

00:00 I hope you are all doing well.  
00:04 Thanks for coming to this information session.  
00:08 My name is Kim McLaurin and I'm the Associate Dean  
00:12 for experiential learning here at Suffolk Law School.  
00:16 And I also teach  
00:18 the Marshall Brennan Constitutional Literacy Program.  
00:22 with me to my right anyway,  
00:26 is Kara Ryan,  
00:29 who is the Program Director for Marshall Brennan.  
00:34 And Kara basically makes sure that everything's going well,  
00:39 and that we are where we need to be,  
00:42 and that people have books and things like that.  
00:47 So for this information session,  
00:50 I'm really just gonna tell you all  
00:52 a little bit about Marshall Brennan, the program,  
00:55 and then I'm gonna open it up for questions.  
00:59 If you don't get to ask a question,  
01:02 you can always reach me or Kara.  
01:07 I'm on the fourth floor in the Dean's suite normally,  
01:11 and you can also always email me,  
01:14 kimmclaurin@suffolk.edu.  
01:18 And we can set something up one on one if you want to.  
01:23 But anyway, that is most helpful for you.  
01:27 We're here to do that.  
01:31 So a little bit about Marshall Brennan.  
01:34 It started in 2010 at Suffolk,  
01:42 but the program originated  
01:43 in American University, Washington College of Law.  
01:47 Some of you may be familiar with Senator Jamie...  
01:52 Representative Jamie Raskin who did the last  
01:56 presidential impeachment trial.  
02:01 And he at the time was a professor at American,  
02:06 and he kept getting questions from high school students  
02:11 when his kids were in high school  
02:13 about constitutional rights, when in high school.  
02:17 So it started with a group of LGBTQ high school students  
02:24 who wanted to advertise about some programming  
02:30 that they had for their Gay Straight Alliance  
02:33 at their school.  
02:35 And the school said,  
02:36 "No, you can't do that."  
02:38 And they came to Jamie,  
02:41 made their way to him to ask why they couldn't.  
02:46 And as he got more and more of these questions,  
02:50 what occurred to him was that high school students  
02:55 really didn't know their rights,  
02:57 as it relates to school or themselves in the community.  
03:03 And he saw that as a failure of our educational system.  
03:08 And started thinking about how could he rectify this?  
03:13 He looked around and said,  
03:14 "The greatest resource that I have at my fingertips"  
03:17 "for you all, law students."  
03:20 You're learning exactly those things that these high school

03:24 students don't know.  
03:27 And one of the best ways I can tell you to learn something  
03:31 more deeply yourself is to have to teach it.  
03:36 And I can tell you from almost 30 years of representing  
03:40 adolescents in the criminal and juvenile justice system,  
03:44 the other great way to learn something more deeply  
03:48 than teaching it is to teach it to adolescents,  
03:53 who at first flash,  
03:55 will seem like they really could care less.  
03:58 And that this is not important.  
04:00 This has no meaning in their lives, no relevance.  
04:03 And your job as Marshall Brennan fellows  
04:07 is to make them understand and invest in that relevance.  
04:14 And I can tell you in more than 10 years of teaching  
04:17 Marshall Brennan at Suffolk, every year,  
04:21 I am amazed at the work that Suffolk law students  
04:24 do in this program.  
04:27 And I have no doubt that next year will be the same.  
04:31 But that's how Marshall Brennan was really created to fill  
04:36 this need for both sets of students,  
04:40 for the high school students and for the law students.  
04:43 And then to really also connect law schools  
04:49 throughout the United States.  
04:52 So the parts that we've added  
04:54 is that there's a Regional Moot Court Competition  
04:59 that we do for the high school students at Suffolk,  
05:02 and then there's a National Moot Court Competition.  
05:06 Right now Marshall Brennan is offered  
05:09 in about 22 law schools around the world,  
05:12 mostly in the United States,  
05:15 but there's also a chapter in Hong Kong and in South Africa.  
05:19 So there are other school that come together  
05:24 and that's the National Moot Court Competition.  
05:29 At Suffolk, we take between 12 and 14  
05:34 Marshall Brennan fellows.  
05:37 This is a year long course.  
05:39 It's offered for six credits  
05:42 because it is a year long course.  
05:45 You have the option of doing...  
05:48 We do a final paper.  
05:51 You have the option of having that be satisfy  
05:55 your legal writing requirement.  
05:57 You just need to let me know if that's what you want to do.  
06:03 And the seminar meets every Wednesday from four to six,  
06:09 or 4 to 5:50 , I should say.  
06:12 And it pretty much is half of our time is talking  
06:19 about teaching and teaching those of you  
06:25 who don't have experience teaching how to teach,  
06:29 and bouncing ideas off of each other.  
06:31 And really sharing information.  
06:35 And the second half of class is substantive,  
06:39 where I'm teaching you and others,  
06:43 and we'll talk about that also,  
06:44 are teaching you, other faculty are teaching

