

# IN PRACTICE

A NEWSLETTER OF PROGRAMS INTEGRATING THEORY & PRACTICE  
AT THE UNIVERSITY OF MARYLAND SCHOOL OF LAW

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## PROFESSOR MICHAEL PINARD EARNS NATIONAL RECOGNITION FOR CLINICAL EXCELLENCE

In her nomination letter to the AALS Committee, Professor Brenda Bratton Blom said of Michael Pinard: "People, even those who are predisposed to disagree, listen, hear and appreciate what he says because he says it calmly, clearly, and convincingly. His message, not his manner, is forceful, and for all of these reasons, he is very persuasive." These qualities were recognized by the AALS on April 30, 2006 with the presentation of the 2006 Shanara Gilbert Award at its Annual Conference in New York.

Designed to honor an "emerging clinician," the Shanara Gilbert Award recognizes a person who has demonstrated a commitment to teaching and achieving social justice,

a passion for providing legal services to individuals and groups most in need, service to the cause of clinical legal education, and an interest in international clinical legal education.

"Michael Pinard was nominated by faculty members here at Maryland and at other institutions because of the wonderful work that he does in supporting legal and clinical education, and promoting justice in all his work, but particularly in the areas of race and the criminal justice system," said Professor Blom, who is also the Director of the School of Law's Clinical Law Program.

Professor Sherrilyn Ifill, who created the Reentry of Ex-Offenders Clinic with Professor Pinard, said in her nomination letter that "[h]e is

*Cont. on page 2*

## FROM THE DIRECTOR...

In this edition of *In Practice*, our theme is "Clinical Methods in the Academy: The Maryland Experience." We consider the experiential learning process at Maryland comprehensive, touching courses in the curriculum where you would not think to look for it. Our instructors find that clinical methodology enriches teaching in non-clinic courses. Our students also reflect on their experiences, and how it has shaped their future careers. We are proud to remain nationally recognized as one of the country's finest Clinical Law programs, and we remain committed to "teaching by doing."

*Brenda Bratton Blom, JD, PhD  
Director, Clinical Law Programs*

**Newsletter Editor**  
Gynene Sullivan

**Contributing Authors**

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Steven Schwinn, JD  
Angela Ayers, '07  
Matthew Salm, '07  
Elisabeth Walden, '07

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**The Clinical Law Program**

**Brenda Bratton Blom, JD, PhD**  
Director, Clinical Law Program

**Clinic/LTP Faculty 2006 - 2007**

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Susan Leviton, JD  
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*Comments and Letters should be forwarded to the attention of the Director.*

## PINARD EARNS NATIONAL RECOGNITION

*Cont. from p. 1*

patient and committed to giving our students the skills they need to be good and effective public interest lawyers.” Professor Taunya Banks said that “His teaching, practice, and scholarship reflect the depth of his commitment.”

In addition to his teaching responsibilities, Professor Pinard has written and spoken extensively on the collateral consequences of ex-offenders. In November 2005, he organized and hosted a symposium entitled “A Working Conference on the Collateral Consequences of Criminal Convictions and the Reentry of Ex-Offenders in Maryland” that was attended by over 200 advocates, service providers, lawyers, policy analysts, social workers, ex-offenders and correctional personnel.

His forthcoming articles, “An Integrated Perspective of the Collateral Consequences of Criminal Convictions and the Reentry of

Formerly Incarcerated Individuals” (*Boston University Law Review*, 2006) and “The Logistical and Ethical Difficulties of Informing Juveniles about the Collateral Consequences of Adjudications” (*Nevada Law Journal* 2006) continue his research into the situations that ex-offenders find themselves in once they are released from prison.

Professor Pinard is a former Co-Chair of the AALS Litigation section, and currently serves on the AALS Standing Committee on Clinical Legal Education. He is a member of the editorial board of the *Clinical Law Review*, and the board of the Clinical Legal Education Association (CLEA). He also sits on the Maryland State Bar Association’s Legal Education and Bar Admission’s Committee and is a board member of the Public Justice Center in Baltimore. ✦



*Professor Pinard counsels a group of students during his Reentry of Ex-Offenders Clinic.*

# ENVIRONMENTAL CLINIC ISSUES CRITICAL AREAS REPORT

In May 2006, the Environmental Law Clinic issued a startling report detailing the shortcomings of the enforcement of the Maryland Critical Areas Act. “Local enforcement is almost entirely responsive, instead of proactive, allowing many Critical Area violations to go unnoticed,” the report stated. “Routine, small-scale violations threaten the bay with death by a thousand cuts.”

