

## **Immigration Litigation Clinic**

### **FALL SYLLABUS**

Antonin Scalia Law School

Fall 2022 – Spring 2023

LAW 203 (4 credits)

Thursdays 3p.m. - 5 p.m. Room [TBD]

Legal Aid Justice Center

### **Professors**

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703-320-5606

Emily Lopynski

[Email and phone forthcoming]

### **Clinic Overview**

The Immigration Litigation Clinic is a legal clinic in its third year at ASLS. Students will meet for a 2-hour seminar once a week, virtual or in-person team supervision, and virtual and in-person client and case work. Virtual client work may be conducted in person as well as via video chat (Zoom, WhatsApp, etc.) or by phone. All students should have or set up a Google Voice number for contacting clients.

In this clinic, students will represent clients in a range of immigration litigation matters before the immigration court in Arlington, the Board of Immigration Appeals in Falls Church, the federal district court in Alexandria, and/or the U.S. Court of Appeals for the Fourth Circuit. This clinic may also include work on immigration-related federal litigation cases, and comment on proposed federal regulations. The focus of clinic students' efforts is their casework outside the classroom on behalf of immigrant clients.

The Immigration Litigation Clinic is year-long, and open to second and third-year Law students.

### **Office Hours**

To be arranged with your Clinic Supervisor. In addition to any lectures or class meetings, you will be required to attend weekly individual case reviews with your Clinic Supervisor. These will take place via Zoom or in-person, according to the preferences of instructors and students.

We are regularly available at additional times by appointment, and available by phone and email. We are not available outside of normal working hours, so please do not expect responses to emails or calls in the evenings or on the weekends.

### **Course Materials**

Readings will be provided to you by handout, links, Westlaw/LexisNexis, or books on reserve at the Law Library.

### **Course Requirements**

1) Attendance and class participation

NOTE: Attendance requirements for academic credit will follow the policies set forth in Academic Regulation 4-1. Should a student anticipate the possibility of missing a substantial number of class sessions (e.g. a serious illness), please immediately contact the Assistant Dean, Student Academic Affairs.

2) Client representation and case work

3) Confidentiality and sensitivity with clients

4) Communicating with your supervisor with respect to representations, counseling, and intakes

Note: The Immigration Law Clinic meets for two hours a week but students will receive four credits total because of meetings and work required outside of the regularly scheduled classroom time. Plan to spend approximately 10 hours of work *per week* on casework *in addition* to your weekly seminar and readings. You should be available to do approximately 120 hours of case work (including legal research, etc.) and record it in LAJC's case management system (Justice Server) by the end of the semester. Please bring your laptop to every class, every supervision meeting, and every client meeting or intake.

### **Learning Outcomes**

By the end of the course, students should have acquired/be able to:

- Conduct client interviews effectively
- Write legal declarations
- Understand the structure of the immigration system
- Understand the basic elements of asylum, Withholding of Removal, CAT, and immigration detention and bond, and draft briefing in support of legal claims
- Gather and marshal evidence to support a legal claim

Presenting a case at a hearing in the immigration court depends on the court's scheduling of the clinic's cases, which is highly unpredictable given turbulent and constantly shifting dockets in the wake of the COVID-19 pandemic, and thus cannot be guaranteed to every student this academic year.

### **Assignments**

1) Course Readings & Assignments

Some course assignments after Week 6 will be assigned throughout the semester. Week 1 assignments should be completed *prior* to the first class.

2) Client representation

Includes meeting with clients, gathering and presenting facts of client cases, client counseling, keeping meticulous case notes, documenting time, and work product/legal writing.

3) Court observation

NOTE: Due to COVID 19 – court observation will depend on court accessibility. If a student is unable to attend court hearings in person, we have included video assignments to take the place of court observation.

4) Self-Evaluations

Students will be expected to complete a short mid-semester and end of semester self-evaluation in the form of reflection papers.

### **Grading**

There will be no final exam. The grade will consist of 30% class participation during seminar; 20% participation and preparation for supervision meetings, including case reviews during seminar; and 50% case work product. Work product includes written case work, including case notes, timekeeping and client representation (25%), and also includes client interviews, client preparation, and, if applicable, representation of clients in immigration court (25%).