06:47 you constitutional law  
06:49 as it applies to adolescents and schools.  
06:54 So that might be fourth amendment in school  
06:57 as opposed to fourth amendment outside of school.  
07:01 What are your free speech rights  
07:03 and first amendment rights in school?  
07:06 Where are the limitations?  
07:08 And it could be equal protection.  
07:13 It could also be eighth amendment, fifth amendment.  
07:19 So there is a lot of different possibilities  
07:21 of what you will teach.  
07:26 In some years, it might not be strictly constitutional.  
07:31 And what I mean by that is that we like to be flexible  
07:35 enough to really address some issues that your high school  
07:39 students may have during the course of the year.  
07:43 So one year teen dating violence because of an incident  
07:47 between two celebrities was a really big issue.  
07:52 LGBTQ rights could be constitutional,  
07:56 but may not be gun violence.  
07:59 A few years ago was a really big issue for high school  
08:04 students and something they wanted to talk about.  
08:06 Their rights to protest has been an ongoing issue  
08:12 and what can they do on school grounds?  
08:16 What can they do off school grounds?  
08:18 Does the school issued laptop or iPad  
08:25 really belong to them and how protected is it?  
08:30 And the information on it.  
08:32 So these are all topics that bleed a little bit into fourth  
08:36 or first amendment, but maybe not.  
08:39 But your high school students are interested in it.  
08:43 What they can wear to school is a constant issue.  
08:47 And that obviously is covered by first amendment.  
08:51 But we like to be a little bit flexible  
08:54 in terms of what you can teach during the course of a year.  
09:00 In February, we hold the Regional Moot Court Competition  
09:04 at the law school, in the last few years  
09:09 unfortunately it's had to be remote and online.  
09:14 We're hoping this year we can do it in person.  
09:19 We also in March is when the National Moot Court Competition  
09:25 is held, while it was held remotely,  
09:29 we were able earlier this month to hold to compete  
09:37 together at the law school.  
09:39 So that was great for the high school students  
09:42 to be able to be together and compete  
09:44 in this National Moot Court Competition.  
09:50 We assign you to schools in pairs or sometimes three  
09:55 to a school, depending on how large the class is.  
10:00 We do not assign you to teach on your own.  
10:04 We leave a lot of how you divide things up to you  
10:10 and let you talk to your co-fellow and your host teacher.  
10:18 And usually the classes are between 10 and 20  
10:25 high school students in each one.  
10:28 And again, you are teaching year long.  
10:31 And when I say year long, I'm talking,

10:33 you're not starting in June,  
10:36 you're pretty much starting with your high school  
10:40 teaching mid-September you would start  
10:45 going to your high school class.  
10:47 You won't start teaching until probably October.  
10:52 And then we pretty much let the host schools know  
10:56 that once early May or late April rolls around,  
11:02 we want you to focus on your studies  
11:05 and finals and final papers for your classes  
11:08 and things like that.  
11:09 And for those of you who are graduating,  
11:11 focus on getting grandma her tickets for graduation  
11:14 and things like that.  
11:16 So that's the general setup.  
11:20 We provide the books for the high school students,  
11:25 which is called "We The Students."  
11:29 And that's also the book for you.  
11:34 It is a book geared towards high school students,  
11:37 which none of you are.  
11:38 So we add extra work for you all.  
11:43 So some cases you may ask your students to just read  
11:47 a summary that's in the book.  
11:50 We may ask you to read the full decision  
11:53 so that you have a better understanding  
11:55 of all of the sides of the decision.  
12:02 And that's pretty much it.  
12:03 I'm gonna stop here because I'm sure and hoping  
12:07 that you all have questions and we can continue a dialogue.  
12:12 If you have a question, just raise your yellow hand  
12:18 or just raise your actual hand and I will get to you.  
12:22 For those of you who are on camera.  
12:29 Julia.  
12:29 Hi, I have a couple questions.  
12:32 One of them would be to be assigned to a school,  
12:35 would it be in a certain radius to Suffolk?  
12:38 That's my first question.  
12:39 And then my second one is...  
12:44 Oh, wait, now I just forgot it.  
12:45 I can start with that one-  
12:47 The first one and see and circle back.  
12:50 So yes, we have chosen schools based on need first.  
12:56 So we wanted to be in schools where the student body  
13:00 might not have this kind of access to a law school,  
13:05 to law students and this kind of program.  
13:10 So even though every year we do get asked by some schools  
13:14 like Brookline High School,  
13:15 which is very well to do local high school  
13:20 right on the green line, but they don't need us.  
13:24 They're not a school that needs this kind of programs.  
13:27 So we choose schools that are close enough in distance  
13:31 to Suffolk that you can get to.  
13:35 There's one exception to that.  
13:37 And I'll talk about that in a second.  
13:39 And we also choose based on need.

