CALS applicants must complete both the general clinic application and a CALS-specific supplemental application. A link to the CALS-specific supplemental application can be found on the general clinic application (address above).

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Prof. Andrew Schoenholtz (Fall 2017), Prof. Philip Schrag (Spring 2018) and Fellows Pooja Dadhania and Karen Baker.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do students do</td>
<td>Students provide pro bono representation in federal immigration court for refugees who seek the safety of asylum in the United States.</td>
</tr>
<tr>
<td>Semester or year-long</td>
<td>One semester, Fall or Spring</td>
</tr>
<tr>
<td>Open to</td>
<td>All 2Ls and 3Ls (at least 30 credits and 3.0 GPA as of July before clinic begins)</td>
</tr>
<tr>
<td>Prerequisite(s)</td>
<td>All first year courses</td>
</tr>
<tr>
<td>Credits</td>
<td>10</td>
</tr>
<tr>
<td>Requires Student Bar Certification</td>
<td>No</td>
</tr>
<tr>
<td>How many students</td>
<td>12/semester. We try to accept approximately equal numbers of second and third year students (or part-time division equivalents).</td>
</tr>
<tr>
<td>Conflicts</td>
<td>Students with part-time or full-time jobs with the Federal government are ineligible for this clinic.</td>
</tr>
<tr>
<td>Average time commitment</td>
<td>At least 35 hours/week, on average. Clinic casework may disrupt the normal Georgetown Law Center’s holidays and may continue through the end of exam period.</td>
</tr>
<tr>
<td>Seminar hours</td>
<td>Wednesdays, 1:30pm-3:15pm; Fridays, 9:30am-11:00am</td>
</tr>
<tr>
<td>Orientation</td>
<td>In the Fall semester, orientation begins on the first day of class. In the Spring semester, orientation occurs from Wednesday-Friday of Week 1.</td>
</tr>
<tr>
<td>Information session(s)</td>
<td>Tuesday, April 4, 3:30pm-4:30pm, Hotung 5027</td>
</tr>
</tbody>
</table>

**A WELL-FOUNDED FEAR**

In 2017-2018, the Center for Applied Legal Studies (CALS) will continue its international human rights project. Students will provide highest-quality pro bono representation for non-U.S.-citizen refugees who seek the safety of asylum in the United States because of persecution or a well-founded fear of persecution in the countries from which they have fled.

Under U.S. law, people facing removal from the United States may win asylum and the right to stay in this country by proving that they have suffered persecution in their home country (or that they face a well-founded fear of such mistreatment in the future if they returned), because of their race, religion, nationality, political opinion, or membership in a particular social group. We also serve immigrants who seek protection under the Convention Against Torture because they fear they will be tortured, often by their own government.

Working in pairs, CALS students will be assigned to represent one or more refugees, ideally taking a case all the way from start (initial client interview) to finish (a hearing before a federal Immigration Judge) within a single semester. The students will interview the client; become experts on the human rights record of the client’s country
of origin; develop documentary and testimonial records to prove that the client either suffered past persecution or would suffer future persecution if forced to return; locate and prepare lay and expert witnesses (including political, medical, psychological, and other experts); identify and generate documentation that can corroborate a client’s story; write a brief, affidavits, and other legal instruments; and present testimony and legal arguments at a hearing before an Immigration Judge.

This hearing before the Immigration Judge, at which experienced lawyers from the U.S. Department of Homeland Security are the opposing counsel, therefore usually represents the final good opportunity to avoid removal from the United States. Some asylum seekers are forced to assert their claims while being detained, and CALS regularly represents detained as well as non-detained refugees.

Nationwide, asylum applicants are successful in their Immigration Court hearings only about 40% of the time. The CALS success rate, due principally to the exhaustive efforts of student representatives, is considerably higher. Because our cases are often, literally, a matter of life or death, we insist upon the highest standards of practice, and our students consistently rise to that challenge. Immigration Judges have praised our students as reaching a level of preparation and professionalism at least as high as, if not higher than, that of the practicing bar.

In recent years, CALS students have represented refugees from the following countries, among others: Afghanistan, Armenia, Bolivia, Central African Republic, Cameroon, Democratic Republic of Congo, Egypt, El Salvador, Ethiopia, Eritrea, Honduras, Pakistan, Russia, Rwanda, Serbia, Sudan, Syria, Togo, and Turkey. Global political conditions, among other factors, will determine where we concentrate our resources next year.

