

# IMMIGRANT RIGHTS CLINIC

*Law 800K-511*

FALL 2020

Mondays 1:30-4:20



[Click here for READINGS & ASSIGNMENTS](#)

## Course Information and Policies

### Modality:

The course will be mostly online, but with orientation in-person, and use of the Clinic Suite as needed for client work.

### Course Description:

Students enrolled in the clinic represent low-income immigrants seeking various forms of relief from removal. Under the supervision of faculty members, students are responsible for all aspects of representing their clients, including interviewing and counseling clients, preparing witnesses, engaging in fact investigation, conducting legal research, drafting litigation documents, and oral advocacy. Students may also engage in advocacy efforts involving issues faced by immigrant communities. Students will attend a weekly seminar focused on substantive law and legal skills and are expected to devote approximately 20 hours per week to clinic activity.

### Course Materials:

Carolyn Grose & Margaret E. Johnson, *LAWYERS, CLIENTS & NARRATIVE: A FRAMEWORK FOR LAW STUDENTS AND PRACTITIONERS* (Carolina Academic Press 2017). ISBN-13: 978-1531003845

### Student Learning Outcomes:

- Successful students who have completed the Immigrant Rights Clinic will be able to:
- Counsel a client with respect to immigration options, and with reference to the rules of professional conduct
- Develop comprehensive interview plans for their clients
- Conduct an interview with a client that results in the collection of sufficient information to further the case objectives

- Assess the best strategies for obtaining client goals
- Articulate the legal theories in support of the client's possibilities for relief
- Explain the basis of relief sought in a manner the client can understand
- Imagine how the immigration system could function better for their clients
- Prioritize their time to meet multiple clinic deadlines
- Improve their case theories through ongoing fact investigation and client interviewing
- Build a case plan that will integrate the facts and theory of their cases

### Grades:

Each of these categories is defined in detail in the Clinic Manual, Part 1. You will also receive a written mid-semester evaluation from your supervisor assessing your progress in each area.

- Case Development and Case Planning: 20%
- Client Interviewing and Counseling: 15%
- Oral and Written Advocacy in Cases: 20%
- Professionalism: 15%
- Seminar Participation: 15%
- Reflection and Self-Evaluation: 15%

### Course Expectations:

- Students are required to complete an average of 20 hours of clinic work per week. This includes seminar, supervision meetings, time spent reading for seminar, and client work.
- Students are expected to arrive on-time for all seminar, supervision, and client meetings as well as any court dates.
- Students should have completed the assigned reading and be prepared to participate in seminar discussions,
- simulations, and exercises.
- General clinic assignments as well as supervision assignments should be submitted in the manner requested no later than the deadline.
- For online seminars, we require that your video be on (and you may use virtual backgrounds for privacy)--if that poses a particular hardship or challenge, please let Professor Keyes know.
- **From the Student Handbook:** Attendance at clinical seminars, team meeting, client meetings, and appearances before adjudicative and legislative bodies is a primary obligation of clinical students whose right to continued enrollment in a clinic is conditioned upon a record of attendance satisfactory to the professor. A student whose unexcused absences exceed a combination of three required clinic obligations or whose total absences, excused and unexcused, exceed five clinic obligations may be compelled to withdraw from the course. A student who is compelled to withdraw shall receive an

“F” in the course, unless in the professional opinion of the faculty member, it is deemed that the student should receive a “W”.

- For more information, please see the Clinic Manual.

### **Course Web Site:**

We are using Sakai for our course website. You can reach Sakai at <https://myub.ubalt.edu>. Zoom links for our class, as well as links to the videos, will all be found there (and hyperlinked within the syllabus below, soon).

**NOTE: Faculty are required to record Zoom classes for the purposes of accommodating a disability, for students who cannot attend or so students who wish to review may have access to the full class content. All recordings are for the sole use of the class and may not be reproduced by students for any other purpose. Faculty cannot reproduce students' voices or images from the class for any other purpose without additional student consent. All such recordings are protected by a UB login process based on where they are posted. Students may mute their microphone or turn off their camera if they do not consent to be recorded, but this may mean they need to find additional ways to participate in the class discussion. In addition, students who turn off their camera and do not remain present for the class session may be subject to the Honor Code for misrepresenting attendance.**

### **Class Cancellation:**

If the instructor must cancel a class, notices will be sent to students via email and posted on the classroom door. If there is inclement weather, students should visit the University of Baltimore website or call the University's Snow Closing Line at (410) 837-4201. If the University is open, students should presume that classes are running on the normal schedule.

### **Academic Integrity:**

Students are obligated to refrain from acts that they know or, under the circumstances, have reason to know will impair the academic integrity of the University and/or the School of Law. Violations of academic integrity include, but are not limited to: cheating; plagiarism; misuse of library materials; use of another's book or study materials without consent; unapproved multiple submissions; material misrepresentation of one's academic history or standing; misrepresentation of any academic matter; intentionally giving another student false or inaccurate information about class requirements; inappropriate discussion of exams; and misrepresenting or falsifying class attendance reports. The School of Law Honor Code and information about the process is available [here](#).