Passed in 1984, the Act protects land development within 1,000 feet of tidal waters and limits that same development to certain permitted structures. The Clinic was asked to study the implementation and enforcement of the Act by the West/Rhode Riverkeeper, one of ten Maryland Waterkeepers programs affiliated with the Waterkeeper Alliance. Problems enforcing the Act reached headline status in 2004 with an incident on

Little Dobbins Island in Anne Arundel County. A homeowner applied and received permits to perform minor renovations to the existing home, but instead razed the home and built a 6,000 square foot mansion with a replica lighthouse, in-ground pool and gazebo. A 71-foot road to the existing boat launch was also constructed across coastal wetlands. The matter was only one of numerous incidents that, when taken as a whole, question the effectiveness of the Critical Area Act both in its structure and in its enforcement.

An extensive research process by students of the clinic that included reviewing files at the Maryland Critical Area Commission, analyzing survey responses from individuals, government agencies and groups such as the Maryland Waterkeepers, yielded the conclusion that violations of the Act “are occurring due to a

need to improve enforcement efforts and a need to strengthen the Act.” In addition, educating Marylanders about their individual impact on the environment is recommended.

Written by Visiting Associate Professor Kerry Rodgers and students Megan Moeller ('06), Sriram Gopal ('06), J. Samuel Hawkins ('06), and Anne Merwin ('06), the report serves as a useful addition to the Maryland Critical Area debate. The report is being actively reviewed by state legislators as well as the chairman of the Maryland Critical Areas Commission. For a full copy of the report, please visit <http://www.law.umaryland.edu/MCAAenvironmentalreport2006>. †

*Professor Kerry Rodgers (far right) and students from the 2005-2006 Environmental Clinic.*



# LAWYERING BEYOND THE LAW: MORE THAN MEETS THE EYE

By Matthew Salm, '07

Law school classes teach students about specific areas of law, how to write like a lawyer, and how to “think like a lawyer.” Yet traditional academic courses teach little about the actual practice of law. The Cardin requirement at the University of Maryland School of Law provides students with the hands-on experience of practicing law, and the opportunity to work for and develop relationships with clients brings important perspective to classroom learning.

In the Summer 2005 General Practice Clinic, I had the opportunity to represent an individual seeking asylum in the United States, a tenants’ council in a public housing community, a neighborhood organization, and 13 inmates incarcerated for daytime burglary. This diverse group of clients exposed me to many different areas of law and helped me understand the wide-ranging roles an attorney plays in representing his client. I learned that an attorney’s role extends far beyond the courtroom, and that first and foremost, a lawyer is a problem solver.

For example, after my first meeting with the leadership of the tenants’ council I learned that I would be assisting them with the construction of a community playground. My initial reaction was “what is the legal component of playground construction?” The easy part was perusing equipment catalogues, receiving price quotes on swing sets and benches, and helping the clients make decisions about layout and materials. The

playground project then required grant applications, letters and meetings with officials from the housing authority and the Mayor’s Office, and conversations with local police and community members to receive project approval. Even though the project required no legal research and no involvement with the courts, the student attorneys from the clinic helped our clients achieve an important goal. My clinical experiences helped me better understand the broad scope of effective legal representation.

Participation in a clinic also imparts a valuable lesson about responsibility. While enrolled in a clinic, our learning consists of more than just reading and briefing cases. Stakes for a client are often significantly higher than the embarrassment of being caught unprepared in class. From court filing deadlines to conversations with opposing counsel, the weight and ownership falls on the student attorney. This responsibility adds stress to an already demanding schedule, but it comes with the pride that accompanies a job well done.

Following the summer General Practice Clinic, I enrolled in two semesters of Clinic II to continue representing the clients who had become so important to me. Three

semesters of clinic work taught me a great deal about the role of an attorney and about responsibility to the client. The clinical offerings provide a unique and invaluable addition to the law school curriculum, enabling students to get out of the classroom and give back to our communities. ✦

*Mr. Salm was a summer associate in the Baltimore, MD office of Saul Ewing LLP, and plans to continue his legal career in Baltimore after graduation.*



# THE CLINIC EXPERIENCE: A VISITOR'S PERSPECTIVE

By Helen Norton, JD, Visiting Assistant Professor

I had the pleasure of serving as a visiting professor in Maryland's Clinical Law Program from 2002 to 2004. Before, during, and since that experience, I've taught a range of classroom courses, such as civil procedure, constitutional law, legal writing, and employment law. My time in the clinic offered me opportunities for learning that enriched me at the time and continue to inform my classroom teaching and scholarship today.

