

Second Annual LatCrit Retreat

**Eugene, Oregon
May 6-8, 2002**

SPONSORED BY:

**LATCRIT, INC.
UNIVERSITY OF OREGON SCHOOL OF LAW
THE CENTER FOR HISPANIC AND CARIBBEAN LEGAL STUDIES
UNIVERSITY OF MIAMI SCHOOL OF LAW**

AGENDA & SCHEDULE OF ACTIVITIES

The purpose of this Agenda and Schedule of Activities is to lay out a general framework for our time together during the Second Annual LatCrit Retreat. As with other LatCrit initiatives, in convoking this Second Annual Retreat we are striving to build on the achievements and initiatives of our past collective efforts, including specifically the work of the First Annual Retreat and our follow-up on that work over the past year. Our objectives once again are to leverage past learning, to open new avenues of collaboration, and to promote the ethic of solidarity and inclusion that has enabled LatCrit to grow as a community based on genuine friendships and the deep satisfaction of meaningful engagement among critical scholars who share a commitment to social justice and transformative praxis.

This Retreat, like the Annual Conference, is “open” to all. Just as last year, an invitation was included this year in the conference materials, enabling any interested person to participate in the work of the Retreat and thereby in the future development of the LatCrit project, and we hope that this practice of inclusion will continue to be followed in future years. However, this Retreat, like the First Annual Retreat, depends more so than the Annual Conferences on the active participation of individuals who take responsibility for discrete projects.

The Retreat is organized on an annual basis by the Co-Chairs of LatCrit, Inc. – presently, Lisa Iglesias and Frank Valdes -- for the express purpose of creating an appropriate venue for the kinds of discussions and long-term planning that are crucial to sustaining and guiding the institutional development upon which all LatCrit initiatives, including the Annual Conferences, ultimately depend. These discussions and long-term planning efforts are critically important precisely because of the nature of the aspirations that have inspired and continue to guide the LatCrit project.

Over the past several years, LatCrit aspirations have been articulated in terms of a shared desire to provide material, intellectual and political support to outsiders scholars and activists both within and beyond the United States, to nurture effective linkages between the American legal academy and the social justice movements that inspire our vision and that need our involvement, to promote coalitional politics and reform agendas based on a commitment to intergroup justice, and to enable the cultivation of new scholars and leaders, who can benefit from

and take leadership roles in the future development of LatCrit, Inc. * Achieving any one of these objectives would require long-term planning, engagement and coordination; achieving all them makes the work of the Retreat a central imperative for the realization of our shared aspirations and collective empowerment.

In sum, the basic purpose of this gathering is to function as a *planning* Retreat focused on both community-building and institution-building. This Agenda and Schedule of Activities focuses on the progress of the on-going projects through which we collectively are nurturing the development of our community and the institutional evolution of our organization. Just as last year, we also anticipate and invite participants to forward their own ideas and project interests for discussion at each stage of the Retreat schedule – both of latcrit newcomers and veterans.

The Retreat is organized around six plenary sessions. These sessions open with an overview of the status quo on Monday, May 6th at noon with a working lunch and progress to more specific projects throughout the next two days. The six plenary sessions will focus concretely on issues concerning future plans for the Annual Conferences and law review publications, the CRITICAL GLOBAL CLASSROOM project, the summer colloquia project, the United Nations NGO project and grant-writing initiatives, as well as other “action” projects through which we can work together to perform LatCrit theory in socially grounded ways as individuals, as a community and as an organization. These plenary sessions culminate in a closing session to wrap up our discussions, to share general reflections, and to undertake concrete responsibilities for actualizing over the coming year the plans developed at the Retreat. As in the past, throughout these sessions we will be exploring ways to promote inter-project synergies and to incorporate student-oriented initiatives. We look forward to your participation in each session, as follows.

Monday, May 6, 2002

12:00 PM-2:15 PM Plenary Session One (and Working Lunch) THE BIG PICTURE: INTRODUCTION TO PURPOSES OF THE SECOND ANNUAL LATCRIT RETREAT, AND OVERVIEW OF HISTORY AND THE FUTURE LATCRIT TRAJECTORIES

This first plenary session and working lunch is designed to set the stage for the Retreat discussions by providing an opportunity for Retreat participants to reflect generally on the

* See FIRST ANNUAL RETREAT: AGENDA AND SCHEDULE OF ACTIVITIES (APPENDIX 1). See also, Elizabeth M. Iglesias & Francisco Valdes, *LatCrit at V: Institutionalizing a Postsubordination Future*, 78 Den. L. Rev. (excerpted) (APPENDIX 2) These and other materials are included as appendices to this AGENDA AND SCHEDULE ACTIVITIES in order to enable Retreat participants, including those who are new to the project and/or were unable to participate in last year’s Retreat, to join the conversation, having had an opportunity to familiarize themselves with the work that has gone on before. Needless to say, building on past understandings and initiatives requires familiarity with them. The more time we spend rehashing issues already addressed in the past, the less quickly we move towards the future. This is not to say that some issues aren’t worth rehashing. They are, but the task of addressing those issues will be substantially furthered by a high level of familiarity with our efforts to engage them in the past. We thus encourage all participants in the Second Annual LatCrit Retreat to take some time to familiarize themselves with the contents of this Agenda and the materials in the appendices. To this end, we have again prepared a Retreat Binder for this year’s gathering and will endeavor to make it available during the LatCrit VII conference so that Retreat participants can use the break time between the end of the conference on Sunday and the beginning of the Retreat on Monday at noon to review these materials in preparation for our discussions.

meaning of the LatCrit project, its history, strengths, weaknesses and future aspirations. The idea is to think big: to imagine what it takes to succeed in creating a long-lasting organization of critical scholars with independent resources and multiple long-term projects aimed at providing mutual assistance and collaborative opportunities for outsiders committed to the project of progressive social transformation both within and beyond the legal academy of the United States; to assess the progress we have made toward these ends; and to reflect on the different ways we envision our future collaborations and institution-building aspirations. Keeping with a central theme of LatCrit generally, and of the Retreats in particular, this opening session seeks to ground these general reflections in ways that build on our past experiences and learning, with particular reference to the work and discussions of last year's Retreat. To this end, the session will open with a brief but detailed overview by the co-chairs of this year's Retreat agenda and schedule of activities, focusing specifically on the projects that are currently underway, their status and their future trajectories.