MAY IT PLEASE THE COURT

Direct student responsibility for representation of clients is the outstanding feature of CALS. CALS will accept 24 students each year. (About half of them are selected from the current first year class). Each semester, the twelve students assume direct responsibility for all aspects of case management, including interviewing and counseling, case evaluation and planning, legal research and writing, fact investigation, and presentation of the full case before an Immigration Judge. In this Clinic, the cases are fundamentally the students’ responsibility: you will draft and sign the court papers, you will sit at counsel table and speak in court, and you will undertake all the critical lawyering tasks.

At the same time, students receive frequent, in-depth support and assistance from the teaching staff. CALS instructors will help to prepare students for each of the case-handling tasks through a variety of instructional sessions. Our classes meet twice per week, concentrating on simulation exercises and other practice sessions, as well as devoting attention to the “big picture,” reflecting upon the historical evolution of U.S. asylum law and the larger social and political context within which our cases arise.

Each pair of students is assigned to one or two CALS instructors, and the case team meets in tutorial sessions at least weekly, and much more often when events warrant. We also conduct intensive mock examinations or hearings to prepare students, clients, and other witnesses for the real proceedings.

Essentially, CALS instructors regard their function as helping the students to observe, understand, act, create, and evaluate -- not as telling you what to do. We will help you prepare, practice, plan, and assess, but the decisions, and the actions, are fundamentally yours and your client’s. The teacher/student ratio in CALS is 1:4, ensuring extensive supervision in the preparation and execution of each case. Our faculty and fellows are all lawyers with extensive experience in the relevant law and procedures.
CALS cases are selected and assigned -- and the caseload is deliberately kept quite small -- with the goals of affording students the opportunity to scrutinize every aspect of the cases and procedures in great detail; to plan and practice the key events; to analyze each step with care and precision as it occurs; and to reflect upon the experience immediately afterward.

CALS is also designed to encourage intensive examination by each person enrolled in the program of his or her own transition from student to lawyer. This examination emphasizes analysis of the personal and interpersonal dimensions of practicing law; the emotions that lawyers encounter, experience and must deal with in the course of working with clients, peers, supervisors and others within and outside the legal system; the process of formulating goals, expanding options, planning strategy and making decisions in the context of ambiguity, urgency and incomplete information; the interrelationship of strategic and ethical issues; and, generally speaking, techniques for enhancing professional self-consciousness and self-education.

In the Fall semester, orientation begins on the first day of class. In the Spring semester, orientation occurs from Wednesday-Friday of Week 1.

**SELECTION CRITERIA/APPLICATION PROCESS**

Complete the general clinic application at [www.law.georgetown.edu/go/clinic-registration](http://www.law.georgetown.edu/go/clinic-registration).

If you list CALS as your “first choice” on the general clinic application, the next steps are to read an informational document providing additional insight into our aspirations, watch a ten-minute video, and then complete both the general clinic application and the CALS-specific supplemental application. Please note that CALS’s supplemental application is different from that of other clinics; please see the general clinic application for details and for a link to the questions you will be asked to answer.

- The ten-minute video is at [http://apps.law.georgetown.edu/webcasts/eventDetail.cfm?eventID=2284](http://apps.law.georgetown.edu/webcasts/eventDetail.cfm?eventID=2284)

The general application must be submitted online by 12:00pm (noon), on Monday April 10, 2017. The completed supplemental application is due directly to CALS -- by email to lawcalsclinic@georgetown.edu -- on Wednesday, April 12, 2017 by 11:59pm. You can access this CALS-specific supplemental application via the general clinic application.

We make admissions decisions based on your application; we do not interview applicants. Admission is determined in substantial part on the interest, enthusiasm, and experience that the applicant would bring to the Clinic. Factors affecting this judgment may include the applicant’s statement of interest as expressed on the general clinic application form, and the responses on our supplemental application form. **Please note: students who will be federal government employees are, by law, ineligible to participate in this clinic during their period of employment.** Also, students must have at least a 3.0 GPA, as of July before the clinic begins, to take CALS.
CALS Students Win Asylum for Burundian Rape Victim

Posted on March 24, 2017 by David Nayer

Rachel Hitchins, left, and Leigh Ainsworth, right, recently helped their client Sasha win asylum.