13:42 The third real criteria is we're choosing schools  
13:47 where discipline, isn't an ongoing issue.  
13:54 So we don't want you to spend much of your time  
13:59 separating kids in your classroom,  
14:02 worrying about your safety in these schools.  
14:05 We want you to focus on the teaching.  
14:08 So the discipline you'll have to face is,  
14:12 "I didn't do my homework."  
14:14 "I'm tired, my head is down on the desk."  
14:17 "I am not participating."  
14:19 That sort of the, I would say, consistent theme that fellows  
14:24 talk about that they have to deal with in their classrooms  
14:28 in terms of discipline.  
14:30 It won't be fighting, physical fighting, that kind of thing.  
14:35 So there are some schools that we've chosen  
14:39 not to be in because that is the main focus.  
14:44 But that's also always changing.  
14:47 And some of our current and former fellows  
14:51 are themselves teachers in another life  
14:54 before law school and always have different ideas  
15:00 of where we could go and things like that.  
15:04 So we are always adding schools and things like that.  
15:09 But right now we're in, I think it's six schools,  
15:14 and sometimes we have a lot of students in that one school.  
15:19 So we'll split them into two classes  
15:25 versus one really large class.  
15:28 The one exception in terms of we have one great school  
15:32 in Hyde Park.  
15:35 So we know that it is tough to get to Hyde Park.  
15:41 So what we end up doing for that class  
15:43 is really sometime if you're accepted to Marshall Brennan  
15:48 during the summer we will ask you questions about,  
15:53 where do you plan on living?  
15:56 Do you have a car?  
15:58 So we tend to try to find folks who have a car,  
16:02 and it's easier for them to drive to Hyde Park  
16:05 and maybe pick up their co-fellow  
16:09 or make arrangements like that versus to have somebody  
16:13 go to Hyde Park on public transportation.  
16:16 And generally there are about half of you who have cars  
16:20 and can, and are willing to drive.  
16:24 But otherwise we try to match you to a school  
16:32 based partly on your location, on your experience,  
16:37 on your proposed co-fellows experience  
16:42 and your ever changing schedules.  
16:45 So we take into account all of that.  
16:48 And as you can imagine, it's a lot like a house of cards  
16:52 that it changes constantly.  
16:57 And sometimes it is a little bit difficult  
17:00 to find that balance,  
17:02 but we work with you to try to figure out schedules.  
17:08 I tell prospective Marshall Brennan fellows  
17:11 try to keep at least two mornings free,  
17:17 and by morning anytime before one o'clock or 12 o'clock