### **Instructor Expectations & Course Rules and Structure**

- Students must complete and submit a pre-clinic student survey and promptly provide their availability for client work for the Fall Semester to clinic instructors.
- For virtual meetings and seminars, videos must be on. Active participation is expected.
- Each student or student team will send a weekly email or submit a weekly case update to supervisor
- Pursuant to Academic Regulation 4-2.2, no portion of a class session or an examination may be preserved by means of a recording device such as an audio recording device or camera. Any exceptions to this policy must be expressly permitted in writing by the clinic director. This is extremely important as confidential case information will frequently be discussed during class.

**COVID HEALTH & SAFETY REQUIREMENTS:** Mason is using a hybrid approach this fall. Please refer to the most up-to-date University policies [here](#). If students meet with clients in person at the LAJC office, students and clients must follow the policies laid out in the LAJC clinic manual or provided by your supervisor. Please consult with your supervisor to obtain permission to meet with a client in person and review current COVID protocols.

### **LAJC Clinic Policies**

#### **Integration into the Law Firm**

Students in the clinic are members of the Legal Aid Justice Center (LAJC) team and operate as an agents of our office. Students should be familiar with LAJC and can learn about the organization on our website, including about our mission, our programs, our leadership and staff, and our office locations: <https://www.justice4all.org/>.

#### **Professional Conduct**

As students working under the supervision and bar license of practicing attorneys at LAJC, students are obligated to follow the [Virginia Rules of Professional Conduct](#). These include, but are not limited to, the following obligations:

##### 1. CONFIDENTIALITY

All information received and all work done on behalf of LAJC shall be considered confidential. Discussions concerning client information or work shall occur only with authorized individuals and only in a manner that protects the confidentiality of the material discussed. This includes information about impact campaigns, strategy, investigations, and internal firm operations.

## 2. PROMPT AND DILIGENT REPRESENTATION

Students are responsible for thoroughly investigating matters, both factual and legal, raised by the client. Clinic assignments should be completed promptly, especially tasks like requesting records and making telephone calls. Procrastination is a significant disservice to the client and the legal case.

### Student Availability

Students are expected to generally be available to respond to time-sensitive clinic matters that arise during the semester. Students must inform their supervising attorney if they will be without cell service or wifi for a significant period of time during business hours. In such situations, the student and supervising attorney will make arrangements to have the students' cases covered during the absences.

Students are responsible for frequently checking phone messages and e-mail regarding clinic cases.

## 3. CLIENT COMMUNICATIONS

### Student Role

When students open any case or begin working on a case that is already open, students should introduce themselves and explain their role to the client. Client consent to student representation is a part of our standard retainer agreement, but students should also execute a “Consent to Student Representation” form if they anticipate using their practice certificate or think the client could benefit from additional clarification on their role.

Students should explain to their clients that most of the work on their case will be done by the student. Students must explain that an attorney, who is a member of the Virginia State Bar, will provide supervision, and share their supervisor's contact information. Students should ensure that clients understand that they are not lawyers.

In general, students should follow LAJC's case handling procedures and communicate honestly and frequently with their clients.

### Accommodations and Nondiscrimination

It LAJC policy that our office shall take reasonable steps to provide Limited English Proficient (LEP) persons with meaningful access to all programs and activities conducted by LAJC. This policy is based on the principle that it is OUR responsibility—not our clients' responsibility—to ensure that communications are not impaired by the limited English proficiency of individuals seeking our services. During intake, clients' English proficiency and preferred language should be recorded in the corresponding fields in JusticeServer. Students should not use clients' family members, friends, or others who may accompany clients as interpreters--particularly children or significant others--for any substantive communications. Supervisors can assist in securing an interpreter for client communications.

Likewise, it is the policy of LAJC to take reasonable steps to provide accommodations to persons with disabilities to ensure they have access to our programs and activities. Students must be mindful when choosing mode of communication, setting in-person meetings, and asking clients to complete tasks whether the client may need modifications or accommodations to fully participate in their legal case and access LAJC's services.

