

ARTICULATION AGREEMENT

Between

University at Albany Graduate Program in Women's, Gender, and Sexuality Studies

And

Albany Law School

For A Collaborative Juris Doctor/Master of Arts in Women's, Gender, and Sexuality Studies Degree

The University at Albany, hereinafter "University," provides graduate study leading to a Master of Arts in Women's, Gender, and Sexuality Studies, hereinafter "WGSS". The University and Albany Law School hereby enter into the following articulation agreement effective as of December 11, 2017, governing the matriculation of Albany Law School students into the WGSS graduate program at the University:

1. Albany Law School students seeking admission to the WGSS Graduate Program will be subject to all standards and requirements for admission as may be established by the University from time to time.
2. The University will credit Albany Law School students with up to nine (9) elective credits toward the requirements for the completion of the Master of Arts in Women's, Gender, and Sexuality Studies for completion of any of the law school courses set forth in Appendix A, attached hereto and incorporated herein, or other law school courses that may be approved upon petition to the Graduate Committee. Students must have earned a B or better in any law school course that is credited toward their Master of Arts in Women's, Gender, and Sexuality Studies. Students may not be credited for a course taken at Albany Law School that substantially overlaps with a course taken in the WGSS Graduate Program.
3. Albany Law School will credit law students who are in the WGSS Graduate Program with up to twelve (12) elective credits toward the requirements for completion of the Juris Doctor degree for completion of any of the WGSS Graduate Program courses set forth in Appendix B, attached hereto and incorporated herein, or other WGSS Graduate Program courses that may be approved by the student's Albany Law School Joint Degree faculty advisor. Students must have earned a B or better in any WGSS Graduate course that is credited toward their J.D. degree. Students may not be credited for a course taken in the WGSS Graduate Program that substantially overlaps with a course taken at Albany Law School.
4. Albany Law School students who are admitted to the WGSS Graduate Program must complete their first year of studies at Albany Law School before they are eligible to transfer credits toward their J.D. from the WGSS Graduate Program. Students may start their Master of Arts in Women's, Gender, and Sexuality Studies and then matriculate to Albany Law School, but only credits earned after matriculation to the law school may be transferred toward the J.D. degree.
5. Albany Law School students will be expected to complete all degree requirements within five years.
6. University reserves the right to make changes to its WGSS Graduate Program, without advance notice

to Albany Law School students, and such changes may be subject to approval by the New York State Education Department. Albany Law School reserves the right to make changes to its WGSS Graduate Program, without advance notice, and such changes may be subject to approval by the New York State Education Department and the American Bar Association.

7. Albany Law School and University at Albany will make reasonable efforts to publicize this articulation agreement among their students, alumni, faculty, counseling staff, and administration.

8. Albany Law School and University agree to: monitor the academic performance of students enrolled under this articulation agreement, identify problems, and work cooperatively with each other to adjust course sequence and content as appropriate.

9. Albany Law School and the University at Albany agree to meet periodically or as otherwise may be necessary to update major course equivalencies between their curricular offerings and to notify each other concerning any contemplated curricular changes that would affect the future of this agreement.

10. This agreement is subject to Albany Law School's retaining its accreditation standing with the American Bar Association and maintaining its registration status with New York State Education Department Office of Higher Education and the Office of the Professions. In addition, this agreement is subject to the University at Albany retaining its accreditation standing with the Middle States Association of Colleges and Schools and maintaining its registration status with New York State Education Department Office of Higher Education and the Office of the Professions.

11. This agreement shall be reviewed by the parties from time to time. It shall remain in effect until terminated by either party with one year's prior written notice. However, the University at Albany may terminate this agreement on 30 days' notice if in its sole determination that Albany Law School is in breach of any provisions of this Agreement, and fails to remedy such breach within five (5) business days after written notice thereof by the University. In turn, Albany Law School may terminate this agreement on 30 days' notice if its sole determination that the University is in breach of any provision of this Agreement and fails to remedy such breach within five (5) business days after written notice thereof by Albany Law School.