Designed to expose students to a cornucopia of practice areas, our General Practice Clinic handled civil litigation matters involving family law, consumer law, real estate, housing, employment, and much more. On behalf of their clients, students secured divorces, guardianships, and modifications to child custody and support orders; brought (and successfully tried or settled) claims under federal and state anti-discrimination and consumer protection laws; negotiated the return of tenants' security deposits and compensation for their lost and damaged goods; and successfully appealed the denial of unemployment compensation, social security, and long-term disability benefits before state and federal agencies.

With no background in clinical teaching and limited familiarity with many of these areas (my expertise is primarily in employment and civil rights law), I relied greatly on Michael Millemann (with whom I co-taught the clinic in 2002-03), clinical director Brenda Bratton Blom, and the entire clinical faculty and administrative staff. I found these folks unfailingly generous, good-spirited, smart, and committed. From them I learned more than I can say



about how to be a good teacher, litigator, and colleague.

Other rewarding partnerships included our clinic's collaboration with volunteer attorneys affiliated with the Civil Justice Network, a consortium of solo, small firm, and community-based lawyers who share a commitment to increasing access to justice. These lawyers generously shared their time and expertise, exposing students to the realities of practicing law for a living, especially on behalf of low- and middle-income clients. A significant number of my students ultimately joined those attorneys' practices or started their own small firms dedicated to increasing the delivery of legal services to those of limited means.

I found that clinical students work enormously hard, because the requirements of client representation demand it – and often because they love it. Clinical students are often simultaneously exhilarated and terrified by the responsibility of representing live clients who demand a different type of engagement than

even the most stimulating classroom environment. I learned that students who had struggled with the limitations of three-hour final examinations often thrived when presented the chance to work with their own clients, thus demonstrating their mastery of problem-solving and other skills. And those students who had prospered in traditional classroom settings discovered new challenges and rewards when called upon to interview and counsel clients, undertake fact investigations, negotiate and advocate resolutions.

Together we enjoyed successes and suffered setbacks, as all lawyers do. Students who achieved fantastic results at trial and on appeal were frustrated by the difficulties in actually collecting those judgments from recalcitrant defendants. They encountered for themselves the limitations of the legal system – especially traditional litigation – in addressing many of the needs of their low-income clients. They learned first-hand how to confront the demands of professional responsibility, such as whether and when they could speak with a defendant's employees, or how to address conflicts between family members with potentially adverse interests. They gained tremendously by observing opposing counsel, who often modeled civility and excellence — and occasionally demonstrated an absence of the same. Alongside my students, I learned – or observed anew – lessons that continue to resonate in my thinking and teaching about the administration of justice today. ✦

*Professor Norton is an active scholar, advocate, and litigator in the areas of employment, civil rights, and constitutional law.*

# LAW REFORM IN THE FIRST YEAR

By Steven D. Schwinn, JD, Law School Associate Professor and Associate Director, Legal Writing Program

Each year for the past three years, while most first-year students here and around the country were learning the law by reading appellate cases and analyzing hypotheticals, 12 - 17 first-year students at the law school took on real-time legal issues to learn the law. These students tackled three controversial issues in the Maryland courts—civil *Gideon*, liability for police brutality, and same-sex marriage—by partnering with parties and amici in the actual cases. By engaging these actual legal issues, these first-year students fundamentally re-situated themselves with respect to the law. They moved from the relatively passive position of *recipients* of the law to the empowered position of *reformers* of the law. In the language of critical and progressive educator Paulo Freire, they ceased being vessels to be filled with legal knowledge and became active problem-solvers in the law. In other words, the students did not just learn the law; they engaged in *making* it.

