



## 2012 Scholarship Application

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**Eligibility:** Scholarships are limited to 2<sup>nd</sup> and 3<sup>rd</sup> year law students (and 4<sup>th</sup> year law students enrolled in part-time or evening programs) who attend an accredited law school and intend to practice law in the Southern California area. Scholarship recipients **MUST** attend the BWL Scholarship Luncheon on May 19, 2012.

Personal Information	
Name	
Street Address	
City ST ZIP Code	
Home Phone	
Cell Phone	
Work Phone	
E-Mail Address	

Family Information (if applicable)	
Marital Status	
No. of Dependent Children	
Age(s) of Child(ren)	
Occupation of spouse	

Employment Information (if applicable)	
Current Employer	
Employment Address	
City ST ZIP Code	
Position/Title	
Hours per week	
Gross wages per month	

<b>Law School Educational Information</b>	
Law School	
Dates of attendance	
Expected date of graduation	
Cumulative GPA	
Class Rank	
Honors or awards	
School or club activities	

<b>Undergraduate Educational Information</b>	
School	
Degree	
Dates of attendance	
Graduation date	
Cumulative GPA	
Honors or awards	
School or club activities	

<b>Graduate Educational Information (if applicable)</b>	
School	
Degree	
Dates of attendance	
Graduation date	
Cumulative GPA	
Honors or awards	
School or club activities	

**Financial Information** (please also attach a copy of your financial aid award letter for 2011-12)

*Please estimate your income and expenses for the period from January 2012 through December 2012.*

<b>EXPENSES:</b>		<b>RESOURCES:</b>	
Tuition & Fees	\$	Scholarships	\$
Educational supplies	\$	Loans	\$
Rent/Mortgage	\$	Wages	\$
Utilities	\$	Spouse's wages	\$
Food	\$	Monetary gifts	\$
Personal expenses	\$	Investments: stocks, bonds, real estate, etc.	\$
Medical/dental	\$	Current account balances	\$
Transportation	\$	Checking	\$
Child care	\$	Savings	\$
Bar expenses	\$	Other	\$
Miscellaneous	\$	Miscellaneous	\$
<b>TOTAL EXPENSES</b>	<b>\$</b>	<b>TOTAL RESOURCES</b>	<b>\$</b>

**Legal Career Plans**

What are your plans for employment following graduation? Have you received any offers for employment as of today's date? If so, please discuss.

**Community Involvement**

Please list and describe the community or professional organizations with which you have been actively involved during the past four years. If necessary, please use additional pages.

**Additional Information**

Please describe any additional information or circumstances, including hardship, that you would like the Scholarship Committee to consider with your application. Please use additional pages if necessary.

Miscellaneous	
How did you hear about this scholarship?	
Do you currently know any BWL members? If so, please list their name(s)	
Have you previously applied for and/or received a BWL scholarship? If so, when?	
Are you currently a BWL student member? If so, when did you join?	
Have you participated in any past BWL events? If so, please list the events, year, and explain your level of participation (volunteer, attendee, etc.)	

**PERSONAL STATEMENT** (should be 1-2 pages in length)

Please tell us about your personal and professional background, passions and interests, extracurricular activities, and why you have chosen to pursue a career in law.

**ESSAY** (should not exceed 5 pages in length)

Your essay must be typewritten, double-spaced, cite legal authority in support of your position and be well organized. The essay will demonstrate to the committee your ability to analyze and provide legal authority. The essay is modeled after a California State Bar Exam Performance Test and is a great opportunity for you to demonstrate your mastery over this type of exam.

*See the following attached page for the Essay Question.*

**SUPPORTING DOCUMENTS**

Please submit the following documents with your completed application:

1. Current official law school transcript, including school grading scale
2. Law school letter verifying your current academic status/enrollment
3. 2011-12 Financial Aid award letter
4. Resume
5. Offer letter or other documentation showing your intent to practice in Southern California, if any

Completed applications and all supporting documents must be postmarked **no later than March 15, 2012** and mailed to Dawn T. Collins, c/o Jackson Lewis LLP, 725 S. Figueroa Street, Los Angeles, CA 90017.

**Agreement and Signature**

By submitting this scholarship application, I affirm that the facts set forth in it are true and complete. I understand that if I am selected as a scholarship recipient and any of the information I provided is false that my scholarship award may be revoked.

Name (print)	
Signature	
Date	

## **Essay Question**

In late 2009 the trustees of the State University consider whether to discontinue or revamp the school's affirmative action policy. Excerpts of a memo to the trustees, detailing the history of the school's admission policies with regard to race, is set forth below as Exhibit A. The trustees eventually decide on a new affirmative action policy, set forth below as Exhibit B. The minutes of the Board of Trustees meeting at which the change was adopted are set forth below as Exhibit C.

- 1. In the spring of 2010, Chad Smith, a white student rejected for admission to the University for the Fall 2010 entering class sues, alleging that the new admissions policy violates the equal protection clause.*

The new policy causes a great deal of consternation on campus. In the fall of 2010 the Black Students United at State University (BSU) begins a series of rallies, every Monday at 10AM, commemorating the day and time the trustees adopted the new policy. The first few of these rallies are noisy, but non-violent. However, starting in October the rallies take on an angry tone, after a group of counter-demonstrators begin attending the periphery of the rallies. The counter-demonstrators are also non-violent, but their presence adds tension to the rallies.

At the October 22 rally, Cornell McBride, a professor in the Political Science department, gives a fiery speech, talking about the history of civil rights protests, and having as its theme the idea that minorities in the United States have gained what rights they have only as a result of forcing the white majority to confront the nation's history of discrimination. Towards the end of his speech, with the crowd getting emotional, he says the following:

"Blacks have never won any rights without shoving the Constitution in whites' faces. Compromise has been tried. It doesn't work. Politeness has been tried. It doesn't work. Patience has been tried. Our patience has been tried. Our patience is OVER!"