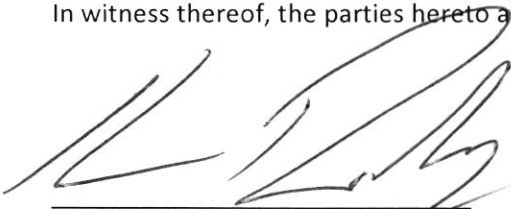
12. Upon termination of this agreement, students who are participating in the WGSS Graduate Program under this agreement shall be given the opportunity to complete the WGSS Graduate Program without interruption in their studies, and upon same terms and conditions set forth in this agreement.

13. Students in the WGSS Graduate Program pay tuition to the University for courses taken at the University and pay tuition to Albany Law School for courses taken at the law school. Tuition, room, board and other fees which may be due to the University at Albany for enrollment in the WGSS Graduate Program shall be billed at the University's then current tuition rates and charges, and paid directly to the University by the students. All tuition rates, room and board rates and other fees are not guaranteed and are subject to change. In-state students shall be billed at in-state rates, and out-of-state students shall be billed at out-of-state rates. All regulations, policies and procedures regarding payment of these charges and withdrawal from academic programs at the University shall apply to the Albany Law School students enrolled in the WGSS Graduate Program pursuant to this agreement.

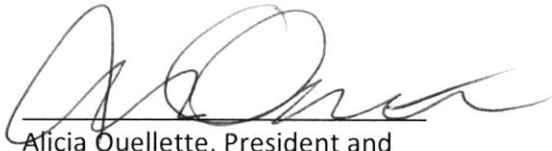
14. This agreement may be amended from time to time by the mutual consent of both parties. Amendments shall be in writing, and signed by both parties.

15. This agreement shall be governed by the laws of the State of New York.

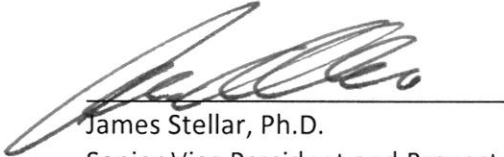
In witness thereof, the parties hereto affix their signatures on the dates indicated below.



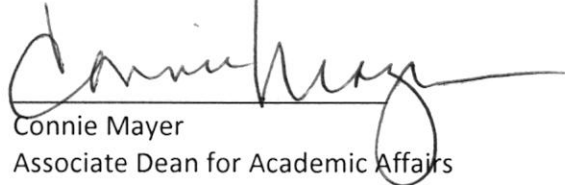
Havidán Rodríguez, President
University at Albany



Alicia Ouellette, President and
Dean Albany Law School



James Stellar, Ph.D.
Senior Vice President and Provost
University at Albany



Connie Mayer
Associate Dean for Academic Affairs
Albany Law School

Appendix A: Albany Law School Courses that count toward the M.A. in Women's, Gender, and Sexuality Studies

Children and the Law (3 Credits)

Children and the Law examines the distribution of power and interactions among the child, the family, and various state agencies. The course will explore the constitutional, statutory and common law rights of parents and children in various settings, including the child welfare system, the juvenile delinquency system, persons in need of supervision and the foster care system. Students will learn the different approaches for the role of the child's attorney and analyze best practices for representing children in a wide range of legal matters, including tort law, contract law, criminal law, family law. The classroom is primarily lecture-based with opportunities to participate in classroom simulations, petition-drafting, and small group activities.

Community Development Clinic

4 Credits

Constitutional Law III

3 Credits This course will cover a selected topic in constitutional law and allow for a more detailed and relaxed examination of the chosen topic than is possible in the survey courses. The subject matter for the first iteration of the course will be to focus on "the Constitution and the Family," covered from the perspective of constitutional method.

