11-10-1997

The Advocate

The Advocate, Fordham Law School

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By Rob Cowhey, '99
On October 28 and 30, two speakers addressed the approaches of their respective organizations to the human rights problem in Burma as part of the Joseph R. Crowley Program in the Human Rights Brown Bag Speaker Series. The first, Maureen Aung-Thwin of the Soros Foundation, spoke regarding the foundation's Burma Project. (Burma was renamed Myanmar by the military government.)

**BACKGROUND.** Burma is located in Southeast Asia, bordering India and Bangladesh to the west, Tibet to the north, and China, Laos and Thailand to the east, and the Bay of Bengal and the Andaman Sea to the south and southwest. The population of approximately 45 million people represents over twenty-one different ethnic groups.

King Anawrahta united what is now Burma after ascending to the throne in 1044. The British colonized Burma in the nineteenth century. Burma regained independence in 1947, and Aung San, a leader in the struggle with the British and Japanese, was killed in 1948. A brief period of democracy followed. In 1962, General Ne Win, led a military coup which brought the country under military rule.

In 1988 there was a slight easing of control when General Ne Win announced he was stepping down. There were demonstrations for democracy, but on August 8, 1988, the government, reorganized as the State Law and Order Restoration Committee (SLORC), violently dispersed the demonstrators. Over the next four days soldiers killed an estimated 10,000 people.

In 1990, the SLORC held the open elections which had been promised two years earlier. The National League for Democracy (NLD), led by Aung San Suu Kyi, won 82% of the seats. The SLORC, which expected different results, won ten seats, and refused to hand over power.

Aung San Suu Kyi, Burma’s elected leader, is the daughter of Aung San, national hero, and was two years old when he was killed. Ms. Suu Kyi was under house arrest from 1989 to 1996. She received the Nobel Peace Prize in 1991. The SLORC continues to limit Ms. Suu Kyi’s movement from her home in Rangoon.

**PRESENT DAY.** There have been numerous allegations that in various areas of the country, the Burmese people have been forcibly relocated from their land. The military and the government have been accused of putting them into forced labor as porters, in "area beautification" and road, railroad, and airport construction, and on the massive Yadana gas pipeline project. Companies such as Unocal (US) and Total (France) are major foreign investors which have been accused of profiting from such forced relocations and forced labor in their petroleum-related businesses in Burma.

A federal action is currently pending in California by 15 Burmese villagers against Unocal, Total, SLORC, and MOGE (the Burmese government’s energy company). The case, Doe v. Unocal, involves the Alien Tort Claims Act which dates back to 1789, and is based on the Burmese plaintiff’s claims of numerous serious human rights abuses as violations of international law. You can read the District Court’s opinion denying Unocal’s motion to dismiss at 963 F. Supp. 880.

Aung San Suu Kyi has called on other countries to impose sanctions on Burma, and for tourists not to visit until Burma has a democratic government. Foreign investors in Burma effectively profit from the human rights abuses in the country. Their withdrawal from Burma will take away financial support for the military regime.

**SOROS FOUNDATION.** George Soros, who has made a large fortune in currency speculation, has given away over a billion dollars so far. In some countries he has outspent the United States government. The Open Society Institute, part of the foundation, has funded the Burma Project, headed by Maureen Aung-Thwin, to help assist all people of Burma work towards a free society. This is largely accomplished in three ways: through grants for educating Burmese abroad who hope to return to a free Burma; through publications; and through grants to grass-roots organizations.

Three people who had taken part in the 1988 demonstrations in Rangoon as students accompanied Ms. Aung-Thwin and spoke of their experiences and current involvement. The first was Zaw Oo. He was interned at Rangoon General Hospital in 1988 when he saw the demonstrations and the violence which followed, and he joined the student army. Three years ago he came to New York. He is currently studying International Affairs at Columbia University on a scholarship. Zaw Oo pointed out that under the SLORC, the Burmese economy has declined. Burma went from being the “Rice Bowl of Asia” to being one of the biggest producers of heroin worldwide. Around 60% of the heroin in the U.S. originates in Burma.

Dr. Naing Aung, who was also a member of the student army, said that the movement has changed from armed struggle to political defiance. Important projects now include helping Burmese students to get an education in the U.S. and other countries, and public education projects like the Democratic Voice of Burma radio broadcasts. The third student, Kyaw Legaw, was also in Rangoon during the summer of 1988 and joined the student army.
By Maria C. John '00

Everything about law school embodies the phrase, "Many are called but few are chosen." Thousands of people apply to law schools each year, but only a select few get into the top schools.

