The 2012 SALT Teaching Conference Program

Teaching Social Justice, Expanding Access to Justice: The Role of Legal Education & The Legal Profession

October 5-6, 2012 in Baltimore, Maryland

Friday, October 5, 2012

9:00 a.m. - 11:00 a.m.  BALTIMORE REALITY TOUR

Narrated by Brenda Bratton Blom, University of Maryland School of Law

This highly acclaimed tour of the “other Baltimore” is given annually by Brenda Bratton Blom to new faculty and students who are enrolled in her clinic. The tour will juxtapose some of the city’s most disinvested neighborhoods with some of the “power neighborhoods” and will include the history of these communities, community development efforts and the current statistics on challenges and opportunities. The tour will hold up a community and economic development lens to the fascinating city of Baltimore. Pre-registration required.

11:00 a.m. -12:00 p.m.  REGISTRATION & PRESENTATION FORUM

• Legal Andragogy, Legal Practice and Social Justice Lawyering
  Degna P. Levister, CUNY Law School

  Takes a pragmatist thought approach in which theory is extracted from real world practice and applied back to that practice. Demonstrates how a prophetic approach to teaching legal skills, particularly sensitivity and effectiveness with diverse clients/colleagues and what it means to seek justice, can serve as a model for addressing the need to teach a sense of public responsibility. Describes the Economic Justice Project and how pragmatist thought is applied in the quest for justice.

• Teaching Tomorrow’s Citizens: The Law’s Role in Educational Disproportionality
  Darrell Jackson, University of Colorado Law School

  Explores the role of law in contributing to the disproportional treatment of minorities. Discusses the history of using the law to protect privileges and interests in education. Uses a critical race theory approach.
• **Transforming Socrates: Recasting Traditional Legal Educational Techniques to Create a Passion for Social Justice**
  Clifford Fisher, Krannert School of Management Purdue University
  Judge Lesley Meade, Purdue University

  Workshop on a teaching method that involves modified Socratic method that involves the entire class, using dynamic real world events. The real world events demonstrate the timeless legal principles, as well as the intersection between justice, diversity and law. The new approach shifts the focus to diversity and justice as the goal of the analysis.

• **Integrated Equality**
  Jamie Abrams, University of Louisville Brandeis School of Law

  Proposes the use of research-driven simulations to introduce students to seminal case precedent and to prepare them as sophisticated social justice advocates. These simulations are limited to the coursebook content and can easily be integrated into any subject matter course with just 10-15 minutes of additional instructional time. This approach deepens student reading of the course material and better prepares students to engage in social justice litigation by revealing the precedential, political, and social obstacles that historical advocates overcame to yield our most noteworthy cases advancing social equality.

• **From Roach Powder to Radical Humanism: Professor Derrick Bell and the Dualities of Critical Constitutional Pedagogy**
  Vinay Harpalani, Seattle University School of Law

  Discusses “critical constitutional pedagogy” and focuses on the contributions of Derrick Bell. The author will share anecdotes from his time as a Teaching Assistant for Derrick Bell and Professor Bell’s views on the Constitution. Situates scholarship on critical constitutionalism and critical constitutional pedagogy while including Professor Bell’s philosophy on life and activism as seen through the lens of Confronting Authority and Ethical Ambition.

• **Why a Detention Clinic? - Starting the Immigration and Human Rights Clinic at the District of Columbia’s Public Interest Law School**
  Kristina M. Campbell, University of the District of Columbia, David A. Clarke School of Law
  Maunica Sthanki, University of the District of Columbia, David A. Clark School of Law

  Presenters will discuss how the UDC Immigration Clinic was developed and why the faculty focused the clinic on detention work as a way to fill a gap in the availability of legal services to noncitizens in detention in the DC metro area. The discussion will address the challenges of detention work, the distance to the facilities and how students respond to working with detained clients.

• **Teaching Legislative Drafting as a Method for Achieving Social Justice Goals**
  Ruby Andrew, Southern University Law Center

  Describes the Legislative Drafting Project that trains students in policymaking by using a problem-solving methodology. The discussion will focus on how to prepare students to address local issues and social conditions through legislative work.
• Activist/Academic Collaboration: The Use of Project-Based Learning to Teach About Civil Justice and Access to the Courts
Joyce Saltalamachia, New York Law School
Joanne Doroshow, Center for Justice and Democracy at New York Law School

Describes the course, Civil Justice Through the Courts, as a way to expose students to the work of an advocacy organization on campus while assisting the organization in furtherance of its mission. The presenters will discuss the project-based learning model and lessons learned in the first year of implementation in order to assist other schools in implementing a similar model.

• Expanding Public Interest Action and Global Access to Justice: Any Role for Law Teachers and Law Schools?
Omoyemen Lucia Odigie-Emmanuel, Nigerian Law School

Discusses the need for global access to justice and the development of international partnerships and action. Explores issues that require global action and the role law schools, law teachers and others play in promoting justice.