Domestic Violence Prosecution Clinic (5 – 6 credits)

Students interested in exploring career possibilities in criminal law are admitted to the limited practice of law in this graded one semester experience. Students will be given the challenging opportunity to prosecute domestic violence and sexual assault crimes while acquiring basic lawyering and courtroom skills. Through the combination of a 2 hour classroom component and field work, students will learn to interview victims and witnesses, analyze appropriate charging of crimes, engage in fact investigation and fact-gathering and, when appropriate, to conduct oral argument, hearings, and/or trials, all while keeping in mind the ethical duties incumbent upon prosecutors. Under the joint supervision of Professor Lynch and a specialized prosecutor, students will be assigned to work in district attorney's offices in the Capital Region. Pre/Co-Requisite: Domestic Violence Seminar (must register separately)

Domestic Violence Seminar (3 credits)

Explores in depth the legal issues and discrete phenomena of domestic violence. Topics generally include intimate partner violence, criminal prosecution of batterers, child abuse and neglect, gay and lesbian battering, elder abuse, and the basis for intervention of the state.

Economic Justice, Identities and Markets (2 credits)

This seminar will examine the role of identity in the distribution of wealth, drawing upon the jurisprudential contributions of classic market theory, critical race theory, law and economics, liberalism, libertarianism, feminist legal theory, and queer theory. Students will probe the tensions between the marketplace distribution of commodities and the cultural determinants of market value, between economic efficiency and social equality, and between group rights and individual rights. An important objective of this course is to enable students to recognize and interrogate structures of economic and social inequality, while exploring contemporary issues such as the sub-prime mortgage crisis, the ongoing economic recession, gentrification and affordable housing, affirmative action and desegregation, the economic borders of communities (immigration), and the restriction of public benefits to the needy. Students may elect to either complete a research paper satisfying the school's legal writing requirement, or take a final examination.

Employment Discrimination Law (3 credits)

Surveys legal approaches to employment discrimination based on race, color, religion, national origin, sex, sexual orientation, disability, and age. Examines Title VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act, the Americans with Disabilities Act, and other federal civil rights statutes.

Employment Regulation (3 credits)

This course is designed to familiarize students with the matrix of legal protections available to employees and employers from the hiring process to the termination of the employment relationship. It encourages students to examine common law and statutory rights of the parties while considering policy implications of the employment law system. The substantive areas to be covered include hiring/firing, wages, hours, and benefits, conditions of employment, employment security, and occupational health and safety. Unlike labor law which can be roughly organized around one federal statute (National Labor Relations Act), employment law is found in hundreds of separate cases and statutes.

Family Law (3 credits)

Family Law examines state regulation and intrusion into the family and the constitutional limitations and rights therein. The course will introduce students to the primary triad of interests: the parents, the child and the state. Additionally, the course will introduce students to the evolution of families and how family law has responded to social change. Topics will include the varying definitions of a "family", the legal relationships between parent and child, the nature of marriage and civil unions, family after separation or divorce, child custody, paternity/maternity, child support, child abuse and neglect, termination of parental rights, the foster care system, adoption, domestic violence, reproductive rights, privacy, gender and caretaking, and the role of the family court system. Further, the course will examine issues of intersectionality based upon race and socioeconomic class. The classroom is primarily lecture-based with opportunities to participate in classroom simulations, petition-drafting, and small group activities.

Family Violence Litigation Clinic 5-6 credits)

The Family Violence Litigation Clinic offers students challenging and rewarding opportunities to argue cases in court on behalf of persons who have been victimized by violence by intimate partners or family members. Students will learn about domestic violence dynamics and the substantive law and procedure of Family Court. Students will be admitted to the limited practice of law under the Student Practice Order of the Appellate Division, Third Judicial Department. Under direct faculty supervision, students will interview and counsel clients; conduct fact investigation and discovery; draft pleadings, correspondence, motions, stipulations and orders; perform legal research and analysis; regularly appear with clients in court; negotiate cases with opposing counsel as well as the lawyer for the children involved; and conduct full evidentiary trials. Students may also have the opportunity to write or argue an appellate case, conduct administrative hearings, and engage in community outreach. Pre/Co-Requisite: Domestic Violence Seminar (Must register separately)

Field Placement Clinic (5 credits)

Dozens of field placement opportunities exist for second-third-year students. They spend a minimum of 10 hours per week at their field placement site and participate in a one-hour weekly seminar. Note that most field placements need to be topic related and approved by a concentration advisor to count toward a degree.