Once you get here, everyone studies intensively, but only a very small number receive grades that give them an edge. To many, the steep competition to gain a place in the ranks is only beginning once they begin the rigors of a legal education. After you prove yourself worthy of good grades, you must maintain those grades. Then once you become a second year, you have to endure the process of early interview week and beyond - where once again, many may apply, but only a few are given offers to work at the top law firms.

"Dont be discouraged. Just remember one thing as you compete to be the best among the best. What matters most is first, you were called, led or driven by ambition to be in law school; and second, now that you are here, you must find out what suits your particular talents and skills the most. You will be chosen for something. So try not to fret (as I often have in the past) over that which you are not selected for. Chances are it wasn't meant for you anyway; and there's probably just the right opportunity awaiting you elsewhere."

(*) Matthew 22:14

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**THE ADVOCATE**

**Maria C. John**

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Amy Fahey / Kenny Rios

**MANAGING EDITORS**

Ayako Nagano

**TECHNICAL EDITOR**

Matthew Paulose

**SENIOR STAFF WRITER**

Ilona Stanley

**ARTICLES EDITOR**

R. tB. Cowhey

**LAYOUT EDITOR**

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The Advocate is the official student newspaper of Fordham Law School. The goal of The Advocate is to report news concerning the Fordham Law School community and development in the legal profession. The Advocate also serves as a forum for opinions and ideas of members of the law school community.

The Advocate does not necessarily concur with opinions expressed herein, and is not responsible for opinions of individual authors or for factual errors in contributions received. Submissions should be made on disk in MS Word (any version) or Word Perfect 5.1. We reserve the right to edit for length and grammar. Advertising rates available upon request. Contributions are tax deductible.

**THE ADVOCATE**

Fordham University School of Law

140 W. 62nd Street

New York, New York 10023

(212) 636-6964

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**RAMblings Calendar**

**November**

12th: (Wednesday)

Pizza night for Evening Students

5:30 - 6:30pm. Demonstration of new registration process, Atrium.

Student Leaders Meeting.

5:30-6:30. Room 311.

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**CHRISTINE RODRIGUEZ NEWLY ELECTED SBA EVENING STUDENT VICE PRESIDENT**

Christine would like to thank everyone for their help, votes and support during the election. She pledges her best to serve the evening student body in her position as Evening Vice President.

Christine encourages any student who has suggestions, concerns or issues they would like to address to contact her either at home (she is listed in the student directory); by leaving a note in her mailbox (she's a 3E); or by calling the SBA office (their phone number is 636-6951).

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**DO YOU HAVE TOO MUCH TIME ON YOUR HANDS?**

Do you have no consideration for contracts?

Do you feel like abandoning Civil Procedure for failure to state a claim for which relief can be granted?

Do you simply own no hands?

Do you feel like abandoning contract law and among the rest of the law, in general, deciding to study at all?

If you answered yes to any of these questions, then The Advocate can use you.

If you are interested in writing for the official Student Newspaper of Fordham Law School, please stop by Room 26 in the cafeteria level or contact us at 636-6964.

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**Ongoing:**

BLSA, CSP, FLW & PAD are co-sponsoring a Food & Clothing Drive. The proceeds will be donated to City Harvest and items can be dropped off in the Public Interest Resource Center, Room 08 on the Cafeteria Level.

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**CORRECTIONS**

Once & For All It's Gavel & Shield:

Please note that the organization formerly known as Badge & Gavel is now called Gavel & Shield. Several publications, including The Advocate, have mis-quoted the name. In fairness to them, we are correcting ourselves and alerting the student body.