At the same time, this Retreat continues the tradition of using our time together to foster the experience of collective solidarity and mutual respect based on lively and lasting friendships. This opening session thus seeks to set the stage for meaningful dialogue at multiple levels – from broad long-term institutional aspirations to the more personal and idiosyncratic questions of how we can create a community process in which individuals feel valued, appreciated and included. To this end, this introductory session will move quickly from a presentation by the Co-Chairs to a free-flowing brainstorming discussion on the “global picture” of what LatCrit stands for and what it should aspire to become based not only on the Co-Chairs' presentation but also on the new ideas presented by participants. In preparing for this discussion, Retreat participants are encouraged to review the minutes of last year's Retreat, so that we can begin our work from some common points of reference. ^φ In addition, Retreat participants might prepare for this discussion by reflecting on the following and similar questions:

- (1) What does the LatCrit project mean to you? When and why did you get involved? What kinds of experiences have you found alienating? What kinds of commitments and collective experiences are likely to keep you involved?
- (2) What in your view should be the key functions of LatCrit as an organization?
- (3) What do you think about the idea of creating a long-lasting institution with independent resources, not only to sustain the Annual Conferences, but to enable other collaborative projects—the kinds of projects that outsider scholars for many reasons oftentimes cannot pursue in or through their home institutions?

2:15-2:30 PM COFFEE & SNACK BREAK

^φ See FIRST ANNUAL LATCRIT RETREAT SUBSTANTIVE TRANSCRIPTION: DISCOURSE, DECISIONS, DEBATES AND RECOMMENDATIONS (APPENDIX 3)

2:30-5:00 PM

Plenary Session Two

**THE LATCRIT ANNUAL CONFERENCES: REFLECTIONS ON
LESSONS FROM SEVEN YEARS OF ANNUAL CONFERENCES AND
STRATEGIC PLANNING FOR FUTURE CONFERENCES**

The LatCrit Annual Conferences are the most developed project of LatCrit, Inc. as reflected in the seven years of Annual Conferences we will have just completed. Next year, LatCrit VIII will rotate to Cleveland, Ohio. The process of organizing an Annual Conference requires a delicate balance between numerous and oftentimes competing objectives as well as substantial work dealing with administrative and on-site logistical issues. In addition, since every Annual Conference involves a law review publication, the work involved in hosting an Annual Conference routinely has continued even after the conference is over and everyone has gone home. Nevertheless, because LatCrit is blessed with the continued involvement of an increasing number of persons with direct experience dealing both with on-site conference logistics as well as with the trials and tribulations of successfully concluding the publication of numerous volumes of LatCrit scholarship, we continue to be in an excellent position to approach the Annual Conferences in a more self-consciously programmatic and substantive manner than ever before.

Thinking programmatically and strategically means building on the framework of our prior analyses in ways that enable us to address new issues, even as we continue to attend to the issues previously engaged. Last year, the Retreat session devoted to the Annual Conferences focused primarily on solidifying our mutual understanding of, and commitment to, the “community building” dimensions of our Annual Conference planning. In this context, “community building” referred specifically to the ways in which we ensure that our Annual Conferences reflect our shared commitment to the inclusion, involvement and representation of excluded communities both in our conferences and in our planning processes, as well as to the ways we interact with and treat each other in and through the planning process. While continuing to attend to these important issues, at this Retreat we need to focus specifically on a complex and sensitive set of substantive and logistical issues that repeatedly have arisen with respect to the publication of conference proceedings in law school law reviews.

To launch and orient our discussion, past Conference Planning Committee co-chairs might reflect on the lessons learned from their own experiences, focusing specifically on the problems encountered over the years in the process of bringing prior volumes of LatCrit scholarship to press. At the same time, future Conference Planning Committee co-chairs should take this opportunity to communicate their vision of the way they hope the planning process will proceed in their year.

Retreat participants might prepare for this discussion by reflecting on the following and similar issues:

- (1) What has your experience dealing with law review editorial boards taught you about the steps that need to be taken to ensure a timely publication each year of the LatCrit symposium? What are the warning signals to watch for in determining whether the publication schedule is on track? What kinds of problems have recurred from year to year, and what do they teach us about possible reforms to implement, if any?
- (2) In addressing the issues raised by the project of publishing LatCrit scholarship, it is important to remember that the publication of LatCrit scholarship has from the

beginning reflected the multiple goals of the LatCrit project. Thus, from the beginning, LatCrit organizers have strived mightily to secure the publication of all submissions presented at or arising from the live proceedings of the Annual Conferences. Over the years, this commitment has generated practical as well as ideological problems that touch upon sensitive issues of inclusion and opportunity, professional standards of excellence and the core intellectual commitments of LatCrit theory. These problems are reflected in criticisms sometimes voiced about the quality of individual works, as well as the difficulties of publishing an increasing number of submissions through the venue of individual law review volumes. LatCrit organizers have thus far been successful in securing the publication of all the essays submitted to each of the preceding volumes of LatCrit symposia; however, this commitment has generated substantial controversy with law review editorial boards as well as resulting in the publication of works considered ideologically repugnant to the theoretical commitments of LatCrit theory. The question is how to address the complex issues raised by these experiences.

- (3) Should LatCrit organizers continue to strive to secure the publication of all essays submitted as part of a LatCrit symposium? Should LatCrit seek editorial control over the essays published in LatCrit symposia? If so, how would that editorial control be operationalized? If not, how do we address issues raised by objections to the professional quality or ideological content of essays published under LatCrit auspices?
- (4) Should LatCrit seek to develop the resources to enable independent publication (that is publication independent of the law review venue)? If so, how and/or where should we look for and assemble those resources?
- (5) More generally, how should we use the opportunity for advance planning to build synergistically on the “streams” of programming developed over the last seven years of conferences, especially as we begin collectively to reflect on the substantive theme(s) of the upcoming (LatCrit VIII) conference in Cleveland Ohio?

