



Thank you for auditioning for

The Diversity and Inclusion Workshops conducted by the Center of Diversity, Inclusion and Belonging at NYU School of Law.

ROLE: CAUCASIAN WOMAN 40s/50s

Present in the room will be director, producing team & casting.

This project will present a series of short scripted, live training scenarios about issues relating to diversity and inclusion in the work place. The presentations will be on location at various business environments.

**PREPARE:**

For this audition please prepare/be familiar with this full packet of sides. You may be asked to read one or up to all of them. We do not expect you to be off-book, just familiar with all of the material.

**ADDITIONAL INSTRUCTIONS:**

Please dress in style for the role. All actors should be well groomed and camera ready in business casual attire.

Be sure to bring your picture and resume, otherwise we will not have one in the room!

Thanks so much!

W | S Casting

# PROFESSOR CAMPBELL Side 1

## CAST

Name	Title	Demographics
<b>PROFESSOR JENNY CAMPBELL</b> (played by X)	Criminal Law Professor	Older white female
<b>PROFESSOR PETER HEWITT</b> (played by X)	Constitutional Law Professor	Older white male
<b>JESSICA ATWOOD</b> (played by X)	Law Student	Younger white female
<b>SAMUEL COATES</b> (played by X)	Law Student	Younger white male
<b>JIMENA LOPEZ</b> (played by X)	Law Student	Younger Latinx female
<b>KEVIN MARTIN</b> (played by X)	Law Student	Younger black male

### SCENARIO ONE: “Peer Support”

**(Jessica, Jimena, Kevin, and Samuel are seated, as if in class. Professor Campbell is standing in front of them.)**

PROFESSOR CAMPBELL

So, now that we’ve looked at the facts, what degree of murder do you think this is? Jessica?

**(Professor Campbell points to Jessica.)**

JESSICA

I may be wrong, and I’m obviously not an expert or anything, but I don’t think this could be first-degree murder because there wasn’t enough time for the defendant to form the necessary intent.

**(Jimena puts her hand up, and Professor Campbell points to her.)**

PROFESSOR CAMPBELL

Yes, Jimena?

JIMENA

I’m not sure about that. I think he had plenty of time. If I’m understanding the principle correctly, I don’t think there needs to be more than a moment’s reflection.

PROFESSOR CAMPBELL

And what about the self-defense argument? Do you think it made a difference here that the “aggressor” was a black man? Would the defendant have felt threatened if he was confronted by another white guy?

**(There is a long, awkward silence. No hands go up.)**

PROFESSOR CAMPBELL

Anyone? Come on. You were all so chatty before!

**(There is another pause.)**

**(Samuel eventually raises his hand.)**

PROFESSOR CAMPBELL

Thank you, Samuel.

SAMUEL

So, this might not be politically correct and all, but I think some people would feel threatened if they were walking down the street minding their own business and then someone confronted them like this. I mean, this is Harlem we’re talking about, not the West Village.

**(The other students wince.)**

PROFESSOR CAMPBELL

Does anyone have any other thoughts?

**(Kevin raises his hand, and Professor Campbell points to him.)**

END

KEVIN (*gently*)

Well, I think it’s important to recognize that our views about who is threatening and who isn’t threatening can be influenced by unconscious bias. So, respectfully, I would say that we need to interrogate why the defendant felt the way he did, not just accept it as a given.

**(Jessica raises her hand, and Professor Campbell points to her.)**

JESSICA

I would add to--

SAMUEL (*cutting Jessica off*)

I take your point, Kevin, but I still think the victim’s behavior was threatening.

JESSICA

If I could just--

KEVIN (*cutting Jessica off*)

But what did he do that was threatening, other than being a black man crossing the street?

START

**SCENARIO THREE: “The Confidence Gap”**

(Jessica, Jimena, Kevin, and Samuel are seated, as if in class. Professor Campbell is standing in front of them.)

PROFESSOR CAMPBELL

Jessica, what do you think? Was *mens rea* [Pronounced “menz ray-a”] established in this case?

JESSICA

Yes. I agree with the appellate court that the defendant’s explanation for his conduct was an *ex post* justification.

(Samuel puts his hand up.)

