

A photograph of a woman with dark hair, wearing a black long-sleeved top, smiling warmly at a man whose back is to the camera. They appear to be in a professional or academic setting, possibly a clinic or office. The background is softly blurred, showing a window and a blue couch.

CLINICS

GEORGETOWN LAW

CLINICAL PROGRAMS AND
GRADUATE TEACHING FELLOWSHIPS

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GEORGETOWN LAW CLINICAL PROGRAMS

At Georgetown Law Center, legal education goes far beyond the traditional classroom setting. For almost 45 years, Georgetown has operated the largest and most highly regarded in-house clinical program in the nation, where our students learn to practice law by representing real clients facing real-life legal challenges. The Law Center's clinics provide our J.D. students, as well as approximately 25 graduate clinical fellows per year, with an unparalleled opportunity to learn about the theory and practice of law and to provide valuable legal services to under-represented people in Washington, D.C., and throughout the world.

Georgetown J.D. students benefit from a wide range of clinical opportunities. They work on civil and criminal cases as well as transactional, legislative, and policy matters, and they have the opportunity to practice in local, national, and international contexts. Students are responsible for all facets of their case work, collaborating closely with clinic faculty to ensure proper and complete representation. Every clinic student will have the opportunity to acquire valuable legal skills that are not accessible in a traditional classroom setting and to gain first-hand insight into the strategic and ethical dimensions of the legal profession. Most students consider the work they do in their clinics to be the most valuable and influential of their law school careers.

Georgetown has long recognized the value of experiential learning and the intense commitment that clinical work demands. As a result, students typically receive 10 credits for semester-long clinics and 14 credits for year-long clinics. This allows students to participate fully in their clinics, keeping other academic commitments to a minimum. In addition, students benefit from an average ratio of 1 faculty member to 5 students, facilitating a level of learning possible only through such intensive supervision.

Georgetown also offers opportunities for law school graduates to develop their skills as teachers, public interest lawyers, and scholars through the clinical program's two-year graduate teaching fellowships. Clinical fellows supervise students in client representation, teach clinic seminar classes, and maintain their own case loads. For over 45 years, Georgetown's clinical fellows have gained the training and experience to become top candidates in the law teaching and public interest job markets.

APPELLATE LITIGATION PROGRAM

FULL YEAR; 9 CREDITS



Students in the Appellate Litigation Program handle both civil and criminal appellate cases involving issues such as immigration, habeas corpus, and a variety of civil rights issues. The Program exposes students to litigation in several different courts including federal circuits, the Board of Immigration Appeals, and the D.C. local courts. The clinic also has had four cases reach the United States Supreme Court on grants of writs of certiorari. Over twenty students working on those cases had the opportunity to participate in litigation before the highest court in the United States before they even graduated from law school.

Regardless of the case, the clinic strives to provide the best representation possible, comparable to that provided by the best appellate firms in the country. Students learn not only how to litigate on appeal but how to litigate well, adopting professional and ethical standards that will guide them throughout their legal careers. Students enrolled in the program receive intense training in the art of oral and written advocacy as it is practiced in some of the highest courts in the nation, at a level appropriate to those courts and the issues presented. This training includes appellate practice, procedure, research, issue formation, and writing. Each clinic student produces two major briefs and several students will have the opportunity to argue their cases in the appellate courts.

Each year, the Appellate Litigation Program offers one clinical graduate fellowship. Fellows typically argue at least two cases in the federal courts of appeal, supervise the work of Program students, and co-teach the weekly Appellate Litigation Program seminar. The Program is designed to prepare fellows for clinical teaching and appellate practice.

CLINIC IMPACT

FIGHTING FOR JUSTICE

Somerset County Deputy Sheriff Robert Purnell shot Frederick Henry when attempting to execute an arrest warrant triggered by Mr. Henry's failure to pay a small amount in child support. Minutes later, Deputy Purnell said that he had fired the wrong weapon—he had intended to use his Taser. Mr. Henry filed suit against Deputy Purnell alleging state law claims and claims under § 1983 for violating his Fourth Amendment right to be free from unreasonable seizures. After several years of litigation, the district court judge granted summary judgment to Deputy Purnell and held that the shooting was reasonable because it was an “honest mistake.”

The clinic was appointed to brief and argue Mr. Henry's appeal before the United States Court of Appeals for the Fourth Circuit. The clinic argued that the shooting was not objectively reasonable and that Deputy Purnell was not entitled to qualified immunity because shooting an unarmed, fleeing misdemeanor violated clearly established law, and that Deputy Purnell's subjective intent to tase Mr. Henry was irrelevant. Deputy Purnell argued that—despite his training, the differences in the weapons, and the lack of any extenuating circumstances requiring the use of a weapon—his mistaken use of his gun was reasonable. He also claimed that he was entitled to qualified immunity on § 1983 claim because it was not clearly established that a shooting resulting from mistaking a gun for a Taser would violate federal law.

In a divided decision, the court granted qualified immunity on Mr. Henry's § 1983 claim. The majority held that qualified immunity was appropriate because it was not clearly established that an unlawful but mistaken shooting involving “weapon confusion” violated a suspect's constitutional rights. The dissent argued that the majority, by focusing on Deputy Purnell's subjective intent to tase, had essentially excused his conduct merely because he made a mistake. The panel agreed that the shooting was not objectively reasonable, and remanded Mr. Henry's state law claim to the district court.

Not satisfied with this incomplete victory or the precedent set by the decision, the clinic filed a petition for rehearing en banc asking the entire court to rehear the case because the majority's opinion conflicted with Supreme Court precedent forbidding consideration of the defendant's subjective intent when determining whether his conduct violated clearly established law. The Fourth Circuit granted the petition, and, after oral argument (presented by second-year fellow Kate Bushman who also argued the case before the panel) in a 9-3 decision, held that the mistake was not objectively reasonable and that Deputy Purnell was not entitled to qualified immunity. Because of the clinic's almost two years of persistent advocacy, Mr. Henry may proceed to trial on his claims.

CENTER FOR APPLIED LEGAL STUDIES

FALL OR SPRING; 10 CREDITS



Students in the Center for Applied Legal Studies (CALS) provide high-quality pro bono representation for non-U.S.-citizen refugees seeking political asylum because of persecution, torture, and other human rights violations in the country from which they have fled.

CALS students are responsible for representing their clients, with intensive faculty supervision. Working in pairs, CALS students represent one or more refugees whose asylum applications already have been denied by the government at the administrative level. Students interview clients, become experts on the human rights record of the client's country of origin, develop documentary and testimonial evidence, locate and prepare witnesses, write a brief, affidavits and other legal documents, and present testimony and legal arguments at a hearing before an Immigration Judge.

CALS offers one graduate fellowship each year. During the two-year program, fellows share responsibility with faculty members in all aspects of the clinic, including planning and teaching classes, clinic administration and supervision of students in their client representation. A CALS fellow also undertakes legal research and writing to produce a publishable law review article. At the completion of the program, the fellow receives an LL.M. degree in Advocacy with distinction. This program may be of greatest interest to experienced immigration lawyers who are contemplating the possibility of a career change in legal education.

CLINIC IMPACT: **JOYCE MCCONNELL**

EDUCATING FUTURE LAW TEACHERS AND DEANS

“For me, there is no better life than that of a law professor and dean. I owe the development of this privilege and perspective to my fellowship with the Center for Applied Legal Studies. Starting with my fellowship, I began to understand that I wanted to play a role in legal education that went beyond teaching, that engaged in the complex mix of what it takes to create an educational environment that educates law students in law, its practice and its potential for justice. Now, in my role as Dean, I get to participate in creating just such an educational environment. I am very lucky.”