5:00-5:30 PM **FREE TIME** Retreat participants should plan for a 15-20 minute drive from the Retreat site to the home of Barbara Aldave.

6:00-8:00 PM **DINNER AT THE HOME OF BARBARA ALDAVE**

8:30-Whenever **SPONTANEOUS CAUCUSING AT THE THAI BAR [STEVE
FILL IN NAME] &/or SLEEP**

Tuesday, May 7, 2002

8:00-9:45 AM BREAKFAST

**10:00 AM-1:15 PM Plenary Session Three
**THE CRITICAL GLOBAL CLASSROOM: CREATING A
LOCAL-GLOBAL NEXUS AND NETWORK FOR FACULTY,
ACTIVISTS AND STUDENTS****

Last year, Retreat participants devoted substantial time to discussing ways of making “the international move” a concrete, programmatic and institutional reality within the LatCrit project. Those discussions focused primarily on the proposal to launch an international summer colloquia series modeled on the Co-Chairs’ experiences organizing two LatCrit Summer Colloquia in Spain in conjunction with the University of Miami’s Tour de España Summer Program, which we co-directed until Summer 2000. However, unlike the Spain Summer Colloquia, which we were constrained to organize in Spain by the structure of the Summer program, the idea was to design the summer colloquia series to rotate to different countries over the course of a five year project. Significant time was spent discussing possible country venues and substantive topics that could provide a coherent framework of inquiry across the differences of national particularities.⁸

This project is crucial to multiple synergies. The CRITICAL GLOBAL CLASSROOM is a lifeline to students, which will last beyond the duration of any single summer they attend. This is because the project sets the stage for making long-term contacts and relationships among students as well as creating opportunities for LatCrit mentoring of students interested in particular projects or teaching careers. In addition, this project fosters connections between students and faculty in the CGC program and the International Colloquia Series, which as discussed below will work synergistically both with the CGC and with Latcrit’s project to function as an NGO in United Nations activities and events. The CGC program thus links the two other main projects described more fully below. Finally, we anticipate that the CRITICAL GLOBAL CLASSROOM will generate an annual stream of revenue for LatCrit, Inc that we can use to support other projects and to become more independent of other institutions, including those that purport to be our “home”. The project thus provides an important nexus for the cultivation of new, transnational networks of activists, academics and students who are interested in the theory and praxis of global social justice.

This year, we have the opportunity to discuss a project proposal for the CRITICAL GLOBAL CLASSROOM that will enable us to develop the International Colloquia Series in and through the creation of a new summer program, modeled in part on the critical aspirations of the Tour de España Program, but with the added advantage that the new summer program would be designed from its very inception to rotate annually to selected countries over a three to four year

⁸ Based on available contacts, human resources and the expressed interests of the Retreat participants, these discussions produced an initial consensus that the International LatCrit Summer Colloquia series would carry forward the initiatives of the Spain Summer Colloquia by rotating to Colombia (Summer 2002, Jorge Esquirol), Chile/Argentina (Summer 2003, Hugo Rojas, Maximo Gomez) to South Africa (Summer 2004, Robert Westley, Athena Mutua) with a range of other possibilities for the last two years including the Ukraine and Brazil. See FIRST ANNUAL LATCRIT RETREAT: SUBSTANTIVE TRANSCRIPT.

period. This new summer program would be called THE CRITICAL GLOBAL CLASSROOM [hereinafter "CGC"]. Like the Tour de España Summer Program, its immediate, student-oriented objective would be to create the opportunity for law students throughout the United States (and in the chosen host countries) to study International and Comparative law from a perspective that incorporates the learning developed by LatCrit Theory, Critical Race Theory, Feminist Critical Legal Theory, Queer legal theory and other strains of critical theory to which law students oftentimes are denied access through the appointments and curricular policies of their home institutions and, to do so in a supportive environment, with faculty and other students who are similarly interested. However, unlike the Tour de España Program, the CGC would be designed from its inception to operate synergistically with the LatCrit International Colloquia Series and NGO project in part by rotating to different countries over a three to four year period.

Over the last few months, the Co-Chairs have held various discussions with the Dean of the University of Baltimore and several of his faculty colleagues with a view toward exploring the possibilities of developing THE CRITICAL GLOBAL CLASSROOM as a joint project of the University of Baltimore and LatCrit, Inc. and in light of the various cross-project synergies involving the international colloquia and LatCrit NGO. These discussions have sought to build synergistically on the contacts, human resources and expressed interests discussed at last year's Retreat. Thus, for example, in discussing the countries to which the CGC should rotate, we have proposed coordinating the plans for the international summer colloquia series and NGO project; that is to say, we have proposed launching the CGC in the summer of 2003 in Santiago, Chile/Buenos Aires, Argentina, rotating the program the following summer (2004) to South Africa and then again in the summer of 2005 to Spain (Madrid/Barcelona). In each location, we would involve local students, faculty and activists to explore comparatively and critically both the particularities of that site as well the linkage of those local particularities to global patterns.

These developments are particularly exciting because THE CRITICAL GLOBAL CLASSROOM project is a unique opportunity to establish a collaboration that also builds synergistically on the strengths both of the University of Baltimore School of Law and of LatCrit, Inc. The University of Baltimore is a well-established, respected and ABA accredited degree (and credit) granting law school, with a dynamic and progressive new dean and a number of faculty members who are both interested and supportive of this project. LatCrit, Inc. has an established national reputation and a seven year track record organizing successful conferences on critical legal theory dealing with highly sensitive topics of inter-group justice both within the United States and internationally. As a joint project with the University of Baltimore, the CRITICAL GLOBAL CLASSROOM can provide an institutional framework and steady source of resources through which to pursue concrete collaborations with an international network of legal scholars, activists and students to produce new knowledge based on comparative critical analyses drawn from the particularities of the different countries hosting the summer program from year to year, and to expose U.S. law students and their counterparts in other countries to critical perspectives on current trajectories in international and comparative law.