This story was written by Center for Applied Legal Studies staff. The Law Weekly was not involved in writing the content of this article, but edited it and deemed it necessary to publish.

Sasha (whose name has been changed to protect her privacy) fled her home country of Burundi after a powerful Hutu general threatened, raped, and left her for dead because she is a Tutsi woman. When she first came to the United States in 2012, Sasha’s application for asylum was rejected by an immigration official. Sasha, unrepresented at the time, was then placed into deportation proceedings. While that case was pending, Sasha found the Center for Applied Legal Studies, the Law Center’s asylum law clinic. Over the course of their semester in CALS, Sasha’s student representatives, Leigh Ainsworth and Rachel Hitchins, worked intensely with Sasha to develop an evidentiary record and write a legal brief to convince the immigration judge that Sasha should be allowed to remain in the United States. Ultimately, the hard work paid off – the judge granted Sasha asylum, putting her on a pathway to U.S. citizenship.

Ainsworth and Hitchins had enrolled in CALS hoping to learn about immigration law, develop practice skills, and serve a vulnerable client. “I wanted to learn firsthand what it meant to represent a client in immigration court and to help a client navigate a complicated—and at times, frustrating—legal system,” Ainsworth said. In the students’ first meeting with their client, Sasha broke down in tears. She revealed that when she was only fifteen years old, the general began harassing and threatening her. He made sexual advances toward her, using his position of authority to stalk and threaten her when she refused him. Sasha’s family hid her by sending her to boarding school, and while she was there, her mother died under suspicious circumstances. Not long after, the General found her again. He then kidnapped and brutally raped her, and left her for dead in a forest. Sasha was rescued by a kind woman who found her there.

The students faced numerous legal obstacles. The general who raped Sasha had been murdered since she came to the United States, making it more difficult to prove that she would be still in danger if deported to Burundi. Also, corroborating evidence is critical in asylum cases, but getting corroboration of Sasha’s story was incredibly challenging for Ainsworth and Hitchens because Sasha’s brother, a key witness, was in hiding in the countryside for fear that the Hutu military would kill him.
Language barriers and the difficulty of finding a Kirundi interpreter also hindered communications with witnesses in Burundi. Moreover, certain parts of Sasha’s story could only be corroborated by the woman who had rescued Sasha. That woman lived in rural Burundi, without internet or phone access.

Hitchins noted, “Immigration cases are rarely without their setbacks, but even in the face of challenges, Leigh and I never faltered, thanks to motivation we drew from our client, and our own commitment to the cause.”

Ainsworth and Hitchins advocated vigorously for their client, finally procuring affidavits from Sasha’s family in Burundi and Sweden, as well as from her employers, teachers, and doctors in the United States. Because of the voluminous evidence they amassed, the opposing counsel from the Department of Homeland Security ultimately did not object to a grant of asylum by the immigration judge.

Despite the horrors she survived in Burundi, Sasha is “thankful for another chance at life.” Sasha is now rebuilding her life, and she hopes to become a physician’s assistant. “Working in CALS and with Sasha was a life-changing experience,” said Hitchins. “Although I myself experienced a significant psychological and emotional toll because of what Sasha had been through, I have never felt more driven and determined.”

“CALS students perform such heroic efforts because the cases are so demanding—we carry a significant burden of proof in immigration court,” said Professor Andy Schoenholtz, director of CALS in the fall semester. “Our students have proven to be incredibly dedicated, sustaining the long hours and creativity necessary to build the case, and learning how to pull it all together in court on the day of the hearing.”

Ainsworth observed: “CALS is hard, but it was worth it. Knowing that someone as kind, humble, and resilient as Sasha could remain safely in the United States and move on with her life was rewarding and gave both Rachel and me confidence in our abilities as lawyers.”

CALS prepares its students for the demands of asylum cases through twice-weekly classes and weekly, student-led case team meetings with a faculty advisor. The classes cover a range of litigation skills, such as interviewing, researching, legal writing, and hearing preparation. Through simulations, students have the opportunity to practice these skills before they have to perform those tasks in their real cases. Classes also cover the “softer” legal skills, such as dealing with some of the psychological pressures that arise when serving survivors of torture and other trauma, time management, collaboration with a partner, and learning to accept responsibility for a client’s case.