17:23 would be ideally great, but we also do have a number  
17:29 of schools if that's not possible for you,  
17:32 who also offer afternoon classes.  
17:36 So there's a wide range and we can pretty  
17:39 much have always been successful in matching students.  
17:46 Thanks, my other question  
17:48 was so part of it was on the time commitment  
17:50 when you're actually at their school.  
17:52 So you would go twice a week in their school.  
17:55 And then how long would you be there each time?  
18:01 So the time commitment for you changes a little bit.  
18:26 Oh, spring, but not too much.  
18:31 So that takes a little bit of time.  
18:37 That's not an insignificant time commitment  
18:41 because you really trying to prepare  
18:45 them for the moot court competition  
18:47 and also teach them for the first time.  
18:53 Sorry, my internet connection is apparently unstable.  
18:58 Can you all-  
18:59 We missed your answer.  
19:00 Do you mind just restating it?  
19:03 So in terms of the time commitment, I would say it bears.  
19:08 At the start, it's going to be more of a time commitment  
19:13 because you are trying to learn your schedule,  
19:17 your co-teacher's schedule, how you work together,  
19:21 and also all of that with your host teacher.  
19:26 For many of you, teaching will be new.  
19:29 So that's a new skill that you're also adding.  
19:32 For many of you, the con law that you will learn  
19:36 in this class is similar to the con law  
19:40 that you're having now, but is a lot more in depth  
19:44 and covers some subjects that you don't cover in con law.  
19:50 We cover a lot of criminal law and criminal procedure.  
19:54 So some of you will not have had crim law by the time  
19:59 you take Marshall Brennan, some will.  
20:03 And that's okay.  
20:04 So I would say that most students that are Marshall Brennan  
20:11 fellows, or several, I should say, are on journals,  
20:17 are teaching assistants, working outside of law school  
20:22 and full-time law students.  
20:25 So it's doable.  
20:28 I think it really is just about scheduling  
20:31 and things like that.  
20:33 But we do work with you in terms of that.  
20:36 I wouldn't say that to do Marshall Brennan,  
20:41 you can't be on a journal.  
20:43 The only thing that we do say  
20:46 for those of you who are in your second year  
20:49 and arising three or four L students,  
20:54 you are not permitted to do a clinic and Marshall Brennan  
20:59 in the same year.  
21:01 But most second year Marshall Brennan fellows  
21:06 go on to do a clinic in their third year.  
21:09 So it is...

21:10 That's a popular sort of trajectory in terms of classes  
21:15 and things like that.  
21:18 Samantha, and then I See Joshua, you have your question.  
21:23 I'll get to that in a second, Samantha-  
21:26 Hi, so I was just one wondering  
21:29 when we would find out and how that lays  
21:33 with us also applying for other classes,  
21:37 or would we find out if we're a Marshall Brennan fellow  
21:41 in the summer and then we would have to change our classes?  
21:44 No, so you great question.  
21:46 You will find out whether you are a Marshall Brennan fellow  
21:50 in time for you to register.  
21:53 So we're trying to get it done.  
21:56 I think registration opens the first week in April.  
22:00 So we are trying to wrap up this process by then in time  
22:07 so that during registration period,  
22:10 you can fit Marshall Brennan in with your other classes.  
22:15 This is why we tell you as you're choosing other classes  
22:18 that Marshall Brennan is Wednesdays from 4 to 5:50.  
22:26 So if you can, don't choose classes then.  
22:29 If you to and you're still waiting, go ahead.  
22:34 If there's a waiting list for that other class  
22:36 and you can always drop an ad and change  
22:38 and things like that.  
22:40 But pretty much we will let you know,  
22:44 the part we won't know,  
22:46 because you're dealing with two different school systems  
22:50 and some private or charter schools  
22:52 is when you will be teaching, that will know this summer.  
23:00 And that's where Kara  
23:04 and I will go through all of your,  
23:07 not only your school schedules,  
23:09 but your work outside of school.  
23:15 That schedule, if you're on a journal,  
23:19 we get that there are office hours that schedule as well.  
23:23 And try to sort of cobble together teaching assignments.  
23:33 Each year we say we're gonna try get the schools  
23:36 to make a decision before they leave in June,  
23:40 and it never seems to happen.  
23:43 They wait until August sometimes,  
23:48 but we do end up getting it done every year,  
23:52 but it is very much like a house of cards  
23:54 and we may go back and forth.  
23:57 We may put out the assignments and you all may say,  
24:01 "Oh, wait, I forgot."  
24:03 "Or I have this at that time, can I switch?"  
24:08 That kind of thing, and that's fine.  
24:14 So I'm going...  
24:15 I have a question.  
24:18 A little bit more about the selection criteria  
24:20 for perspective fellows.  
24:25 So I am...  
24:28 Interest is clearly a big part of it.  
24:33 We ask for a statement of interest in the application.

