigration Regulation, and an Overview of Exclusion and Deportation. The course will also address some of the state attempts to limit or expand the rights of non-citizens, especially in the areas of access to health care, education and professional licensing including bar membership. Evaluation in this course will be based on a final take-home examination, class participation and a weekly written reflection on the issues in the assigned reading.

**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.

**Law Review Editing**

1 credit – Professor A. McArdle and 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 as a Credit/No Credit option.

**Prerequisite or Requisite: 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 – Professor A. Robbins and Professor M. Main

This course 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.

**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 regular participation in oral argument practices. Before registering for a competition and for credit, students must have successfully completed the CUNY Moot Court summer 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. 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 Landlord and Tenant Law**
3 credits – Professor G. Louis
In a city where negotiations of the market with community and humanity have always been the bellwether of national housing policy, the law serves as a social lens. This course is a comprehensive survey of New York City housing law from the standpoint of critical legal studies. It traces and historically situates the development of legal doctrine from caveat lessee to government regulated or subsidized housing and actions in ejectment to special proceedings and administrative hearings. Through study of texts, students can appreciate the law both as expounded by policymakers and as experienced by renters. With its special emphasis on rent-stabilized housing, the course prepares students to think of housing law as practitioners within the
legal services and poverty law contexts, a perspective especially useful in this era of the housing “right to counsel.”

**Pre Bar Seminar Guided Study (Pro Bono Scholars only)**
1 credit - Professor A. Robbins & Professor M. Main
The Pre Bar Seminar II builds upon the skills and doctrine students learn in Core Doctrine. Each student will meet with a professor individually at least once per week for two hours. During these sessions, students will complete an essay, performance test, and/or series of MBE questions. Students will then get immediate feedback on their work, will discuss doctrinal areas of concern, and will go over study schedules and strategies. The course is designed to keep students on track with their bar study and prepared for the February bar exam pursuant to the Pro Bono Scholars program requirements.

**Pro Bono Scholars Clinic (PBS Students Only)**
12 credits – Professor C. Soohoo and Professor L. Davis
Students must be participants in the Pro Bono Scholars Program to enroll in this clinical offering. Client, project work, and a seminar component are combined in the clinic. Students are expected to work full-time for indigent clients under the supervision of the placement supervisors to whom they have been assigned. Over the course of the 12-week program, students are expected to devote at least 45 hours per week to work related to their placement and the seminar component. Seminar coverage will include relevant doctrine, ethical and professional responsibility, practical legal skills, and case rounds.

**Professional Responsibility**
2 credits – Professor N. Smith (Day)
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**
2 credits – Professor F. Siegel (Evening)
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.

**Race & the Law**
3 credits – Professor P. Edwards
The purpose of this seminar is to introduce students to the study of race and the law. Our text, Race and Races is considered a seminal work in this field. The idea that race played a central role in the law other than traditional civil rights cases was antithetical to prevailing legal theory. The late Professor Derrick Bell began to change this view with his publication of the first race and law text, and his insistence on teaching doctrine from a race conscious perspective. Professor Bell's work laid the foundation for the emergence of the Critical Race Theory movement in legal scholarship and his work continues to influence this course. Critical race theory generally refers to the study of the ways in which racial concepts and ideas operate across social institutions and practices, including but not limited to the law and our legal institutions. Critical race theory is an attempt to develop critical tools for analyzing the racial effects of legal as well as other practices, which appear neutral, objective or colorblind, but have a disproportionate impact on a particular racial group.

Goals of the course: This course provides students an opportunity to explore in greater depth some of the issues or themes concerning race that may have surfaced in other courses. One goal is to learn how to explore legal doctrine from a race conscious perspective. The emerging Critical Race Theory movement was founded precisely as a vehicle to overcome some of those obstacles and to demonstrate how issues of race and color are indeed central to the evolution and operation of legal theory.

**Rights of Low-Wage Workers**
2 credits – Professor S. Lung
The restructured economy has had deleterious consequences for workers. This trend is accelerating as businesses, government, and courts gut worker protections. Today’s U.S. workforce is comprised of ever-expanding numbers of unemployed and under-employed workers, and overworked workers in low-wage jobs, often non-unionized, and lacking the most basic protections and benefits. The roles of contingent, subcontracted, incarcerated, and immigrant workers are key features of a “flexible” sweatshop economy. Employers rely increasingly on these groups of workers to circumvent laws on wages and hours, anti-discrimination, unemployment insurance, workers’ compensation, and the right to organize. This course examines the laws governing employment relationships and the legal obstacles that marginalize and exclude immigrants, women, workers of color, and contingent workers from many protections. Employment laws rest on restrictive regulatory and judicial definitions of who is an employee and who is an employer. Similarly, employers have claimed that the National Labor Relations Act and Fair Labor Standards Act do not cover various immigrant workers because they do not qualify as “employees.” Employers also try to shed their legal status as “employer” by claiming that those performing services for them are independent contractors instead of employees. At the same time, the law has treated the labor of certain workers -- incarcerated workers and the work of women as domestic and companionship care workers -- as not work or less than work.
Even when employment and labor laws apply, weaknesses in the enforcement regulatory schemes abound. This will be another area of our study. The resources for enforcement are scarce, penalties on employers are lax, and the obstacles that confront workers who assert their rights are onerous, especially if they are undocumented, isolated, marginalized, or viewed as “disposable.”