At that point the crowd begins chanting, "No more patience. Shove it!" One of the members of the crowd, a student at State University's law school, takes his constitutional law casebook out of his backpack and throws it at one of the counter-protesters, yelling "Here's the Constitution! Shove it!" The counter-protester suffers a broken nose. The incident touches off a melee in which individuals on both sides are injured, several seriously.

- 2. McBride is arrested for inciting a riot. He claims the First Amendment as a defense.*

After the riot the University president comes under extreme pressure to calm the situation. He issues the following directive:

Directive 2010-49: In order to minimize race-based misunderstandings and to promote tolerance and a spirit of inclusiveness, all student organizations shall adopt and enforce racial non-discrimination policies with regard to membership and attendance.

- 3. BSU, whose by-laws state that membership is restricted to African-Americans, sues to have Directive 2010-49 declared unconstitutional. Excerpts from the by-laws are reprinted at Exhibit D.*

**Analyze constitutional claims 1, 2 and 3 above. Which, if any, are likely to succeed? Why or why not?**

*See Exhibits A – D on following pages.*

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**EXHIBIT A**

MEMORANDUM

August 28, 2009

From: Office of Research, Board of Trustees

To: The Trustees

Re: A History of State University's Admissions Policies With Regard to Race

. . . It is a sad but undeniable fact that State U's admissions policies have historically been influenced by race. From the school's founding in 1848 until 1964, African-Americans were officially barred from attending State U. In 1964 the prohibition was dropped, but the first African-Americans did not matriculate until 1966. Vestiges of official discrimination continued until 1972, when the last official arm of the university, the marching band, dropped its refusal to admit African-Americans.

. . . In 1973 the University began official outreach efforts to the African-American population, which culminated in the adoption of the current affirmative action policy, in 1977.

## **EXHIBIT B**

Press Release, dated September 5, 2009

Today the State University announces a new undergraduate admissions policy. Previously the school had used a 1-100 scoring system for undergraduate admissions based on SAT scores and high school grades, with State residence, African-American heritage and one or more relatives as State U alumni each providing an automatic 10 point increase in an applicant's score. The new admissions policy, effective for applications for admission for the Fall 2010 entering class, is as follows:

"State University seeks to admit an accomplished and talented entering class, representing the diversity of experiences both of State residents and Americans generally. Applicants will be scored on a 1-100 scale. Of the possible 100 points, 75 are based on SAT scores and high school grades – that is, a perfect SAT score and 4.0 GPA will lead an applicant to be scored at 75. The remaining 25 possible points will be scored based on the non-quantifiable criteria that, in the view of the admissions officer, will both ensure that the entering class contains students with special experiences and talents, and seek to compensate students who have had to surmount unusually large hurdles in the course of their education. Special experiences and talents include foreign travel or living experience, special artistic or athletic potential, military or significant public service, and unusual life experiences. Hurdles include, among other things, economic, cultural or social hardship and physical or emotional handicap."

## **EXHIBIT C**

Excerpts of the Minutes of the Board of Trustees Meeting, September 1, 2009

Chairman Anderson: The next item on the agenda is the new admissions policy.

Trustee Baker: This policy is gibberish. What's going on here?

Trustee Carter: You know good and well what it is. Race-based affirmative action is on its way out. The Supreme Court is clearly hostile to it. We've got to do something.

Trustee Davis: Well, what does "something" mean? Just reinserting a race preference under the smokescreen of "cultural or social hardship?"

Anderson: Not necessarily. That preference includes all kinds of things. Cajuns would probably get a preference, if they grew up in a Cajun community. So would poor people. God knows there are lots of poor whites in this state.

Davis: Well, yeah, but everyone knows that proportionally speaking, blacks are much poorer than whites in this state. A preference for "economic hardship" cases would catch a much higher proportion of all black applicants than of all white applicants, even if, on a raw numbers basis, there would be more poor white applicants than poor black ones.

Carter: We all know that. But we have to do something. We have a legacy of discrimination in this state. Even State U itself. You all got the memo from the research office. And everyone knows how crummy the elementary and secondary schools are in black neighborhoods in this state.

Anderson: Yeah, and look, we've been thinking about revamping our admissions policy for years now, to be more nuanced about who we should give preferences to. You can't look at the hardship criterion in isolation; there are lots of ways to get a preference here. And remember, the new policy never ever says that "race gets you extra points." It might not. If you were a middle class black kid with no special experiences, you wouldn't get the preference.

Baker: I am so not convinced. We stopped discriminating almost 40 years ago. We have nothing to do with the situation in the elementary and secondary schools. And one more thing: Why isn't this admissions policy going to the University President first, for his formal input? Isn't that the way we usually do things?

Carter: It is, you're right. But we don't have time. We need to decide this now, so we can change the application packets and train the admissions staff. There's nothing nefarious about what we're doing.

Anderson: Maybe it's time we voted.

Whereupon, a vote was taken and the new policy enacted by a 3-1 vote.

## **EXHIBIT D**

Excerpts from the By-laws of BSU. . .

III. Membership: BSU seeks to ensure that African-American students at State U can socialize and discuss issues of importance to the African-American community in an atmosphere that is comfortable and free of race-based pressure. BSU believes that a distinct African-American perspective on issues exists, and that development of that perspective requires discussions within the community. To that end, even though BSU intends to work with other progressive organizations on and off campus, and even though some social gatherings will be open to all members of the University community, membership in and attendance at BSU meetings is restricted to African-Americans. Any African-American student at State University is eligible to be a member or attend any meeting.