

University of Denver Sturm College of Law
Hybrid Immigration Program (HIP)
Professor Lisa Graybill
Spring 2014

Hybrid Immigration Program Course Overview and Syllabus

Welcome to the inaugural semester of the Hybrid Immigration Program! The HIP is a hybrid program which integrates aspects of DU's clinical and externship programs. The HIP fits the model of an externship into the extent that HIP students will work under the supervision of attorney(s) at the Rocky Mountain Immigrant Advocacy Network (RMIAN) to represent individuals and engage in legal advocacy on behalf of immigrants' rights. The HIP is similar to a clinic to the extent that all students enrolled in the HIP will participate in a 3-credit seminar; will be able to share attorney-client and work product privileges; will work together in teams on the projects or cases assigned; and will be primarily responsible for their clients' cases.

This syllabus should be read in conjunction with the Legal Externship Program Handbook (LEP) and the HIP Supplement to the LEP, as well as any policy documents that have been or will be provided by our partner organization.

The primary purposes of the HIP are to provide you with the opportunity: 1) to become responsible, reflective lawyers through working with clients to help solve their legal problems; 2) to develop integrated advocacy skills through the use of various modes of lawyering such as direct representation, policy advocacy, and community legal education; and 3) and to examine the institutional, ethical and personal issues inherent in lawyering.

The secondary purpose of the HIP is to provide high-quality legal services to individual immigrants or groups of immigrants who are unable to secure representation without the assistance of RMIAN or another non-profit or pro bono legal service.

My overarching goal in this course is to assist you in your professional development as attorneys. A professionally effective and personally gratifying practice of law requires a breadth of perspective, a depth of insight, and a systematic approach to legal planning and decision-making. I and the attorneys at our partner organization, RMIAN, will make every effort to provide opportunities for you to identify and develop practical wisdom and judgment, as well as litigation, advocacy, legal education and other dispute resolution skills. To that end, the field work component of the HIP will involve multi-modal or integrated advocacy. In collaboration with RMIAN, HIP students will represent individual immigrants in bond hearings. Students may also engage in researching and drafting a report on access to counsel or another topic to be determined by Professor Graybill in collaboration with RMIAN. It is my hope that in the course of providing legal services to people who would not otherwise have access to counsel, you will begin to develop the knowledge, skills and values necessary for professionally effective and personally satisfying multi-modal lawyering. The course component of the HIP will involve seminar classes and written assignments.

Supervision of client representation will be provided by a Supervising Attorney at RMIAN who meets all the criteria to be a Supervising Attorney in the Legal Externship Program. Clients will be represented by student attorneys appearing under the supervision of the RMIAN Supervising Attorney. The ultimate responsibility for the client representation is RMIAN's. Supervision of policy and legal education work will be provided jointly by Professor Lisa Graybill and a Supervising Attorney at RMIAN. The HIP seminar will be taught by Professor Graybill.

You are responsible for the representation of your client and all aspects of his or her case, as well as the completion of your project responsibilities. Participation in the HIP, unlike most other law school courses, imposes real-life lawyering demands. While I hope that matters can be scheduled so that the work can be accomplished during predictable work hours, you must be prepared to meet your case responsibilities and demands, whenever they occur, just as any responsible lawyer must. You are expected to fully meet your obligations to clients, but I also well appreciate that it is a constant struggle to give priority attention to professional responsibilities yet still have quality time for family, friends, and other activities that matter. I encourage you to discuss such tensions, when they arise, with other students and with me.

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Classroom Sessions

Our class sessions will be devoted to a variety of topics, including classes on lawyering skills, substantive law, and issues of lawyering and society. We will also hold case rounds sessions, in which student attorneys will present information about their cases/projects to each other and give and solicit feedback about issues they are confronting in the representation of their clients.

Attendance at all classroom sessions is mandatory. For the Spring 2014 semester we will meet Thursdays from 2:30-5:15 pm in Room 480F.

You will find the reading materials for our class sessions in your mailboxes several days prior to the class in which they will be discussed. (Occasionally, readings will be distributed via email.) Our class discussions will be premised on the assumption that you have critically read and thought about the materials. The quality of our class discussions will depend on the preparation and participation of all class members. We hope the discussions will be engaging, vigorous and deep.

Students should not assume that "class participation" will be treated as it is in many other courses, where frequent and thoughtful participation earns you a "bump-up" in grading and silence merely leaves the grade as it is. The CRC is a highly active learning environment. The simulations and discussions that take place within the seminar component are an essential part of the work of the CRC. Failure to properly prepare for these activities will negatively impact a grade. For more information about grading, please see the HIP Supplement to the LEP Handbook.

Reflective Writing Assignments

You will be responsible for the timely completion of reflective writing assignments throughout the semester. The specific assignments will be of several different types. The first assignment involves the preparation of a memorandum on your learning goals for the semester, and the final assignment, due at the conclusion of the semester, requires preparation of a written self-evaluation regarding your own sense of what you have learned and the quality of your performance in both case and course work.

Miscellaneous

Because of confidentiality issues, tape recording of class sessions is not permitted and visitors may not attend class sessions.

Class topics and dates may change to reflect case/project needs and the availability of guest speakers.

HYBRID IMMIGRATION PROGRAM
SEMINAR SCHEDULE
SPRING 2014

- January 16: Bond Hearings
- January 23: Mock Bond Hearing
- January 30: Client-Centered Counseling and Interviewing Skills
- February 6: NO CLASS (Court observation)
- February 13: Cross-Cultural Lawyering and Working with Interpreters
- February 14: Mandatory attendance at Mock Hearing at Denver Contract Detention Facility*
- February 20: The Structure of and Stakeholders in Immigration Enforcement
Multi-Modal Advocacy
- February 27: Case/Project Rounds
Community Legal Education
- March 6: The Rhetoric of Immigration: Media and Messaging
Policy Advocacy
- March 13: Working with Vulnerable Populations in Detention: Torture Survivors,
Trafficking Victims, Women, Children, Gender-Non-Conforming and Mentally
Ill Detainees
- March 20: NO CLASS (Spring Break)
- March 27: Case/Project Rounds
Migrant Youth: Unaccompanied Minors, SIJS, DACA
- April 3: “Crimmigration”
- April 10: Differences and Similarities Between Direct Representation and
Impact Litigation: Implications for Client-Centeredness
- April 17: Case/Project Rounds
Ethical Issues in Immigration Advocacy and Representation
Secondary Trauma and Self-Care
- April 24: Appellate Advocacy
Final Wrap-Up