The clinic grants 10 semester credits, and students devote an average of 35 hours per week to CALS activities. Each semester, the clinic enrolls 12 students each who work in pairs to represent six different asylum-seekers, who come from all over the world. In recent years, CALS has represented political activists, racial minorities, victims of gender-based violence, and other survivors of torture or repression from Cameroon, El Salvador, Honduras, Libya, Guatemala, Eritrea, Russia, Liberia, Togo, and elsewhere.

Reflecting on her CALS experience, Ainsworth stated, “I took CALS in my second year to help get me through a grueling three years of law school. CALS gave me the tools to advocate effectively for vulnerable individuals in the immigration system. It also showed me the value of the theory and skills that I was picking up through my other classes.”
STUDENTS WHO HAVE TAKEN CALS

CURRENTLY 3L or above
Megan Gallagher Abbot
Leigh Ainsworth
Erika Arce-Romero
Rebecca Jolie Balis
Jessica Boylan
Jillian Casey
Eliseo de Leon
Jacqueline Durand
Nour El-Kebbi
Cassandra Estassi
Rachel Hitchins
Speare Hodges
Caroline Kelly
April Kent

CURRENTLY 2L
Alexander Kramarczuk
Tyler Lloyd
Amanda Lowe
Katherine Morales
Brandall Nelson
Rocio Portela-Berrios
Madeleine Reichman
Julie Rheinstrom
Tyler Sanborn
Dena Shayne
Justin Simeone
Jacob Trum
Julia Ward

Joyce Dela Pena
Samantha Laufer
Caroline Marshilok
Caroline Boisvert
Ramya Sekaran
Rachel Smith
Jennifer Thunem

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CALS CLINIC FACULTY

ANDREW I. SCHONHOLTZ
Professor from Practice;
Co-Director, Center for Applied Legal Studies;
Director, Human Rights Institute
B.A., Hamilton; J.D., Harvard; Ph.D., Brown

Professor Schoenholtz directs the Center for Applied Legal Studies at the Law Center, where students represent non-citizens claiming asylum from persecution in immigration removal proceedings. He also directs the Certificate in Refugees and Humanitarian Emergencies and the Human Rights Institute. He teaches courses on Refugee Law and Policy, Refugees and Humanitarian Emergencies, Immigration Law and Policy, and the Rights of Detained Immigrants. Prior to teaching at the Law Center, Professor Schoenholtz served as Deputy Director of the U.S. Commission on Immigration Reform and practiced immigration, asylum and international law with the Washington, D.C. law firm of Covington & Burling. Dr. Schoenholtz has conducted fact-finding missions in Haiti, Cuba, Ecuador, Germany, Croatia, Bosnia, Malawi, and Zambia to study root causes of forced migration, refugee protection, long-term solutions to mass migration emergencies, and humanitarian relief operations. He researches and writes regularly on refugee law and policy. His publications include: Lives in the Balance: Asylum Adjudication by the Department of Homeland Security (co-author); Rejecting Refugees: Homeland Security's Administration of the One-Year Bar to Asylum (co-author); Refugee Roulette: Disparities in Asylum Adjudication (co-author); Refugee Protection in the United States Post-September 11th; The Uprooted: Improving Humanitarian Responses to Forced Migration (chapter on “Improving Legal Frameworks”); and Aiding and Abetting Persecutors: The Seizure and Return of Haitian Refugees in Violation of the U.N. Refugee Convention and Protocol.
PHILIP G. SCHRAG
Delaney Family Professor of Public Interest Law; Co-Director, Center for Applied Legal Studies
A.B., Harvard; LL.B., Yale