Throughout the course, we will identify how employers use race, gender, class, and citizenship to divide workers, how current labor and employment laws perpetuate these divisions, and how communities are fighting back to overcome these divisions. We will explore the role of progressive lawyers in pushing back against repressive laws and court decisions in the context of labor and employment. The focus of the course is to (1) explore gaps in our current regime of labor and employment laws for advancing the rights of workers; and (2) examine litigation strategies, legislative proposals, and organizing campaigns for expanding the rights of immigrant workers, women workers, workers of color, and other low-wage workers. We will study the intersections between immigration and labor/employment laws by examining the Immigration Reform and Control Act of 1986, Fair Labor Standards Act, and National Labor Relations Act. We will also study selected provisions of the New York Labor Law. The course goals are to foster independent thinking about the relationship between law reform, policy, and organizing; to explore frameworks for advancing the rights of workers; and to discern how law promotes the subordination of workers' interests to employers' interests, and despite this, the possibilities for using law to achieve justice and dignity at work.

**Small Firm Practice**

**3 credits – Professor L. Gentile**

Students will design a law practice and draft a business plan for their firm. Students will interview an expert in a specialty relevant to the planning and running of a law practice, summarize their findings in writing and make a brief presentation of their findings in class. Drawing on the experience of CUNY graduates and others who have started small community based practices, and experts who provide services to law firms, students identify and manage the legal, business, ethical, and professional considerations that confront small firm practitioners. Topics include: identifying the type of practice, locating a practice, finding space, identifying the right partners and drafting partnership agreements, financial management, risk management, client management, employee management, stress management, management, ethical considerations (including the management of escrow accounts), choosing the right malpractice insurance, billing and collections, among other issues. Students draw on readings, lectures, discussions, and outside sources to develop the business plan for starting each student’s unique profit or non-profit law firm. In the past, the business plans have been used to apply for grants, loans, and as a blueprint for new practices. 10% of grade is based on class participation.

**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. Grading 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: CLEAR**

2 credits – Professor R. Kassem, Professor N. Ahmad and Professor T. Ismail

CLEAR is a project of Main Street Legal Services, Inc. founded in 2009 by CUNY students and faculty to address the legal needs of Muslim, Arab, South Asian, and all other communities in the New York City area that are particularly affected by so-called “national security” and “counter-terrorism” policies and practices. Law enforcement agencies’ use of informants, undercover officers, predatory prosecutions, surveillance, watch lists, passport confiscations, immigration holds, and human mapping without concrete suspicion of criminal wrongdoing has diluted the basic rights of many New Yorkers and damaged community life and civic participation. Accordingly, CLEAR is committed to a philosophy of community lawyering that dictates holistic support driven by community aims and priorities. CLEAR uniquely combines legal representation (over 350 clients served) and litigation with public education and advocacy (over 150 know-your-rights workshops at nearly 75 different community sites so far), as well as research in support of community organizing initiatives and to promote change in current policies and practices. Because CLEAR handles challenging, cutting-edge cases with no easy solutions, they become “impact” cases, and a breakthrough in one case can have ramifications in dozens of others nationwide. CLEAR students and supervising attorneys have developed expertise in handling sensitive and challenging advocacy on behalf of clients and partner communities.

Current second-year students can enroll in CLEAR as a clinical add-on topics-in-law course (TIL) for 2 or 3 credits. Current third-year students who are enrolled in a one-semester clinic or practice clinic in Fall 2018 can enroll in CLEAR in Spring 2019 as a topics-in-law course for 2 or 3 credits or join CLEAR in partial satisfaction of their advanced clinic requirements, subject to instructor approval. Current third-year students who are enrolled in a two-semester clinic can join CLEAR in partial satisfaction of their “home” clinic requirements, subject to instructor approval. The CLEAR topics-in-law course can only be taken for credit once during a student’s tenure at the law school. Finally, all students are able to join or remain in CLEAR on a “volunteer” basis, for no credit, or for independent study credit, if appropriate, as has been CLEAR’s practice since its inception. Students have typically participated in CLEAR for two semesters or more.
Students in CLEAR are required to attend our weekly, 90-minute “Plenary” meetings. Plenary will be devoted primarily to clinical rounds and lawyering simulations, with critical discussion of doctrine, legislation, regulations, policy, and trends on the following topics, among others:

- Law enforcement policies and practices in relation to security and counterterrorism
- Over-policing of communities of color
- Surveillance and its societal effects
- Federal watch lists
- Material support statutes and predatory prosecutions
- Alternatives to incarceration in material support cases
- Interrogating “terrorism” and “radicalization” concepts
- Grand jury representation
- Delays and denials on purported security grounds in the immigration system
- Requests and litigation under freedom of information statutes
- Exporting the U.S. security state
- Community lawyering
- Information and communications security best practices

Each student who enrolls in CLEAR would be expected to represent and counsel at least two clients and facilitate at least one rights awareness workshop at a community site.

**TIL: Climate Change, Human Rights and the Law**

2 credits – Professor R. Bratspies

According to the Intergovernmental Panel on Climate Change, the global community has a short window to act and avert catastrophic climate change. This seminar will identify the legal regimes implicated by climate change, and will discuss the link between climate change and the realization of human rights. Students will gain exposure to the specific challenges that climate change poses to domestic and international legal systems. Students will grapple with how law must change in order to mitigate future climate change while simultaneously adapting ongoing changes. Among the specific challenges this course will consider are questions of climate justice, intergenerational equity, and climate-induced migration. Students will debate the pros and cons of using a human rights approach, and will discuss the plight of vulnerable populations, especially indigenous peoples and climate “refugees,” within a human rights framework.

**TIL: Health Justice**

2 credits – Professor D. Levister

This course may be of interest to students who are interested in identifying how aspects of health may become the foundation for legal advocacy and reform. Topics covered will include: disability determinations, access to health care for all, maternal morbidity & mortality, the legalization of marijuana and current responses to the opioid epidemic. The course will explore the political, theoretical, and historical contexts of the law relevant to these topics with the goal toward identifying potential avenues for policy change, reform and client advocacy. The course approach will be to engage in dialogic discourse. Students will be graded on a final paper, regular class participation, and an in-class formal presentation.

**TIL: Housing Justice Practicum**
3 credits – Professor J. Whitlow
The Housing Justice Practicum is intended to familiarize students with landlord-tenant legal practice in the context of the crisis of affordable housing, which will be viewed through the lens of economic and racial justice. The course is comprised of a weekly seminar and an externship with a housing legal services provider, which together facilitate the acquisition of concrete skills, knowledge, experience, and connections in a vital and rapidly growing area of public interest law.

The substance of the seminar portion of the course will be interdisciplinary and divided into three areas, which will interlock throughout the semester. The first area will focus on the structural forces underlying the crisis of affordable housing, as well as the changing race and class compositions of many of New York’s neighborhoods in recent decades. The second area will focus on the laws that relate to the preservation of affordable housing, with particular emphasis on New York’s unique system of rent regulation. The third area will be driven by a discussion of the issues – ethical, legal, representational – that arise in the students’ placements. The integration of these areas is aimed at the development of a critical approach to the practice of public interest lawyering for housing justice.

TIL: Technology & the Law
2 credits – Professor J Rosenberg and Professor M. Berman
This two credit evening class will provide students an understanding of the fundamentals of how technology intersects with the law. No particular technology skill or expertise is required and all students are welcome, regardless of your technological expertise.

New York is one of a growing number of states that have adopted a professional duty of technology competence. Comment 8 to Rule 1.1 of the NY Rules of Professional Conduct states that a lawyer should:

Keep abreast of the benefits and risks associated with technology the lawyer uses to provide services to clients or to store or transmit confidential information.

In collaboration with the NYSBA Technology Committee, this course will feature multiple guest speakers who are experts in various technology and law areas, including CUNY Law professors.

Seminars will cover the fundamentals of technology and the law, focus on what new lawyers need to know to practice competently. Students will have an opportunity to discuss how technology affects law practice, the legal system, legal ethics and marginalized and vulnerable communities.

This course is designed to be accessible to all students, including those who might be just curious about technology and the law, but do not have any expertise. All you need to benefit from this course is an interest in learning about technology and the law.

Topics will include an overview of technology and law in a historical context, privacy and constitutional rights, social media, technology and access to justice, cybersecurity,
professional responsibility and protecting confidential client and law firm information, ediscovery, how algorithms are used by government and private entities, government regulation, artificial intelligence, biometrics and emerging uses of blockchain and distributed applications.

Evaluations will be based on student participation, short reflection memos assigned periodically through the semester, and a choice of a final project on a topic of your choice, for example, a 5-10 page paper, a presentation, a proposal or other activity or work product. There will be short readings for each class designed to prepare students to understand the fundamentals of each topic and engage with speakers.

**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**
3 credits – Professor 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, 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 the New York 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.