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**Reality Bites:**

The following paragraph of Reality Bites in the 10/13/97 Advocate should have read as follows:

Then we decided to do the kitchen and den over. Hey, it's May, and we'll just barbecue and put the refrigerator in the basement — again, no problem. Well, fast forward to November and the day before Thanksgiving: six months later and there's our contractor putting in the kitchen sink at 10 o'clock at night and two other guys trying to stop the flames from the stove top from reaching the ceiling. You see, our contractor decided to save us $80 by doing the changeover from natural gas to propane himself; I think there are still scorches marks on the range hood. You have to love it — here's a guy who just spent six months doing a project which was supposed to take three, collecting checks by the fistful the entire time, and he's worried about saving $80. With friends like this...?
I've Got the Low-Down, Dirty, Utterly Unpleasant Can't-Get-to-Corporations-Class-On-Time Blues

By Ilona Stanley '99

I've missed Corporations class far too many times lately. As a matter of fact, I'm missing it right now. I'm really not a habitual truant—believe me, my grades need all the help they can get. If I'm not sitting in Room 303 between eleven and noon, struggling to read the board with my obsolete prescription, it's not by choice. It's out of fear.

Now, people who know me are laughing unsympathetically. I will admit that I have the rare chromosomal defect known as Chronic Latecomer Syndrome ("CLS"). Last year I'd walk into Contracts between five and seven minutes late, unflaggingly, no matter what the class met. When I worked on Wall Street during the time I fondly refer to as the "Real Job Period", my supervisors stopped bothering to explain to me that the work day started at 8:30 and not 8:40. I really do have trouble being on time for anything, and I've been yelled at quietly by grandmas and loudly by most court partners because of it. Usually I just figure that my endearing personality will make up for my shortcomings in the punctuality department.

This particular class has changed all that, though. In all fairness to the professor, he does warn you at the beginning of the semester: "I can't stand it when people come to my class late." He tried to set up an incentive system involving a checkoff sheet removed precisely at the start of class every day, but the antics of our ambitious colleagues saw to it that the checkoff procedure didn't last the first two weeks of the term. The incentive system has given way to a disincentive system that I've witnessed but of which, thankfully, I've never been the victim: he'll stop his lecture and, in front of the entire huge class, give the latecomer as minimal as a great a tongue-lashing as the professor's caprice deems appropriate.

I've never borne the brunt of the professor's wrath because I've come to his class late exactly once. That's right: the person who has blown major opportunities simply because she couldn't meet the deadline is now reformed and punctual. Sound too good to be true? What conclusion usually follows a question like that?

I have come to the majority of Corporations sessions on time. It helps that two weeks ago I have a class in that room immediately before that one. It also helps that I'm willing to take extreme measures to ensure that I don't become a spectacle: I've taken more taxis to school from the East Village on days I've woken up a little late than my bank account cares to discuss.

Even that doesn't always do the trick, though, and on days when it doesn't, like today, I just miss class. It's not a forgone conclusion that I will: as I did today, I usually approach the door of 303, peering in through that little window with my hand on the door handle, all ready to walk brazenly in. But something about all those time-conscious students, faces uniformly oriented toward the blackboard, causes me to consider the disruption I'll bring about if I turn that handle and step into the room. The faces will turn toward me, and the professor will mete out justice in his unique way.

Yes, it is important that he keep order. It might not be "fair" to the people who come on time for latecomers to disrupt the proceedings. But, I thought, the punctual ones can take it up with me any time they want to. They know where to find me. They don't need a vigilante professor to fight their battles for them. Nor do I need this kind of reprogramming. We late people have enough disincentive to keep going as we are—we already have to worry about getting the notes we miss. All that's happening now is we're missing more. I know I'm not alone in this, either.

This morning in the taxi, I imagined getting to class late. I imagined just entering the room, trying to be silent but not escaping the professor's eye. I imagined he'd reprimand me, asking (as I've heard he does) how we can expect to become professionals if we can't even get to a meeting on time. I imagined retorting, "Professor, I've gone to great lengths to try to be on time; I'm sorry I wasn't successful today, but I think that for my $20,000 a year, as well as for my ten-dollar taxi ride this morning, I deserve at least half a Corporations class. We all pay the same amount of money here. We all deserve the same access to information, and just because I'm late doesn't mean I should have to skip class another day." I imagined going to my seat. Maybe there'd be applause, confusion; but things would begin to turn around.

Ah, dare to dream.

At press time, Ilona had become more daring, and had walked into Corporations late two days in a row (both times after having paid $12 taxi fare). The professor discreetly reserved comment on the matter until the second offense, and didn't bring it up until after class. Ilona presented her case to the professor, who was sympathetic but still came down firmly on the side of truth, justice, and punctuality. — Ed.