## Course Evaluations

It is a requirement of this course that students complete a course evaluation. The evaluation will be available later in the semester and is entirely anonymous. Faculty members will not have access to the feedback provided on course evaluations until after all grades are submitted. There is *also* a clinic-specific evaluation that we will ask you to email to Clinic Administrator [Laura Garcia](#); she will keep them private until after all grades are posted.

## Title IX Sexual Misconduct and Nondiscrimination Policy:

The University of Baltimore's Sexual Misconduct and Nondiscrimination policy is compliant with Federal laws prohibiting discrimination. Title IX requires that faculty, student employees and staff members report to the university any known, learned or rumored incidents of sex discrimination, including sexual harassment, sexual misconduct, stalking on the basis of sex, dating/intimate partner violence or sexual exploitation and/or related experiences or incidents. Policies and procedures related to Title IX and UB's nondiscrimination policies can be found at: <http://www.ubalt.edu/titleix>.

## Disability Policy:

If you are a student with a documented disability who requires an accommodation for academic programs, exams, or access to the University's facilities, please contact Keri Hickey, Director of Student Support in the Office of Academic Affairs, at [khickey@ubalt.edu](mailto:khickey@ubalt.edu).

## [Student Success Resources Syllabus Addendum](#)

# READINGS & ASSIGNMENTS<sup>1</sup>

## Prior to Semester

### Readings:

- Clinic Manual
- Why Understanding These Four Kinds of Mistakes Can Help Us
- Unpacking Pandora's Box
- [Science of Happiness](#)
- Tell Me How It Ends

---

<sup>1</sup> This section is subject to change. Also, the section will be updated with hyperlinks to videos and readings on an ongoing basis; necessary hyperlinks will be available no later than one week before the date needed.

### Complete by 10 p.m. Sunday August 23:

- Familiarize yourself with the [Immigration Court Practice Manual](#). Afterwards, complete a quiz to test your knowledge.
- [Goal Identification Form](#)

## **Week of August 24: ORIENTATION**

**\*\*\*Note: This week is heavier on assignments than most other weeks because you really do not begin your client work until a bit later in the semester.**

### In-Person

- 8/24: IRC orientation and clinic tour

### Live Zoom Sessions

- 8/25: Swearing-In Ceremony
- TBD: Clio Case Management Training

### On Your Own Time

- Read:
  - Overview of the Deportation Process
  - *How Trump Radicalized ICE*
  - Grose & Johnson, *LAWYERS, CLIENTS & NARRATIVE*
    - § Introduction
    - § Chapt. 4, section III(A-C)
- Watch:
  - Immigration System Overview Lecture

### Prep for Next Class

- Watch
  - Working with Interpreters
  - Interviewing 101
  - Trauma and Resiliency
- Read:
  - Grose & Johnson, *LAWYERS, CLIENTS & NARRATIVE*
    - Chapt. 3, sections I-III
    - Chapt. 4, sections I-II(D)
    - Chapt. 5
  - Asylum Access Interviewing Skills Guide

- Asylum Denied Excerpt
- Intake for August 31 Client
- Complete by August 30
  - Initial Case Plan Assignment
  - Upload a Flip Grid Video introducing your case to your classmates
  - Collaboration Worksheet

## Week of August 31: Interviewing and Interpreters

### Live Zoom Session

- Interviewing Practice

### On Your Own Time

- Watch Collaboration mini-lecture

### Prep for Next Week

- Read
  - [To Text or Not to Text](#)
  - AILA Checklist for Supporting Documentation
- Complete
  - Interview Plan Assignment (with your partner; submit one per team)
  - Schedule your first client meeting to occur (ideally!) before September 14

## Week of September 7 (No Live Class Because of Labor Day): Evidence and Fact Investigation

### On Your Own Time

- Watch
  - Evidence
  - Fact Investigation
  - *Asylum Interview Clip* and respond to questions
- Read
  - Grose & Johnson, LAWYERS, CLIENTS & NARRATIVE
  - Chapt. 1, sections I-III(A-G)
  - Stacy Caplow, *Putting the I in Wr\*t\*ng*

### Prep for Next Class

- Watch Master Calendar Video
- Written Pleadings due by class time. Bring two copies of your pleadings with you to class. Additionally, come to class ready to deliver oral pleadings for your client in a mock master calendar hearing.
- Read
  - [Belonging, Conflict, and How We Inhabit Our Identity](#)
  - [Representing Clients at the Master Calendar Hearing](#)
  - [Notices to Appear: Practice Advisory](#)
- Complete by September 13:
  - Schedule an additional half-hour of supervision for individualized teaching relevant to your case plan.
  - Parts 5 and 6 of the Case Plan Assignment (Evidence and Case Calendar)

