### Faculty
Prof. Angela Campbell and Fellows

### What do students do
Students represent non-profit organizational clients before federal agencies and courts to ensure that communications technologies are used in ways that serve the public interest.

### Semester or year-long
One semester, Fall or Spring

### Open to
All 2Ls and 3Ls (at least 31 credits). Preference will be given to 3Ls.

### Prerequisite(s)
All first year courses

### Credits
12

### Meets WR requirement
No

### Requires Student Bar Certification
No

### How many students
6/semester

### Conflicts
Handled on a case-by-case basis

### Average time commitment
42 hours per week total. 32 hours per week M-F on cases. 10 hours per week preparing for and attending seminar and project rounds. Full-time work on cases will continue for one week into the reading period.

### Seminar hours
- Tues. 9:00-11:00 a.m.
- Wed. 9:00-11:00 a.m.

### Orientation
Orientation will take place on the first day of classes

### Information session(s)
March 26, 4:30-6:00 p.m., McD 312

## OVERVIEW

In this clinic, students represent non-profit organizational clients before federal agencies and courts in efforts to ensure that communications technologies are used in ways that serve the interests of the public.

This section of the clinic works on cases involving the intersection of law and technology. Indeed, virtually every aspect of media and telecommunications law involving both new and traditional technology has been affected by the digital revolution. These are highly visible matters with important impact on the public. Because the projects change over time, perhaps the best way to explain what the clinic does is to give examples of recent projects. Projects have involved:

- representing organizations of deaf and hard of hearing consumers in FCC proceedings to improve the availability and quality of closed captioning on television and online;
- working with a broad coalition of public interest groups to ensure that sponsors of political advertising are disclosed on the air and assure compliance with the laws governing political advertising;
- investigating whether children's websites and apps are in compliance with the FTC's rules implementing the Children's Online Privacy Act; and
- drafting requests for the FTC to investigate unfair and deceptive marketing practices.
Students take substantial responsibility for their cases. While each student’s experience will vary, students typically have opportunities to strategize and communicate with clients and allied organizations; advocate for their clients in meetings with FCC or FTC staff; gather facts; research statutes, regulations, and case law; analyze how the law applies to specific circumstances; and draft, revise, and polish advocacy documents filed with an agency or court.

Most clinic clients are non-profit organizations. Some, such as Free Press, National Hispanic Media Coalition, and Center for Digital Democracy Coalition, focus their advocacy on media policy issues such as retaining media ownership limits, promoting increased ownership of broadcast stations by minorities and women, and supporting an Internet environment that is open, diverse, and democratic. For other public interest clients, advocating at the FCC or FTC is a means to achieve their broader goals. For example, students have worked with the Campaign Legal Center to get the FCC to require online public disclosure of political advertising on television stations. Students have also drafted complaints filed with the FTC alleging deceptive advertising of products such as “educational” apps for babies on behalf of the Campaign for a Commercial Free Childhood. Students have the opportunity to experience and reflect upon professional responsibility issues that arise in pro bono representation of organizations and coalitions.

Students draft a wide variety of documents including letters to clients and agencies; comments on proposed rules; petitions for reconsideration in administrative actions; complaints and requests for investigation filed with administrative agencies; memoranda to clients; and motions, oppositions and briefs filed in federal court. Students will receive detailed feedback on their writing and have multiple opportunities for revision. They will also learn substantive and procedural law necessary to effectively represent their clients. While the subject matter varies depending on the project, students are typically exposed to administrative law, First Amendment issues, federal regulation of broadcasting, cable and telecommunications, unfair and deceptive advertising law, and privacy law.

Whether working alone or in pairs, students are supervised by a graduate fellow and a senior attorney. The senior attorneys, Professor Angela Campbell and Benton Senior Counselor Andrew Jay Schwartzman, collectively have more than 75 years of experience in this field and have trained hundreds of attorneys now working for public interest organizations, the government and law firms. The graduate teaching fellows are recent law school graduates with significant experience in media law.

**TIME COMMITMENT**

Clinic work requires students to make a serious, ongoing commitment of time as described below. The time commitment is necessary because the students’ work has significant real world consequences that affect people’s lives. Most projects require students to do substantial research to understand the facts, the law and the context of their project and to think creatively about the best arguments and how to best present them. In addition, students earn twelve credits for completing the required work at IPR. For grading purposes, the twelve credits are divided into three categories: 1) research and analysis, 2) written and oral communication, and 3) professionalism and advocacy.

Project and office hours. IPR expects that students will spend at least 32 hours each week on their projects (“project hours”) and to keep detailed records of their time. Students are also expected to work in the IPR office in room 312 (or in the library, attending meetings, or other project related work) for 32 hours during normal weekday business hours (8:00 am - 6:00 pm) (“office hours”). While these time commitments overlap, students should expect to work during evenings and weekends as needed.