24:39 We do read those and wanna know a little bit about you.  
24:45 So that is a factor.  
24:48 Grades are a factor only in terms of,  
24:57 if there's a student that's really low  
25:00 or on academic warning, for example,  
25:04 the time that you will dedicate to Marshall Brennan  
25:07 probably isn't the best use of your time.  
25:11 The best use of your time in that scenario  
25:14 is really to get you grades up and study  
25:16 more and work more with our academic support program.  
25:23 So that's the only place  
25:25 where I would say grades really factor in.  
25:28 And so I don't want somebody who's a two nine  
25:32 and not on academic warning not to apply.  
25:35 That's just not the case.  
25:38 We don't just take kids on journals and things like that.  
25:41 So don't worry in terms of that.  
25:44 The schools you will be teaching in are diverse  
25:50 and your student population reflects that.  
25:56 So we do want diversity and that comes in so many different  
26:03 categories that are helpful and useful for your high school  
26:08 students, not just race, gender, and sexuality.  
26:12 Where you're from, your experiences,  
26:16 why this matters to you.  
26:19 We've had Marshall Brennan fellows  
26:21 in the past who've written about their own experiences  
26:26 as high school students and why they wanna do this.  
26:29 Marshall Brennan because of,  
26:33 at the very beginning,  
26:34 vets were attracted to Marshall Brennan.  
26:38 So every year I would say  
26:40 we've got about four vets in this class.  
26:46 And that's also really something that our high school  
26:51 students don't get to experience too often.  
26:54 So a lot of that.  
26:58 And your desire to make this work,  
27:02 your interest in the class, all are factors.  
27:14 Another, this opportunity is available for any student  
27:22 who is not a one L so rising two LS, three LS,  
27:27 and four L evening students are all eligible  
27:33 for Marshall Brennan and eligible for consideration.  
27:37 So get those applications in.  
27:40 Thank you for that question, Eliana.  
27:44 <v Eliana>Hi, I'm wondering whether you could speak</v  
27:46 a little more about what our relationship with our host  
27:49 teacher might look like.  
27:51 Would we get any kind of mentorship  
27:53 from them about teaching or anything?  
27:54 I'm just really curious to learn more about that as well.  
27:58 Thank you.  
27:58 Yes, no problem.  
27:59 Great question too.  
28:01 Yes, you do get into a little bit of a mentoring system  
28:05 with your host teacher.



28:09 Your host teacher isn't there though to tell you  
28:14 what to do at first, they're there to offer suggestions,  
28:17 talk to you about the culture of the school,  
28:21 because every school has a different culture  
28:25 and what they wanna do.  
28:27 You are there to teach when it comes time for you to teach.  
28:32 And as you can imagine,  
28:35 our host teachers that we have right now,  
28:37 run from incredibly hands on that we have to pry  
28:42 the class away from them.  
28:44 And sometimes I have to get involved and say,  
28:49 "Eliana needs to teach."  
28:52 "She will not..."  
28:54 This isn't true,  
28:55 "But she will not pass this class"  
28:58 "unless she is able to teach."  
29:00 And before a teacher will allow you to do it.  
29:05 Some are incredibly hands off,  
29:10 and a little bit sort of like it's your class,  
29:14 you run with it.  
29:17 There are certain things we ask all of them to do.  
29:21 One is to, if there are any issues in the class,  
29:26 for them to deal with it.  
29:28 And not for that to be the fellows handling that.  
29:34 We asked them to be as involved with supporting  
29:38 the high school students in the moot court competitions,  
29:42 as they possibly can be.  
29:44 And really just to maintain a presence in the classroom.  
29:51 And to share information with you all.  
29:59 Christina, and then I'll come back to you, Samantha.  
30:02 <v ->Thank you, I'm not sure if you touched on this,</v  
30:04 but I'm curious as to how the students are selected,  
30:08 the high school students.  
30:09 Are they opting into this course  
30:10 or how are they chosen for it?  
30:12 A variety of ways.  
30:17 Some schools they're opting into it,  
30:20 and it is a full, true elective.  
30:23 Other schools it's similar to you,  
30:25 where you're opting into it, but it's competitive.  
30:29 One of our schools...  
30:32 It's also one of three electives  
30:38 that rising seniors can choose.  
30:41 So it's an elective, a soft elective, I guess I would say.  
30:45 And I think in at least one school, it is required.  
30:51 It's only really going to be required in a charter school,  
30:55 because just of the class sizes, but otherwise,  
31:01 and in other schools it's completely voluntary.  
31:04 And it really does run the full spectrum of that.  
31:12 And I should also add that in some schools,  
31:17 this is a year long course in others, It's semesterized.  
31:22 So you may have one group of students for their fall,  
31:27 and a complete new...  
31:29 And their fall really starts again in January...