In order to launch a more detailed discussion of the CGC project, we are pleased at this Second Annual Retreat to be joined by Gilbert Holmes, the Dean of the University of Baltimore School of Law, Odeanna Neal, the principal Baltimore faculty member working on the development of this project, and several of their colleagues who similarly are interested in this project. We are equally pleased to be joined by Peggy Maisel, who has worked for several years at the University of Natal in Durban, South Africa and by Hugo Rojas of the Universidad Alberto Hurtado in Santiago, Chile. Since our initial discussions have focused on plans to launch the CGC in Chile/Argentina 2003 and in South Africa in 2004, it will be valuable to learn more from Hugo and Peggy about the logistical situation, as well as the local institutions and individuals

with whom we might collaborate, in each of these two countries, followed then by interactive discussion and brainstorming. Retreat participants might prepare for this discussion by reviewing the FIRST ANNUAL LATCRIT RETREAT: SUBSTANTIVE TRANSCRIPT (APPENDIX 3).

Retreat participants might prepare for this discussion by thinking in advance about the following and similar issues:

- (1) How might we structure the curriculum and academic activities of the CRITICAL GLOBAL CLASSROOM to best take advantage of local resources, as well as to organize a pedagogical menu that will be innovative, attractive and functional? How should we organize the on-site time, or overall duration of the program, so as to minimize conflicts that interested students might experience in relation to summer clerkships or similar opportunities?
- (2) How might we publicize or market the CRITICAL GLOBAL CLASSROOM to clearly underscore its unique substantive content and focus? How should we activate existing networks or sources for reaching out to interested students at law schools spread out around the country? How should we craft our message and how should we get it to students?
- (3) How might we develop the cross-project synergies among the CRITICAL GLOBAL CLASSROOM, the International Colloquia Series, and the latcrit ngo project to maximize their potential cross-benefits as much as possible?

1:30-2:45 PM LUNCH

**3:00-5:15 PM Plenary Session Four:
THE INTERNATIONAL MOVE: THE LATCRIT NGO AND
INTERNATIONAL COLLOQUIUM SERIES/ GRANT PROPOSALS**

Last year, our discussions of the International LatCrit Colloquia Series focused extensively on the objectives of the series and the substantive themes that might provide a coherent framework for engaging national differences from some common points of reference. *See* FIRST ANNUAL LATCRIT RETREAT: SUBSTANTIVE TRANSCRIPT (APPENDIX 3). As a research-oriented project, the basic purpose of this series is to create the conditions for producing new knowledge, both in terms of theoretical constructs and policy-oriented reform proposals that transcend national and intellectual borders by forging transnational, transcultural networks, discourses and communities engaged in the study of particular national contexts, as well as the complex ways in which national particularities of power and privilege reflect inter/national patterns and construct multidimensional systems of subordination.

This colloquia series can be designed to work in tandem with the CRITICAL GLOBAL CLASSROOM in many synergistic ways: for example, as with the two LatCrit colloquia we organized in conjunction with the Tour de España Program, the international colloquium can be scheduled to coincide with the CGC, thus enabling CGC students to attend an international academic conference as part of the CGC's academic menu. Colloquium participants can also be invited to give guest lectures to CGC students on particular topics relevant to the CGC courses.

This variety of interaction, in turn, can be tailored to help establish enduring student-faculty contacts, networks and mentoring relationships in both formal and informal ways.^ξ

At the same time, the research and knowledge production dimensions of the International Colloquium project have been linked, in our discussions thus far, to the project of establishing LatCrit, Inc. as a “Non Governmental Organization” [“NGO”] recognized by the United Nations and thereby authorized to participate in international venues where global policymaking on race, gender and related issues is being forged. In August-September 2001, we were presented with a concrete opportunity to familiarize ourselves with the system of NGO participation in United Nations policy-making when Vernellia Randall announced that she had obtained accreditation for the University of Dayton School of Law as an NGO with the United Nations and was accepting delegates to the NGO FORUM AND WORLD CONFERENCE AGAINST RACISM, XENOPHOBIA AND RELATED INTOLERANCE (WCAR) in Durban, South Africa. Pursuant to this invitation, Lisa Iglesias, Athena Mutua, Stephanie Phillips, Frank Valdes and Robert Westley attended the World Conference in order, among other things, to learn more about the role of NGOs in the UN system as well as to explore contacts for future LatCrit initiatives in South Africa. During this trip we were able to observe the drafting procedures through which United Nations Resolutions and Declarations are produced, the role of the NGOs in the politics of promoting (and suppressing) progressive policy formulations through the UN drafting process, the rhetorical moves and procedural strategies through which states struggle to influence the policy positions reflected in the drafted language. Through the assistance of Peggy Maisel, we also were able to meet South African legal scholars and visit at two of the major universities in Durban.

This first-hand experience of the situation in South Africa was particularly enriched by the benefit of the many group discussions during which we were able to reflect on the meaning of our shared experiences. These shared experiences in turn confirmed the value of pursuing LatCrit accreditation as an NGO, precisely because the key advantage of NGO accreditation is the ability to sponsor group attendance at UN forums such as the WCAR. Group participation enables coordinated activities both during and after the UN events, even as it provides the venue for community-building based on shared experiences.

When linked to the CGC and the project of obtaining NGO accreditation, the International Colloquia Series offers promise not only for the production of new knowledge in comparative perspective, but also for the consolidation of a network of scholars, students and activists whose mutual engagement, shared understandings and sustained interactions would enable coordinated interventions in the international policy-making forums of the United Nations. Depending on the interests of the Colloquia participants this knowledge and network might also be used as a basis for interventions in other international forums such as the WTO, the World Bank Inspection Panel, the IMF, the Inter-American Commission on Human Rights as well as national policy-making forums focused on international issues. Over time, the synergistic cross-effects of these three projects should help to generate new social justice networks and agendas of global dimensions that, additionally, can assist strategically in local causes and interventions.