## 4. MAINTENANCE & INTEGRITY OF CLIENT FILES

### File Maintenance

All files should be organized, easy to read, and up to date. A client file should be maintained in such fashion that a staff member of LAJC, called upon to substitute for an absent law student, may review the file and become completely informed and current with the client's situation. Cross-references to materials kept in other locations should be clear and easy to understand.

Student work product will be stored in case files that are accessible to the LAJC team (including other students and interns) for the purpose of client representation and advocacy. Participation in clinic constitutes consent to share this information for this purpose.

### Timekeeping

It is very important for students to keep an accurate record of the time spent on each client's case and a record of the activities performed. Clinic students use JusticeServer.org to record time. Please record all activities. Even activities that may seem insignificant at the time may end up being important (such as attempting to call someone and not being able to leave a message).

Students also need to keep track of time spent in clinic generally. In addition to time spent on client matters, clinic time may include reading for clinic, weekly journals, attending clinic-related events like guest speakers and court observation, and working on clinic-related tasks such as policy work or outreach.

LAJC keeps time in increments of tenths of an hour. So, the minimum time you spend on any activity should be .1 of an hour. Thus, for example, if you make a phone call and leave a message, record that time as taking .1 of an hour.

## 5. CONFLICTS OF INTEREST

LAJC intake workers conduct a conflict-of-interest check during the initial intake with the prospective client to determine if any conflict exists with a present or prior LAJC client. When assigned a case, students are responsible for identifying any personal conflicts of interest. Further, LAJC has a continuing obligation to avoid conflicts. At any time, if a potential conflict is discovered, students should report it to their supervising attorney.

### Logistics

#### Mileage and Expense Reimbursement

LAJC will reimburse student mileage when the purpose of the travel is necessary to advance a client's case. Travel with the primary purpose of student education (such as court observation of a case the student has not personally worked on) is not reimbursable.

To obtain travel reimbursement, students must email their supervisors within a week of travel and include the date of travel, the addresses (to/from), the case number, and the purpose.

Students generally should not use their personal funds for costs associated with client representation. In the event this happens, such as to pay a filing fee or to mail documents, students must email their supervisors within a week of the expense and include the receipt, the case number, and the purpose.

## **Week 1 (Aug 25)**

- Clinic Introduction and Logistics
- Structure of immigration system
- Prosecutorial Discretion

### Assignments

#### **Required:**

- Clinic logistics
  - Carefully review the syllabus and all forms and folders in the Clinic Admin folder on SharePoint. Pay special attention to instructions about:
    - Case Management and Justice Server Time Recording
    - LAJC operations (hours, mileage and other reimbursement, etc.)
- Immigration basics
  - *How the United States Immigration System Works*, American Immigration Council (Aug. 2016), [https://www.americanimmigrationcouncil.org/sites/default/files/research/how\\_the\\_united\\_states\\_immigration\\_system\\_works.pdf](https://www.americanimmigrationcouncil.org/sites/default/files/research/how_the_united_states_immigration_system_works.pdf)
  - *Asylum in the United States*, American Immigration Council (May 14, 2018), [https://www.americanimmigrationcouncil.org/sites/default/files/research/asylum\\_in\\_the\\_united\\_states.pdf](https://www.americanimmigrationcouncil.org/sites/default/files/research/asylum_in_the_united_states.pdf)
- Checking our biases
  - Arin Reeves, *The Ineffectiveness of Efficiency: Interrupting Cognitive Biases for Critical Thought*, American Bar Association (2015), available at <http://nextions.com/wp-content/uploads/2017/05/interrupting-cognitive-biases-for-critical-thought-the-judges-journal.pdf>
  - Peggy McIntosh, *White Privilege: Unpacking the Invisible Knapsack*, excerpt (1988), available at: <https://www.racialequitytools.org/resourcefiles/mcintosh.pdf>.