JOYCE MCCONNELL

CALS Graduate Teaching Fellowship Alumna, 1986

William J. Maier, Jr. Dean and Thomas R. Goodwin
Professor of Law, West Virginia University College of Law

SELECTED PAST EXPERIENCE:

- :: Associate Dean for Academic Affairs,
West Virginia University College of Law
- :: Associate Professor of Law,
City University of New York School of Law
- :: Visiting Associate Professor of Law,
University of Maryland School of Law
- :: Law Clerk to the Chief Justice and Judge Pacht,
National Labor Relations Board

EDUCATION:

- :: B.A., Evergreen State College, 1979
- :: J.D., Antioch School of Law, 1982
- :: LL.M. (Advocacy), Georgetown University Law Center, 1990

SELECTED ACTIVITIES AND INTERESTS:

- :: President, Vice-President, Board Member and Consultant,
West Virginia Land Trust
- :: Chair, American Association of Law Schools Section on
Women in Legal Education
- :: Co-reporter, West Virginia Law Institute Landlord-Tenant Law
Reform Project
- :: Consultant, Defense of Battered Women and Children
- :: Co-recipient (with National Environmental Services Center),
\$600,000 U.S. Dept. of Agriculture Grant

THE COMMUNITY JUSTICE PROJECT

FALL OR SPRING; 10 CREDITS



Students in The Community Justice Project represent clients across a broad range of subject matters, using a variety of tactics, to further the Project's goal of seeking social justice for communities. Students directly represent clients who are challenging the denial of their unemployment benefits. Students also engage in broader community advocacy. Each semester, the Clinic handles a social policy project, a project involving the need for extraordinary remedies, and an international project. Students use a wide range of strategies, including impact litigation, policy initiatives, legislative advocacy, international law, the media, public education, and transactional activities.

The Community Justice Project provides students with an appreciation for the complexity of working for social justice, an understanding of the variety of skills and strategies that lawyers can use to seek justice, and the faith that they have the capacity to make a difference as a lawyer. The Project measures justice not solely through winning cases but through a long-term process that encompasses victory and defeat. It also reinforces the understanding that the law is not necessarily the answer to every problem.

Students in The Community Justice Project have full responsibility for their cases and receive training in trial skills, oral advocacy, writing, media relations, and interviewing and counseling clients. The Project enhances students' abilities to think critically and creatively, to communicate effectively and exercise good judgment, to represent diverse clients and communities, to act responsibly and with integrity, to learn from experience, and to articulate the reasons for and consequences of their choices.

Each year, The Community Justice Project offers one two-year graduate teaching fellowship for attorneys interested in clinical legal education and social justice advocacy. Fellows receive intensive training in clinical pedagogy, supervise the casework of Project students, and co-teach the Project seminar.

CLINIC IMPACT

SOLVING PROBLEMS THROUGH LAW, CREATIVITY, AND HOPE

“My time with The Community Justice Project has been one of professional and personal growth. The clinic broadened my concept of lawyering and deepened my commitment to working for justice.

I sought a clinic that would provide me with detailed instruction in direct client representation. After all, if I am planning to be a lawyer after graduation, it seemed appropriate to pursue in-depth training in the skills that only lawyers are permitted to practice. Through my work at CJP on unemployment insurance hearings, I have received an exceptional opportunity to immerse myself in lawyering’s traditional tools. From the initial interview to the hearing room, I have directed strategy, research, and client preparation. All the while, I have received excellent, focused feedback from my supervisors, challenging my assumptions about the case, pushing me to strengthen my advocacy.

But a lawyer’s toolbox should contain more than direct examinations and objections. It requires the skills to advocate in any and all forums to obtain a just result for clients. Here, too, CJP has offered me an unparalleled setting in which to develop my creative lawyering. As I worked collaboratively on Patricia Prewitt’s clemency petition, my education expanded into the fields of organizing, news media, and social media. Yet, through the guidance of my supervisors, I recognize this diverse education not as an intellectual exercise but rather as fundamental to a 21st century lawyer’s arsenal.”

GREG, CLINIC STUDENT FALL 2010

“I applied to The Community Justice Project because I wanted to work with clients. Also, after spending the first two years of law school holed up in a library carrel, I was ready to put all of the skills I had learned and the information I had absorbed into practice.

My first month in the clinic I had the opportunity to represent a client in an Unemployment Insurance hearing. I saw my client’s case from beginning to end—from the initial interview to the closing statement. I got a first-hand view of the trial process, and best of all, in the end, my client got her job back.

I also had the opportunity to work on a project that examined women’s access to justice in Egypt. Clinic students at GULC have partnered with students at Alexandria University to write a paper on women’s access to divorce in Egypt, and at the end of the semester, we presented our findings at the International Conference on Women’s Rights in Egypt and Arab States.

Through the clinic, I engaged in both conventional and non-traditional advocacy, promoted people and ideas both inside and outside the courtroom, and developed skills I know that I will use after I graduate from law school. “

MELISSA, CLINIC STUDENT FALL 2010

CRIMINAL DEFENSE & PRISONER ADVOCACY CLINICS

FULL YEAR; 14 CREDITS



Students in the Criminal Defense & Prisoner Advocacy Clinic represent indigent criminal defendants in misdemeanor cases in the DC Superior Court, DC parolees facing revocation before the U.S. Parole Commission, and long-serving prisoners from several states seeking clemency or parole. Our clients in the DC Superior Court are charged with offenses such as assault, threats, destruction of property, possession (and occasionally distribution) of drugs, theft, unlawful entry, and possession of weapons. Parolees and prisoners have generally been convicted of serious felonies. In addition to taking on the role of practicing criminal defense lawyer, students are given an opportunity to reflect on that role in the broader context of law and society.

Working closely with supervising attorneys, Clinic students accept full responsibility for their cases. Students learn to interview and counsel clients, investigate cases, conduct discovery, draft and argue pretrial motions, examine witnesses and make arguments at trial, and engage in sentencing advocacy. The Clinic's advocacy on behalf of prisoners gives students an opportunity to collaborate creatively on a range of projects.

The highly regarded E. Barrett Prettyman & Stuart Stiller Fellowship Program offers three Fellows the opportunity to gain training and practical experience in criminal trial advocacy and clinical teaching. During the two-year program, fellows first engage in intensive study of criminal law, criminal procedure, evidence, trial practice, and legal ethics. Under close faculty supervision, fellows then accept court appointments in misdemeanor and felony cases in the D.C. Superior Court. In the second year of the program, the fellow selected for the Criminal Defense & Prisoner Advocacy Clinic is trained in clinical pedagogy as he or she supervises the work of clinic students—both trial work and prisoner advocacy—and teaches some of the Clinic seminars.

CLINIC IMPACT

IMPASSIONED ADVOCACY FOR THE INDIGENT AND FORGOTTEN

CRIMINAL DEFENSE

It was not until Mr. W was pulled over for a routine traffic stop that he learned he had an outstanding warrant for a felony drug distribution charge. Mr. W, a fifty year-old electrician with no prior felonies and no arrests in over ten years, was accused of selling one small packet of drugs to an undercover police officer more than two years before. Back then, Mr. W struggled with drug addiction, but he wasn't in the business of selling drugs. When approached by an undercover officer asking to buy drugs, Mr. W directed the officer to a drug dealer so that he might get some free drugs in return. Shortly after, Mr. W decided it was time to overcome his addiction and turn his life around. He got treatment, got clean, and got a stable, well-paying job. Two year later, all of this was at risk; a conviction for felony drug distribution would cost Mr. W his job and his freedom.

The Fellows and students of the Criminal Defense and Prisoner Advocacy clinic are zealous advocates for clients both in and out of the courtroom. Part of our work is making prosecutors and judges see the destructive impact of incarceration on our clients' lives. In defending Mr. W, the issue was less about his guilt or innocence and more about finding a sensible alternative to incarceration. Shortly before the trial date, defense counsel convinced the prosecutor to drop the felony charge and allow Mr. W to plead to a misdemeanor with a probationary sentence. This plea allowed Mr. W to avoid jail and to continue the path he was on of drug-free living and productive employment.

PAROLE ADVOCACY

Members of the clinic also work on behalf of prisoners serving long sentences, many of whom have not talked to a lawyer in years. This past year, students and faculty represented Ms. T in her third attempt to get parole after serving 24 years of a 20-to-life sentence for killing her baby. Ms. T is now nearly 70 years old and poses no danger to society. She has been a model prisoner, working with the ill in the prison hospital and assisting the chaplain. Members of the Criminal Defense and Prisoner Advocacy Clinic submitted a petition to the parole board documenting Ms. T's exemplary behavior in prison and the many other reasons she meets the statutory requirements for release. The petition included letters from her judge, prosecutor, and family supporting her release. Unfortunately Ms. T was denied parole again. The clinic filed a parole appeal arguing the parole board's decision violated state law because it relied solely on the nature of the offense. The clinic will continue to advocate for Ms. T's release and other people who too often lack access to counsel once incarcerated.