31:32 Their spring starts in January.  
31:35 So you may have a new group of students by then.  
31:38 That's a few schools where that happens.  
31:42 And again, that's something that we talk about,  
31:44 because the first group can compete in the competitions.  
31:47 The second wouldn't be able to.  
31:51 But we talk about what's your content for that second group,  
31:55 because there are going to be enough schools  
31:57 where they are semesterized.  
32:04 We have a question in the chat.  
32:06 Can we teach the students employment rights  
32:09 and students enter the workforce and are discriminated  
32:13 against or taken advantage of from such a young age?  
32:16 Yes, Samantha, absolutely.  
32:18 This is one of those subjects that is of interest  
32:24 to high school students that we absolutely could get  
32:29 somebody in to talk about employment rights  
32:34 and employment discrimination and things like that.  
32:37 But that's one of those topics that could also be taught  
32:41 in addition to what you will teach.  
32:45 And I should also say too, the other opportunity,  
32:48 I'm going to call it now  
32:50 that everything's opening up permanently,  
32:53 in terms of us going back to normal in person.  
32:58 In years past before the pandemic,  
33:02 you also have the opportunity.  
33:04 There's a lot of great programming happening  
33:07 in and around the law school.  
33:10 Including classes, some of my colleagues have welcomed  
33:15 high school students to come for a guest lecture  
33:18 or for a class or for a program,  
33:23 that one of your student organizations is presenting.  
33:26 You are welcome to have your high school class come  
33:29 and observe that listen in and come to class.  
33:35 One of the purposes of this is also for this to serve  
33:40 as a pipeline program for the high school students.  
33:43 So that they can envision themselves as you.  
33:47 And see themselves in the space that is a law school.  
33:52 And we do a lot of fundraising for Marsha Brennan  
33:58 so that we can pay for the books.  
34:01 Once we can travel so that we can all travel  
34:05 to the National Moot Court Competition.  
34:08 And so that we can put on the regional competition,  
34:12 and also so that we can provide a small budget  
34:17 for each high school class.  
34:21 That's controlled by you, the fellows for things like,  
34:25 if you wanna have your high school students come to a class  
34:29 or an event at Suffolk, you could buy pizza,  
34:31 or you could take them all to the courthouse  
34:36 because you clerked for a judge and your judge  
34:39 is fine with them coming and seeing what that's like.  
34:42 All of that's possible with the fundraising  
34:46 and with the budget.  
34:54 Great questions.

34:57 Any other questions or concerns or anything  
35:01 about the application or next steps?  
35:16 Are most of you rising two LS?  
35:23 Great, what makes you interested in Marshall Brennan?  
35:35 It's okay if you answer that,  
35:37 "Somebody told me to be here."  
35:40 That's great, Samantha.  
35:44 The Marshall Brennan program at Suffolk  
35:46 is one of the reasons why I applied to Suffolk.  
35:50 I'm a one L, so I have an interest  
35:53 because I felt like I was a very naive child  
35:57 even throughout high school.  
35:59 And I went to a vocational high school  
36:01 where I was able to do co-ops in culinary  
36:04 and I was taken advantage of in the employment process.  
36:07 And what I realized is from the age of 14 in Massachusetts,  
36:11 you can work, can sign a worker's permit.  
36:15 You can learn what you can and can't do,  
36:18 but you don't learn rights in the workforce.  
36:20 And schools depend on...  
36:23 Students depend on the schools to teach them,  
36:25 and this is just part of the education  
36:27 that I think is lacking in the schools,  
36:29 is these constitutional issues  
36:31 that could get them in trouble in the long run.  
36:34 Good point, thanks for sharing that, Emily.  
36:39 Hi, I'm also a current one L.  
36:43 I'm interested in this program  
36:44 because when I was in high school,  
36:47 I had some issues where just constitutionally  
36:52 it would've been nice to know my rights  
36:54 so that I could have been informed  
36:56 and felt like I had a voice and issues,  
36:58 and wasn't getting taken advantage of.  
36:59 Similarly my brother had issues.  
37:01 So this is a program I didn't know was available  
37:05 until I came to Suffolk and learned about it.  
37:07 And I think it's amazing.  
37:09 Great, thank you, Eliana.  
37:14 Hi, so after I graduated from undergrad,  
37:18 I worked as an AmeriCorps legal advocate for two years  
37:21 in from here in Massachusetts at a legal services office.  
37:24 And one of my...  
37:26 One of the products I was doing was conducting office hours  
37:31 at one of the local high schools  
37:32 with the immigration attorney.  
37:34 And I think it was really inspiring just to see  
37:37 how much the students at the high school  
37:40 really wanted to learn about what their rights were,  
37:42 and gain to learn more about how the system works.  
37:45 And obviously it's very different  
37:46 immigration and constitution.  
37:47 Though they're related in some ways,  
37:49 but it was really impressive to work with these high school