#### **Optional:**

- *Why Don't They Just Get In Line? There is No Line for Many Unauthorized Immigrants*, American Immigration Council (Aug. 2016), [https://www.americanimmigrationcouncil.org/sites/default/files/research/why\\_dont\\_they\\_just\\_get\\_in\\_line\\_and\\_come\\_legally.pdf](https://www.americanimmigrationcouncil.org/sites/default/files/research/why_dont_they_just_get_in_line_and_come_legally.pdf)
- Arin N. Reeves, *Interrupting Cognitive Biases for Critical Thought* – On SharePoint

## **Week 2 (September 1)**

- Client Intakes, Client Interviewing, & Working with a translator

### Assignments

#### **Required Readings:**

- Marjorie Corman Aaron, *Client Science: Advice for Lawyers on Initial Client Interviews* (2013), [https://scholarship.law.uc.edu/cgi/viewcontent.cgi?article=1345&context=fac\\_pubs](https://scholarship.law.uc.edu/cgi/viewcontent.cgi?article=1345&context=fac_pubs)
- Essential Lawyering Skills (available on Sharepoint/in shared drive)

- [https://www.americanbar.org/groups/public\\_interest/child\\_law/resources/child\\_law\\_practiceonline/child\\_law\\_practice/vol-33/october-2014/establishing-a-trauma-informed-lawyer-client-relationship/](https://www.americanbar.org/groups/public_interest/child_law/resources/child_law_practiceonline/child_law_practice/vol-33/october-2014/establishing-a-trauma-informed-lawyer-client-relationship/))
- Angela McCaffrey, *Don't Get Lost In Translation: Teaching Law Students To Work With Language Interpreters*, 6 Clinical L. Rev. 347 (2000) (excerpts)

**Read at least one of the following:** (Be prepared to share/present to class)

- Eliza Patten & Talia Kraemer, *Establishing a Trauma-Informed Lawyer-Client Relationship*, American Bar Association (Oct. 1, 2014)
- ILRC Sample Client Intake Form, [https://www.ilrc.org/sites/default/files/resources/ilrc\\_sample\\_intake\\_form\\_-\\_sept\\_2019\\_0.pdf](https://www.ilrc.org/sites/default/files/resources/ilrc_sample_intake_form_-_sept_2019_0.pdf)
- Jean Koh Peters, et al., *Burnout, Vicarious Trauma, and Other Emotional Realities in the Lawyer/Client Relationship: A Panel Discussion* (2004), available at [http://digitalcommons.law.yale.edu/fss\\_papers/2190](http://digitalcommons.law.yale.edu/fss_papers/2190)
- Language Line, Tips for Working with Interpreters, <https://www.srln.org/system/files/attachments/12%20Tips%20On%20Working%20Effectively%20With%20An%20Interpreter%20%282005%29.pdf>

### **Week 3 (Sept. 8)**

- Asylum, withholding, CAT

#### Assignments

#### **Required Readings:**

- 8 U.S.C. § 1158
- *Portillo Flores v. Garland*, 2021 WL 2655334 (4th Cir., June 29, 2021)
- *Perez Vasquez v. Garland*, 2021 WL 2879488 (4th Cir., July 9, 2021)
- *Matter of A-R-C-G-*, 26 I. & N. Dec. 388 (BIA 2014)

#### **Optional video explainers:**

- Well-founded fear (3:09): <https://www.youtube.com/watch?v=yxFL55MDp6k&list=PLLxxzZq76ixxL4Umxuyp9mqwvdWwWG682&index=4>
- Persecution (3:54) <https://www.youtube.com/watch?v=mgHAgkoS1kI&list=PLLxxzZq76ixxL4Umxuyp9mqwvdWwWG682>
- On account of (1:44): <https://www.youtube.com/watch?v=7xtc4TdWCTc&list=PLLxxzZq76ixxL4Umxuyp9mqwvdWwWG682&index=5>
- One-year filing deadline (3:33): <https://www.youtube.com/watch?v=cGAFxeIuAIo&list=PLLxxzZq76ixxL4Umxuyp9mqwvdWwWG682&index=2>