CRIMINAL JUSTICE CLINIC

FULL YEAR; 14 CREDITS



Students in the Criminal Justice Clinic represent defendants in misdemeanor cases in the D.C. Superior Court. Our clients are typically charged with offenses as assault, threats, drug possession and distribution, destruction of property, unlawful entry, prostitution, and weapons offenses. Students also represent prisoners in parole revocation hearings before the United States Parole Commission. In addition to engaging in the practice of criminal law, students are given the opportunity and space to reflect on that experience in the broader context of law and society.

Working closely with supervising attorneys, clinic students accept full responsibility for their cases. Students learn to interview and counsel clients, investigate cases, conduct discovery, draft and argue pretrial motions, examine witnesses and make arguments at trial, and engage in sentencing advocacy. The experienced lawyers and teachers in the CJC strive to insure both that the students benefit from an extraordinary educational experience and that their clients benefit from extraordinary representation from our students.

The highly regarded E. Barrett Prettyman & Stuart Stiller Fellowship Program offers three attorneys each year the opportunity to gain training and practical experience in trial advocacy and client representation. One fellow is selected to work in each of the three criminal trial clinics: the Criminal Justice Clinic, the Criminal Defense and Prisoner Advocacy Clinic, and the Juvenile Justice Clinic. During the two-year fellowship program, fellows first engage in intensive study of criminal law and procedure, evidence, and trial practice. Under close faculty supervision, fellows then accept court appointments as defense attorneys in misdemeanor and felony cases in the D.C. Superior Court. In the second year of the program, the fellows are trained in clinical pedagogy as they supervise the work of Clinic students and co-teach some of the Clinic seminar classes.

CLINIC IMPACT: **HOWARD SREBNICK**

DRAWING FUTURE CRIMINAL DEFENSE ATTORNEYS INTO THE PRACTICE

“Whether in the classroom being drilled on the facts of a landmark Supreme Court decision, or in the courtroom strategizing a case or deploying a litigation tactic, no educational experience has had more of an impact on my professional career than the Criminal Justice Clinic. The mentoring philosophy gave me the unique opportunity to learn from skilled attorneys (the law fellows) who generously shared their wisdom and insight with me. I can say that, to this day, I continue to rely on the tools and techniques that the Clinic first introduced to me eighteen years ago.”



HOWARD SREBNICK

CJC J.D. Alumnus, 1988-89

Partner, Black, Srebnick, Kornspan and Stumpf, P.A.

SELECTED PAST EXPERIENCE:

- :: Law Clerk, Chief U.S. District Judge Edward B. Davis and Judge Irving L. Goldberg of the U.S. Court of Appeals for the Fifth Circuit
- :: Federal Public Defender, Miami, FL

EDUCATION:

- :: B.A., University of Pennsylvania, 1985
- :: M.B.A., University of Miami, 1987
- :: J.D., Georgetown University Law Center, 1989

SELECTED ACTIVITIES AND INTERESTS:

- :: Recipient, “Florida’s Top 100 Attorneys” Honor (elected by members of the Florida Bar)
- :: Adjunct Faculty, University of Miami School of Law
- :: Big Brother, Big Brother / Big Sister Program
- :: Triathlete

DOMESTIC VIOLENCE CLINIC

FALL OR SPRING; 10 CREDITS



Students in the Domestic Violence Clinic represent victims of intimate abuse in civil protection order (CPO) cases. Protection orders typically include a broad spectrum of relief designed to effectively end the violence in a family or dating relationship. A CPO may direct a batterer to cease assaulting and threatening the victim, to stay away from the victim's home, person and workplace, and not to contact the victim in any manner. The order also may include an award of temporary custody of the parties' minor children, with visitation rights for the non-custodial parent, and award child and/or spousal support so that a victim is not forced to return to a batterer due to economic necessity.

Clinic students have full responsibility for their cases and receive a challenging education in the art of trial advocacy under the intensive supervision of Clinic faculty. Through course work and client representation, students are exposed to every phase of expedited civil litigation, including family, civil and criminal law, evidence, civil procedure, and legal ethics. Students also learn to navigate the criminal justice system by working closely with the U.S. Attorney's Office in prosecutions against batterers of Clinic clients.

Each year, the Domestic Violence Clinic offers one two-year graduate teaching fellowship for attorneys interested in clinical legal education and the law and policy of domestic violence. Fellows receive intensive training in clinical pedagogy, supervise the case work of Clinic students, and co-teach the Domestic Violence Clinic seminar.

CLINIC IMPACT

TRANSFORMING LIVES

“My life before was unsafe. I was not happy and did not have peace. Now I am very happy; I have my freedom, and I’m able to sleep, eat, work, and be happy with my kids.”

Former Domestic Violence Clinic Client

When Janelle Walker’s husband threatened her with a knife, she fled her home and called the Domestic Violence Clinic. Mrs. Walker’s husband held a knife to her throat, grabbed her by the collar, and slammed her body to the floor. He stood over her and struck her with a chair in the back. Later that night, Ms. Walker left and spent the night at a local motel. This was the last act of violence from her husband that Ms. Walker was willing to endure.

The Domestic Violence Clinic took Ms. Walker’s case, and the students who represented her went to trial and won. The students presented three witnesses, including a police officer, to testify about the violence. When Mr. Walker took the stand, the students cross examined him. After closing arguments, the judge granted Ms. Walker a year-long civil protection order, which required her husband to vacate their apartment, to refrain from assaulting, threatening, or contacting her, and to stay away from her.

“Almost four years later, and after numerous other “real world” litigation experiences, the experience I had in the Domestic Violence Clinic is still the most memorable of my legal career. You’ll change lives.”

Ann Sagerson, DVC J.D. Alumna 2002

Assistant General Counsel, Verizon

Associate, Williams & Connolly LLP, 2003-2008

FEDERAL LEGISLATION & ADMINISTRATIVE CLINIC

FALL OR SPRING; 10 CREDITS



In the Federal Legislation and Administrative Clinic, students become legislative lawyers. A legislative lawyer is a person who recognizes the legal, policy, process, political, and personality elements of a legislative, regulatory, or policy problem; performs the research necessary to support or oppose legislative, regulatory, or policy change; develops creative solutions to problems at the intersection of law and policy; presents those solutions in clear, persuasive, concise, and precise oral and written forms; and works with advocacy coalitions and with Congress and Executive Branch to advance particular policy solutions. These are the skills that students are taught in the Clinic.

The Clinic's primary policy focus is national security/foreign affairs, with emphasis on preparing students for the informal practice settings in which lawyers often advise senior leaders in Congress, the Executive Branch, and the advocacy community. In Spring 2011, the Clinic had three main projects: nuclear arms control, cybersecurity, and passing legislation to create a congressional clerkship program. Similar projects are likely in Fall 2011.

The Federal Legislation and Administrative Clinic hires one lawyer per year for a two year teaching fellowship, which provides an opportunity to engage with the federal lawmaking process. Clinic fellows participate in meetings with coalition partners and government officials, help teach Clinic seminar sessions, and supervise the work of Clinic students. Fellows also are trained in clinical teaching techniques and theory.

CLINIC IMPACT: **DAVID RAPALLO**

TRAINING FUTURE CAPITOL HILL POLICY-MAKERS

“A lot of people come to Washington to work on Capitol Hill. I had the unique opportunity to work first at the Federal Legislation Clinic, which enabled me to get more from my Hill experience than the typical legislative attorney. Being a part of the Clinic was like visiting Rome in person after only having read travel brochures. Things suddenly came alive. At the same time, the work of the Clinic and its clients helped me further develop my own core values — curiosity, fairness, creativity, and tenacity — which have helped immeasurably in my current position. Over the past eight years, I have attended congressional delegations to two dozen countries and staffed more than 100 committee hearings, and I’ve focused on issues such as the flawed intelligence on Iraq’s weapons of mass destruction, the leak of a CIA agent’s covert status, and the government’s failed response to Hurricane Katrina. My approach to these topics has always been driven by the skills and values I developed as a fellow at the Federal Legislation Clinic.”