EXAMS, INTEGRITY AND THE LONG VIEW

By Professor Paula Francesco

Law school, and especially exam time, can do strange things to ordinarily kind, decent people. Competition can be fostered among some. Others retreat, feeling alienated. Some become aggressive, Right about this time you might be feeling that no matter how cynical you get, you just can't keep up.

Be kind, be compassionate and be dignified, mindful that your classmates today will be your colleagues tomorrow.

Anxiety and nervousness is natural. But it can rise above it. For that matter, you can let it bring out the very best in you. It was Hemingway who defined guts as grace under pressure. Be generous to the people in your midst. Help them. Let a spirit of cooperation characterize all of your efforts, especially now. Reject any limited view of success. Success is infinite and it is contagious. There is plenty to go around.

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Complete the Circle. Keep Recycling Working.

Celebrate America Recycles Day on November 15th. It would mean the world to all of us.

For a free brochure, please call 1-800-CALL-EDF or visit our web site at www.edf.org
The Devil's Advocate: How Ambitious Are You?

By Nadine L. Smith '00

After seeing the Faustian tale The Devil's Advocate, which was highly entertaining, my performance was great. I especially enjoyed one of the most witty appeals to Hedonism speeches ever delivered by the Prince of Hell, played by Al Pacino. It was a devilish, wicked performance. Pacino's co-star, Keanu Reeves, portrays Kevin Lomax, an ambitious lawyer, who has never lost a case. Reeves also successfully defending a stilted lawsuit for a multimillion dollar charge of molesting a student. Then, with his beautiful wife Mary Ann (Charlie Theron), he celebrates at a bar in a small city, and Chadwick and Waters lure him to New York with an offer he couldn't refuse. The Lomaxes are given a huge apartment in Manhattan and Mary Ann remains at home while her husband advances his career at the law firm and becomes increasingly seduced by the cases that come his way. This lawyer's performance is quite convincing as the apartment-bound-housewife who slowly goes insane with a little help from Satan. As for Reeves it seems as if he is trying to impersonate an intelligent adult. In fact, watching the movie, I was expecting him to stop at any moment and say "AWESOME DUDE, TOTALLY RADICAL!"

The Devil's Advocate is an astonishingly entertaining film. In one of his most memorable roles, Pacino portrays John Milton, the founder and head of the law firm Milton, Chadwick and Waters. Milton, a horns devil who thrives on peoples sins, says he has to choose to sin, otherwise he hasn't won your soul. In the film, Pacino is ruthless, making his smile as grotesque as possible, while staring at everyone he encounters and simultaneously reading their every thought and desire. After all, he is Lucifer.

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LIFTING OTHERS AS WE CLimb

By Maria C. John '00

Tracey McNeil is a third year evening student, a Notes & Articles Editor for the Urban Law Journal, a former legal writing teaching assistant, and one of the winners of the Association of the Bar of the City of New York Minority Fellowship last year. Tracey is also the Chairperson of the Black Law Students Association ("BLSA"). In the first of what will be a three-part series, The Advocate interviewed this busy law student to gain her answers to five questions that we'll be asking each of the leaders of Fordham's minority student organizations.

The Advocate: What were your goals for BLSA when you first took office?

TM: One key goal was to create a more friendly atmosphere among African-American students at the school. As a third year student, I can definitely say that I've seen a significant and positive change in that direction this year.

Another goal was to increase overall student participation by having more interactive meetings. We're experimenting with alternating BLSA meeting times (between Wednesday and Friday evenings) and with team building exercises incorporated into our general body meetings. So far, its working out well.

A third goal was to gain more exposure for BLSA outside of the Law School, through activities that would benefit both the school and the New York community. One example of this was BLSA's participation in New York Cares Day. About a tenth of the Fordham students who participated in the event were BLSA members. I was very pleased by the support members gave to this worthwhile endeavor. We also attended Abyssinian Baptist Church as a group early in the semester. Another way in which we hope to increase BLSA visibility in the Fordham community as well as in the New York community is through the Ruth Whitehead Whaley Symposium BLSA is hosting in March of 1998. This year is the 20th anniversary of the BLSA dinner in honor of Mrs. Whaley, who was the first Black woman to be admitted to the New York Bar and the North Carolina Bar. She was also the first Black woman to graduate from Fordham. As such, we felt it was beyond past due that a symposium be held in her honor. We are planning an ambitious and valiant effort which will entail inviting BLSA chapters from across the country, as well as major law firms and well known practitioners. We are confident that the event will draw positive attention to BLSA and to Fordham as a whole.