12:00 p.m. - 1:00 p.m.          LUNCH & WELCOME ADDRESS:
                                SALT ACCESS TO JUSTICE COMMITTEE &
                                LATCRIT SOCIAL JUSTICE PEDAGOGIES PROJECT

1:00 p.m. - 1:10 p.m.          BREAK

1:10 p.m. - 2:10 p.m.          CONCURRENT SESSIONS I

A. Occupy Wall Street: Legal Rights and Clinical Representations
   Davida Finger, Loyola New Orleans University College of Law
   Sarah Knuckey, New York University School of Law
   Stefan Kreigar, Maurice Deane School of Law at Hofstra University
   Jacob Stevens, Maurice Deane School of Law at Hofstra University

Starting from a common belief in the importance of promoting access to justice and remedying rights violations, two very different clinical responses illustrate the challenges and opportunities of teaching in the context of an emerging social justice movement. What different advocacy and justice options are available to and pursued by criminal justice, human rights, economic justice, or constitutional clinics? What can be gained through collaborative inter-clinic or cross-clinic projects? This panel will explore the pedagogical choices and assumptions underlying course structures, project choices, the selection of clients, and the power dynamic between student and teacher.

B. Costs in Legal Education: An Interactive Conversation
   Mary Lu Bilek, Dean, University of Massachusetts School of Law
   Nora V. Demleitner, Dean, Washington & Lee School of Law
   Joan W. Howarth, Dean, Michigan State University College of Law
   Phoebe A. Haddon, Dean, University of Maryland Carey School of Law
Marc R. Poirier, Seton Hall University School of Law
Dru Ramey, former Dean, Golden Gate University School of Law

The SALT Committee on Issues in Legal Education takes as its touchstone of the vision statement it is developing that law schools are stewards of justice. However, the moment we turn to practical conversations, issues of cost crop up at every turn: tuition, scholarships, loans; facilities; salaries, tenure, the balance of scholarship and teaching; shared revenues; and the value of legal education relative to its cost. Any re-visioning of legal education has to deal with costs. In this program, several leading deans will introduce how they view some key cost issues. The bulk of the time will be reserved for discussion among all those present. This presentation is designed to be a conversation.

C. Rutgers Clinical Programs: Modeling Collaboration and Strategic Lawyering to Provide Statewide Access to Justice for Youth
Laura Cohen, Rutgers School of Law – Newark
Randi Mandelbaum, Rutgers School of Law – Newark
Meredith Schalick, Rutgers School of Law – Camden
Sandra Simkins, Rutgers School of Law – Camden

Describes partnership between law school and public interest organizations. Provides example of collaboration between Rutgers Clinical Programs and New Jersey Office of the Public Defender in the effort to provide access to justice for youth. Students represent clients and work on policy reform (that the public defender office cannot engage in).

D. Third World Approaches to International Law (TWAIL) and Teaching Justice: Overcoming Exclusionary Assumptions
Mohsen al Attar, University of Auckland School of Law
Opeluwa Badaru, Osgoode Hall Law School York University
Cyra Akila Choudhury, Florida International University College of Law
Anna Dolidze, Cornell University Law School
Ernesto Hernandez-Lopez, Chapman University School of Law
Boris Mamlyuk, University of Memphis Law School

Explores how to increase access to global justice by focusing on TWAIL scholarship, teaching methodologies, and activism. TWAIL’s central focus is to expose the injustice promoted by international law and suffered by populations of the Global South. Presenters argue that justice is supported by promoting the perspectives and history of subordinated populations. Presenters refer to TWAIL’s focus on how law impacts populations in Global South, with exclusions such as unequal treaties, international borders created by colonialism, unbalanced legal frameworks of multilateral organizations, and law’s role in war and displacement. Presenters discuss how to teach international law as force for emancipation, humanizing political struggles, expanding rights-based claims, and re-framing notions of security.

E. Creating an Effective Marriage of Access to Justice and Social Justice Pedagogy Through Divorce Representation: A Case Study & Discussion
Myra Berman, Touro Law Center
Deseriee Kennedy, Touro Law Center
Deborah Post, Touro Law Center
Stephen Wizner, Yale Law School

Presenters will discuss the incorporation of experiential learning into the first year curriculum in a way that serves social justice goals, specifically in the representation of low-income individuals in
uncontested divorces. The panel will discuss the appropriateness of involving first year law students in representation of clients and the pedagogical goals of doing so. Attendees will receive a copy of First Year Practice Rule Proposal and Sample Course Proposal.

2:10 p.m. - 2:20 p.m.  BREAK

2:20 p.m. - 3:20 p.m.  CONCURRENT SESSIONS II

Philip Tegeler, Poverty & Race Research Action Council (moderator)
Deborah Archer, New York Law School
Megan Haberle, Poverty & Race Research Action Council
Ellen Weber, University of Maryland

Explores the value of engaging law students in policy research and advocacy in support of social justice and describes the role that policy research and advocacy can play in legal education. We will discuss skill sets and training/supervision that students may need, and models of working collaboratively with policy organizations. Presenters will draw from their experience supervising students on policy advocacy projects to illustrate how policy research and advocacy can be successful in the clinical and classroom context. Presenters will also highlight a range of potential advocacy projects for student placement and curriculum development.