DAVID RAPALLO

FLC Graduate Teaching Fellowship Alumnus, 1997

Staff Director, Democratic Staff, House Oversight and Government Reform Committee

SELECTED PAST EXPERIENCE:

- :: Staff Member, National Security Council, Executive Office of the President
- :: Chief Investigative Counsel, Democratic Staff, House Committee on Government Reform
- :: Counsel, Democratic Staff, Committee on Government Reform, U.S. House of Representatives
- :: Legislative Consultant, Human Rights Watch
- :: Staff Attorney/Fellow, California State Governor’s Office, Legal Affairs Office

EDUCATION:

- :: B.A., University of California, Los Angeles, 1991
- :: J.D., University of California, Hastings College of Law, 1994
- :: LL.M. (Advocacy), Georgetown University Law Center, 1997
- :: LL.M. (International and Comparative Law), Georgetown University Law Center, 1998

SELECTED ACTIVITIES AND INTERESTS:

- :: State Champion, California Appellate Advocacy Competition
- :: Assistant/Associate Editor and Staff Writer, UCLA Daily Bruin and Hastings Law News
- :: Fan, Boston Red Sox

HARRISON INSTITUTE FOR HOUSING & COMMUNITY DEVELOPMENT

FULL YEAR; 14 CREDITS



Students in the Harrison Institute for Housing & Community Development empower low-income individual and community clients through transactional projects that seek to give those clients ownership and control of housing, businesses and social services in their communities. These projects include multifamily housing projects where students assist clients in the purchase or conversion of housing into cooperatives or other forms of resident ownership, and economic development projects such as contract negotiation, drafting, corporate structuring and community lending.

Clinic students gain a broad vision of what lawyers can do in low-income communities. Students gain valuable organization and transactional skills negotiating with city officials, lenders, vendors and property owners; helping to develop financial packages; drafting legal documents; and counseling clients about real estate, corporate affairs and development. In addition, they learn audience-appropriate presentation and communication strategies and skills, all under the close supervision of clinic faculty.

The Clinic offers at least one clinical teaching fellowship each year. Fellows work closely with Harrison faculty members to identify and develop viable projects, foster community relationships and supervise the work of clinic students. In addition to project work, fellows receive intensive training in clinical teaching methods and theory.

CLINIC IMPACT

SAVING HOMES

“I want to make a personal appeal to the students who are out there considering what they want to do in their third and fourth year: you will never know the gratification you will feel helping someone retain their home. We are so appreciative of the work that the students did for us by helping us retain our home and become homeowners in a tenant housing project. You can see the happy faces of the children; you can see the happy faces of the seniors; people are happy to see you coming; and you know you’ve left your mark somewhere and you’ve helped someone have a better life. The work of the Harrison students gave us power. If it had not been for the Harrison Institute and the law students in their seeing and researching how we could attack this giant as little David, I don’t know how far we would have gotten.”

ELSIE C. FLEMING

President, 1330 Tenants Association
Senior Budget Analyst, District of Columbia
Financial Analyst Certification, USDA Graduate School



HARRISON INSTITUTE FOR PUBLIC LAW

FULL YEAR; 14 CREDITS



Students in the Harrison Institute for Public Law work on what Justice Brandeis called the “laboratories of democracy,” the capacity of state and local governments to be policy innovators. Clinic students work for clients that include legislatures, agencies and national associations. They analyze law-making authority, present options for policy change, and draft policies based on client choices. Students also work with clients to defend their “policy space” in terms of national preemption or impact of international agreements.

The Clinic focuses on health, trade and climate policies. The health team works to improve access to healthy food, regulate genetic discrimination, and reduce barriers to health care. The trade team provides analytic capacity that state governments need to cope with globalization, promote economic development, and preserve authority to regulate essential services such as energy and health care. The climate team supports the Georgetown Climate Center, which works with states to mitigate greenhouse gas emissions and adapt to urban heat and sea level rise.

Faculty-led seminars emphasize legal research and writing, strategic planning, and communication. The Clinic staff includes at least one fellow each year. Working closely with Harrison faculty, fellows supervise law students, co-teach Clinic seminars, and conduct policy research for Institute clients.

CLINIC IMPACT

INFLUENCING STATE AND FEDERAL POLICY

Last January, I traveled to Sacramento with Kevin Sinclair, one of my classmates in the Harrison Institute for Public Law, to testify before the California Senate's Subcommittee on International Trade Policy and State Legislation. My testimony focused on a case study that I prepared on how WTO negotiations under the General Agreement on Trade in Services (GATS) may affect California's ability to regulate Liquefied Natural Gas (LNG) facilities. The siting of LNG facilities raises a wide array of policy concerns, ranging from environmental protection to public safety. LNG will gain increasing importance as California and other states attempt to address growing energy shortages.

The hearing generated excitement in Sacramento. For my fellow panelists, the potential effects of WTO agreements on the state's environmental and safety standards was not just a political or legal concern, but a heart-felt dedication to California's coast.

After returning from California, we had the opportunity to brief various groups on the hearing and our research, including the minority staff of the House Government Reform Committee. Kevin and I circulated our findings amongst state and federal officials who have shown interest in these areas of law. During the summer following our year in the clinic, the clinic's clients sent my work to U.S. trade negotiators.

ORLY CASPI

Harrison Institute for Public Law Student, 2005-06



INSTITUTE FOR PUBLIC REPRESENTATION

FALL OR SPRING; 12 CREDITS



The Institute for Public Representation (IPR) operates as a public interest law firm that focuses on communications, environmental, civil rights, and general public interest law. In recent years, students have worked on cutting-edge mass media issues from media ownership to children's advertising; high-profile environmental cases, including cases seeking to limit pollution emission and exposure to toxic substances; and a wide range of civil rights and government accountability cases, including cases concerning citizen access to government-held information, combatting workplace discrimination, and class action jurisprudence.

Under the supervision of the IPR faculty and fellows, students are exposed to high-level professional training and advocacy opportunities such as preparing comments and petitions for rulemaking to be filed with administrative agencies, drafting briefs and pleadings for court or administrative proceedings, drafting testimony and comments on proposed legislation, and presenting oral testimony before a variety of governmental bodies. The IPR faculty especially emphasizes improving student legal writing, research, and analytical thinking.

Five clinical graduate teaching fellows work with IPR each year. The fellows take a lead role in state and federal court litigation and administrative agency hearings, including presenting oral arguments, examining witnesses, and making presentations on behalf of clients. Working closely with clinical faculty, the fellows play an integral role as supervisors in the student experience. In addition, fellows are trained intensively in legal writing and complex issues analysis, and they co-teach the IPR clinic seminar.

CLINIC IMPACT

NICOLAINE M. LAZARRE AND JENEBA JALLOH GHATT

CREATING VITAL PROFESSIONAL RELATIONSHIPS

"I am extremely grateful for the experience and benefits I gained from my internship with IPR. Substantively, IPR introduced me to the world of communications law, civil rights and public interest advocacy, when I'd previously had tunnel vision about what the law meant and its impact on individuals. Having just completed my summer program at a major international law firm, I viewed my options very narrowly and did not understand the wider obligation (and opportunity) for service that a law career could provide. On another level, IPR's collegial atmosphere, flat hierarchy structure and intellectual training were empowering and instructive, bringing my skills and knowledge up several notches at an accelerated pace. Finally, I gained lasting relationships and mentoring which generate clients and alliances for me to this day, including my clinical fellow, Jeneba Jalloh Ghatt, with whom I continue today as friends and as business partners."



NICOLAINE M. LAZARRE

IPR J.D. Alumna, Fall 1998

- :: Managing Partner, The Ghatt Law Group
- :: Senior Consultant, JIG Communications
- :: Writer, The Washington Times Communities, Politic365.com, Jenebaspeaks.com
- :: Publisher, Bellyitchblog.com
- :: Managing Partner, LastLook Inc.