The Advocate: What improvements would you like to see for the Black Law Students?

TM: One improvement I would like to see is an increase in students' participation in the BLSA committees that effectively implement our goals. It is not fair or reasonable to expect the same group of people to serve on committees all the time. It is my firm belief that if each BLSA member spent a maximum of just one hour per week fulfilling their chosen BLSA responsibility or task, then we could be an extraordinary organization without anyone feeling overworked or overwhelmed.

The Advocate: How do you think the Administration can assist you in achieving your goals and in bringing about these improvements?

TM: The moral support BLSA receives from the administration is wonderful and greatly appreciated. For instance, Dean Feerick and his office have been very helpful in assisting us and making suggestions for the Ruth Whitehead Whaley Symposium and community service activities.

However, since the symposium is our most ambitious programming goal this year, we will need even more support from the administration as a whole for the event to be a total success. Right now we are moving ahead on faith. The invitation list is quite extensive and although we realistically understand that not everyone can attend, to date we have already confirmed a district court judge, partners from two of the top law firms in the country and a legal correspondent from a major newspaper as speakers for the event. Unlike other Fordham student groups, with large budgets, BLSA does not have much money to spend on the event, but we would like to feel as though the school will assist us in making the symposium an illustrious occasion. The event is in honor of a very significant alumna, and Fordham has always prided itself on encouraging women and minorities in the profession. Therefore, BLSA anticipates working hand-in-hand with the administration and looks forward to receiving the school's support in promoting and carrying out the event. As stated, we are certain that the symposium will bring extremely beneficial exposure to both BLSA and the Fordham Law School community.

The Advocate: What have you enjoyed most this year as BLSA's Chairperson?

TM: I have been pleasantly surprised by the support and enthusiasm of the students - not just the black law students, but people overall. I have received both compliments and some constructive criticism, which I welcome, because it helps the executive board serve the BLSA students better.

Also, this year I've felt a stronger sense of community, with BLSA students being more open, friendly and supportive of one another.

The Advocate: What is the single most important thought you would you like to leave with the Black Law Students of Fordham?

TM: To paraphrase Marian Wright Edelman, "The world has a lot of problems. Black people have an extra lot of problems, but we are able and obligated to struggle and change them. And extra intellectual and material gifts bring with them the privilege and responsibility of sharing with others less fortunate. In sum, service is the rent we pay for living. It is the very purpose of life and not something you do in your spare time."

BLSA's theme this year, "Lifting Others As We Climb", chosen by the general body, echoes Edelman's sentiment; however this is something that I also personally try to live by.
First Year Drama: An Open Letter To The Class of 2000

By Brian W. Gottlock '00

Hey, fellow first-years. It is hard to believe we are already well past the midpoint of our first semester in law school. By now, we’ve endured the arduous orientation process and sustained the requisite dips in our social lives; we know what most of our energies should be (and should not be) focused on; and we basically understand what is expected of us between now and next May. With Thanksgiving just around the corner and (gasp!) exams not too far off, the perennial Fordham Law staple is upon us: the long memo assignment, about which I’d like to say a few words.

I know I, for one, having digested Scott Turow’s terrifying One-L and spoken with upperclassmen and recent graduates at Fordham and other schools, expected the absolute worst of law school’s first year itself. I had images of needlessly cold-blooded teachers, inhuman studying conditions, mountains of unreadable legalese, and a total conscious disregard for current events, what day of the week it was, deaths in the family, etc. Not to say it’s been an easy couple of months by any means, but the much-hyped insanity of the first year of law school had not hit as awfully hard as the much-hyped insanity of the first year of law school. I have tried to keep my social life to a minimum, prepare as well as one can for exams, and am currently styling the F.A.S.T.R. program. It is a great exercise in tried-and-true legal research that will require us to take an active role and, for the first time since being “Socraticized” in class, flex our newly-minted legal minds.