At the same time, the NGO project was linked, in last year’s discussions, to our need for sources of relatively independent funding, including grant sources, to support these initiatives beyond the International Colloquia Series.

^ξ Fostering and sustaining relations between students at schools throughout the country and the network of LatCrit scholars and activists may also be enhanced through the inauguration of a LatCrit Annual Student Writing Competition and Mentoring Program. SEE APPENDIX 7.

During the last year, we have devoted time to following up on these discussions by researching the procedures for attaining NGO status at the United Nations. SEE NGO MATERIALS (APPENDIX 4). We also have investigated possible grant sources for the International Colloquia Series and the NGO project. SEE GRANT MATERIALS (APPENDIX 5). While neither the process of attaining NGO status, nor the process of applying for grants, is particularly difficult to understand or to implement, both of these tasks require the extended and intensive collaboration of two or three point persons who are able jointly to devote focused time and energy to following up on this research by taking the next step: actually completing the NGO application process and/or working on a grant proposal.

In order to orient our discussion of these important issues, this session will focus on reviewing the steps delineated by the United Nations for completing the NGO application process, as well as reviewing some of the particular grant sources available for projects such as the International Colloquia Series and the NGO project. Retreat participants can prepare for this discussion by reviewing the materials in APPENDICES 4 AND 5 and reflecting on the following and similar points:

- (1) Should we strive to obtain grant funding for LatCrit international projects? If so, what kinds of projects would you be willing to collaborate on a grant-writing project to secure funding for? If not, what alternative avenues do you imagine we can tap for resources to enable collaborative projects such as LatCrit group participation at future World Conferences?
- (2) What international forums would you be particularly interested in targeting for attention in the development of LatCrit international policy positions and advocacy interventions? (Eg. the United Nations World Conferences? the WTO? the World Bank Inspection Panel? Etc.)

5:15-6:00 PM

FREE TIME

6:15-8:30 PM

**WORKING DINNER:
COMMUNITY-BUILDING INITIATIVES: OUTREACH, ORIENTATION,
AND USING NEW INFORMATION TECHNOLOGIES TO EXPAND
ACCESS TO LATCRIT THEORY AND PROJECTS**

Last year, we devoted substantial time to discussing various projects for using new information technologies to advance various LatCrit projects. See FIRST ANNUAL RETREAT: AGENDA AND SCHEDULE OF ACTIVITIES (APPENDIX 1); FIRST ANNUAL LATCRIT RETREAT: SUBSTANTIVE TRANSCRIPT (APPENDIX 3). This effort to use technology to expand latcrit's community-building reach is ongoing, and increasingly urgent as our ranks continue to grow. Thus, in addition to discussing future possibilities for implementing the ideas discussed at last year's Retreat, this session seeks to focus specifically on informational projects through which we can further the important objectives of creating a set of orientation events and/or materials with which to welcome newcomers – including students – to the LatCrit Annual Conferences and other LatCrit projects.

In the past, this basic need has prompted us to produce the LatCrit Primer, a collection of selected excerpts from the annual symposia for independent use by students and other interested readers. The LatCrit Primer now contains two volumes, and is distributed at the Annual

Conferences to attendees as well as upon request to any interested student, scholar or activist. As new LatCrit symposia are published based on our Annual Conferences, we will continue to expand the volumes of the Primer to keep it updated and accessible.

In addition, since last year's discussion, we have produced a flyer and brochure, both in Spanish and English, to distribute as informational orientation materials. These two publications are intended to provide brief but substantive overviews of the LatCrit community and aspirations. Like the Primer, we are committed to keeping these publications updated and attractive.

This basic need for orientation and information also has generated calls for an orientation program at some point during the Annual Conference as well as for the creation of an orientation video. As with the NGO project discussed above, the orientation program and video have seen some progress in their development, but these two tasks require several point persons with the collective time, creativity, skills and commitments to nurture their completion.

All agree that the long term sustainability of "LatCrit" as a diverse and diffused community of activists, scholars and students depends in part on the degree to which we are able to transmit knowledge to newcomers concerning the history of past efforts and the shared experiences that have come to define the ethic of the LatCrit project. This important project requires sustained attention and collective decision-making as to how and when to inaugurate an orientation for newcomers into our Annual Conferences as well as how to present ourselves via a video. We are fortunate to have video footage of past conferences and colloquia, which can be used in the proposed video together with new footage – perhaps including footage of an orientation program that we can plan to introduce next year at LatCrit VIII. Fortunately, a critical mass of "veterans" continues to come to the conferences, and can help to mount an annual orientation program as part of the Annual Conferences for interested folks. Thus, the purpose of this session is to discuss and determine in concrete terms how we can or should produce an orientation program as well as an orientation video during the forthcoming year.^ζ

In preparing for this discussion, Retreat participants might reflect on the following and similar questions:

- (1) If you could only convey three key ideas to describe LatCrit to an individual you know has no prior knowledge or experience of LatCrit as a theoretical movement or community, what would you say?
- (2) If you were a newcomer, what kind of orientation program would you find most helpful? A video? An interactive discussion with "senior" LatCrits? A set of reading materials? A combination of things?
- (3) How might we assemble and employ a bundle of different materials or resources – primer, flyer, brochure, video – in different ways and settings to maximize awareness and understanding of LatCrit aspirations and agendas, and thus to encourage attendance and participation in the Annual Conferences and other LatCrit projects among those who have not yet learned of our efforts and hopes?

9:00- Whenever PARTY AT THE HOME OF MIKE AXLINE

^ζ SEE LATCRIT VIDEO PROJECT: PROPOSED TIME TABLE APPENDIX 7.