This shift in perception and practice is significant for first-year students. Students come to law school as adults with mature moral reasoning capabilities, strong analytical skills, and, in most cases, professional experience. They are capable doers even if their capabilities do not yet lie within the legal field. But the standard first-year law curriculum fails to capitalize on first-year students' more mature traits. The usual approach forces mature first-year students to check their non-legal capabilities at the

classroom door and step back to the position of novice thinkers. This failure is more than a lost opportunity to appropriate the hard work they do in the classroom for good in the world; it is also regressive pedagogy. The first-year students who have taken on real-time legal problems have demonstrated that they can bring their mature talents to an experiential situation. By doing so, they advance their legal development by capitalizing on their non-legal capabilities.

First-year students in the Civil Rights Legal Theory and Practice (LTP) course worked for two years on establishing a categorical civil right to counsel—a civil *Gideon*—under Maryland constitutional law.



*Professor Schwinn currently maintains an active pro bono practice with the Washington Legal Clinic for the Homeless and mediates family disputes in the DC Superior Court.*

These students partnered with the Public Justice Center in the wake of the Maryland Court of Appeals ruling in *Frase v. Barnhart*, which passed on the constitutional issue. These students first researched and wrote on the tough question of how to bring a civil *Gideon* case. (After all, in order to establish a right to counsel, a civil litigant must be harmed because she went *without* counsel.) Next, they researched and wrote on constitutional theories for supporting a categorical civil right to counsel. This work continues to nourish the ongoing effort in Maryland to establish a civil *Gideon* right.

More recently, a new crop of students in the Civil Rights LTP worked on an amicus brief in a police brutality case which will now be heard by the Maryland Court of Appeals. The students struggled with department liability for police officer misconduct after the Maryland Court of Special Appeals in *Brown v. Mayor and City Council* set the bar for vicarious liability impossibly high in cases of gross misconduct. Students worked up a variety of creative theories to challenge the *Brown* ruling at the Court of Appeals and in the Maryland legislature.

Finally, current students are working in a specialized constitutional appellate advocacy course on the difficult question of same-sex marriage in Maryland. The students are partnering with a group of faculty at Maryland and at the University of Baltimore to produce an amicus brief addressing

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# DIVING IN: A FIRST YEAR STUDENT'S VIEW

By Elisabeth Walden, '07

After finishing my first year of law school, still reeling from exams, I found myself sitting in my clinic office, phone in hand, trying to work up the courage to call my newly assigned client for the first time. The only purpose of the phone call was to introduce myself, yet I was very confident that in the course of the five minute conversation I would make some critical mistake. Somehow the two semesters spent diligently studying the *Erie* doctrine and promissory estoppel left me feeling decidedly unprepared to take on the responsibility of a client. After repeated assurances that I would not be disbarred before graduating law school, I made the call. To no one's surprise but mine, I had a very pleasant conversation with my new client, and have enjoyed an excellent working relationship with her ever since.

The Clinical Law Program is one of the most valuable educational assets Maryland has to offer to students at any time in the three year program. However, participating in clinic as a rising second-year student has at least three unique advantages. First, by becoming involved in clinic early in the academic career, a student has the opportunity to extend the experience and become more substantially involved with a client. Second, because the summer clinic does not force a student to split attention between clinic work and classroom work, it provides a more intensive and probably more realistic experience in the practice of law. Finally, the practical application of

legal theory learned in first year motivates and focuses the next two years of classroom study.

The first benefit is a simple matter of logistics – by joining the clinic as a rising second year, I had enough time remaining in my law school career to see my client's matter through to resolution. Working with a client through the full litigation process has been an invaluable learning experience that would have been diminished had I been forced to turn the matter over to another student attorney because of scheduling constraints. Similarly, by joining clinic during the summer while not taking any other classes, I was not concerned with classroom work while learning the basic “ins and outs” of client representation for the first time.

Finally, my clinic experience allowed me to see the practical application of academic legal theories early in my law school career. After my first year, I understood the *ideas* of filing a complaint, conferring with a client, or facilitating a negotiation, but couldn't envision how those ideas would be executed. Clinic helped me see the coursework I had done in my first year in a different, more applied light, and gave me a different perspective on new material I learned in second year classes. As someone who came to law school because I wanted to practice law (not just debate legal theories in a vacuum), the opportunity to get started early in the clinic has been both rewarding on a personal level and beneficial to my development as a lawyer. †



*Ms. Walden worked as a summer associate in the Washington, DC office of Aiken Gump Strauss Hauer & Feld LLP and will be assisting Professor Brenda Bratton Blom as a research assistant during her last year of law school.*