**Read at least one of the following:** (Be prepared to share/present to class)

- *Temu v. Holder*, 740 F.3d 887 (4th Cir. 2014) (PSG – mental illness)
- *Matter of M-E-V-G-*, 26 I. & N. Dec. 227 (BIA 2014) (PSG)



- *Matter of W-G-R-*, 26 I. & N. Dec. 208 (BIA 2014) (PSG)
- *Alvarez Lagos v. Barr*, 927 F.3d 236 (4th Cir. 2019) (PSG – unmarried mothers under control of gangs)

#### **Week 4 (September 15)**

- Case Review (Please be prepared to present your most active case to the class)
- EOIR (Immigration Court) Basics

#### Assignments

##### **Required Readings:**

- 8 U.S.C. § 1229a
- EOIR practice manual, <https://www.justice.gov/eoir/page/file/1084851/download> (skim quickly to develop familiarity, focus on big-picture not details)
- *Matter of M-A-M-*, 25 I. & N. Dec. 474 (BIA 2011)
- [https://www.ilrc.org/sites/default/files/resources/rep\\_clnts\\_mstr\\_cal\\_hearing-20181220.pdf](https://www.ilrc.org/sites/default/files/resources/rep_clnts_mstr_cal_hearing-20181220.pdf)
- <https://supportkind.org/wp-content/uploads/2015/04/Chapter-3-The-Immigration-Court-System.pdf>

##### **Mandatory Video if not attending MCH in person:**

- Simulation of a Master Calendar Hearing (10:43), <https://www.youtube.com/watch?v=gZqHZKO6nJg>

#### Hearings (Optional)

Via WebEx at LAJC (in conference room)

Master Calendar Hearing (MCH)

Tuesday, Sept. 14

10:00 am via WebEx at LAJC

IJ Kelly

#### **Week 5 (Sept. 22)**

- Evidence, Country Conditions Research, and REAL ID Act

#### Assignments

##### **Required Readings:**

- EOIR Practice Manual (skim), Sec. 3.1-3.3
- 8 U.S.C. §1158(b)(1)(B)
- CLINIC Practice Advisory: Rules of Evidence in Immigration Court Proceedings, [file:///C:/Users/becky/Downloads/Practice%20Advisory%20on%20rules%20of%20evidence%20in%20removal%20proceedings%203.13.2020%20\(1\).pdf](file:///C:/Users/becky/Downloads/Practice%20Advisory%20on%20rules%20of%20evidence%20in%20removal%20proceedings%203.13.2020%20(1).pdf)
- Expert Witness Handbook, Part 7, Identifying Sources of Evidence, and Appendix E: <https://law.unc.edu/wp-content/uploads/2019/10/expertwitnesshandbook.pdf>

##### **Read at least one of the following:** (Be prepared to share/present to class)

- *Matter of Y-I-M-* (BIA, Dec. 12, 2019), <https://www.justice.gov/eoir/page/file/1225926/download>



- *Atemnkeng v. Barr* (4<sup>th</sup> Cir., Jan. 24, 2020),  
<http://www.ca4.uscourts.gov/opinions/181886.P.pdf>
- “Expert Witnesses in Immigration Proceedings,”  
<https://www.justice.gov/sites/default/files/eoir/legacy/2010/06/07/vol4no5.pdf>
- *Matter of J-G-T-*, 28 I&N Dec. 97 (BIA 2020),  
<https://www.justice.gov/eoir/page/file/1319951/download>

#### Useful Country Conditions Research resources

- <https://www.justice.gov/eoir/country-conditions-research>
- <https://libguides.law.villanova.edu/immigration/countryconditions>
- <https://libguides.law.umn.edu/c.php?g=125774&p=2838168>