Apparently, though, some students at our great school have forgotten what we were all taught as Kindergarteners way back when, making the long memo process living up to the myths. You know, besides “don’t say ‘shut up’” and “color only within the lines,” we were all informed of a very important cardinal rule: clean up after yourself. Who knew Mr./Mrs. substitute teacher’s name here would be trying to mold you into a considerate and thoughtful adult? I bring this up after a very disheartening trip to the library one evening in a nearly-futile attempt to locate a handful of books required to dig up pertinent cases for the long memo. Oddly enough, the usually serene Fordham Law library had been seemingly targeted by some ill-meaning tornado. Reading materials of every shape and size were strewn about and reshelved material was haphazardly out of place, if reshelved at all. As you are all very aware (since you have all started your research, right? RIGHT?), this was not just an anomaly nowadays. Complaints abound, disgruntled first-years pout throughout the library, and library staff are picking up the pieces.

While we have no control over broken photocopiers, disagreeable photocopy cards, or the sheer complexity of our respective assignments, the added frustration of a messy library is completely within our control. The pre-holiday first-year crunch is arguably the toughest point in law school, and extra effort can and should be made to see that we all get through it with as little unnecessary distraction as possible. I cannot even begin to count the number of times I conducted fruitless searches of book-covered cards and tables in search of that certain book, only to be advised by equally disconcerted classmates, “Fuggedaboutit.” Who are these rude people who collect half a dozen books at a time and then thoughtlessly leave them off the shelves when they are finished? I fear that the answer to that question might fill the McNally Amphitheater.

So as we approach the end of the first half of this trial by fire into the legal profession, we as first years should make a concerted effort to help one another out. At the very least, we should be considerate to one another and dust off that copy of Everything I Need To Know I Learned In Kindergarten. Get the books you need (shame!), take your notes or make your copies, and return the books—where they belong, of course, and not on some obscure shelf in the seventh stack.

Good luck finishing your memo, rock those exams, and have a great holiday break.

McNally Amphitheater.

SBA COLUMN#2

ONLY AT FORDHAM: A FIVE DAY EXAM PERIOD

By Mark Sherman, SBA President

I was going to write on how embarrassing my photograph was in the first issue, but believe it or not, a more important issue has arisen—the Spring 1998 semester exam schedule.

For the first time, the Registrar’s office has compressed all upper class exams into a five consecutive day period. Usually, the exams spread over a period of eight days. Unfortunately, the Registrar’s hands are tied, as he cannot extend the exam period on either end. You see, the annual meeting of the National Association of Law Schools—a meeting which many of the faculty must attend—convenes a week later than usual in early January 1998. As a result, classes begin January 12, later than usual.

On the other end, exams for upper class students must end on May 8. This is because grades must be in for graduating third years by the middle of the following week (graduation is May 17). The Registrar must have ample time to grade final GPAs and credit amounts for all graduating students. The Registrar must also process all graduation audits in time for graduation.

Another problem is that there are only four available exam days for evening students who will inevitably be graduating third years by the middle of the following week (graduation is May 17). The Registrar must have ample time to compute final GPAs and credit amounts for all graduating students. The Registrar must also process all graduation audits in time for graduation.

A Revised Spring 1998 Final Exam Schedule has been issued.

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By Mark Sherman, SBA President

I was going to write on how embarrassing my photograph was in the first issue, but believe it or not, a more important issue has arisen—the Spring 1998 semester exam schedule.

For the first time, the Registrar’s office has compressed all upper class exams into a five consecutive day period. Usually, the exams spread over a period of eight days. Unfortunately, the Registrar’s hands are tied, as he cannot extend the exam period on either end. You see, the annual meeting of the National Association of Law Schools—a meeting which many of the faculty must attend—convenes a week later than usual in early January 1998. As a result, classes begin January 12, later than usual.

On the other end, exams for upper class students must end on May 8. This is because grades must be in for graduating third years by the middle of the following week (graduation is May 17). The Registrar must have ample time to grade final GPAs and credit amounts for all graduating students. The Registrar must also process all graduation audits in time for graduation.

Another problem is that there are only four available exam days for evening students who will inevitably have exam conflicts. We have asked the Registrar’s office to waive the $25 makeup fee for both day and evening students in light of the compressed schedule. He has agreed to waive the fee for all “absolute” conflicts—that is, conflicts that arise from administrative or scheduling problems. If you get sick or have a personal conflict, you will still be charged a fee.

But we are still not satisfied with taking all of our final exams within a period of five days. Registrar Ken Pokowski and Dean Michael Martin have been supportive of our efforts to reach some sort of compromise.

