

**Summer 2017 Course Descriptions****3/29/2017**

<b>Crs#</b>	<b>Name</b>	<b>DESCRIPTION</b>	<b>FACULTY</b>
517LEC	Adv Legal Analys, Writ & Res	Civil Rights Litigation: This course is an advanced legal skills course, which will prepare students to address complex legal issues as they arise in actual practice. Students will work on legal issues that commonly arise in the context of civil litigation. Using one case file dealing with a civil rights issue, students will explore all phases of civil litigation from intake through appeal. Students will conduct legal research, analyze legal problems and authorities, draft a variety of legal documents, and complete distinct legal skill exercises. In addition, students will learn how federal statutes work in tandem with the constitution to create a system to enforce civil rights in the United States. In this context, students will also learn about the historical underpinnings of 42 U.S.C. § 1983 and The Civil Rights Act of 1964 along with its amendments and sister statutes. In this course, students will gain a more sophisticated understanding of legal research, rules of law, rule synthesis, statutory analysis, and the intersection of common law with statutes and regulations.	Gargano, Bernadette
522LEC	Judicial Externship Skills	See Externship/Judicial Externship Information Packet	TBA
523TUT	Judicial Externship Intensive	See Externship/Judicial Externship Information Packet. Must also enroll in L522 - Judicial Externship Skills (1 Cr)	Saran, Melinda

529SEM	Mindfulness & Pro Identity	<p>Who will you be as a lawyer? A hard-charging, zealous advocate? A gentle, wise counselor? What images of lawyering did you bring with you to law school, and how has your law school experience changed those images? How should you connect your personal ethics and sense of humanity with your professional role, or should they connect at all? To facilitate exploration of these questions, we will use an innovative method of mindful reflection. Each week, in addition to discussing readings assigned for class, we will spend time learning about and practicing mindfulness techniques that are designed to sharpen your powers of attention and observation, as well as to promote relaxation, reflection, and engagement with your deepest sense of self. Although some of these techniques originated in various religious traditions, the seminar does not promote a religious perspective. Rather, the goal is to help you develop a toolkit of practices that you will be able to use as a student and as a practicing lawyer to reduce stress, to manage the emotional ups and downs that lawyers constantly face, to find the kind of professional work that fits your goals and values, and to stay human, connected to your sense of humor and your deepest ethical and professional ideals. Armed with these tools, we will explore a number of substantive questions reflecting three themes: professional identity, lawyering skills, and rethinking legal institutions. With respect to professional identity, we will discuss questions like the following: What makes a good lawyer? What are the limits of zealous advocacy? When lawyering for a cause, is it sometimes appropriate to put your own values before the client's? What kind of lawyer do you want to be, and what kind of lawyering work will make you happy? With respect to the second theme, lawyering skills, we will discuss these and other questions: How do you make clients feel listened to, and heard? How do you handle a situation in which your client has a very different cultural, social or religious background from your own? How do you handle feelings of attraction, repulsion, rage, frustration, and sympathy that may arise when you deal with certain clients, or certain co-workers? How do you deal with hostile or controlling opposing counsel? How do you avoid "burnout"? Finally, with respect to the third theme, rethinking legal institutions, we will hear from guest speakers and read materials concerning a range of innovative lawyering practices and institutions that go beyond courtroom work and the adversarial system, including: negotiation and mediation; "holistic" law practice; therapeutic justice; and restorative justice. This course fulfills the seminar requirement.</p>	Phillips, Stephanie
725LEC	Practice-Ready Legal Writing	<p>This course covers objective and persuasive writing, as well as document drafting. The goal of this course is to make you more comfortable with legal writing and analysis to enable you to quickly produce excellent work in practice. During this course, you will improve your writing skills, sharpen your analysis, and further develop your editing ability. You will draft a statute, a contract, jury instructions, a demand letter, a complaint/answer, a notice of motion/motion, an opinion letter, a will, and an argument section of a brief. This course is focused solely on writing and analysis there is no research component.</p>	Reilly, Laura Beth

770LEC	Legal Ethics in Context	Students will explore the ethical standards and legal obligations of lawyers, as well as learn lawyering skills such as interviewing, counseling, and negotiating, in the context of professional practice. Based on the ABA Model Rules, this course will also use MPRE-based quizzes every class to reinforce the lessons. We will explore the Professional Conduct and the Restatement (Third) of the Law Governing Lawyers, as well as New York rules, statutes, and case law which govern lawyer behavior and the lawyer's duties, supplemented by various readings on practice skills. This course is designed to help students develop certain "practical lawyering" skills needed to represent clients both competently and ethically in every legal setting from litigation to transactional planning. We will use a combination of interrelated classroom work; simulations (both in and out of class); and research, writing, and reading assignments to explore both skills and ethics. There will not be an exam, but instead some regular short assessments. A portion of class time will be dedicated to one-on-one simulations and peer review.	Connolly, Kim
791TUT	Externship	See Externship/Judicial Externship Information Packet	Saran, Melinda
797TUT	Judicial Externship	See Externship/Judicial Externship Information Packet	Saran, Melinda
799TUT	Independent Study	An upper-class student who wishes to pursue a special research interest under the guidance of a law school faculty member may earn up to three credit hours for an independent research and writing project. Students undertaking independent research will meet periodically with the faculty member supervising the research for discussion, review, and evaluation of the research project. An adjunct faculty member cannot serve as the exclusive supervisor of an independent study. The finished written product must be comparable in scope and quality to a student note or comment in a law review or social science journal. In order to register for an independent study project the student must prepare a written research proposal approved by the supervising faculty member and obtain this faculty member's signature on the Independent Study form. This form can be found on the Records website or in the Records Office. The proposed study must be one that requires substantial investment of time and effort and results in a significant work that makes an original contribution to the understanding of law or reflects pursuit of a specialized interest of a student not covered in standard offerings in the curriculum. With faculty approval an independent study may count for seminar credit. The independent study program may not be used to earn credit for work performed as a research assistant or in an internship, an externship, or a clinic. Students are allowed to register for one independent study while in the law school. In very limited circumstances, a student may continue work on an independent research project in a later semester for up to three additional credit hours, such as where continuation of work on the paper will facilitate publication of an independent research paper or allow completion of an ambitious social science research project. Expansion of an independent study project requires a request by the supervising faculty member and approval of the Vice Dean for Student Affairs.	Staff

977TUT	Pro Se Civil Litigation Pract	<p>More than twenty-five million Americans are denied legal assistance each year due to lack of resources. The failure to provide legal assistance to our countrys most vulnerable populations has been recognized as a crisis by both state and federal actors. This crisis impacts individuals that are already most at risk, including communities of color, poor and low-income families, and people with disabilities. Without the funds to retain counsel and with the pool of free legal services shrinking due to funding cuts, millions of litigants in both state and federal courts are unrepresented and lack access to even the most basic legal resources. In this service learning practicum, students will support practicing attorneys working with the Erie County Bar Association Volunteer Lawyers Project. Students will engage in experiential learning and develop profession-ready legal skills by assisting lawyers in supporting pro se litigants in Erie County Family Court and the U.S. District Court for the Western District of New York, including staffing a newly-developed legal resource center at the federal courthouse. Working with full-time UB School of Law professor and civil litigator Bernadette Gargano and a family law practitioner, students will also participate in classroom study. Students will meet with pro se litigants, perform legal research, write legal memoranda and white papers, develop legal resources for unrepresented litigants, develop community learning opportunities, and provide assistance in navigating legal documents and the court system. Students will also write a brief research paper on a related topic that will be published on the law school website.</p>	Gargano, Bernadette
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