## **Week of September 14: Master Calendar Hearings**

### Live Zoom Session

- Practicing Pleadings

### On Your Own Time

- TBD

### Prep for Next Class

- Read
  - [David Foster Wallace: In His Own Words](#)
  - Grose & Johnson, LAWYERS, CLIENTS & NARRATIVE
    - Chapt. 1
    - Chapt. 2, sections I-III
    - Chapt. 6, sections I-V
- Watch [Danger of A Single Story](#)
- Complete by September 20
  - Short Narrative Assignment
  - Section 1 of Case Plan

## **Week of September 21: Narratives and Case Planning**

### Live Zoom Session:

- Crafting Narratives

- Strategic Case Planning

### Prep for Next Class

- Watch Case Theory Video
- Read:
  - Grose & Johnson, LAWYERS, CLIENTS & NARRATIVE
    - Chapt. 1
    - Chapt. 2, sections I-III
    - Chapt. 6, sections I-V
- Complete Sections 3, 4, and 6 of the Case Plan by September 27

## **Week of September 28: Case Theory**

### Live Zoom Session:

Editing Case Theories

### On Your Own Time

- Listen to [Embedded podcast](#) on litigation in detention (40 minutes)
- Watch: [Best Practices in Representing Asylum-Seekers](#) (80 minutes)

### Prep for Next Week

- Listen to [Presiding Under Pressure](#) (8 minutes)
- Readings TBD
- Complete by October 5
  - Entire Case Plan
  - Immigration Court Data Assignment

## **Week of October 6: Immigration Court**

### Live Zoom Session:

Litigating in Immigration Court (guest speakers); discussion of *pro se* access to justice and IJ disparities

### Prep for Next Class

- Watch Direct Exam Video
- Read
  - Asylum Primer: On Direct and Cross Examination
  - Grose & Johnson, LAWYERS, CLIENTS & NARRATIVE
    - Chapt. 10

- Complete by October 12
  - Mid-semester Self Evaluation Assignment
  - Direct Examination Exercise

## **Week of October 13: Direct Examination**

### **Live Zoom Session**

Conducting Direct Exams

### **Prep for Next Class**

- Watch
  - Counseling
  - *Trauma Stewardship*
- Read
  - Resilient Resistance Blog Posts
  - Grose & Johnson, LAWYERS, CLIENTS & NARRATIVE
    - Chapt. 8
- Complete Reflection Memo on Emotional Side of Lawyering by October 19

## **Week of October 20: Counseling**

### **Live Zoom Session:**

Counseling Choices

### **Complete by October 26:**

- TBD

### **Prep for Next week:**

- TBD

## **Week of October 27: TBD**

We will use our time this week on a mix of client work and zooms (on 10/27) that respond to any emerging client or legal issues. If nothing is urgent, we will dissect immigration reform impacts of the Presidential Election. #Vote

### **Prep for Next Class:**

- Watch Ethics
- Read

- The Importance of Developing a Philosophy of Practice
- Diligence and Competence
- Listen to AILA Ethics Podcasts

## Week of November 2: Ethics

### Live Zoom Session:

Developing a personal philosophy of ethics

### On Your Own Time:

- Ethics Process Assignment

### Prep for Next Week:

- Watch Administrative Advocacy Video
- Read
  - [The Value of Public Participation in Rule-Making](#)
  - Other reading TBD
- Complete Administrative Problem-Solving Exercise by November 8

## Week of November 9: Administrative Problem-Solving

### Live Zoom Session:

Why Lawyers Do Advocacy

### On Your Own Time:

### Prep for Next Week:

- Watch Media Video
- Read
  - Letters to the Editor: [How to Write Them and Why They Work](#)
  - Sample Op-Ed by [Nickole Miller](#)
- Complete Letter to Editor Exercise by [November 15](#)

## Week of November 16: Media Advocacy

### Live Zoom Session:

with Journalist(s)

### On Your Own Time:

- TBD

### Prep for Next Week:

- Read
  - [A Growing Lawyer Army is Banding Together to Protect Immigrants](#)
  - When Good Lawyers Go Bad
  - SKIM Rules of Practice Management (and comments)
  - Executive Disorder: Ethical Challenges for Immigration Lawyers Under the Trump Administration
- Complete Practice Management Reflection Memo by November 22

## **Week of November 23: Practice Management**

### Live Zoom Session:

with IRC Alums

### Prep for Next Week:

- Read
  - Bill Quigley, Letter to a Law Student Interested in Social Justice
  - [The Future of Work: America's Professional Elite: Wealthy, Successful and Miserable](#)
- Complete by November 29:
  - Flip Grid video on 3 things you learned this semester (one can be funny or light, two should be more serious)
  - Draft of all Clinic Close-Out Requirements
  - Resume/CV Assignment

## **Week of November 30: LAST CLASS**

### Live Zoom Session:

Reflections on Semester

### On Your Own Time:

- Finalize all clinic close-out requirements

## **CONGRATULATIONS!**

**You made it to the end of the semester. We hope you leave the clinic inspired, proud of your enhanced lawyering skills, and committed to public service. Please keep in touch.**