Gender and the Law (3 credits)

Explores feminist theory, constitutional equality, issues of gender and sexuality, intimate partner and family violence, childhood sexual abuse, reproduction, parenting and children, sexual harassment, sexual discrimination, trafficking and prostitution, and other topics relating to the intersection of gender and the law.

Gender and Work (2 – 3 credits)

The seminar will examine the theoretical and legal treatment of men's and women's labor in the public and private spheres, informal and formal sectors, unionized and non-unionized sectors and the international arena. The seminar is designed for students who are interested in examining the law's impact on the work that women and men do. It will draw on materials from labor history and theory, feminist legal theory, critical race theory, and domestic and international labor and human rights law.

Health Law Clinic (5 – 6 credits)

The Health Law Clinic is designed to teach student interns to identify and address the legal issues which poor individuals living with chronic health conditions often face. Through faculty supervised representation of clients living with, or affected by, HIV or cancer, participating students acquire a broad range of practical lawyering skills in the areas of client interviewing, factual investigation, case planning, client counseling, and litigation advocacy. Student interns are admitted to practice under the Student Practice Rule which allows them to help clients access necessary health care, obtain public benefits, secure or maintain stable housing, establish court-approved emergency plans for the future care of children, and develop proxies which authorize health care agents to make health decisions. Participating interns typically take from this experience both a heightened confidence in their lawyering abilities and a broader perspective of their role in ensuring access to justice for the needy. Clinic clients typically report that the legal services provided relieve stress and allow them to focus their limited energy on their underlying health problems. Pre/Co-Requisite: None

Human Reproduction: Legal and Moral Issues (3 credits)

Discusses the moral and legal issues concerning both ordinary and assisted reproduction. Covers constitutional and common law doctrine on reproductive liberty, government regulation, and medical control over procreative choice, the reproductive autonomy of minors, the effects of advances in cell biology on reproductive issues, and the rights and responsibilities of gamete contributors.

Immigration Law Clinic (5 – 6 credits)

In the ILC, under the direct supervision of an Albany Law School faculty member, law students are trained to provide direct representation to both detained and non-detained immigrants, including immigrant victims of domestic violence, intimate partner violence and sexual assault. The cases may include special immigrant juveniles, applications under the Violence Against Women Act, representation of victims of violent crime in U-Visa applications, adjustment applications, bond applications, and any other claim for immigration relief that may be available. Students will learn and practice essential lawyering skills and draft correspondence, pleadings, motions and forms central to the application for an immigration benefit.

International Child Rights (3 credits)

International Child Rights will focus on interpretation and implementation of the UN Convention on the Rights of the Child (CRC). The CRC, adopted by the General Assembly in 1989, is the most-ratified treaty in the world. The CRC addresses a wide variety of themes including discrimination, armed conflicts, prison, family life and education, to list just a few examples. This course will approach the CRC as it is understood by lawyers, by activists, and by academics from all around the world. Participants will learn how to research and write in the area of international human rights, with a focus on child rights. Prior knowledge of International Law and Human Rights is not required. International Child Rights is open to all. Grading will be evaluated on the basis of papers and class participation.

International Human Rights Law (2 – 3 credits)

This seminar examines the origin, scope, and protection of international human rights both internationally and in domestic litigation. Students write a research paper on a topic of their choice. The paper is eligible to satisfy the upper year writing requirement, and the course satisfies the international law requirement.

Jurisprudence: The Philosophy of Law (3 credits)

This seminar considers the relationship between law, justice, and morality. Questions considered include: what is law? What are legal rules? What are rights? What is the relation of law to justice in the modern

regulatory state? Readings include historical material (e.g., ancient Greek and Roman writers) through to contemporary legal theory (e.g., law and economics, feminist legal theory, critical race theory, and postmodernism). Students apply these perspectives to particular problems of law and policy in a research paper. The paper may be used to satisfy the upper year writing requirement.