B. Refracting Social Justice and Access to Justice through the Lens of American Healthcare
Deleso Alford, Florida A&M University College of Law
Joaquin Baca, University of New Mexico Office of Diversity
Valerie Romero-Leggott, University of New Mexico Health Sciences Center

Describes and critiques a partnership between legal and medical professions faced with the task of discussing race, diversity and cultural competency/cultural humility in the classroom. Panel will draw on insights learned from an initiative to bring diversity and health equity scholars, practitioners, and health leaders to UNM. Presenters will discuss methodologies, including institutional community development, for engaging faculty, staff, administrators, post-graduate learners and students in the topics of race, diversity and health equity.

C. Legal Research and Writing for Justice
Mary Bowman, Seattle University School of Law
Erin Corcoran, University of New Hampshire School of Law
Risa Evans, University of New Hampshire School of Law
Robert Hornstein, Florida Coastal School of Law
Amy Vorenberg, University of New Hampshire School of Law

The panel will examine two different approaches to using a legal writing platform to expose students to public interest work and help expand access to justice. The first model focuses on how to develop a non-profit collaborative program in the first-year writing course. Panel members will discuss the pedagogical justification for integrating a non-profit collaboration in the first year writing curriculum and the potential benefits and problems in implementing a collaboration. The panel will examine Seattle University Law School’s existing program and the University of New Hampshire School of
Law’s current efforts to start a collaborative program in 2013. The second model focuses on the use of a voluntary student-directed public interest writing and research program outside of a traditional classroom venue and credit-based instructional framework. Using Florida Coastal School of Law’s experience in developing a voluntary student research bureau in 2012, the panel will discuss how the concept was developed into an operating program and how the program worked its first year.

D. **TWAIL and Economic Lessons: Pedagogy to Confront Material Exclusions**

Deepa Badrinarayana, Chapman University School of Law  
Michael Fakhri, Oregon University School of Law  
John Haskell, Mississippi College School of Law  
Ernesto Hernandez-Lopez, Chapman University School of Law  
Tayyab Mahmud, Seattle University School of Law  
Lydie Nadia Cabrera Pierre-Louis, Widner University School of Law

Explores how to apply TWAIL teaching methods to economic international law subjects. Participants examine how TWAIL’s anti-subordination focus is relevant to recent global economic challenges. Presenters focus on specific legal regimes, such as climate change, international trade, and neo-liberal policies. They explain how international law creates new divisions and that these distinctions are continually re-formulated. Examples include the increasing foreign relations influence of Brazil, China, Russia, India, and South Africa; trade rules favoring industrial or high-tech states; the diminishing divide between domestic and foreign struggles; and the viability of globalization after the 2008 economic crisis.

E. **Race and the Criminal Justice System: Harmonizing Clinical and Doctrinal Teaching to Advance Social Justice**

Amna Akbar, Ohio State University  
Adam Gershowitz, William and Mary  
Brooks Holland, Gonzaga University  
Cynthia Jones, American University  
John King, Washington and Lee  
Nancy Leong, University of Denver  
Jenny Roberts, American University  
Robin Walker Sterling, University of Denver

Examines how clinical and doctrinal faculty can work together to overcome the difficult challenges in facility classroom conversations about race while enhancing students’ understanding of the various issues of race that arise within the criminal justice system. Presenters include professors of criminal law and procedure in traditional lecture courses, clinics and seminars. Presenters will provide overview of specific techniques to bridge clinical and doctrinal teaching and a summary of the challenges and benefits associated with that technique.

3:20 p.m. - 3:30 p.m.  
**BREAK**

3:30 p.m. - 4:30 p.m.  
**CONCURRENT SESSIONS III**

A. **Servant Leadership Capacities for Social Justice Lawyering**

Ellen Hemley, Sargent Shriver National Poverty Law Center
Describes social justice leadership curricula the presenters have incorporated into their teaching and training over the past several years through courses such as Lawyering for a Just & Humane World (1L elective), Advanced Civil Equal Justice Seminar, Advanced Professionalism & Ethics and a national legal services leadership institute. Presenters will discuss the frameworks used to engage students in learning concrete leadership competencies and skills for the active pursuit of social justice and access to justice.

B. Access to Justice Through Community Collaboration and Clinic Design
Julie Becker, Legal Aid Society of the District of Columbia
Jennifer Lee Koh, Western State University College of Law
Alicia Plerhoples, Georgetown University Law Center
Anne Smetak, George Washington University Law School
Jessica K. Steinberg, George Washington University Law School

This session will examine how in-house law school clinics, through community-based collaboration and clinic design, can advance access to justice goals, both inside and outside the academy. The first portion of the presentation will examine how law schools can collaborate with practitioners to advance access to justice. It will describe a "court watch" project launched by the presenters and its impact in both promoting court reform and generating dialogue with students on the needs of low-income litigants. The session will train the audience in effective partnership and data collection models that further access to justice. The second portion will present and examine the role clinics play in addressing the unavailability of legal representation for both traditionally underserved and poor communities, as well as the middle class. The presentation will discuss engaging students in work with a clinic's client population as preparation for post-graduate work with similar clients.