EDUCATION:

- :: B.S., University of Houston, 1993
- :: J.D., Georgetown University, 1999

"I am so blessed and privileged to have launched my legal career as an IPR fellow. While my classmates who had secured jobs at law firms and other large organizations were supporting senior attorneys and partners, I was actually deep in the trenches, putting together policy positions and filing them in pleadings, lobbying our positions before the FCC, FTC, the White House and courts, and bumping into senior partners at major law firms and veteran lobbyists in the waiting rooms. The foundation of skills and contacts I acquired at IPR have carried me throughout my career up until recently when I joined with my former student, Nicolaine Lazarre, to form the country's first black and female-owned communications firm. We are familiar with the issues and players and are formidable parties in the current communications industry because of that very important start at IPR."



JENEBA JALLOH GHATT

IPR Graduate Teaching Fellowship Alumna, 2000

- :: Principal, The Ghatt Group LLC
- :: Strategic Partner, Lazarre Associates, P.C.

SELECTED PAST EXPERIENCE:

- :: Assistant General Counsel, DC Office of Cable Television and Telecommunications
- :: Associate, Wilkie Farr & Gallagher LLP

EDUCATION:

- :: B.S., University of Maryland, 1995
- :: J.D., Catholic University Law School, 1998
- :: LL.M., Georgetown University, 2000

INTERNATIONAL WOMEN'S HUMAN RIGHTS CLINIC

FALL OR SPRING; 10 CREDITS



Students in the International Women's Human Rights Clinic focus on using international, regional, comparative, and national human rights law to prevent and redress violations of women's human rights in other countries. The Clinic and its partners have been successful in drafting and passing new domestic laws in areas such as female genital mutilation, trafficking, and domestic violence, and in litigating for equal rights against discriminatory employment, divorce, criminal, and inheritance laws.

Working as "cause lawyers," students collaborate with partner organizations in several African countries. They also have worked with NGOs in the Philippines, Poland, and Guyana. The students function as a close-knit team, working with local human rights lawyers to develop policy, strategy, proposed legislation, or court challenges and human rights reports to advance women's human rights issues. Under close faculty supervision, students work on a number of skills, from setting agendas, interviewing, and making oral arguments to developing persuasive briefs, bills, legislative memoranda, and human rights reports.

The Clinic offers a unique opportunity for one graduate teaching fellow per two-year term to gain clinical teaching skills and to make a meaningful contribution to the global women's human rights movement. Fellows work closely with faculty to design and teach Clinic classes, supervise the work of Clinic students, and conduct international fact-finding trips each spring. Fellows conduct the research, writing, and editing necessary to transform student work into published articles.

CLINIC IMPACT

CHANGING WOMEN'S GLOBAL STATUS

"As a lawyer working in Uganda for a long time on issues of women and human rights and trying to address issues of gender equality, for me the clinic has been very helpful. Through the clinic's students' efforts we were able to win the first sex-based challenge on discrimination against women in Uganda, challenging a law where men could divorce women on the basis of adultery only but women had to prove two or more grounds, adultery being one of them. With HIV/AIDS hitting many African countries, including Uganda, for women to be able to protect themselves from the virus by getting divorced from their husbands speaks for itself. We were able to take this to the Constitutional Court, and quite often we found ourselves using the IWHRC students' work because as an activist and a lawyer you find that you won't have enough time to be able to do all the research. That's why I believe the students' work is very important; they're working on a project that could eventually impact the lives of millions of women in Uganda and other countries in Africa."

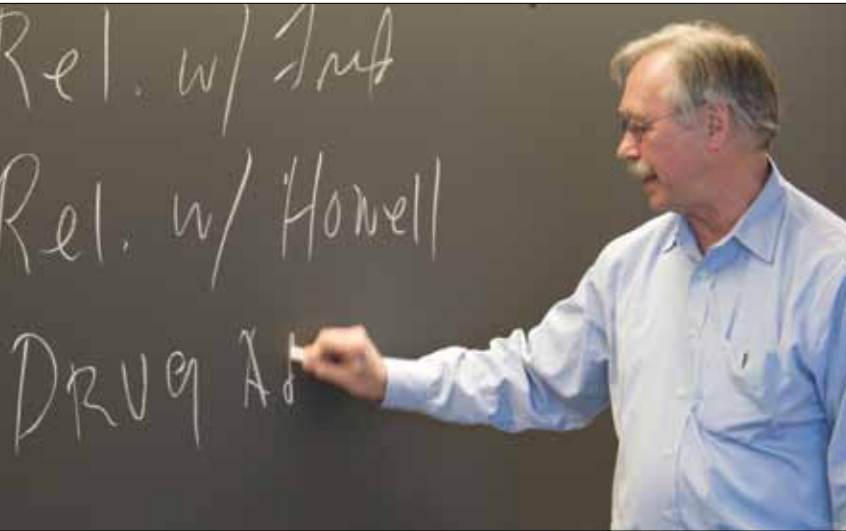
ESTHER KISAAKYE

Justice of the Supreme Court, Uganda
LL.B., Makerere University, 1981
LL.M., Georgetown University, 1994
S.J.D., American University, 2009



JUVENILE JUSTICE CLINIC

FALL ONLY, 9 CREDITS; FULL YEAR, 14 CREDITS



Students in the Juvenile Justice Clinic represent children charged with misdemeanor and felony crimes in the District of Columbia, typically involving drug possession and sale, assault, burglary, weapons possession, and car theft. Clinic students also occasionally represent clients in special education and school disciplinary hearings.

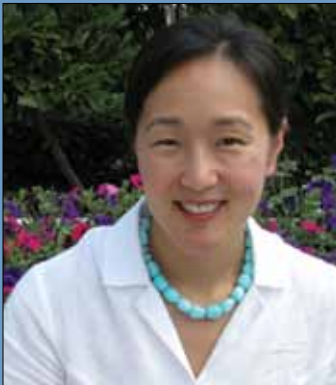
Clinic students are responsible for all stages of their clients' cases. Clinic faculty teach students to exercise good judgment and to plan litigation and settlement strategies that attain the client's goals. Through their case work and in the classroom, Clinic students learn to think independently, synthesize facts and legal principles, and develop interviewing, counseling, negotiation, and trial skills. Clinic students, faculty, and fellows provide highly effective representation to their clients by protecting the adolescent's rights and interests in the juvenile justice system and working to improve the adolescent's chances of becoming a productive citizen.

The highly regarded E. Barrett Prettyman & Stuart Stiller Fellowship Program offers one attorney the opportunity to gain training and practical experience in trial advocacy and client representation as part of the Juvenile Justice Clinic. During this two-year fellowship, participants first experience an intensive study of criminal law and procedure, evidence, and trial practice, with an emphasis on juvenile delinquency issues. Fellows then accept court appointments to defend juveniles and adults in felony and misdemeanor cases in the District of Columbia Superior Court. In the second year of the program, fellows are trained in clinical teaching, as they simultaneously supervise the case work of Clinic students and co-teach the Clinic seminar.

CLINIC IMPACT: **JEE PARK**

PREPARING FUTURE PUBLIC DEFENDERS

“The clinical teaching fellowship was probably the best job I could have had straight out of law school: I was closely mentored and supervised by highly effective, successful defense attorneys; and I learned how to analyze and prepare simple misdemeanor cases to more involved felony cases methodically, thoroughly, and with a focus on the priorities, desires, and needs of the client. In addition, working with third year law students the second year of the fellowship was an eye-opening experience. I believe I learned as much, if not more, from my students than they learned from me. I know the fellowship has made me a better attorney, and certainly, a more thoughtful criminal defense attorney.”



JEE PARK

JJC Graduate Teaching Fellowship Alumna, 2005

Supervising Attorney, Orleans Public Defenders

SELECTED PAST EXPERIENCE:

- :: Law Clerk to the Honorable Judge Emmet G. Sullivan, United States, District Court for the District of Columbia
- :: Public Defender, The Bronx Defenders

EDUCATION:

- :: B.A., Wesleyan University, 1997
- :: J.D., University of California, Berkeley School of Law (Boalt Hall), 2003
- :: LL.M., Georgetown University Law Center, 2005

ACTIVITIES AND INTERESTS:

- :: Member, Asian Pacific American Bar Association of the Greater Washington, D.C. Area
- :: Speaker and Student, Korean and Spanish Languages
- :: International Traveler (especially in Africa)

LAW STUDENTS IN COURT

FULL YEAR; 10 CREDITS



The D.C. Law Student in Court Program (LSIC) is the District's oldest clinical program, with roots stretching back to the late 1960s. Clinic students assist people living in poverty in cases relating to eviction from their homes and in a variety of small claims, contract, and tort actions. Students advocate for their clients before judges of the D.C. Superior Court and administrative law judges.