Seminars and rounds. In addition to time spent on projects, we expect students to devote the time necessary to prepare for and participate in seminars and rounds. Students attend a weekly, two-hour
seminar with students enrolled in the Environmental and Civil Rights sections of IPR. These seminars cover topics generally applicable to public interest law practice such as persuasive writing, FOIA, and statutory interpretation.

Approximately three times each month, students participate in “communications rounds.” The subject of communications rounds varies depending on what we are working on in the clinic and typically include the First Amendment, practicing before the FCC and FTC, writing strategies, working with clients, and media advocacy. Students will also participate in monthly “mixed rounds” to share their projects with IPR students and staff from different sections. In addition, given our Washington, DC location, students have opportunities to attend oral arguments, Congressional hearings, panels and conferences related to their clinic work.

**SELECTION CRITERIA/APPLICATION PROCESS**

We welcome applications from both rising 3L and 2L students and have no pre-requisites other than the first year curriculum, although we recommend taking courses in communications law and administrative law. If more students apply than can be accommodated, we give first preference to students who will be in their final year of law school, and second preference to students who have a background or demonstrated interest in the media/internet/communications area. The clinic application can be found online at [www.law.georgetown.edu/go/clinic-registration](http://www.law.georgetown.edu/go/clinic-registration) and must be completed by 11:59 p.m. on April 8th.

**STAFF**

**Angela Campbell,** Professor of Law, has been teaching at IPR since 1988. She graduated from UCLA School of Law in 1981 where she was editor-in-chief of the Federal Communications Law Journal. She spent two years as a Staff Attorney at IPR. After leaving IPR, she practiced law at the firm of Fisher, Wayland, Cooper & Leader, and at the Communications and Finance Section of the Antitrust Division, U.S. Department of Justice. Professor Campbell’s practice at IPR is before the Federal Communications Commission, the Federal Trade Commission, and the federal courts. She has successfully argued in the US Court of Appeals for the overturn of FCC decisions to allow increases media consolidation. She played a major role in the drafting, enforcing, and revising rules protecting children’s privacy online. She has published articles on food marketing to children, media self-regulation, children’s television regulation, universal service, first amendment rights of telephone companies, and legal writing.

Professor Campbell will be on sabbatical during Spring 2016 and Fall 2016, and a visitor will direct the clinic during those semesters.

**Andrew Jay Schwartzman,** the Benton Senior Counselor, joined the clinic in January 2014. From 1978 through 2012, Schwartzman headed the Media Access Project (MAP). MAP was a non-profit public interest telecommunications law firm which represented the public in promoting the First Amendment rights to speak and to hear. MAP sought to promote creation of a well informed electorate by insuring vigorous debate in a free marketplace of ideas. It was the chief legal strategist in efforts to oppose major media mergers and preserve policies promoting media diversity. MAP also led efforts to promote openness and innovation on broadband networks and to insure that broad and affordable public access is provided during the deployment of advanced telecommunications networks. Since 2003, Schwartzman has also taught at the Johns Hopkins University School of Arts and Sciences Department of Advanced Academic Programs. He was the Law and Regulation Contributor to Les Brown's Encyclopedia of Television, and is the author of the telecommunications chapter in the Encyclopedia of the Consumer Movement. Schwartzman is a graduate of the University of Pennsylvania Law School.
Drew Simshaw, clinical teaching fellow, graduated from the Indiana University Maurer School of Law-Bloomington in 2012, where he served as an Articles Editor for the Federal Communications Law Journal. After graduation, he worked at the Center for Applied Cybersecurity Research and the Center for Law, Ethics, and Applied Research in Health Information, both at Indiana University. He has written a number of articles on topics such as privacy, cloud computing, cybersecurity, and public interest obligations of broadcasters.

Jonathan Perez, clinical teaching fellow, will graduate from the American University Washington College of Law, where he was a student in the Intellectual Property Clinic. He has worked as an intern at the FCC, the National Telecommunications and Information Administration, Facebook, AT&T and the Mexican American Legal Defense and Education Fund. He has an MA in English Literature from the University of Virginia and has taught writing to high school and college students.

2014-2015 INSTITUTE FOR PUBLIC REPRESENTATION COMMUNICATIONS & TECHNOLOGY CLINIC STUDENTS

Fall 2014
Emily Behzadi  etb38@law.georgetown.edu
Gregory DiBella  gd406@law.georgetown.edu
Camille Fischer  ccf40@law.georgetown.edu
Patricia Kim  psk23@law.georgetown.edu
Keir Lamont  kdl35@law.georgetown.edu
Daniel Syed  dws43@law.georgetown.edu

Spring 2015
Thomas Ball  tab91@law.georgetown.edu
Christopher Dioguardi  cjd94@law.georgetown.edu
Caleb Gilmartin  cjj64@law.georgetown.edu
Jennifer Grace  jwg57@law.georgetown.edu
Abraham Shanedling  ajs304@law.georgetown.edu
Margaret Thomas  mdt44@law.georgetown.edu