Professor Schrag teaches Civil Procedure and Professional Responsibility, and he directs the Center for Applied Legal Studies, in which students represent refugees who are seeking political asylum in the United States. Before joining the Law Center faculty in 1981, he was assistant counsel to the NAACP Legal Defense Educational Fund, Consumer Advocate of the City of New York, a professor at Columbia University Law School, and Deputy General Counsel of the U.S. Arms Control and Disarmament Agency, from which he received a Meritorious Honor Award in 1981. Professor Schrag has also had a distinguished and varied career in civic service, which has included positions as a delegate to the District of Columbia Statehood Constitutional Convention in 1982, an editor and consultant on consumer protection during the Carter-Mondale transition, a consultant to the New York State Consumer Protection Board, a consultant to the Governor’s Advisory Council of Puerto Rico, and an Academic Specialist for the United States Information Agency in the Czech Republic and Hungary. In addition, he drafted New York City’s Consumer Protection Act of 1969. He is also a prolific author, having written dozens of articles on consumer law, nuclear arms control, political asylum, legal education, and various other topics for both law journals and popular publications. He is the author of fifteen books, including A Well-founded Fear: The Congressional Battle to Save Political Asylum in America (Routledge, 2000); Asylum Denied: A Refugee's Struggle for Safety in America (with Kenney, Univ. of Calif. Press 2008); Refugee Roulette: Disparities in Asylum Adjudication and Proposals for Reform (with Ramji-Nogales and Schoenholtz, N.Y.U. Press, 2009), and Lives in the Balance: Asylum Adjudication by the Department of Homeland Security (with Ramji-Nogales and Schoenholtz, N.Y.U. Press, 2014). In 2008, he was honored with the Deborah C. Rhode award for public service; the Daniel Levy Memorial Award for outstanding achievement in immigration law; the Equal Justice Works Outstanding Law Faculty Award; and the Myers Outstanding Book Award for Asylum Denied. In 2013, he received the William Pincus Award for Outstanding Contributions to Clinical Legal Education. In 2014-15 he was awarded Georgetown University’s Presidential Award for Distinguished Teacher-Scholars.

POOJA R. DADHANIA
B.A., University of Virginia; J.D. Columbia Law School

Before coming to Georgetown, Pooja was an Equal Justice Works Fellow at the Legal Aid Foundation of Los Angeles (LAFLA). At LAFLA she represented survivors of domestic and gender-based violence, including forced marriage, female genital mutilation, rape, and honor-based violence. She represented clients in a wide variety of immigration matters including asylum, as well as family law matters. Additionally, Pooja developed and conducted trainings on forced marriage for advocates in the Los Angeles area, including lawyers, counselors, case managers, domestic violence shelter staff, and social workers.

Prior to her work at LAFLA, Pooja was a law clerk for the Hon. Milan D. Smith, Jr. on the U.S. Court of Appeals for the Ninth Circuit, and the Hon. Irma E. Gonzalez on the U.S. District Court for the Southern District of California. She was previously with the law firm of Cleary Gottlieb Steen & Hamilton in Washington, D.C.
Pooja received her J.D. from Columbia Law School, where she was a James Kent Scholar and Harlan Fiske Stone Scholar. She also served on the editorial board of the Columbia Law Review as a Notes Editor. She received her B.A., with high distinction, from the University of Virginia. From 2014-2015, she served on the Board of Directors for the Public Interest Foundation of the South Asian Bar Association of Southern California. Pooja speaks Gujarati and Japanese.

Karen received her B.A. from Vanderbilt University; her J.D. from The University of Texas School of Law; and her M.P.H. from Harvard T.H. Chan School of Public Health. Before coming to Georgetown, Karen was an attorney and research fellow in the Immigration Clinic and Asylum & Human Trafficking Clinic at South Texas College of Law (STCL) in Houston, Texas. At STCL, she primarily represented families and unaccompanied children from Central America seeking asylum and other forms of humanitarian relief, including Special Immigrant Juvenile Status, U visas, T visas, and prosecutorial discretion. She also spent time as a volunteer attorney at the family detention centers in Dilley, Texas and Karnes City, Texas, where she prepared women for credible fear interviews. Karen’s research interests include mental health needs of and support available for immigrant children, and she has served on the advisory panel for the Child Refugee Health Project, a collaborative effort by several medical and academic institutions in Houston.

Prior to law school, Karen was a program director for Manna Project International (MPI), a community development-focused non-profit organization, in Chaquijyá, Sololá, Guatemala. As part of MPI’s inaugural team in Guatemala, Karen launched and directed English and health education programs, and she helped organize and lead trips for short-term volunteers.

Karen is an active member of the American Immigration Lawyers Association and the American Public Health Association. She received her J.D., with honors, from the University of Texas School of Law and her M.P.H., as well as a Certificate in the Interdisciplinary Concentration for Humanitarian Studies, Ethics, and Human Rights, from Harvard T.H. Chan School of Public Health. She graduated magna cum laude with a B.A. in Latin American Studies from Vanderbilt University. Karen speaks Spanish.