Law and Social Innovation: Creative Problem Solving (4 credits)

This course explores the role of the lawyer as creative problem solver. In it, students assess the strategies and tools lawyers use to promote social innovation and solve some of the world's most pressing problems. Students put the skills they have developed throughout law school to use in contexts where those skills are most desperately needed. They also hone additional skills that every lawyer needs: e.g., the ability to work effectively in groups, run a productive meeting, collaborate on document drafting and production, think creatively to construct elegant solutions to complex problems, "pitch" ideas, and conduct group presentations.

Legal Issues in Medicine (3 credits)

Focuses on in-class presentations by students on legal and ethical issues present in the medical records of hypothetical obstetrical or gynecological patients. Law students work in teams with resident physicians in obstetrics and gynecology.

Matrimonial Law

3 Credits Studies substantive and procedural law pertaining to marital dissolution, combining conceptual analysis with practical matters involved in representing a client with a matrimonial problem.

Sexual Orientation Law (3 credits)

Explores the response of the legal system to issues of human sexuality and the influence of legal norms on perception and understanding of human sexuality. Focuses on availability and limitations of constitutional and statutory protection for sexual privacy, expression, and equality. Surveys approaches of feminist and gay legal theorists to such questions as identity representation and performance. Uses legal and theoretical frameworks to examine issues in particular contexts, including the family, the workplace, public schools, the media, the U.S. military, and the criminal law.

Appendix B: University at Albany Department of Women's, Gender, and Sexuality Studies Courses that can be credited toward the Juris Doctor Degree

Wss 501 Feminist Science, Technology, and Biomedicine Studies (4)

Bhatia

In this course we will focus on the interplay between science, technology, and medicine, on the one hand, and gender on the other – always with attention to the ways in which gender intersects with other axes of social division and inequality such as race, class, nation, sexuality, age, health, and ability status. In particular, feminist theorists have long engaged the biomedical sciences and biotechnologies as sites for critical reflection on the epistemologies and ontologies of gender. Further, as loci of shifting social, cultural and institutional forms, biotechnologies continue to generate new possibilities for living alongside new inequalities, thereby providing fertile ground for new theorizing on the mutual shaping of gender and technology. We begin with classic critiques of science and biomedicine stemming from feminist theory and then move to current iterations of core conceptual ideas that continue to underpin conversations on gender and biomedicine. In the second half of the course, the class will take up ethics in medical research and justice as sites of contestation towards alternative science and knowledge production practices.

Wss 512 Race, Gender, and Cultural Politics in the Asian Diaspora (4)

Liu and Ng

This course has an emphasis on historical perspectives as well as the intersections of gender, class, and race/ethnicity. It studies the phenomenon of the Asian Diaspora dating from late 18th century to the present. Topics include: immigration laws; labor and work; family and community formation; the processes of reconstruction of history and memory; politics of media representation. In a given semester, the focus may be on Asians in one geographic region such as the Americas, Europe, Africa, or the Pacific Rim. Research project required.

Wss515 (Soc515) Global Politics of Women's Bodies(4)

Sutton

This course is a critical examination of the politics of women's bodies across national boundaries, in diverse cultures, and in relation to pressing social forces, such as militarization, economic globalization, religious fundamentalisms, colonial legacies, and global policies with health and environmental impacts. Ideas, practices, and policies affecting women's bodies in different countries will be examined not only in relation to particular cultural milieus, but also in connection to more global trends, including historical, economic, social, and political linkages among countries. Possible topics include embodiment and social suffering; transnational sexualities; reproductive politics; beauty and the media; bodies as sites of violence; women's bodies, racism, and colonialism; embodiment and political protest; bodily scars of neoliberalism; environment, health, and disability; and transnational activism centered on women's bodies.