37:52 students who really want to learn what their rights were,  
37:54 and just see what the need was.  
37:56 It was amazing that this program exists  
37:58 because I think a lot of students do wanna know more,  
38:01 but there's just not all always the support system  
38:05 in place to get those access...  
38:07 Those resources in school.  
38:10 That's great, thank you.  
38:13 That's good experience also.  
38:15 Thank you.  
38:17 That's great.  
38:18 I should also say too,  
38:20 I don't teach Marshall Brennan alone.  
38:23 Some of my co-teachers,  
38:26 which who you'll see in the first semester,  
38:29 and also in the spring.  
38:31 Professor Robert Smith has actually retired from Suffolk,  
38:38 but we keep bringing him back and he loves Marshall Brennan  
38:41 so much that he keeps coming back.  
38:44 But professor Smith was Dean at Suffolk Law School  
38:47 for a number of years before I started at the law school  
38:52 and where he taught con law also.  
38:58 And I don't think any of you know him in that context.  
39:02 I think he's been retired longer  
39:03 than you've been in law school, but you will love him.  
39:08 And then our other co-teacher is professor John Ifranca,  
39:13 who some of you may know and may have heard.  
39:18 Might have missed him though, because of sabbatical.  
39:23 But he also teaches property here.  
39:27 Land use, religion and the law, voting rights law,  
39:31 all of which are topics that we do sometimes  
39:35 cover in this class.  
39:37 So you can imagine in the last few years,  
39:39 voting rights has been a big issue.  
39:41 So we have taught that during this class.  
39:45 Gun rights continues,  
39:47 second amendment continues to also be an issue  
39:51 that your high school students  
39:52 typically wanna know about also.  
39:55 So you'll see them.  
39:57 And then throughout the year,  
40:00 we also tend to have some guest lectures,  
40:03 or if there's something interesting that's happening,  
40:06 we will connect you to it.  
40:09 So for example, this year,  
40:11 we've got all of the proponents of trial four  
40:14 coming to campus.  
40:15 So we are asking Marshall Brennan's fellows,  
40:19 if they want to bring their classes to that and do a lesson  
40:24 around that and the criminal justice system in poverty  
40:30 and race and gender and things like that.  
40:39 Any other question, Julia.  
40:43 I had one last question,  
40:44 for the high school students,

40:47 obviously we're taking it for credit,  
40:48 so we're gonna be graded and you mentioned a paper,  
40:50 but are we in charge of giving them any assessments  
40:53 or having to grade their work  
40:55 or any form of papers in that way?  
40:58 That also varies.  
41:00 And really from school to school.  
41:02 The short answer is yes, there isn't a school  
41:06 where you wouldn't be either solely responsible,  
41:10 or responsible with your host teachers for grading.  
41:15 I'll be honest with you, in some schools,  
41:19 homework is something that's not done at home any longer,  
41:22 it's done in the class,  
41:24 and they sort of flip the classroom.  
41:26 And the culture is that you do not assign homework.  
41:31 In other classes, that's all they do.  
41:35 And it's very homework heavy,  
41:38 them writing and that kind of thing.  
41:43 They will end up writing  
41:46 because they have to for the moot court competitions.  
41:49 But not all of your students will be interested in this.  
41:54 And you will work with us.  
41:59 And we also, I should say,  
42:00 work with the Center for Teaching in Scholarly Excellence  
42:04 at Suffolk, so CTSE typically helps faculty with teaching.  
42:13 But they also have come to Marshall Brennan classes  
42:17 to help you with things like backward design.  
42:21 And how do you devise a lesson plan?  
42:24 And how do you teach high school students?  
42:27 Because we understand that many of you will come  
42:31 to Marshall Brennan with no formal teaching experience.  
42:35 So we do a lot of that.  
42:38 We talk a lot about assessments.  
42:40 We also talk a lot about adolescent development.  
42:44 And that absolutely what I can do to you in class  
42:52 and how I can teach law students is dramatically different  
42:56 than what you will be able to do  
42:58 in your high school classes.  
43:01 They would not sit through two hours of lecture.  
43:07 You won't have two hours.  
43:09 And I should also say that your total teaching time  
43:13 will be two hours per week.  
43:16 It might be one hour, two days a week.  
43:19 It might be two hours, one day a week.  
43:22 But that's pretty much the total teaching time.  
43:26 So a lot of that we'll talk  
43:28 about lecturing versus inactivity.  
43:32 How do you assess?  
43:34 We talk about assessments, not the best ones,  
43:39 not really being a paper or an exam or a quiz.  
43:45 It's shocking what we do to you all,  
43:48 but the better assessments are things like having somebody  
43:53 do an activity or teach you something  
43:59 about what they learned rather than quizzing.