C. Challenging Heterocentricity in the Classroom: Integrating LGBT Perspectives
Diane Klein, University of LaVerne School of Law
Lawrence C. Levine, University of the Pacific McGeorge School of Law
Adele Morrison, Wayne State School of Law
Kelly Strader, Southwestern Law School

The panel highlights how a sometimes subtle heteronormativity pervades the classroom leaving sexual minorities to feel isolated and ignored, and all students to be deprived of an inclusive legal education. The panel discusses how to avoid making heterocentric assumptions both in teaching materials and in law school generally. The panel will also discuss how to effectively integrate lesbian, gay, bisexual and transgender issues in the core law school courses and how to deal with potential backlash from some students and colleagues.

D. Countering Potential Student Disengagement, Discomfort, and Disillusionment: Grounding Social Justice Learning Within a Socio-Historical Framework
Chitra Aiyar, African Services Committee, New York Law School
Chaumtoli Huq, New York Law School

Explores the role of lawyers in social justice movements and the ways in which lawyers effectively and ineffectively collaborate with community organizations and other institutions. Presenters will introduce two class designs focusing on the Labor Movement, specifically the collective bargaining power of taxi workers in New York City, and the Immigrant Rights Movement, specifically the Sanctuary movement in the 1980s and 90s that granted immigration relief to thousands of Central
Americans. Attendees will also receive participatory exercises for use in the classroom that allow students to recognize their contribution to a broader movement.

E. Doing Disability Justice: Advancing Disability Rights and Student Involvement in the Law School Environment
Carrie Griffin Basas, Case Western Reserve University School of Law
Zanita Fenton, University of Miami School of Law
Hope Lewis, Northeastern University School of Law
Stephanie Ortoleva, American University School of International Service; Women Enabled, Inc.
Elizabeth Pendo, Saint Louis University School of Law

The study of disability law is often relegated to specialized courses and stigmatized places in legal education and the profession. Examines how we can do disability justice as part of a larger progressive legal agenda in teaching, research and practice. Presents strategies for making disability matter in legal education; provides experience of a person with a disability teaching disability law and the role of lawyers and legal institutions in providing access to justice for people with disabilities in the U.S. and internationally. Includes discussion of best practices for hiring, promoting and providing tenure to persons with disabilities. Participants will be encouraged to draw connections with minority communities.

4:30 p.m. - 4:40 p.m. BREAK

4:40 p.m. - 5:30 p.m. ROUNDTABLE FORUM

- Removing Hierarchy from the Classroom to Create Classroom Justice
SpearIt, Saint Louis University School of Law

The roundtable focuses on “classroom justice” and ways to teach justice in legal education. Participants will discuss traditional law school teaching, how it is oppressive and hierarchical, and how classroom justice approach can create just outcomes. For example, the approach might include environments that are free from unfairness, fear, and hazing.

- Teaching Civil Procedure from a Social Justice Perspective
Jennifer Spreng, Phoenix School of Law

Discusses techniques for creating and nourishing “community” in classrooms through the lens of Civil Procedure courses. The facilitator will begin with a discussion of Clark v. Jones (civil rights case in Ohio County, Kentucky). The round table includes the distribution of materials, course design elements, techniques for teaching from actual record documents and solving legal problems in a real life setting. Focuses on building a community environment in the classroom.

- Interdisciplinary Teaching to Engage Social Justice Activism
Julie Goldscheid, CUNY Law School
Maureen O’Connor, John Jay College, CUNY

Discusses interdisciplinary approaches to legal education. Moderators will discuss their experience teaching a law and psychology course that discusses the use of social science data in the development
of legal advocacy and doctrine that addresses gender equality. Participants will be encouraged to share best practices and address common questions that arise in interdisciplinary courses.

- **From Theory to Action: Preparing Law Students to Meet the Needs of Underserved Communities**
  Todd Clark, North Carolina Central University School of Law
  Olympia Duhart, Nova Southeastern University School of Law
  Angela Gilmore, North Carolina Central University School of Law

  Discussion will focus on courses that prepare students to further social justice. The moderators will begin by discussing 1) a Corporate Justice course, which addresses corporate boards and their contribution to financial crises, 2) ways to infuse skills and doctrinal classes with social justice principles and considerations, and 3) learning by doing: constructing a course that equips students to create and enhance charitable organizations.

- **Teaching Law Students to Engage in Global Justice**
  Naomi Harlin Goodno, Pepperdine University School of Law

  Discussion will focus on courses in which students work with international criminal law or human rights organizations on projects that benefit the country or organization. Participants are encouraged to share examples of projects or to brainstorm about future engagement.