Wednesday, May 8, 2002

8:00-9:45 AM BREAKFAST

**10:00 AM-1:15 PM Plenary Session Five
ACTION PROJECTS: EXPANDING LATCRIT INVOLVEMENT IN
SOCIALY RELEVANT PRAXIS**

Last year's Retreat devoted significant time to discussing ways in which LatCrit might endeavor to engage the concrete political, policy and legal struggles of the communities with whom we espouse solidarity. The fruits of these discussions are clearly evident in the LatCrit VII Program, which includes four "Action" oriented workshops focusing on (1) actions to support outsider scholars within the legal academy; (2) actions through which LatCrit can become more deeply involved in protecting democracy from the sorts of corruption that threaten the integrity of representative government both within the United States and in Chile; (3) actions through which LatCrits might influence the ways in which teaching and learning are organized in our society; and (4) strategies for maximizing the political voting strength of communities of color. These four conference workshops reflect in part last year's discussions, and illustrate how the annual retreats and conferences are mutually-reinforcing gatherings. This session thus is devoted to exploring ways in which we collectively can support these projects as well as to consider new ideas for expanding LatCrit involvement in new projects that are socially relevant locally and/or globally.

In reflecting on the Action dimensions of the LatCrit project, it seems appropriate and synergistic to begin by inviting participants involved in each of these workshops to share their ideas about ways in which LatCrit as an organization might foster the projects undertaken by workshop participants. What role specifically and concretely might LatCrit take in supporting the success of the projects discussed and/or undertaken during these workshops? Retreat participants can prepare for this discussion by reviewing the Workshop descriptions in the LATCRIT VII SUBSTANTIVE PROGRAM OUTLINE. SEE APPENDIX 6. In addition, Retreat participants should think in advance of any new proposals for collective engagement in light of these ongoing action projects.

1:30-2:45 PM LUNCH

**3:00-5:30 PM Plenary Session Six
WRAPPING UP AND CONCLUDING THOUGHTS: ALLOCATING
TASKS AND ORGANIZING AN INFRASTRUCTURE TO IMPLEMENT
RETREAT IDEAS, DECISIONS AND PROJECTS DURING THE
COMING YEAR(S)**

If all goes well, the five prior plenary sessions will have generated a conceptual frame for our collective work during the coming year(s). If so, we will need to organize ourselves realistically – that is, in ways that advance our goals efficiently and that also recognize both our strengths and limitations as particular, finite individuals and as a diverse community of geographically diffused scholars and activists. This concluding session therefore is devoted to distilling the Retreat discussions of past two days into a set of priorities and, also, into workable plan of action. The end result should be an infrastructure in which responsibilities are assumed or

allocated in a manner designed to be efficient and synergistic – that is, in a manner designed to leverage our human and other resources while reducing stress, disharmony or duplication.

Retreat participants may prepare for this discussion by thinking in advance of how they might best focus their commitments, as well as their limited time and energy, to take advantage of our respective strengths and ameliorate our human or structural limitations. To begin this process, the Co-Chairs will begin with a brief recap of our discussions and decisions during the Retreat, and then elicit suggestions or volunteers to begin designing an infrastructure for follow-up. This concluding session may involve breakout discussions among small groups, if warranted by the particular interests of the participants, or it may be conducted in plenary format. If there are breakout discussions, Retreat participants will have an opportunity to report back before the conclusion of this final session. The basic objective of this final plenary is to ensure that everyone is on the same page on the group decisions of the past couple of days, and has a clear idea of the tasks that each of us will undertake in order to accomplish our collective aspirations as discussed during the plenary sessions; our main objective here is to get organized before we disperse until the following year, and to ensure an adequate level of progress on our various projects during the forthcoming year.

To prepare for this final group discussion, Retreat participants might consider in advance the following and similar questions:

- (1) For which specific projects or tasks are you willing to assume responsibility?
- (2) How can we organize our tasks and projects to produce maximum synergies and efficiencies out of individual interests (and limitations)?
- (3) What should be our collective bottom line for the progress that we expect, as a group, to have accomplished by the time we meet for next year's Retreat?

5:30-7:30 PM FREE TIME

7:30-9:30 PM DINNER AND LATCRIT SOCIALIZING

As always, LatCrit gatherings are designed to integrate fun and work in ways that help to build community as well as to develop substantive critical theory and socially relevant praxis. Keeping with this custom, this final group dinner is designed specifically to provide a venue for informal debriefing and socializing: this dinner allows us to close the annual Retreat on an informal note of group relaxation and interaction. Given the informality of this event, we hesitate to spell out any particular objective or structure for it in advance; however, we can use and structure this time as the group decides is best in light of the prior days' discussions. The main idea here is flexibility and group closure, attained over good food and joyous spirits, and in ways that bond and energize us for the next 365 days.

9:30-Whenever SPONTANEOUS CAUCUSING &/or SLEEP

LatCrit 2nd Annual Retreat

Plenary Session #2

- Annual Conference Reflections
 - ❖ -Reflections on the Symposia
 - Reasons for the symposia
 - 1-Produce a record of conference
 - 2-Allow a space for professors to publish
 - 3-Allow journals of color to collaborate
 - ❖ -University of Oregon's Symposium experience:
 - Initial 500pg limit
 - Expanded to 550pgs plus introduction
 - Alegria de la Cruz from la Raza Law Journal suggests:
 - Publishing as a combined project with University of Oregon so as not to worry about page limit.
 - Problem: law reviews are not equal and, therefore, can create issues as to which essays to place where.
 - One way to do it was to give La Raza the concurrent workshop articles.
 - Both would publish intros and table of contents
 - What to do about those who want to publish in University of Oregon and not in La Raza or vice versa?
 - *Do not duplicate program into the law review structure: instead read all submissions, cluster them thematically and work from there
 - Create a “Guideline for Conference/Symposium Coordinator” which explains what LatCrit expects, or has traditionally done, with respect to the publication of symposia.
 - Debate as to whether or not to hand something in writing to the law review/journal
 - The change in editorial board can constitute problems of interpretation.
- Example of "Guideline":
 - The symposium will straddle several editorial boards and levels
 - Every year there has been a question as to what they believe is "good enough" to publish. What to do about it?
 - To create an intellectual project, you need to create clusters so that the essays speak to each other.
 - They are assessed differently than individual essays; they can only be assessed after being read as a whole cluster.