#### **Week 6 (Sept. 29)**

- Declaration Writing

#### Assignments

##### **Required Readings:**

- CLINIC Advisory: Preparing an Applicant’s Declaration In Support of Asylum  
<https://cliniclegal.org/resources/family-separation/preparing-applicants-declaration-support-asylum-and-related-relief>
- Tips for Drafting Client Declarations (in SharePoint)
- Asylum Declaration Dos and Don’ts,  
<https://static1.squarespace.com/static/51f154d9e4b04032b931b6ca/t/52430861e4b043cc32392101/1380124769688/Asylum+Declaration+Dos+and+Donts%2C+A+Guide+for+Pr+o+Bono+Attorneys.pdf>
- Watch: Writing Client into Argument: Image Decision, Word-Choice Precision | RA Robbins | Rutgers Camden - <https://www.youtube.com/watch?v=-RAAXQyW4ww>
- Read at least 2 declarations from clinic cases (can be from your own cases or others)

#### **Week 7 (Oct. 6)**

- Special Immigrant Juvenile Status (SIJS)

#### Assignments

##### **Required Readings:**

- 8 U.S.C. § 1101(a)(27)(J)
- USCIS Policy Manual: <https://www.uscis.gov/policy-manual/volume-6-part-j>
- *Joshua M. v. Barr*, 439 F.Supp.3d 632 (E.D. Va. 2020)
- LAJC Practice Advisory: <https://www.justice4all.org/wp-content/uploads/2019/07/SIJS-Practice-Advisory-FINAL-07-29-2019.pdf>

##### **Optional:**

- Federal Bar Association SIJS Practice Advisory: <https://www.fedbar.org/wp-content/uploads/2019/12/FBA-SIJS-Outline-FINAL-pdf.pdf>
- ILRC SIJS Practice Advisories

- SIJS & Grounds of Inadmissibility: <https://www.ilrc.org/special-immigrant-juveniles-grounds-inadmissibility>
- SIJS Policy Update and Proposed Regs Alert: <https://www.ilrc.org/practice-alert-sijs-policy-updates-and-proposed-regulations-november-2019>
- *R.F.M. v. Nielsen*, 365 F. Supp. 3d 350 (S.D. N.Y. 2019) (Class action about over 18 SIJS in NY)

### **Week 8 (Oct. 13)**

- Working with Special Populations

#### *Assignments*

#### **Required Readings (Read 2/3 categories and be prepared to share with class):**

- Kids
  - Trauma Informed Techniques for Interviewing Immigrant Children, [https://4ao7ry48spy847yi1v2f88gj-wpengine.netdna-ssl.com/wp-content/uploads/2019/11/Recommendations\\_2019-11\\_04.pdf](https://4ao7ry48spy847yi1v2f88gj-wpengine.netdna-ssl.com/wp-content/uploads/2019/11/Recommendations_2019-11_04.pdf)
  - Great Child Interview Practice Guidelines (on SharePoint)
  - Grounding Techniques (on SharePoint)
- Clients with Diminished Capacity
  - <https://www.vsb.org/pro-guidelines/index.php/rules/client-lawyer-relationship/rule1-14/>
  - *Matter of M-A-M-*, 25 I&N Dec. 474 (BIA 2011) (review)
  - [https://www.justice.gov/sites/default/files/eoir/legacy/2014/08/15/09-7\\_IMMIGRBRIEF\\_1.pdf](https://www.justice.gov/sites/default/files/eoir/legacy/2014/08/15/09-7_IMMIGRBRIEF_1.pdf)
- Trauma Survivors
  - HT Power&Control Wheel (on SharePoint)
  - Trauma Center, Trauma-Informed Case Study (on SharePoint)
  - <https://www.youtube.com/watch?v=t5lpeIwOLE>
  - digitalMEdiC – Stanford Center for Health Education – Trauma Informed Interviewing - <https://digitalmedic.stanford.edu/our-work/trauma/>
  - Proactive Self Care for Attorneys

#### **Optional Readings:**

- Frases para compartir en momentos delicados (on SharePoint)
- EOIR Guidelines for children in the courtroom, 2017 (on SharePoint)
- EOIR Guidelines for children in the courtroom, 2007 (on SharePoint)
- Tahirih Webinar: Trauma-Informed Interviewing to get the information you need - <https://youtu.be/JOCgJ49XzIk>
- digitalMEdiC – Stanford Center for Health Education – Trauma Informed Interviewing - <https://digitalmedic.stanford.edu/our-work/trauma/>
  - Establish connections with a child
  - Supporting the Emotional Needs of Young Children
- Supporting the Emotional Needs of Adolescents