## APPLYING THEORY TO PRACTICE

By Angela Ayers, '07

I did not know what to expect from my clinical experience. In the abstract I knew that I would use the analytical and critical thinking skills developed in the classroom through the Socratic Method. I would be asked to “think like a lawyer,” but the actual practice of law requires transforming thought into action. Because my clients’ problems did not fit neatly into any one area of the first-year law school curriculum, I now needed to synthesize what I learned during my first-year into a common pool of knowledge from which to draw potential legal solutions for the client. It was then that the legal training I had received thus far became practical and meaningful. I quickly realized the critical role that research would play during the course of my clinical practice. Legal research, which was previously a mere academic exercise, now became my lifeline as a practicing student attorney. I dusted off my textbooks, notes, and passwords and dove headfirst into research. I also found a new and invaluable resource beyond the traditional methods of legal research; practicing attorneys.

As a requirement of the course, I was to meet with professors at least once per week to review my progress on the assigned case. However, I found that meeting with them more frequently helped me both formulate solutions for my clients and increased my understanding of the intricacies of the law. My professors were able to guide me in the right direction and acted as more than mentors; they

served as colleagues committed to helping me develop strategies to solve the client’s problems. I also found it necessary to leave the confines of the institution to meet with other practicing lawyers to discuss issues which affected my clients. Through the actual practice of law, I quickly came to appreciate the difference between being a student and being a legal practitioner. Although my experience as a law student for the most part had been a solitary endeavor, I now found that a collaborative atmosphere was essential to provide my clients with sound legal advice.

Through this experience, I have gained exposure to many areas of the law of which I was previously unaware and/or had not considered as potential areas in which I would like to practice. My work for the clients not only served to meet their needs, but gave me a deeper understanding of certain niches of the law that I would not have otherwise received. While being a student attorney was a sometimes daunting, frustrating, and taxing experience, it has also been exhilarating, thought-provoking, and an amazing opportunity that has given me a greater and more refined appreciation for the law, as well as the role lawyers play in shaping the landscape of American society serving one client at a time. ✦

*Ms. Ayers spent the summer working for the Enterprise Community Partners, Inc. in Baltimore, MD as a law clerk.*

## STUDENT CLINICAL AWARD WINNERS

**The Hoffberger Clinical Law Prize**, established in 1986 by Leroy Hoffberger, is awarded annually to an outstanding member of the graduating class who has excelled as a student lawyer in the Clinical Law Program.

*Rommel Burce Loria, '06*



**The Community Scholar Prize** is presented to a graduate who provided outstanding assistance to a Maryland community or neighborhood.

*Aaron Louis Casagrande, '06*



**The Anne Barlow Gallagher Prize for Service to Children and Youth** is awarded annually by the clinical faculty to a graduating student who has performed outstanding work benefiting youth and children.

*Megan Maureen Rector, '06*



**The Ward, Kershaw Fund Award** is presented to a clinical student who has demonstrated outstanding skills of advocacy on behalf of a client.

*Jennifer A. Deines, '07  
Carlo A. Oliveira, '07*

The University of Maryland School of Law  
presents...

**THE DEEPER END OF THE POND:  
INNOVATIVE PRACTICES IN COMMUNITY JUSTICE**

March 8-10, 2007  
Baltimore, Maryland

Community justice is a model of violence and crime reduction that supports a community's involvement in trying to repair the harm rendered by a criminal offense. Community partners work to knit together an array of support services and dispute resolution strategies to address criminal activity, providing an effective alternative to the traditional criminal justice system.

Under the auspices of its nationally recognized Clinical Law Program and supported by a grant from the Crane Family Foundation, the University of Maryland School of Law has developed and implemented a Community Justice Initiative in an effort to reduce violence in Baltimore City. These practices are helping to transform Baltimore City into a collection of communities that can provide meaningful and effective alternatives to revolving incarceration.

Arising from the Community Justice Initiative's efforts, the School of Law will host a national symposium dedicated to community justice initiatives, bringing together academics, judges and lawyers, public health officials and representatives of non-profit, community, and faith-based organizations to share and discuss innovative and effective approaches to advancing community justice.