- Describe the way in which they are perceived as somewhat informal essays, from different disciplines, which might cite differently.
 - Guidelines for writers so that they can submit pages that they are citing to students, for ease with cite checking.
 - Tell the students about communication with you about problems, so that they know to rely on you about how to talk to the authors.
 - Make sure that students perceive you as their equal so that they can approach you and feel that they can work with you.
 - Ensure that authors understand, respect and adhere to the expectations and guidelines for publication.
 - What are the norms that define their responsibility to the law review?
 - Let students know that a relationship exists between you and the author to avoid communicative conflicts--show them that this is why you can be their resource.
 - The way that it should work:
 - Conference coordinators should receive all essays
 - Cluster them according to themes
 - Then hand to law review with a cover letter explaining your expectations and the structure of the clusters, etc...
 - *this will help to ensure the quality of the essays.
 - Once in clusters, get the person who does the introduction to help the authors polish their essays and offer suggestions.
 - Problem with this is the timing about when to choose those who will write the cluster intros. (i.e. what to accept, who submits work, cluster them, then choose cluster intro writers).
- For LCVIII Symposium:
 - All of these steps should happen before the conference
 - Before presenting in conference, the moderator of panel became the intro author and that the panelist essays are clustered together.
 - Place panels together in January with this idea in mind, so to aid in the clustering publication process.
 - Maybe bring 2pg outline to presentation.
 - Add to outline during summer for publication purposes.
 - Logistics on how to do this one what have to be explored.
 - More coordination is necessary in order to progress in symposia structure.
 - Question as to whether we have to be more demanding with moderators so that they can pressure panelists to bring publication materials, meet deadlines, etc...
 - Concern: to impose these duties may deter/infringe upon finding moderators.
 - About publishing new faculty to aid in tenure
 - Smaller group is affected, due to the 2 yr publication process.
 - Maybe best not to worry so much about this issue.

- Create standards for publication accepted by LatCrit that must be accepted by Law Review so that international scholars do not feel that they are subject to the criticism of law students as to whether they will be published.
 - International scholar standards might be different than US Law Reviews.
 - Having to answer to an American student and to her/his criticism.
 - Create and approve standards within LatCrit then talk to law reviews about these guidelines.
- Does it make sense to continue with Law Review demands, or can we head out onto other publication opportunities (i.e. publish a book?)
- Possibility of creating a peer reviewed journal:
 - essential to maintain essays in a law review, due to the publishable/citing validity of law reviews within academia.
 - No disagreement about writing a book, but keeping in mind that that does not mean that we stop publishing in law reviews.
 - How do we give people feedback at the conference in a way that encourages them to write and publish?
 - The way to do that is not to create more panels clusters due to logistical problems.
 - Another solution might be that the deadline is not Aug. 30th, but actually July 30th and then this will allow coordinator to cluster the essays.
 - We do this to also make copies and send clusters to author with letter that says:
 - Here are some of my thoughts about your piece.
 - Please read other essays and cite to them or incorporate them substantively into your essay.
 - Forward, authors and intros are meant to create the jurisprudence.
 - Think about creating a Symposium Committee to avoid historical problems with editorial boards.
 - Committee can rotate every year.
 - Adds legitimacy of/to articles.
 - Take non-negotiable principles and use them to redraft submission guidelines.
 - -July 30th deadline.
 - -Should there be an overload, those that most comply to guidelines are the ones accepted.
- Need for more independent LatCrit publications just like in Michigan and La Raza, etc...those are not related to symposium.
- Why the need?
 - Limitation of symposium is that you are limited to working with Law Review of host school and loose opportunities that may arise in other/ "better" journals.
 - Ability to address other themes that may not have arisen in the conference.

This will help LatCrit make decisions about articles to avoid editors from getting too involved with those logistics.

- Creating a trademark for LatCrit?
 - As a process through which to prevent things that are not LatCrit to be labeled as such.
 - This would be the legal move through which to accomplish this.
- What are the negatives to trademarking?
 - Connotation of having the registered trademark on everything that refers to LatCrit might be too obvious.
 - Falling into capitalist traps might cause us to lose some of our work.
- Become more "draconian" regarding publication guidelines, stick to them.
 - Way to do this is through trademark.
- WIP system allows for feedback on works/articles
 - Maybe do this with concurrent workshops, having people comment on presentations directly after workshop.
 - Doesn't respond to question to everyone getting feedback.
- Double duty concept
 - Though it is a role that no one appear more than once in program, this does not apply to those writing WIP because it is a totally different thing.
 - Institutionalize addressing people about presentation and encourage them to publish.
- Need for orientation for new people
 - Introduce them to operating systems and principles.
 - Opening half-day workshop before the conference begins.
 - Do it through a topical way so to choose representative LatCrit pieces for them to read and have a facilitator explain these things.
 - Substantive Orientation committee

LATCRIT VIII

- Tayyab's summary:
 - Historical overview
 - Funding:
 - \$ 15,000 from University of Cleveland
 - "El Barrio", Inc. is collaborating to ask for grants
 - Academic Dean and other depts.
 - Go to law firm and suggest that they could sponsor one rep. and two students to attend, etc...
 - Consider other venues to raise \$10,000-\$15,000

-Locations:

- Dean prefers to stay in the city: 1-2 hotels that are more self contained.

-Participants:

- Hold on to previous members while bringing in new.
- Target law firms
- Racial organizations, public interest folks, scientists, etc...

-Theme:

- VOUCHER case
- Changing economy and demography

-Logistics:

- Form/structure of conference
- Incorporating new peoples ideas on how this may effect the conference template
- How does the retreat play into this?

-Funding: Frank Cooper can ask dean for some money for LatCrit (Villanova)

- Find out if his school or schools in the Mid-west can sponsor LatCrit in a few years.
- \$9,000 for LatCrit, Inc.
- \$6,000 in soft money
- Ford Foundation has International Travel Fund for international guests.