***DUE: Mid-semester reflection paper (2-3 pages)***

- Brief list and overview of your cases and your role in each case (explain team division of work)
- Self-evaluation of work so far (effort, time, improvement, strengths, weaknesses)
- Goals for remaining semester
- Goals for next semester

### **Week 9 (Oct. 20)**

- Asylum continued – Bars to Asylum

#### *Assignments*

#### **Required Readings:**

- 8 C.F.R. § 208.4
- NIJC Asylum Manual (focus on p.16-17, 23-25), <https://immigrantjustice.org/for-attorneys/legal-resources/file/nijc-procedural-manual-asylum-representation-pdf>
- Unaccompanied Children and the One-Year-Filing-Deadline, ILRC (February 2020), [https://www.ilrc.org/sites/default/files/resources/uacs\\_and\\_the\\_one-year\\_filing\\_deadline-final\\_0.pdf](https://www.ilrc.org/sites/default/files/resources/uacs_and_the_one-year_filing_deadline-final_0.pdf).
- Practice Alert Update – Proposed Criminal Bars to Asylum: Current Status of Regulations Governing Eligibility for Asylum and (c)(8) EAD, NIP-NLG (May 3, 2021),  
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#### **Optional Readings:**

- A Timeline of the Trump Administration’s Efforts to End Asylum, NIJC, <https://immigrantjustice.org/issues/asylum-seekers-refugees>
- ILRC Asylum and SIJS Practice Advisory (read asylum section only), [https://www.ilrc.org/sites/default/files/resources/humanitarian\\_part\\_ii.asylum.sijs\\_.pdf](https://www.ilrc.org/sites/default/files/resources/humanitarian_part_ii.asylum.sijs_.pdf)
- NPRM-related readings (TBD)

### **Week 10 (Oct. 27)**

- Trauma Stewardship

#### *Assignments*

- Read (or watch) 2-3 selections from the Clinic’s “Resiliency Resources” folder: [https://legalaidjusticecenter.sharepoint.com/:f:/s/GMUImmigrationLitigationClinic2020-21/EugeBDfhYUdNvTzDt3n3kRIBx85WzmeDXs4V1q\\_Lyvkt2w?e=fSWT6N](https://legalaidjusticecenter.sharepoint.com/:f:/s/GMUImmigrationLitigationClinic2020-21/EugeBDfhYUdNvTzDt3n3kRIBx85WzmeDXs4V1q_Lyvkt2w?e=fSWT6N)

### **Week 11 (Nov. 3)**

- Race in immigration and Case Review (Be prepared to discuss how race impacts the clients you are working with and cases you are working on)

#### *Assignments*

#### **Required:**

- *U.S. v. Carillo-Lopez* (Order, D. Nev. 2021) - focus on the history of racial animus sections
- Karla Mari McKanders, Sustaining Tiered Personhood: Jim Crow and Anti-Immigrant Laws, 25 HARV. J. RACIAL & ETHNIC J.163 (2010),

<https://scholarship.law.vanderbilt.edu/cgi/viewcontent.cgi?article=2014&context=faculty-publications>

**Optional:**

- Jennifer M. Chacón, Immigration Federalism in the Weeds, 66 UCLA L. REV. 1330 (2019), [uclalawreview.org/immigration-federalism-in-the-weeds/](http://uclalawreview.org/immigration-federalism-in-the-weeds/)

**Week 12 (Nov. 10)**

- Guest speakers – Becoming an immigration lawyer

**Week 13 (Nov. 17)**

- Case Review

*Required Readings*

- None

*Assignments*

- Ensure all case work time entered into JusticeServer

**Reading and Exam Days:**

***Fall Semester Reflection Paper DUE Dec. 8, 2022***

- 3-5 pages
- Brief list and overview of your cases and your role in each case (explain team division of work)
- Self-evaluation of work so far (effort, time, improvement, strengths, weaknesses)
- Goals for next semester

***Finish any casework as assigned by your supervisor by Dec. 14, 2022***