*For more information, please see our website,  
[www.law.umaryland.edu/communityjustice](http://www.law.umaryland.edu/communityjustice)*

# FACULTY PUBLICATIONS AND PRESENTATIONS

## Barbara Bezdek

“Eminent Domain In Our Own Backyard: Demolition, Relocation and Urban Renewal,” SOURCE, Student Outreach Resource Center, serving JHU Schools of Medicine, Nursing and Public Health, Johns Hopkins School of Public Health, Baltimore, Maryland (December 8, 2005)

## Brenda Bratton Blom

“Coalition Building to Help Your Clients,” Equal Justice Works Conference, Washington DC (October 27, 2005)

“Civil Legal Strategies to Meet the Challenges of Reentry,” panel moderator, “Working Conference on the Collateral Consequences of Criminal Convictions and the Reentry of Ex-offenders in Maryland,” University of Maryland School of Law, Baltimore, Maryland (November 18, 2005)

## Douglas Colbert

“Bridging the Gap in the Non-Representation of Detainees: Maryland Law Students’ Guide to Pretrial Proceedings,” Maryland Administrators Correctional Association, Howard County, Maryland (September 28, 2005)

“Public Policy Implications of the 2005 Transition on the Supreme Court,” (with State Senator Delores Kelly and Professor Sherrilyn Ifill), Union Bethel Church, Randallstown, Maryland (September 6, 2005)

“Developing Goals to Reach Dreams,” Educators Serving The Community, Annual High School Development Conference, Baltimore Convention Center,

Baltimore, Maryland (October 28, 2005)

“Jones v. Mayer: Modern-Day Badges and Incidents of Slavery,” Student Bar Association, National High School Association, Baltimore, Maryland (November 3, 2005)

“Toward a Fair and Efficient Criminal Justice System,” American Bar Association, Committee on Prosecution (November 4, 2005)

“Convicting Unrepresented Defendants at Bail,” American Bar Association, Criminal Justice Council (November 5, 2005)

“Denying Fair Trials to Indigent Defendants,” American Bar Association, Race and Racism Committee (November 5, 2005)

American Bar Association, Correctional Reform Committee, Reducing Overcrowding in Pretrial Jails (November 5, 2005)

“Infected and Incarcerated Without Trial,” Maryland Criminal Law Society/ACLU (November 10, 2005)

“The Promise of Gideon: Unfulfilled?,” Panelist, American Association of Law Schools Section on Criminal Justice, Washington, DC (January 5, 2006)

“Rethinking Crime and Punishment in America: Report from the ABA Justice Kennedy Commission,” University of Maryland School of Law (January 25, 2006)

“Coming Soon to a Court Near You - Convicting the

Unrepresented at the Bail Stage: An Autopsy of a High Court’s Sua Sponte Rejection of Indigent Defendants’ Right to Counsel,” 36 SETON HALL LAW REVIEW 653

“Connecting Theory and Reality: Teaching *Gideon* and Indigent Defendants’ *Non-Right* to Counsel at Bail,” OHIO STATE JOURNAL OF CRIMINAL LAW (forthcoming Fall 2006)

## Kathleen Dachille

“Flavored Tobacco Products: The Tobacco Industry’s Tactics and the Public Health Community’s Options in Response,” New York State Department of Health, Tobacco Control Program Annual Meeting, Albany, New York (September 16, 2005)

“Mandate Fire-Safe Cigarettes in Maryland,” Commentary, *Baltimore Sun* (January 11, 2006)

Guest, “Fire Safe Cigarettes,” Ron Smith Show, WBAL 1090 AM (Baltimore) (January 11, 2006)

“Public Policies and Laws on Tobacco: Impact on Children with Asthma,” Interdisciplinary Course, “Plan of No Attack: An Interdisciplinary Approach to Managing Childhood Asthma,” University of Maryland School of Law, Baltimore, Maryland (January 21, 2006)

Interview, “Fire-Safe Cigarettes,” WUSA-TV, Channel 9, 6 p.m. News (March 22, 2006)

## Jerome Deise

“New Witness Intimidation Law and Crawford v. Washington,” University of Baltimore School of Law, Baltimore, Maryland (October 26, 2005)

“The Aftermath of Crawford,” Criminal Law Section of the ABA meeting in Baltimore, Maryland (November 4, 2005)

“Developments and Trends Regarding the Right to Confrontation since Crawford v. Washington,” Circuit Court of Baltimore City, Baltimore, Maryland (November 17, 2005)