- **Legal Research and Writing for Social Justice**
  Luke Bierman, Northeastern University School of Law
  Susan Maze-Rothstein, Northeastern University School of Law
  Susan Sloane, Northeastern University School of Law

  This round table is designed to provide assistance to schools interested in increasing their pro bono opportunities and externship programs, as well as provide an opportunity for schools to share best practices. Participants will be encouraged to describe their current efforts and goals for the future. Facilitators will provide an overview of Northeastern University School of Law’s 1L required course, Legal Skills in Social Context (LSSC), which uses an experiential team lawyering model to accomplish sixteen real life social justice projects annually.

- **Building Bridges to Support the Important Work: Poverty Law Practitioners and Law Professors Preparing Students Through Skill Development**
  Cait Clarke, National Legal Aid and Defender Association
  Hillary Evans, National Legal Aid and Defender Association
  Lydia Watts, National Legal Aid and Defender Association
  Camille Holmes Wood, National Legal Aid and Defender Association

  Students often receive no information about or exposure to the rich histories and communities of legal services and indigent defense providers that exist across the country. Furthermore, students are often not given training on skills that will be necessary to be successful in these work environments. The participants will share these histories and connections to these communities, and discuss the skills in which law students will need to be well-versed in order to succeed. Development topics include the difference between effective management and effective leadership; data, budgets, accounting, audits and evidence-based practices; use of the Internet, web training, storage and data sharing of motions/briefs; and other materials. Participants will be invited to raise concerns, share additional ideas and troubleshoot.
• **Addressing Racial and Social Justice Issues with Students**  
Erika L. Wood, New York Law School  
Paula C. Johnson, Syracuse University College of Law  
Janis L. McDonald, Syracuse University College of Law

Participants will discuss methods and ideas for introducing social and racial justice issues into skills courses. Facilitators will discuss their teaching ideas and experiences, including a first year legal practice course in which students provide legal advice and counsel to a client charged with a crime, including answering questions about how the conviction would impact the client’s employment, and the Cold Case Justice Initiative at Syracuse University College of Law in which students assist family members of individuals who died as a result of unsolved racially-motivated killings during the Civil Rights Era. Topics of discussion include pedagogical approaches employed, the interdisciplinary and collaborative aspects of the curriculum, and how to address racial and social justice issues with students.

• **The Criminal Law Syllabus: What to Cut and What to Keep**  
Alex Kreit, Thomas Jefferson School of Law  
Anna Roberts, Seattle University School of Law

Roundtable will ask what goals drive the inclusion of particular crimes and topics within the criminal law syllabus. With drug offenders comprising more than one fifth of our prison population, should drug crimes be incorporated into the law school curriculum? Should coverage of sex offenses be expanded from rape to include crimes like prostitution? Can the traditional focus on homicide still be justified? What other crimes have brought value to your criminal law class? The goal of the Roundtable is to share thoughts on how to balance considerations of practice-readiness, accurate portrayal of our criminal justice system, student reactions, professorial comfort, casebook content, and whatever other considerations professors weigh as they devise and revise their syllabi.

• **Costs in Legal Education: The Conversation Continues**  
Phoebe A. Haddon, Dean, University of Maryland Carey School of Law  
Marc R. Poirier, Seton Hall University School of Law

This roundtable will continue the conversation held during the Concurrent Session I.B. presentation, “Costs in Legal Education: An Interactive Conversation.” Participants need not have attended the concurrent session to join this roundtable discussion.

• **Mentoring for the Progressive Professor**  
Adele M. Morrison, Wayne State University Law School  
SALT Mentoring Program Subcommittee

Discusses social justice mentoring for progressive teachers, especially in light of curricular, demographic and economic changes in law schools. Current mentors will discuss any challenges they have faced and any innovative ideas they have developed to mentor effectively. New teachers and current mentees will be invited to describe the support they need and why mentoring is important. Participants will also discuss mentoring teaching, how to incorporate social justice into the classroom and how to advise those who want to continue their activism or advocacy or “break in” to teaching. The roundtable will provide an overview of SALT’s new Mentoring Program and invite participation.
5:30 p.m. - 7:00 p.m.  ACCESS TO JUSTICE RECEPTION: BUILDING CONNECTIONS & COLLABORATING WITH NON-PROFIT ORGANIZATIONS

Spotlights national and regional non-profit organizations that further justice and equality and provides an opportunity to increase and facilitate collaborations between non-profit organizations and law faculty.

Saturday, October 6, 2012

8:00 a.m. - 9:00 a.m.  BREAKFAST (NEW FACULTY/MENTORING GROUP TABLES)

9:00 a.m. - 10:00 a.m.  PROGRESSIVE LEGISLATION: INTRODUCING ALICE & INNOVATIVE MODEL LAWS TO SUPPORT THE MOVEMENT

Jackie Gardina, Vermont Law School
Tom Hucker, Maryland State Delegate
David Marcello, Tulane University School of Law
Jamin Raskin, Maryland State Senator, American University Washington College of Law
Joel Rogers, University of Wisconsin School of Law
Ian Weinstein, Fordham Law School
Russ Whitesel, Wisconsin University School of Law

Presents ALICE (American Legislative and Issue Campaign Exchange), a groundbreaking new national project to provide a one-stop, web-based, public library of progressive model law and communications supports on hundreds of issues in state and local policy. As its name may suggest, ALICE is a partial counter to ALEC, the secretive corporate-backed non-profit.