44:04 And we're having them write a paper.  
44:06 But you're free to do that.  
44:07 And some schools actually want you to.  
44:14 The great other part of Marshall Brennan,  
44:17 and I confess mostly for teachers,  
44:20 is that you have a greater appreciation of teaching.  
44:25 And of that it isn't just, or it shouldn't be,  
44:31 just telling someone what you know.  
44:33 That assessments are a big part of it and having it be fun.  
44:39 And I think if you spoke with Marshall Brennan fellows,  
44:44 they would tell you that it is really fun.  
44:52 Can you do an internship or an externship?  
44:55 I'll throw in and Marshall Brennan, yes.  
44:59 You are free to do an internship with no pay.  
45:05 You're free to do an externship for credit  
45:08 and compensation or just credit.  
45:12 And you're free to work also.  
45:15 And most Marshall Brennan fellows do one or the other.  
45:19 I should also say Marshall Brennan isn't offered  
45:22 for experiential credit.  
45:24 And the reason for that is because you're not functioning  
45:28 as an attorney when you do Marshall Brennan,  
45:31 you're functioning as a teacher.  
45:33 And in that part...  
45:36 But you do get pro bono hours.  
45:39 And generally Marshall Brennan students satisfy pro bono  
45:44 requirements with this class and also are up for pro bono  
45:51 honors and recognition at commencement because of the hours  
45:55 that you'll put in for Marshall Brennan.  
46:06 All good questions.  
46:09 Any other questions or comments?  
46:17 Christina?  
46:19 I have a question,  
46:20 but I think that it might be very specific  
46:22 to me in my class schedule,  
46:26 and I'm wondering if we should talk about it now,  
46:28 in case it applies to other people or not?  
46:32 I could...  
46:33 I'm an evening student and I will be in...  
46:41 I'm an accelerated evening student,  
46:42 so I'm not quite sure where I'm at,  
46:43 but I think I'm a two L and con law is not being offered  
46:47 until the spring, there's a change in registration.  
46:49 And so con law, I would not be taking con law in the fall.  
46:54 I know it's a co-requisite,  
46:57 I'm wondering if there's a potential for me to apply  
47:00 with the hopes of being a part of the program  
47:04 in the spring semester once I do start con law.  
47:07 You are...  
47:09 It's not being offered in the fall.  
47:11 It's not being offered in the fall, just the spring.  
47:13 All right, let's talk about that,  
47:16 but I think you'll be okay.  
47:18 And that should be fine mostly because the con law

47:22 that you would be taking this class  
47:26 goes a lot further than that.  
47:29 Some of the first amendment might be a little bit tricky,  
47:34 but none of the fourth will be and other aspects.  
47:41 So I think the-  
47:42 And so the requirement of it being a co-requisite  
47:45 isn't a hundred percent strict, I can still apply.  
47:49 I would say still apply,  
47:52 and then we'll talk about that and figure that part out.  
47:55 Thank you.  
48:05 I hope that you'll all apply and please don't hesitat  
48:10 to reach out if you have any other questions or concerns.  
48:17 And let me know if you do, if you wanna talk one on one,  
48:21 that's absolutely fine.  
48:24 I'm gonna stay on, so if you wanna stay on,  
48:26 if you have other questions  
48:28 you could stay on and ask more questions.  
48:32 I haven't been able to see if there's anybody  
48:35 who sort of dropped in a little bit late, if you did,  
48:39 and you have questions that you didn't hear me address,  
48:43 please don't hesitate to ask.  
48:47 But it's good to see you all.  
48:49 Thank you.  
48:52 Thank you.