LSIC students learn trial skills, develop a practice-based understanding of an attorney's professional obligations, and provide legal services for many of D.C.'s most vulnerable residents. Through an intense week-long orientation, direct client representation, and weekly seminars, LSIC offers students an opportunity to learn how to prepare a case for trial (including fact investigation that requires field work throughout the District), how to create and nurture strong, trust-based attorney-client relationships, and how to advocate zealously in court hearings, mediation sessions, and administrative tribunals. At LSIC, Georgetown students work alongside students from other District law schools to address and fight the consequences of poverty, prevent homelessness and fight inequalities in our justice system.

CLINIC IMPACT: **SHIRLEY ANN HIGUCHI**

INSTILLING A LIFE-LONG COMMITMENT TO PUBLIC SERVICE

“Law Students in Court gave me an experience that the classroom setting could not offer. My most memorable case involved a “constructive eviction” claim, where my client’s apartment was so uninhabitable that his family would keep warm by leaving the burners running on the stove and oven. This case gave me a better concrete understanding of the problems – it was no longer abstract for me.

It also sparked a deep desire in me to continue to work with a hands-on approach in the community and become an advocate of making pro bono services available to the underprivileged. I have integrated this desire into my work during my term as President of the D.C. Bar and as head of the Legal and Regulatory Affairs Department at American Psychological Association (APA). Through my work I also replicated a similar program like the clinic. The “Parent Coordinator Project,” allows doctoral psychology students, through the D.C. court system, to work with supervising psychologists, attorneys, and judges in assisting low income families to find better ways to work together through the difficult adjustment of divorce and custody disputes in the best interest of the child.

I believe that any profession with a unique talent should transfer it positively by giving back to the community. I thank LSIC for helping me put into action my desire to contribute in a meaningful way.”



SHIRLEY ANN HIGUCHI

LSIC J.D. Alumna, 1983-84

Assistant Executive Director of Legal and Regulatory Affairs, American Psychological Association

SELECTED PAST EXPERIENCE:

- :: Staff Attorney, American Psychological Association
- :: Attorney, Epstein, Becker & Green P.C.

EDUCATION:

- :: B.A., University of Michigan, 1981
- :: J.D., Georgetown University Law Center, 1984

SELECTED ACTIVITIES AND INTERESTS:

- :: Member, Board of Trustees, United Planning Organization
- :: President, District of Columbia Bar, 2003-2004
- :: Member, Board of Directors, Asian American Education Fund
- :: Chair, Provider Issues Committee, D.C. Coalition Against Drugs & Violence

STREET LAW CLINIC

FULL YEAR; 6 CREDITS



Students in the Street Law Clinic teach practical law to public high school students and adult learners in the District of Columbia. They help their clients learn such important legal concepts and skills as reading, comprehending and completing legal forms, responding appropriately to police and law enforcement, and seeking appropriate remedies for legal problems. By teaching about the law, Clinic students teach their clients to develop basic academic skills such as reading, writing, listening, oral expression, problem solving and analytic thinking. The high school course culminates in a city-wide mock trial tournament where students shine in their roles as lawyers and witnesses, often before D.C. Superior Court judges.

Clinic students develop expertise and teach classes in negotiation, criminal law and procedure, individual rights, torts, family law, consumer law and housing law. Law students engage in substantial research and develop written lesson plans in preparation for teaching their class. Clinic students also learn teaching methodology and relevant substantive law.

The Street Law Clinic offers one fellowship per two-year term most suitable for law school graduates interested in developing teaching, supervisory and research abilities in a setting that combines public education, clinical teaching and public service. The fellowship experience combines seminar teaching, field supervision of clinic students, program administration, curriculum development and scholarly research in the context of practical law affecting everyday life. The fellow assists in the instruction and supervision of Clinic students and is trained in clinical legal teaching techniques and methodologies.

CLINIC IMPACT: **PATRICK CAMPBELL**

DIVERSIFYING THE PIPELINE INTO THE LEGAL PROFESSION

“There was a time when I would not have dared to dream of becoming a lawyer. Back then, hope of survival took precedence over thoughts of success. As I was growing up impoverished in a violence-plagued ghetto in the heart of Kingston, Jamaica, my home consisted of a single room, which I shared with my mother, stepfather, sister, and two brothers. When I left Jamaica and moved to the United States at age 14, I quickly discovered that the inner city of Washington had something sinister in common with my hometown. In either case, criminal careers were more prevalent than professional ones. When I started the 11th grade, a fortuitous event led me to a Street Law class at my high school, opening my eyes to a world that I previously thought unattainable. First, learning about some of the rights that I possessed by simply being in the United States was remarkably empowering. Even more importantly, the entire Street Law experience awakened in me a spirit that had previously been asleep – the sense that I could become a lawyer – and represented a genuine turning point in my life.”



PATRICK CAMPBELL

Street Law Alumnus

Partner, Paul Weiss Riffkind Wharton & Garrison

EDUCATION:

- :: Calvin Coolidge High School, 1986-87
- :: B.A., Georgetown University, 1992
- :: J.D., Stanford Law School, 1995

THE GRADUATE CLINICAL FELLOWSHIP PROGRAM

Unique in American legal education, Georgetown Clinical Graduate Teaching Fellowships offer new and experienced attorneys the opportunity to combine study with practice in the fields of clinical legal education and public interest advocacy. Each fellowship is associated with one of the Law Center's clinical programs, and each program varies in purpose, requirements, and duties. All of the clinical fellowships, however, share a common goal: to provide highly motivated lawyers the chance to develop skills as teachers and legal advocates within an exciting and supportive educational environment. Graduates of Georgetown's clinical fellowship program have gone on to prestigious positions in law teaching and public interest law settings. More than 100 Georgetown fellows are now teaching at law schools across the country, including five deans of law schools and several more associate deans or directors of clinical programs. Many others are leaders in public interest law across a wide variety of subject areas.

Fellows enroll in a two-year program during which they are in residence at a particular Georgetown clinic. Fellows directly supervise J.D. students enrolled in the clinics, assist in teaching clinic seminars, and perform work on their own cases or other legal matters. Fellowships usually begin in the late summer, with an intensive orientation designed to introduce fellows to clinical teaching methods. The orientation is part of a year-long teacher training course, entitled Elements of Clinical Pedagogy. Upon completing the requirements for graduation, fellows are awarded the degree of Master of Laws (Advocacy).

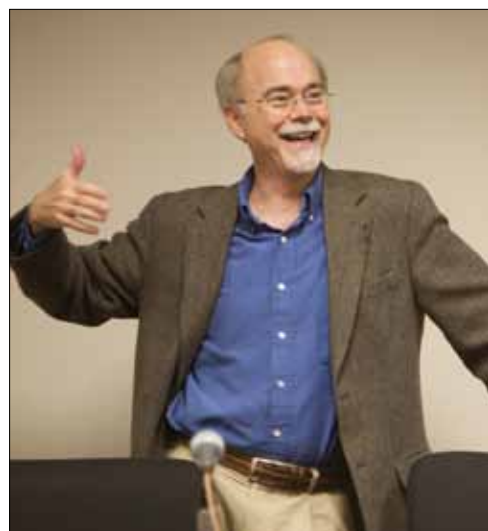
Each year, Georgetown offers ten to fourteen clinical teaching fellowships. The next available fellowships will commence in the summer of 2012. See the opposite page for application deadlines.

Teaching fellows receive an annual stipend of approximately \$53,000 (taxable), health and dental benefits, and all tuition and fees in the LL.M. program. As full-time students, teaching fellows usually qualify for deferment of their student loans. In addition, teaching fellows may be eligible for loan repayment assistance from their law schools.