Together, we are proposing a few solutions. First, we are asking for a “3 in 36” exam conflict to the Faculty. Under this rule, if you have three exams within a 36 hour period, you will qualify for a makeup exam the following Tuesday, May 12. Alternatively, we are asking for exams to be extended to Friday night and Monday morning. As always, the Registrar will approve any religious conflicts with Friday night’s exams. The faculty will vote on these proposals and as soon as we hear from them, we will let you know.

We are sorry this issue has taken attention away from the debut of the new telethon registration. In fact, we are very thankful to the Registrar’s Office for all of their efforts in assembling the FASTR program. It is a great convenience to the students. Again, thanks for your patience. Much luck on finals.

At press time, Mark Sherman had already made some progress on this issue. A Revised Spring 1998 Final Exam Schedule has been issued.
FORDHAM'S PARTICIPATION IN NEW YORK CARES DAY

CLAN NA GAEL CARES: Sean Kane of Clan na Gael pictured with students

THE SBA CARES: Mark Sherman pictured (standing center) in school library

BLSA CARES: Pictured (bottom left) is Jennifer White, chair of BLSA's community service committee, along with eight students from Fordham's BLSA

ENVIRONMENTAL LAW JOURNAL CARES: Christopher Bicknell of ELJ pictured with students

SPEAKING OF COMMUNITY SERVICE, BLSA & THE STEIN PROGRAM HAVE AN ONGOING MENTOR/MENTEE RELATIONSHIP WITH AMSTERDAM HOUSES TO HELP KIDS IN THE COMMUNITY. FORDHAM STUDENTS ARE ENCOURAGED TO GET INVOLVED WITH THIS WORTHY CAUSE AND TO HELP MAKE A DIFFERENCE IN A CHILD'S LIFE. SEE THE BLSA BOARD OR CALL THE STEIN PROGRAM FOR MORE INFORMATION.
Fordham's Advanced Legal Writing Courses

In the next issue of The Advocate, there will be an article on Fordham's Legal Writing Program. Below is a list of Advanced Legal Writing Courses that you may not have known were available. Hopefully, the list will be helpful to those of you who intend to take an advanced course in the spring.

Advanced Legal Research/Writing Seminar. In this course students will learn how to do legal research in each of the major practice areas, including securities, bankruptcy, environmental, and foreign and international law. In addition, students will be trained to locate business information and to research medical legal issues. Class members will become proficient in the use of Lexis, Westlaw and the Internet. This course (unlike the Advanced Legal Research Workshop) will also contain a substantial writing component; students will draft memoranda, opinion letters and other legal documents based on their research findings. Professor Alfandary, Tu 6:00-8:40. 3 credits.

Advanced Legal Research Workshop. This course will focus on honing time-effective and cost-effective legal research skills using print tools, CD-ROM, Lexis and Westlaw, and the Internet. The emphasis will be on critical evaluation of research tools and research strategies. After an initial skills assessment, students will devise customized plans with the instructor to work on areas of weakness and develop new skills. Each student will produce a research pathfinder evaluating the various information sources available in a subject area of interest such as tax, securities, commercial or international law; the pathfinder will be shared with the rest of the class and perhaps made available to others via the Internet. Professor Kreilik, M 6:00-8:40. 3 credits.

Advanced Legal Writing Public Interest Newsletter Seminar. Students will research and write papers of contemporary and practical interest relating to public interest law with a view to publishing their work in both written and electronic form in a public interest newsletter. The course will provide training in both expository writing skills and advanced research techniques. Professor De Palma, Th 6:00-7:45. 2 credits.

Appellate Drafting. This course will cover the preparation of an appeal, from the notice of appeal to the submission of the brief. Students will review and prepare various federal and state appellate court papers, including the notice of appeal, motions for leave to appeal, and writs of certiorari. Particular emphasis will be on the appellate brief and an analysis of its essential elements. The centerpiece of the course will be an actual case pending in a federal or state appellate court. Students will be required to analyze a record on appeal, assess the legal issues, develop strategies for the case and prepare the brief. Through related readings, students also will conduct a critical analysis of the appellate judging process. Professor Cohen, Th 6:00-8:40. 3 credits.