10:00 a.m. - 10:10 a.m.  BREAK

10:10 a.m. - 11:10 a.m.  CONCURRENT SESSIONS IV

A.  Historical, Contemporary, and Skills Approaches to Social Justice Teaching
Mary Nicol Bowman, Seattle University School of Law
Davida Finger, Loyola University New Orleans University School of Law
Bill Quigley, Loyola University New Orleans School of Law
Florence Wagman Roisman, Indiana University Robert H. McKinney School of Law - Indianapolis
Ada Shen-Jaffe, Seattle University School of Law

The panelists describe three ways in which they teach social justice. Mary Nicol Bowman and Ada Shen-Jaffe will discuss their first year elective, "Lawyering for a Just and Humane World," which
provides active learning opportunities for interviewing and negotiation, creative problem-solving, leadership capacities of justice work, reflection, strategic and systems thinking, policy advocacy, multi-forum lawyering, and cross-difference interaction and understanding. Bill Quigley & Davida Finger will discuss ways in which students and faculty have created syllabi to explore ways for law students to engage with social justice learning. In the courses, students learn how lawyers can make the world more just. They tell their own social justice stories and their experiences in law school. Florence Wagman Roisman will discuss a course she's taught for many years. It's entitled either "The Civil Rights Movement" or "Law and Social Change" and provides essential background for anyone undertaking social justice work today.

B. Advancing Shared Social Justice Goals through University-Community Partnerships and Community-Based Teaching, Learning and Service Programs
Christine Cimini, University of Denver College of Law
Nancy Cook, University of Minnesota Law School
Lauren Martin, University of Minnesota Urban Research and Outreach-Engagement Center
Karen Tokarz, Washington University School of Law

Explores the importance and viability of community-based teaching, learning and service. Will examine models of community-based, interdisciplinary law clinics and address their place in the law school curriculum. Analyzes the extent to which such models contribute to achievement of learning outcomes, academic growth, community integration, systemic change, professionalism, and scholarship. Provides an overview of factors to be considered in creating a university-community partnership and particular challenges in development and sustainability.

C. Teaching Criminal Justice and Mass Incarceration
Brett Dignam, Columbia Law School
Taja-Nia Y. Henderson, Rutgers School of Law – Newark
Hope Metcalf, Yale Law School
Michael Pinard, University of Maryland – Francis King Carey School of Law
Joy Radice, New York University School of Law

Explores the crisis of mass incarceration from multiple perspectives, and articulates the imperative of educating law students about this phenomenon. Proposes doctrinal frameworks for faculty teaching these issues, suggests methods for incorporating the topic into the standard first-year curriculum, and discusses the benefits and challenges of teaching advocacy skills for populations affected by these troubling trends. Presenters will make model syllabi available for audience use.

D. Promoting Language Access in the Legal Academy
Gillian Dutton, Seattle University School of Law
Beth Lyon, Villanova Law School
Deborah Weissman, University of North Carolina School of Law

Presentation will discuss how to incorporate language access issues into the law school environment. Panelists will discuss exercises and class discussion in first year class, sample clinic policy for serving Limited English Proficient clients, and service opportunities at a number of law schools in which students are helping to improve language access in local courts. Presenters were involved in drafting the ABA Standards on Language Access, endorsed by the National Center on State Courts and the Conference of Chief Justices.
11:10 a.m. - 11:20 a.m. BREAK

11:20 a.m. - 12:20 p.m. CONCURRENT SESSIONS V

A. A Social Justice Lens Turned on Legal Education from the First Year to Practice: Next Steps
John Gross, National Association of Criminal Defense Lawyers, American University Washington College of Law
Cathryn Miller-Wilson, Villanova University School of Law
Deborah Moss-West, Santa Clara University School of Law
Edward Rubin, Vanderbilt University Law School
Stephanie M. Wildman, Santa Clara University School of Law

This panel turns a social justice lens on legal education, starting with the first year curriculum, and uses this to illuminate how its overemphasis on common law and absence of public law has a marginalizing effect on students and adversely impacts ethical lawyering and the quality of lawyering in general. Panelists will suggest curricular restructuring which can create greater emphasis on existing inequality and best prepare students who either want to 1) embark on social justice careers or 2) help to represent marginalized, subordinated and underrepresented clients and causes but practice in another area of law or 3) simply be better, more effective lawyers. How can law schools best respond to the unmet needs of low income-Americans, counter the disincentives students face to pursuing public interest careers and address ethical issues more concretely? Might teaching law firms, certificate programs, and undergraduate opportunities serve as part of the answer in helping law schools to fill the “justice gap”? Answers to these and other questions will be explored and discussed during this presentation and for thirty minutes after the presentation at a time and location to be announced.