With the exception of fellows in the Center for Applied Legal Studies and the Street Law Clinic, all fellows must be members of the D.C. bar. Fellowship applicants who are admitted to a bar elsewhere must apply to waive into the D.C. bar upon accepting their fellowship offer. The Law Center will reimburse the expense of waiving into the D.C. bar incurred by those fellows who have already taken the bar exam elsewhere prior to accepting their fellowship offer.

CLINIC FELLOWSHIPS AVAILABLE FOR THE 2012-2014 TERM AND APPLICATION DEADLINES

CLINIC	FELLOWSHIPS	APPLICATION DEADLINES
Appellate Litigation	1	December 1, 2011
Center for Applied Legal Studies	1	December 1, 2011
The Community Justice Project	1	December 1, 2011
Criminal Defense and Prisoner Advocacy, Criminal Justice, and Juvenile Justice (Prettyman & Stiller fellows)	3	November 1, 2011
Domestic Violence	1	November 1, 2011
Federal Legislation & Administrative	1	December 1, 2011
Harrison Institute for Public Law	1-2	March 1, 2012
Harrison Institute for Housing & Community Development	1	March 1, 2012
Institute for Public Representation	2	December 1, 2011
International Women's Human Rights	0	December 1, 2011 (for the 2012-2014 fellowship)
Street Law	1	December 13, 2011



OUR CLINICAL FACULTY

Georgetown's clinical programs are taught by expert faculty who lead their fields in practice, research and scholarship. Our full-time clinical faculty is the largest in the country, the faculty-student ratio is extremely low (on average, 1:5), and each clinic carries a high credit load (typically 10 credits for semester clinics and 14 for year-long clinics). These factors facilitate an intensive, in-depth collaboration between teachers and students.



DEBORAH EPSTEIN

B.A., Brown; J.D., New York University

**Associate Dean for Clinical Education and Public Interest Programs;
Director, Domestic Violence Clinic and Professor of Law**

Dean Epstein has taught at Georgetown since 1993. An expert in the field of battered women and the law, Dean Epstein recently co-chaired a multi-disciplinary effort to create a groundbreaking, specialized Domestic Violence Court in the District of Columbia. The new court fundamentally restructures the way that the justice system handles civil and criminal family abuse matters. Dean Epstein co-directed the D.C. Superior Court's Domestic

Violence Intake Center for its first five years of operation, and she directed the Emergency Domestic Relations Project, a nonprofit organization that provides legal and educational services to thousands of indigent victims of intimate abuse every year. She is Chair of the D.C. Domestic Violence Fatality Review Board and has served on the D.C. Domestic Violence Coordinating Council, the Mayor's Commission on Violence Against Women and the D.C. Coalition Against Domestic Violence Board of Directors. Dean Epstein's scholarly work focuses on domestic violence and gender discrimination.



JANE AIKEN

B.A., Hollins College; J.D., New York University; LL.M., Georgetown

Director, The Community Justice Project and Professor of Law

Professor Aiken joined the faculty in 2007. One of the nation's leading clinical law professors, she has developed a new clinic for Georgetown, The Community Justice Project, launched in 2010. Before coming to Georgetown, Professor Aiken created and directed numerous clinics, and her students have engaged in precedent-setting legal work in areas as diverse as HIV/AIDS policy and clemency for incarcerated battered women. She is a member of the American Law Institute and a Fellow with the American Bar Foundation. She

has spent time in Ethiopia as a State Department Senior Specialist, in Egypt, Turkey, Ukraine, and Georgia developing legal education, and in Nepal as a Fulbright Senior Scholar. Her scholarship includes publications on evidence issues, particularly the use of character evidence, legal education and international human rights.



HOPE M. BABCOCK

B.A., Smith; LL.B., Yale

Co-Director, Institute for Public Representation Clinic and Professor of Law

Professor Babcock joined the Georgetown faculty in 1991. She directs the environmental law section of the Institute for Public Representation Clinic, and has practiced in the field for more than 30 years. She served as general counsel to the National Audubon Society, as Director of Audubon's Public Lands and Water Program, as Deputy Assistant Secretary of Energy and Minerals in the U.S. Department of the Interior, and at private law firms, where she focused on energy and environmental issues. Professor Babcock has taught environmental and natural resources law at Georgetown, Yale, University of Pennsylvania, Pace, and Catholic law schools. She was a member of the Standing Committee on Environmental Law of the ABA, served as chair of the natural resources law section of the AALS and served on the Clinton-Gore Transition Team. Her scholarship deals with a variety of environmental and natural resources law topics, including how to achieve personal responsibility for environmental harms and the public trust doctrine.



ANGELA J. CAMPBELL

B.A., Hampshire; J.D., UCLA; LL.M., Georgetown

Co-Director, Institute for Public Representation Clinic and Professor of Law

Professor Campbell has taught at Georgetown since 1988. One of the nation's foremost experts in federal communications law, she directs the First Amendment and Media Law Project of the Institute for Public Representation Clinic. Before joining the Georgetown faculty, she served in the Communications and Finance Section of the U.S. Department of Justice Antitrust Division and worked in private practice. Professor Campbell recently received the Everett C. Parker Award from the United Church of Christ and the Telecommunications Research and Action Center, honoring her work in the communications field. She has written extensively on such topics as the regulation of children's media and the constitutionality of media regulations.



JOHN M. COPACINO

B.A., M.A.T., Duke; J.D., University of Virginia; LL.M., Georgetown

Director, Criminal Justice Clinic and E. Barrett Prettyman Fellowship Program and Professor of Law

Professor Copacino directs the Criminal Justice Clinic and co-directs the E. Barrett Prettyman Fellowship Program. He joined the faculty in 1987 and is a national expert in criminal defense law and practice. He has helped to train many of the finest clinical teachers at law schools around the country and is a much sought-after trainer for the national criminal defense bar. In 1997, Professor Copacino received the Frank Flegal Award for excellence in teaching. His scholarship focuses on juvenile justice topics. Before coming to Georgetown, he directed the Juvenile Law Clinic at Antioch School of Law. Professor Copacino has served as lead trial counsel in several hundred criminal cases in the District of Columbia.



MICHAEL DIAMOND

B.A., Syracuse; J.D., Fordham; LL.M., New York University

Director, Harrison Institute for Housing & Community Development Clinic and Professor of Law

Professor Diamond directs the Housing and Community Development Clinic within Georgetown's Harrison Institute, a position he has held since 1996. He has served as a consultant to the American Bar Association and to the Central and Eastern European Law Initiative on proposed housing laws in Russia and Bosnia, and as a legal education specialist on a team conducting a mid-term evaluation of the U.S. Agency for International Development's Economic Law and Improved Procurement System project in Indonesia. He is the author of casebooks on corporations and real estate law.



CHAI FELDBLUM

B.A., Barnard College; J.D., Harvard

Director, Federal Legislation & Administrative Clinic and Professor of Law

Professor Feldblum created and now directs Georgetown's Federal Legislation & Administrative Clinic, the first program of its kind. Before joining the faculty in 1991, she worked as legislative counsel at the AIDS Action Council and at the ACLU AIDS Project, and as a law clerk for U.S. Supreme Court Justice Harry Blackmun. Professor Feldblum played a leading role in drafting and negotiating the Americans with Disabilities Act and has worked extensively in advancing gay and lesbian rights, particularly in

the drafting of the Employment Nondiscrimination Act. She engages in scholarly work and practical advocacy in the areas of disability rights, lesbian and gay rights, and health, social welfare and employment-related legislation.



STEVEN H. GOLDBLATT

B.A., Franklin & Marshall; J.D., Georgetown

Director, Appellate Litigation Program, Faculty Co-Director, Supreme Court Institute and Professor of Law

Professor Goldblatt has directed the Appellate Litigation Program since 1981. He also is Faculty Co-Director of Georgetown's Supreme Court Institute, which conducts moot oral arguments in over 90% of the cases that are heard by the U.S. Supreme Court each year. Professor Goldblatt has argued five cases in the U.S. Supreme Court, including four on behalf of program clients, and has briefed many others. He served as Assistant District At-

torney and then Deputy District Attorney in Philadelphia, chaired the American Bar Association Criminal Justice Section Amicus Curiae Briefs Committee for more than 15 years, and served on the ABA Criminal Justice Standards Committee.