Wss 525 (Pad 525, Pos 525Q, Aps 525) Feminist Thought and Public Policy (4)

Eubanks?

Examination of the implications of public policy research and implementation from a feminist perspective; the coherence or lack of it amongst different models of public policy formation, different perspectives on specific public policy issues, and different orientations within the women's movement.

Wss 530 (Aas 529, Lcs 530) Environmental Justice: Racism, Classism, Sexism (4)

Bhatia

In Environmental Justice: Racism, Classism, and Sexism we will explore how, racism, classism and sexism effect current environmental "events", including environmental policy-making, public health outcomes, and the rhetoric and politics of environmentalism. Surveying the development of environmental awareness among the public, philosophies behind such awareness and resulting shifts in policy, we will focus on the growth of the environmental justice movement, and will consider how various groups have addressed environmental degradation and justice. Also, under consideration will be a set of related issues: how globalization has effected these events, the feminist critique of science and its impact, relationships between grass-roots activism (for example, native American activists and other Environmental Justice group) and between these groups and more scholarly approaches and contributions by artists, labor-rights groups, religious leaders, animal rights activists, and deep ecologists. Prerequisite: Students, at whatever level, are welcome. The requirements will differ for graduate and undergraduate students. For example, graduate students will be reading more theoretical articles, and will be responsible for explaining these to the undergraduate students. In addition, graduate students will be required to submit a final research paper that is much longer (12-20 pages) than that required for undergraduate students.

Wss 545 (Aas 545, Lcs 545) Black Diasporas, Feminisms, and Sexual Politics (4)

Hobson

This course will explore in global perspective concepts of blackness and its relationship to feminist and other women-led and gender-based political movements that have shaped complex discourses on the intersections of race, gender, sexuality, and nationality. Challenging such terms as the "African Diaspora" – a reference to the dispersed locations of African-descended people across the globe – or even the "Black Atlantic" – as coined by Paul Gilroy – we will expand the geopolitical spheres of Europe, America, Africa, and the Caribbean to traverse different oceanic spaces that include "Black Australia" and Afro-Asia. Through these transnational lenses, we will question how blackness, and black femininity in particular, shift meanings in varied locations but also converge in formations of global identities, marginalized experiences, and political movements. Topics covered may include history-telling and memory making, cultural representations of the "black" body in arts and popular culture, sex trafficking and migrations, articulations of "black feminisms" and sexual identities, and social crises and social change.

Wss551 Gender and Class in Latin American Development (3)

Sutton

The study of the historical interplay of cultural, ideological, and structural factors affecting women's lives during the course of Latin America's experience with modernization and industrialization during the nineteenth and twentieth centuries. Topics covered may include: household work, paid work, migration, growth of female headed households, women's political participation, and women's participation in social movements. Prerequisite(s): Any course in Latin American Studies and/or Women's Studies and/or History.

Wss 565 Feminist Theory (4)

Bhatia, Hobson, Liu, Ng, Sutton

Examination of key changes in feminist theory from the late 1960s to the present. Assessment of changes in the way feminists have thought about such topics as: motherhood, sexuality, the origin and nature of women's oppression, class, race, and differences amongst women. Attention to the political implications of changes in theory. Written analysis required of feminist theory in relation to the foundation of traditional disciplines studied by students. Prerequisites: Wss 490Z, 590 recommended.

Wss599 Topics in Women's Studies (1-4)

Bhatia, Hobson, Liu, Ng, Sutton

Advanced treatment of topics or issues in women's studies selected on the basis of faculty and student interest. May be taken more than once with different content. Consult schedule for specific title. Prerequisite: Permission of instructor.

Wss 690 MA Final Project (3-4)

Bhatia, Hobson, Liu, Ng, Sutton

Research leading to successful completion of a three hour written examination; or a 25-30 page paper; or presentation of creative work or a project involving political action. Prerequisite: admission to MA program in Women's Studies and permission of WGSS Graduate Faculty Adviser.