B. Teaching Pro Bono
Cynthia F. Adcock, Charlotte School of Law
Anne Goldstein, New York Law School
Melissa Hart, University of Colorado Law School
Matthew J. Parlow, Marquette University School of Law
Bonnie B. Roswig, Medical/Legal Partnership Project Center for Children’s Advocacy
Angela Schultz, Marquette University School of Law
Christina Zawisza, University of Memphis Cecil C. Humphreys School of Law

This panel will explore several different approaches to incorporating pro bono work into the law school experience. Panelists will present several law school pro bono models -- volunteer projects, curriculum-based projects, and first-year opportunities -- and then will discuss as a group and with the audience the effectiveness of these approaches both as educational tools and as moments of effective legal representation.

Raquel Aldana, University of the Pacific McGeorge School of Law
Claudia Angelos, New York University School of Law
Mary-Lou Bilek, City University of New York School of Law
Luz Herrera, Thomas Jefferson School of Law
Olympia Duhart, Nova Southeastern University Law Center
Beth Lyon, Villanova University School of Law
The panel will present the Consumer Guide created by SALT’s Issues on Legal Education Committee. The Guide is designed to inspire social justice minded students to consider law as a viable career and to provide students with information on how to choose the best law school. In addition, the Guide encourages students to become better educated about law school admissions, curriculum and programmatic practices.

D. **A Multiplicity of Perspectives on the War on Terror: Teaching Social Justice in the Aftermath of 9/11**

Sahar F. Aziz, Texas Wesleyan University School of Law  
Rodger D. Citron, Touro Law Center  
Eileen Kaufman, Touro Law Center  
Alex Reinert, Benjamin N. Cardozo School of Law

The panel examines the way social justice may be discussed in courses that address issues raised by the War on Terror. Panelists will explore techniques that draw on comparative law and law and literature and also examine *Ashcroft v. Iqbal* as one of many cases restricting access to justice.

E. **Redefined through Neutrality: The Modern Movement of Exclusion and the Meaning of Citizenship**

Atiba Ellis, West Virginia University College of Law  
Andrea Freeman, University of San Francisco School of Law  
Melinda Molina, Capital University School of Law  
Jasmine Gonzales Rose, University of Pittsburgh School of Law

Lawmakers have erected legal barriers, which appear to have a disparate effect on the poor and people of color. Panel addresses exclusions from citizenship that result and create a second-tier of citizenship based upon the ability or inability to access benchmarks of citizenship. Panelists will offer suggestions, based on their scholarship and teaching, in order to prepare lawyers to be citizen leaders prepared to grapple with this problem.

12:20 p.m.-1:40 p.m. **LUNCH & PLENARY: JUDICIAL PANEL**

1:40 p.m. - 1:50 p.m. **BREAK**

1:50 p.m. - 2:50 p.m. **CONCURRENT SESSIONS VI**

A. **Creating and Sustaining Social Justice Lawyers**

Susan Brooks, Drexel University Earle Mack School of Law  
Victor Goode, CUNY School of Law at Queens College  
Marjorie Silver, Touro College Jacob D. Fuchsberg Law Center

As members of the Project to Integrate Spirituality, Law and Politics, the panelists will discuss a vision of law and legal practices that promotes healing in place of conflict. The presentation will provide
experiential exercises designed to help students in becoming reflective, contemplative, caring and psychologically healthy lawyers.

B. Justice and the Teaching of Lawyering Skills
Stacy Brustin, Catholic University of America Columbus Legal Services
Walter Kendall, John Marshall Law School
Faith Mullen, Catholic University of America Columbus Legal Services
Jay Sterling Silver, St. Thomas University School of Law

This panel explores the organic relationship between the teaching of lawyering skills and the advancement of justice. In the first presentation, Professors Brustin and Mullen outline methods of integrating the teaching of practice skills into doctrinal courses in a manner that meets the needs of disenfranchised and low-income litigants. They will suggest potential venues and community partnerships, and participants will develop a plan for integrating skills into their own courses. In the next presentation, Professor Kendall proposes the addition of “legal-forums” courses to the core curriculum to demonstrate how lawyers can utilize administrative and legislative forums to advance social justice. Finally, Professor Silver presents a simulation of a first-year class in which he exhorts the future stewards of the system of justice to examine the MEANING of justice, explores whether the concept is susceptible of definition or clear understanding, and asks if the failure to contemplate its meaning serves to perpetuate the status quo.

C. The Role of Law Schools in Supporting Solo and Small Firm Lawyers to Address Access to Justice
Richard Granat, DirectLaw
Luz E. Herrera, Thomas Jefferson School of Law
Will Hornsby, ABA Standing Committee for the Delivery of Legal Services
Michael Millemann, University of Maryland School of Law
Fred Rooney, City University of New York School of Law

Identifies ways in which law schools, law students, non-profits and solo and small firm lawyers can collaborate through curricula, clinical practices and private practices to provide legal services to unrepresented clients. Discusses need for solo and small firm lawyers to deliver legal services to low and moderate income clients, the potential for unbundled legal services, the potential for virtual firms, and the role of law schools in developing public interest private practices. The panel will also present a non-profit created by a law school that addresses the need.