PROFESSOR CAMPBELL

Good. Samuel? Do you agree?

SAMUEL

No. If I were the defendant, I’d be seeking *en banc* [Pronounced “on bonk”] review. He clearly had diminished capacity.

PROFESSOR CAMPBELL

This disagreement between you two is exactly what we saw playing out in the oral argument in this case. You can see why the court was split. So, next class, let’s examine the principle of *mens rea* more closely. Have a wonderful weekend.

(Professor Campbell walks out. The students stay behind.)

CONTINUE →

JESSICA

What’s wrong, Kevin? You look stressed.

KEVIN

It’s getting close to finals and I’m in way over my head. Everyone’s speaking Legalese and using fancy Latin terms. I have no idea what’s going on. How come you’re so confident?

JESSICA

I fake it ‘til I make it. I used to qualify every statement—“*Oh, this may not be right*” and “*Oh, this probably makes no sense*”—but people kept telling me I’m too passive and need to speak more like a guy. So now I say whatever I think without caring if it’s right or wrong.

KEVIN

Wow. That’s... an interesting approach.

JIMENA

I hope you don't take this the wrong way, but I feel so relieved to hear that you're struggling, Kevin. I thought I was the only one who feels overwhelmed. Everyone seems so smart here. It's intimidating.

KEVIN

Really? You're amazing! What are you talking about?!

JIMENA

Thanks. I don't feel that way.

JESSICA

You know what helped me? I joined Law Women and realized I wasn't alone. For example, I learned that terms like "*ex ante*" and "*ex post*" just mean "before" and "after"! There are lots of groups like that: Women of Color Collective, all the ALSAs [*Pronounced "ulsas"*]...

JIMENA

I dunno. I don't want people to label me or think I can't make it on my own.

SAMUEL

Come on, you guys. You're at NYU Law! You've already proven you're smart by being here. There's no reason to worry. Good luck with finals!

**(The students walk out and the scene changes. Jimena and Professor Campbell are seated in Professor Campbell's office.)**

PROFESSOR CAMPBELL

So, Jimena, I invited you to meet with me because you got an A-plus in my class this semester. Congratulations. It was a challenging exam but you demonstrated a command of the material.

JIMENA

Aw, thank you, Professor. You're being too nice.

PROFESSOR CAMPBELL

I'd like to write you a recommendation letter. Are you planning to apply for clerkships?

JIMENA

I'm not sure. I haven't thought about it.

PROFESSOR CAMPBELL

Well, you really should. I'm also writing a new book, and I'd be delighted if you'd be my research assistant.

JIMENA

Oh, I don't know, Professor. That's very kind of you, but there are much smarter students out there than me. I got lucky on the day of the exam.

PROFESSOR CAMPBELL

Hmm. Well, I disagree. I've seen a lot of exams in my time, and luck isn't enough to produce something like that. Could you think about it?

JIMENA

OK, I will. Thank you, Professor. Enjoy the rest of the school break.

**(Jimena walks out. Samuel walks in.)**

PROFESSOR CAMPBELL

Samuel, how can I help?

SAMUEL

Thanks so much for meeting with me, Professor. I came to office hours because I was hoping you could write me a recommendation letter for a clerkship. It's my dream to clerk on the 2<sup>nd</sup> Circuit, maybe even the Supreme Court one day, and you're a big name Professor, so...

PROFESSOR CAMPBELL

Samuel. You got a B in my class, which is fine, of course, but not the level required for a clerkship of that caliber.

SAMUEL

I know, I know, but I can usually perform at a much higher level. My brain wasn't working. I was unlucky on the day of the exam.

PROFESSOR CAMPBELL

Regardless, you're approaching this the wrong way. Just because I have a high profile doesn't make me your best recommender. I would ask a Professor for whom you got a higher grade.

SAMUEL

It's not just about the clerkship. I'm really passionate about this material. Is there any other way I could work with you so I have a chance to prove myself?

PROFESSOR CAMPBELL

Well, there is a book that I'm writing. Let me think about whether I can give you something to work on. I'll be in touch.

~~SAMUEL~~

OK, thanks, Professor. Enjoy the rest of the school break.

**(Professor Hewitt and Samuel walk out.)**

END