Bankruptcy Drafting. This course will be based on a hypothetical sequence of events designed to teach students to draft documents required to commence a bankruptcy case and to litigate and settle issues commonly arising in a Chapter 11 bankruptcy proceeding. The course will be of interest to students who contemplate a bankruptcy or commercial litigation practice. Students will learn to draft such documents as bankruptcy petitions; motions to sell assets, to enter into financial agreements, to lift the automatic stay and to appoint a trustee or examiner; pleadings in adversary proceedings; objections to claims and plans; and stipulations resolving disputes. Knowledge of substantive bankruptcy law is recommended but not required. Professor Gardiner W 6:30-9:10. 3 credits.

Civil Litigation Drafting. This course will cover the preparation of civil litigation papers submitted to a trial court. Students will analyze the legal issues raised by hypothetical fact patterns, develop litigation strategies, and prepare litigation documents including complaints, answers, discovery requests and responses, affidavits, and memoranda of law. Professor Betne, M 6:00-8:40. 3 credits.

Commercial Drafting Seminar (Section 001). This seminar will deal with the functions of a contract and the role of the lawyer in a commercial transaction, and with the principles involved in creating contractual arrangements that work. The seminar is built around the acquisition of a business, and will require the student to assume some of the usual roles of junior lawyers in commercial practice. It will feature weekly drafting exercises of portions of the acquisition agreement and the many collateral agreements involved in a typical transaction, with a view toward sharpening drafting skills, gaining insight into how commercial agreements are drafted, and learning to develop solutions to problems arising in the course of doing a deal. Each drafting exercise will assist the student in achieving basic drafting skills that can be utilized in all types of commercial transactions. 1 Required pre-requisite: Corporations. Professor McAuliffe, Tu 6:00-8:40. 3 credits.

Commercial Drafting Seminar (Section 051). This seminar will introduce the principles involved in drafting agreements used in business transactions, with an emphasis on how to achieve the client's objectives. The course will cover how to structure an agreement, draft clearly, and identify and deal with business and legal issues. Weekly assignments will require each student to draft an agreement or other instrument according to the instructions of a hypothetical client. Students will revise certain of these assignments to reflect the professor's comments and changes in the deal. The documents will include business acquisition agreements, employment agreements, commercial leases, and statutory filings. Required pre-requisite: Corporations. Recommended: Courses in Corporate Finance or Accounting. Professor Shaw, W 1:00-3:50. 3 credits.

Criminal Litigation Drafting. In this course students will learn principles of criminal law drafting from the perspective of both prosecution and defense. The course will cover the following documents: accusatory instruments; search and arrest warrants; plea agreements; discovery and pre-trial defense motions (e.g., motions to dismiss the indictment and to support evidence and statements); subpoenas; stipulations; jury instructions; and motions in support of judgments of acquittal. Although the context of the documents will be the federal criminal system, students interested in state criminal defense or prosecution will also find the course useful. Recommended: Courses in Criminal Procedure and Evidence. Professors Feinberg and Cornoldi, M 6:30-9:10. 3 credits.

Family Law Drafting. This course will provide students with a firm grounding in understanding and drafting the types of documents most often encountered in matrimonial practice. In order to facilitate the student's understanding of why particular provisions are used and how best to draft them, there will be significant classroom discussion of substantive matrimonial and tax law. The principal focus of the course will be on drafting portions of separation agreements, including custody and visitation, child and spousal support, equitable distribution and estate provisions. There will also be drafting assignments on prenuptial agreements and matrimonial litigation papers. The student's grade will be based upon both weekly written assignments and class participation. Professor Leonard G. Florescu, W 6:30-9:10. 3 credits.

Legislative Drafting. This course will teach basic techniques of statutory and regulatory drafting through both redrafting/editing exercises and the original drafting of a series of increasingly complex statutes. Through related readings, the class will also explore how the legislative process and principles of statutory interpretation (including the canons of statutory construction and the use of legislative history) affect the drafting process. Professor Younkins & Vorspan W 6:30-9:10. 3 credits.

Real Estate Drafting. This course will be based on a hypothetical sequence of events designed to teach students to draft documents used in basic real estate transactions. It will be of interest to students who plan to enter careers in real estate, landlord/tenant law or general practice. Course assignments will include the opportunity to draft or critique opinion letters, real estate brokerage contracts, contracts for sale of homes and cooperative and condominium apartments, closing statements for residential property, and written and oral presentations. Professor Sandercok, W 6:30-9:10. 3 credits.