D. Teaching Justice Through Innovative Techniques that Create Curious Minds
Daniel Bonilla Maldonado, University of Andes
Deirdre Bowen, Seattle University School of Law
Colin Crawford, Tulane University School of Law
Becky Jacobs, University of Tennessee School of Law

Explores the theme of curiosity as it relates to teaching justice. Professor Bowen will discuss how becoming curious about empirical data can lead to effective justice advocacy through awareness of issues and improved application of critical thinking. Professor Crawford will explore how experiential learning in other countries can lead to curiosity over ethnocentric assumptions through the work he does in foreign applied learning. Professor Jacobs will offer insights on creating curiosity through justice in her negotiation clinic. Finally, Professor Maldonado will provide a compelling comparative perspective on justice and curiosity based on the work he does with students in his clinic at the University of Andes.
E. **Using the Movement to Develop Learning Outcomes to Put “Cultural Sensibility” Skills into the Curriculum**
   Andi Curcio, Georgia State University College of Law
   Tanya Washington, Georgia State University College of Law
   Dr. Teresa Ward, Georgia State University College of Law

   Describes a survey developed to prompt students to think about the role of culture in the lawyering process. Created a framework to identify learning outcomes of cultural sensibility. Proposes using the tool to encourage schools to consider cultural competence as one of the designated learning outcomes.

---

2:50 p.m. - 3:00 p.m.  **BREAK**

---

3:00 p.m. - 4:00 p.m.  **CONCURRENT SESSIONS VII**

A. **Examining Race and Its Legacy**
   Linda Greene, University of Wisconsin School of Law
   Juan Perea, Loyola University Chicago School of Law
   Florence Wagman Roisman, Indiana University Robert H. McKinney School of Law Indianapolis

   Discusses the many ways in which slavery and slaveholding were protected by the Constitution but virtually ignored in every Constitutional Law casebook; crucial government actions promoting racial discrimination and segregation with respect to housing that are ignored in the basic Property course; and contemporary discrimination and empowerment issues that remain unresolved. Provides examples of how to address these issues in first year curriculum and how to discuss issues of race with law students while encouraging them to become the next generation of civil rights lawyers.

B. **Teaching Identity and Understanding Community-Based Lawyering in Transactional and Non-Litigation Practices**
   Alina Ball, Georgetown University Law Center
   Nabila Isa-Odidi, American University, Washington College of Law
   Margaret Johnson, University of Baltimore School of Law
   Jaime Alison Lee, University of Baltimore School of Law
   Victoria Phillips, American University, Washington College of Law

   Cross-cultural competence is a critical component of client-centered and community-based advocacy. This panel will discuss the need to more deliberately integrate issues of identity and cross-cultural lawyering into the transactional and non-litigation space. Specifically, the panel will explore the importance of and challenges surrounding teaching these issues in clinical, externship and trial advocacy programs. Additionally, the panel will examine how transactional, community-based practices can expand our notions of social justice and provide opportunities for our clients’ generative learning. The presentation will include a mock class presentation, teaching recommendations, and an overview of the benefits, risks and challenges of embracing how identity and community influence experiential learning and, ultimately, legal practice.
C. **Access to Justice Through Fee Shifting: Teaching Students How to Get Paid Doing Public Justice Work as Private Practitioners**

Genevieve Hébert Fajardo, St. Mary’s Center for Legal and Social Justice
Peter Holland, University of Maryland School of Law

Discusses how to teach law students how to evaluate the potential income from pro bono cases by teaching about the federal and state statutes that authorize fee shifting. Provides an overview of fee shifting statutes and how to train law students entering the private bar to become enforcers of important public rights.

D. **The Pedagogy of Poverty Law**

Sara Ainsworth, University of Washington School of Law
Wendy A. Bach, University of Tennessee College of Law
Ann Cammett, University of Nevada Las Vegas
Davida Finger, Loyola University New Orleans College of Law
Michele Gilman, University of Baltimore School of Law
Marc-Tizoc Gonzalez, St. Thomas University School of Law
Elizabeth Patterson, University of South Carolina

Presentation will discuss effective strategies for teaching poverty law, either as a stand-alone course, or as part of a clinical course. The presentation will proceed in two parts, one focused on creating and teaching a doctrinal course and one focused on imparting poverty law lessons within existing clinical courses. The presenters include a range of seven professors who teach poverty in various contexts throughout the law school curriculum. In each part, presenters will provide the audience with concrete takeaways, including sample syllabi, readings, exercises, and the like.

E. **Avoiding Narrative Distance: Engendering Identification and Empathy in the Classroom**

Jessica West, Vermont Law School
Kristen Barnes, University of Akron School of Law
Nancy Ehrenreick, University of Denver College of Law
Jason Huber, Charlotte School of Law

Legal learners often distance themselves from participants in legal matters, occupying a space of studied reflection in which they observe, evaluate and learn from the participants instead of relating to them. The distance is furthered where there is historic, cultural, psychological and economic difference. Presenters will discuss the role of narrative distance in the law school classroom and the pedagogical value of, and methods for, bridging the distance and fostering empathy, understanding and connection with case participants.

4:00 p.m.    **ADJOURN**