#### **Michael Millemann**

“Preferring White Lives: The Racial Administration of the Death Penalty in Maryland,” co-authored with Gary Christopher, 5 UNIVERSITY OF MARYLAND LAW JOURNAL OF RACE, RELIGION, GENDER AND CLASS 1 (2005)

“Teaching Legal Research and Writing with Actual Legal Work: Extending Clinical Education into the First Year,” (with Steve Schwinn), Sixth International Clinical Education Conference, UCLA, Lake Arrowhead, California (October 30, 2005)

“Collateral Remedies in Maryland to Challenge Criminal Convictions: An Assessment,” MARYLAND LAW REVIEW (forthcoming 2006)

“Teaching Legal Research and Writing with Actual Legal Work: Extending Clinical Education into the First Year,” co-authored with Steven D. Schwinn, CLINICAL LAW REVIEW (forthcoming 2006)

#### **Michael Pinard**

“Public Interest Lawyering and Civil Society Advocates: Pursuing Rights from the ‘Bottom-Up’,” Panelist, Comparative Constitutionalism and Rights: Global Perspectives, University of KwaZulu-Natal, Durban, South Africa (December 18, 2005)

“From Revolving Doors to Rites of Passage: Renewing the Meaning of Correctional Facilities,” Panelist, Harvard BLSA Spring Conference, Harvard Law School, Cambridge, Massachusetts (March 11, 2006)

“Rethinking Crime and Punishment in America: Report from the ABA Justice,” Closing Remarks, OSI Forum, Kennedy Commission, University of Maryland School of Law, Baltimore, Maryland (March 8, 2006)

“Re-thinking Reentry: Confronting Perpetual Punishment,” Panelist, Harvard Law School, Cambridge, Massachusetts (April 1, 2006)

#### **Andrew Reese**

“In the Hot Seat: Direct and Cross of a Social Worker,” Bar Association of DC, University of the District of Columbia Law School, Washington, DC (March 7, 2006)

#### **Rena Steinzor**

“E-Rulemaking in the 21st Century,” roundtable participant, U.S. House of Representatives Judiciary Committee, Washington, DC (December 5, 2005)

“Risk Assessment,” Environmental Law Seminar, Environmental Policy Program, University of Maryland College Park, College Park, Maryland (December 7, 2005)

“Implications of the Data Quality Act,” panelist, District of Columbia Bar, Section on Environment, Energy, and Natural Resources, Washington, DC (December 12, 2005)

“In Fairness to Future Generations,” University of Florida Levin College of Law

Twelfth Annual Public Interest Environmental Conference, Gainesville, Florida (March 11, 2006)

“Mother Earth and Uncle Sam: How Pollution and Hollow Government Hurt Our Kids,” Speaker at “Grand Finale,” University of Florida Levin College of Law Twelfth Annual Public Interest Environmental Conference, Gainesville, Florida (March 11, 2006)

#### **Maureen Sweeney**

“Immigration Consequences of Criminal Convictions in Maryland,” New Defender Training, Maryland Office of the Public Defender, Baltimore, Maryland (January 26, 2006)

“Green Card Campaign for Asylees,” Community Meeting for Asylees Seeking Adjustment of Status to Lawful Permanent Residence, University of Baltimore School of Law, Baltimore, Maryland (February 25 & March 11, 2006)

#### **Ellen Weber**

“Risks and Realities: Legal Issues for the Employer of Impaired Professionals,” Sixth Annual Pharmacy Education and Assistance Committee (PEAC) Conference: Working Without a Net: The Impaired Professional in the Workplace, Linthicum, Maryland (September 23, 2005)

“Confidentiality,” A Family Disease: The Impact of Addiction and Substance Abuse on Children, Families, Family Courts and Communities Conference, University of Baltimore School of Law, Center for Families, Children and the Courts, Baltimore, Maryland (September 23, 2005)

# LAW REFORM IN THE FIRST YEAR

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particularized questions of Maryland constitutional law.

The first-year students who labored on these cases produced and continue to produce outstanding, creative, and useful work. At the same time, the educational results were impressive: students reported a higher level of engagement in their work, they effectively capitalized on those non-legal skills and talents that they brought to law school in developing their legal skills, and they generally produced excellent results. Their enthusiasm spilled over into their other, non-experience-based courses, fueling their overall learning process. Finally, they put their hard work to good use outside the classroom. ✦

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## THE CLINICAL LAW PROGRAM

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