

Call for Participation in a Discussion Group on
Critical Race Theory: Cultivating Courageous Pedagogies and Praxes
to Protect Our Democracy
Abstracts due: Wednesday, August 28, 2024

Introduction

This is a Call for Participation in the Discussion Group “**Critical Race Theory: Cultivating Courageous Pedagogies and Praxes to Protect Our Democracy**” to be held during the in-person AALS Annual Meeting from January 7-11, 2025, in San Francisco.

Discussion groups allow a small group of faculty to engage in a sustained conversation about a topic of interest. This discussion group’s participants are expected to write and share a short abstract (3 pages, double-spaced) to begin their participation in the discussion. The rest of the session will feature a lively and engaging discussion among the small group of participants. The participants in this discussion group will be the individuals identified in the original proposal submitted to the Program Committee, plus additional individuals selected from this “call for participation”. There will be limited audience seating for those not selected in advance to be discussion participants.

Description

Critical Race Theory (CRT) bans are one of many alarming symptoms of the precarity of our legal system and ultimately our democracy. CRT’s explanatory power reveals how race and the law have been deployed to produce systemic racism in American society and deny marginalized communities’ equality within our legal system. To date, more than 600 measures seeking to ban CRT have been passed at state and local levels ([UCLA-CRT Forward](#)). Efforts to dismantle the hard-fought victories of the last century of social progress, particularly in the area of racial justice, make clear the importance of training the next generation of lawyers in the theories and practices of critical analysis in order to promote democracy. Now more than ever, it is essential to engage with the tenets of CRT, which demand a strategic and sober accounting of the possibilities and limitations of the law as well as a focus on courageous scholarship and pedagogies that inspire and cultivate action.

Our Discussion Group focuses on the praxis (theory + practice) of CRT, with a focus on exploring innovative pedagogical approaches and praxes that encourage law students to move from the theoretical to the practical. Program organizers from CUNY School of Law have inaugurated a mandatory 1L CRT course that focuses on applying CRT concretely to lawyering. Our goal is to empower students to transform our legal system towards equality, and we and our fellow discussants from other law schools will share the work we have

been doing as a resource to colleagues nationally who are interested in CRT. We would like to use this Discussion Group space to engage in a broader conversation with law professors and practitioners around the country about how to support each other in teaching CRT, particularly in jurisdictions where the state is banning CRT. We believe we must constantly find ways to make the rich theoretical framework of CRT relevant and real. We plan to both focus on the theoretical innovations in the CRT space as well as creative pedagogical interventions.

Call for Abstracts

The Annual Meeting Program Committee invites faculty and administrators who would like to join this Discussion Group to submit a three-page abstract that addresses the history of CRT, current political context and implications for democracy, efforts to include it in legal curricula, incorporation into doctrinal and clinical course, how lawyers can apply CRT to practice, ethical and academic freedom concerns, and specific issues (e.g. gender, disability justice) **by Wednesday, August 28, 2024**. Additionally, we all are deeply interested in experimental pedagogical approaches.

Current organizers and confirmed discussion participants include:

- Kimberle Crenshaw, Isidor and Seville Sulzbacher Professor of Law, Columbia Law School (See: <https://www.law.columbia.edu/faculty/kimberle-w-crenshaw>)
- Llezlie Green, Professor of Law, Georgetown Law (see: <https://www.law.georgetown.edu/faculty/llezlie-green/>)
- Jamelia Morgan, Professor of Law, Director, Center for Racial and Disability Justice, Northwestern School of Law (See: <https://www.law.northwestern.edu/faculty/profiles/jameliamorgan/>)
- Erin Miles Cloud, Senior Attorney, Civil Rights Corps (See <https://civilrightscorps.org/erin-cloud/>)
- Chaumtoli Huq, Associate Professor, CUNY Law School (See: <https://www.law.cuny.edu/faculty/directory/chaumtoli-huq/>)
- Donna Lee, Professor of Law, CUNY Law School (See: <https://www.law.cuny.edu/faculty/directory/lee/>)
- Shirley Lin, Associate Professor of Law, Brooklyn Law School (See: <https://www.brooklaw.edu/Contact-Us/Lin%20Shirley>)
- Marbré Stahly-Butts, Associate Professor of Law, CUNY Law School (See: <https://www.law.cuny.edu/faculty/directory/marbre-stahly-butts/>)
- Jared Trujillo, Associate Professor of Law, CUNY Law School (See: <https://www.law.cuny.edu/faculty/directory/jared-m-trujillo/>)

Space in this Discussion Group is limited; the Committee, along with the faculty organizer who proposed this discussion, will select the remaining discussion participants from the abstracts submitted. At the AALS Annual Meeting in January, selected participants will make a one-two minute presentation during the Discussion Group. The remaining time will be devoted to a moderated, roundtable group discussion.

Each submission for this Discussion Group should include:

- The title of the submitted presentation/paper.
- The name, school and email of the applying participant.
- A three-page, double-spaced abstract that addresses the issues raised in the description and
- The curriculum vitae of the applying participant.

In reviewing the submitted abstracts, the discussion group organizer and selection committee will consider the following:

- The fit and overall quality of the abstract for the Discussion Group.
- The diversity that the applying participant may bring in terms of a variety of factors including viewpoint diversity, institutional affiliation, and status (tenure-track, non-tenure track, tenured); and if applicable.

Abstracts are due by **Wednesday, August 28, 2024**, and should be submitted at <https://aalsweb.wufoo.com/forms/wb2dffk1xw6pbv/>.