KRISTIN N. HENNING

B.A., Duke; J.D., Yale; LL.M., Georgetown

Co-Director, Juvenile Justice Clinic and Professor of Law

Professor Henning has taught full time at Georgetown since 2001. Before joining the faculty, she was the Lead Attorney for the Juvenile Unit of the Public Defender Service for the District of Columbia, where she helped organize and then lead a specialized unit to meet the multi-disciplinary needs of children in the juvenile justice system. She has been active in local, regional, and national juvenile justice reform as a consultant to government agencies such as the Department of Justice and the Office of Hawaiian Affairs

and serving on the Boards of the Mid-Atlantic Juvenile Defender Center, the Center for Children's Law and Policy, and the Advisory Board of the D.C. Department of Youth Rehabilitation Services. Professor Henning has published a number of law review articles on the role of counsel in delinquency cases, confidentiality in juvenile court, victims' rights, and other contemporary issues in the criminal and juvenile justice systems. She has also traveled to Liberia to aid in juvenile justice reform and was awarded the 2008 Shanara Gilbert Award by the Clinical Section of the Association of American Law Schools for her commitment to justice on behalf of children.



DAVID A. KOPLAW

B.A., Harvard, Queen's College at Oxford; J.D., Yale

Director, Center for Applied Legal Studies Clinic and Professor of Law

Professor Koplow has taught at Georgetown since 1981. Before joining the faculty, he served first as an attorney-advisor, then as special assistant to the Director of the U.S. Arms Control and Disarmament Agency. While on leave from the Law Center in 1997-99, he served as Deputy General Counsel (International Affairs) at the Department of Defense; from 2009 to 2011, he was Special Counsel for Arms Control to the General Counsel of the Department of Defense. In addition to his clinical work, he teaches

international law, as well as seminars on arms control, national security and proliferation of modern weapons. He has written in the areas of international law, U.S. foreign affairs and arms control.

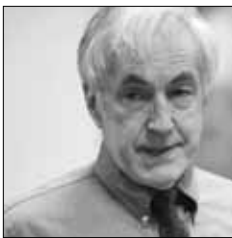


WALLACE J. MLYNIEC

B.S., Northwestern; J.D., Georgetown

Lupo-Ricci Professor of Clinical Legal Studies and Director, Juvenile Justice Clinic

A pioneer of clinical legal education and a national expert on juvenile justice, Professor Mlyniec joined the faculty in 1973 and was Associate Dean for Clinical Programs from 1989 until 2005. In addition to his clinical work, he assists with the training of fellows in the Prettyman Fellowship Program and teaches a practicum course in wrongful conviction. He has served as director of the Judicial Conference Study on ABA Criminal Justice Standards, administrator of the Emergency Bail Fund, chair of the AALS Standing Committee on Clinical Education, chair of the ABA Juvenile Justice Committee, and vice-chair of the National Juvenile Defender Center Board of Directors. He has been a consultant to law schools, schools of social work and the ABA's National Resource Center on Child Abuse and Neglect. He has also been Distinguished Visiting Scholar in Pediatric Law for Loyola University Law School's ChildLaw Program. Professor Mlyniec has received extensive national recognition for his work, including the William Pincus award for his contributions to clinical legal education; the Stuart Stiller award for legal service in the public interest; and the Father Robert Drinan Award from the AALS Section on Pro Bono and Public Service Opportunities.



RICHARD L. ROE

B.A., Yale; J.D., University of Maine

Director, Street Law Clinic and Professor of Law

Professor Roe directs the Law Center's D.C. Street Law Clinic and specializes in educating the public about the law in D.C. schools and the community. Before joining the faculty in 1983, he served as Program Director of the National Institute for Citizen Education in the Law and Executive Director of the Coalition for Law Related Education in Washington, D.C. He has conducted numerous workshops, both nationally and internationally, focusing on how to communicate legal principles to the general public. Professor Roe created the D.C. Family Literacy Project, which taught prisoners and homeless parents how to read with their children. He is a founder and board member of the Thurgood Marshall Academy Public Charter School. His research focuses on learning theory and its implications for law and law teaching.



SUSAN DELLER ROSS

B.A., Knox; J.D., New York University

Director, International Women's Human Rights Clinic and Professor of Law

Professor Ross joined the faculty in 1983 and, in 1999, created the International Women's Human Rights Clinic. She has also taught courses on international and comparative law on women's human rights, family law, equal employment opportunity and domestic violence. She has lectured and served as an international consultant on women's rights, including in training judges in Guatemala and Madagascar in applying international women's human rights law in their decision-making. Before coming to Georgetown, Professor Ross held positions in the U.S. Department of Justice Civil Rights Division, the Equal Employment Opportunity Commission and as Clinical Director of the ACLU Women's Rights Project. Her scholarship includes several books and numerous articles on sex discrimination in domestic and international contexts, including *Women's Human Rights: International and Comparative Law* (2008), a first in its field.



PHILIP G. SCHRAG

A.B., Harvard; LL.B., Yale

Director, Center for Applied Legal Studies Clinic and Delaney Family Professor of Public Interest Law

Director of the Center for Applied Legal Studies, Professor Schrag also teaches civil procedure. Before joining the faculty in 1981, he served as 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. Professor Schrag also has had a distinguished civic service career, serving as a consultant to the New York State Consumer Protection Board, an elected delegate to the District of Columbia's Constitutional Convention, and a consultant to the Governor's Advisory Council of Puerto Rico. He is the author or co-author of fourteen books, including *Asylum Denied: A Refugee's Struggle for Safety in America* (2008) and, most recently, *Refugee Roulette: Disparities in Asylum Adjudication and Proposals for Reform* (2009).



ABBE SMITH

B.A., Yale; J.D., New York University

Director, Criminal Defense & Prisoner Advocacy Clinic and E. Barrett Prettyman Fellowship Program and Professor of Law

Professor Smith has taught at Georgetown since 1996. Prior to joining the faculty, she served as Education Director and then Deputy Director of the Criminal Justice Institute at Harvard Law School, where she was also a clinical instructor in the criminal defense clinic and a lecturer in the Trial Advocacy Workshop. Professor Smith has also taught at American University Washington College of Law, and Temple University and City University New York schools of law. Her scholarly writing is on criminal defense, clinical legal education, legal ethics and juvenile justice. Professor Smith has practiced criminal law in Pennsylvania, New York, Massachusetts, Maryland and the District of Columbia, is on the Board of Directors of the National Juvenile Defender Center and the Bronx Defenders, and is a published cartoonist.



ROBERT K. STUMBERG

B.A., Macalester; J.D., LL.M., Georgetown

Director, Harrison Institute for Public Law Clinic and Professor of Law

Professor Stumberg has taught at Georgetown since 1975 and directs the Harrison Institute for Public law. He has also worked as policy director for the Center for Policy Alternatives, legislative counsel to Montgomery County, MD, and counsel to the Forum on Democracy & Trade. His recent publications and policy work include the impact of trade policy on subnational governments and developing countries, community food policy, adaptation to climate change, and access to health care. Prior work includes housing finance, regulation of multifamily housing, and financial deregulation. He serves on the board of the Center for Study of Services.



DAVID VLADECK

B.A., New York University; J.D., Columbia; LL.M., Georgetown

Co-Director, Institute for Public Representation Clinic and Professor of Law

Professor Vladeck joined the faculty in 2002 after spending more than 25 years with Public Citizen Litigation Group, a prominent public interest law firm, where he served as director for more than 10 years. Professor Vladeck has handled a broad range of litigation, including First Amendment, health and safety, civil rights, class actions and open government cases. He has argued several cases before the United States Supreme Court and over 60 cases before state courts of last resort and federal appeals courts. He also testifies before Congress and writes on administrative law and First Amendment issues. He has served on the Council of the Administrative Law Section of the ABA and on the Administrative Conference of the United States. He also teaches courses on civil procedure, federal courts, first amendment litigation, public interest advocacy and civil litigation.



FOR MORE INFORMATION, PLEASE CONTACT:

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Assistant Dean for Clinical Programs

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Washington, D.C. 20001

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