5/7/02 LatCrit 2nd Annual Retreat

Plenary Session #3

CGC

- Frank's calendar/Program Overview
 - Program will take place in 2nd half of the summer, due to conversation w/ Boalt students: after 4th July (i.e. July 6th-Aug. 7th)
- Hugo's Overview of Chile's involvement
 - Academia: law professors are not all full-time; they also practice at the same time.
 - Discussions are based on natural law and positive law.
 - Daily conversations are doctrinal, some speak/debate of human rights issues.
 - Universities: University in other countries have to comply with ABA standards, depending on the CGC logistics.
 - Jesuits have not returned Hugo's calls (i.e. not interested in the CGC)
 - It would make a difference if:
 - Ford foundation makes the request
 - If another Jesuit American University approaches the Chilean Jesuit University.
 - Arcis
 - Easter is the time to do it with the Universidad de Chile

- Old fashioned dean (Antonio Bascorial), Claudio Grossman has to approach him.
- Need to have this ready in no more than 2 months (June 30th) to present it in Chile.
- Gil Holmes will approach Claudio Grossman about talking to Universidad de Chile's dean.

-There is nothing that says that it has to be done with a University.

- Possibly do it with FLACSO or another human rights organization.
- Maybe get teachers from Chilean university that want to help and get them to work with FLACSO
- Advantage is that FLACSO also has an office in Buenos Aires.
- Situated in the most international location in Chile (i.e. next to the most prestigious NGOs and Government organizations)
- Full-time researchers

Housing:

- Host families
- Another option is to rent apartment
 - Many hotels in the area
 - 2-3 bedroom apartment is \$400-\$500
 - Find configuration of bedrooms (i.e. 1 bedroom per student)
 - Maybe give the single room option to students.

-Which would be Satellites and Main site?

-The Main should be the place with less risk of getting arrested, etc...

-Risks regarding things that students can't necessarily repress: sexual orientation, race, ethnicity, etc...

-Also consider the fact that Argentina is going through political and economic crisis.

-More contacts and connections in Chile than in Argentina.

-If in Chile, it has to be in Santiago, due to field trips, etc...

- Have to find the price for hotels and conference rooms.
- FLACSO has room for 80-90 people and 30 person classrooms.
- Local students don't have to pay, offer scholarship as a competitive way of screening students.

Language

- Ideally entire program would have simultaneous translation.
 - Key/guest lecturers should have translators.
 - Rest of the time should be in English, due to the cost.
 - Chilean students should have English fluency.
 - Embassies will help with translation.
 - Use South African, American, etc... embassies.

- When Frank, Lisa and Odeanna visit Chile, there should be a Critical Legal Theory workshop.
 - Distribute pamphlets with LatCrit info.

Culture

- Determine the risk factors:
 - Risk of arrest.
- Given Argentina situation, can we have all program in Chile this 1st year?
- Housing issues can be decided after Frank and Lisa's initial talk.
- Talk about the culture risks/issues as a learning experience by incorporating it within the program.
- Include issues of housing in orientation/program materials
- Have someone to take care of "human" issues:
 - Questions of local places
 - Hospitals, police, credit card issues, etc...
- Local person for on-site situations
 - Maybe a graduate student.
 - Include payment for this person in the project.
 - Hugo can identify candidates for this position by Sept 1st
 - Someone that will have continuity (FLACSO person)
- Avoid getting Claudio Grossman involved
 - For fear that the CGC idea might be captured and reproduced.
 - Not necessary at all by using FLACSO
 - This connection is much more attractive.
 - Identify 1 or 2 people in FLACSO and other Chilean organization that will go to South Africa and the rotation through other sites.
 - Get a list of sister schools in Chile/Argentina and University of Baltimore.
 - List of Chilean/Argentinean Universities.
 - List of Chilean/Argentinean law professors and have them by the program (\$200 per/hour for a class)
 - Have graduate students from America attend and get credit for the program.
 - Find out if ABA allows undergraduate students to take courses.
 - Finding ways and procedures of international schools (i.e. South African, Australian universities) for offering accreditation to the graduate/law students.

Marketing:

- Have this conversation at student of color organization's meeting
- Market the quality of the faculty.
- Pay attention to the way that the program is marketed
- Do more targeting of students
 - Use law professors to pick/promote it to students.
 - Use minimal mainstream marketing.
- Invite students to speak with you about this opportunity.

CLE (Continuing Legal Education)

- Find out how Argentina, Chile and South Africa work with CLE credits.
- Chilean lawyers would just require a certificate from University of Baltimore.

Graduate students:

- University of Baltimore Summer Abroad to incorporate the CGC as an option.
- Get funding as/for research grant/writing grant
 - Final paper becomes/fulfills the research requirement
- Get to present paper at a national conference during the following Fall.

Funding:

- Talk about funding relative to course credits
- Students save money by doing the study abroad.

Argentina/Chile visit:

- When is a good time to visit?
 - Before winter break: July 10th
 - Check agenda of Director of FLACSO
 - Winter break: July 10th-Aug 10th
 - Do it between: Aug. 10th and 20th
 - 10 day trip
 - 5 days in one and, then, 5 in the other.
 - Flights between Chile and Argentina are cheap
 - Fly into Chile and then to go to Argentina.

South Africa for 2004:

Site: Durban and Capetown; 2 of the largest cities

- Both/each are very culturally distinct
 - 11 different languages
 - 9 different tribes, Africans, English
 - 21 law schools
 - 9 Historically black/African
 - 1 colored law school
 - 1 Native American law school
 - Affirmative Action is in place
 - Faculty vary from different country and are not South African.
- Capetown
 - 2 law schools: 1 historically white, 1 colored
 - Both are possible class sites
 - Check on dorms/residence availability

- Logistics shouldn't be difficult in either city.

- Outreach to community.
 - NAPEL: similar to LatCrit as it is inclusive
 - Lawyers, practitioners, courts, etc...
- Program from Howard University and University of Florida are both based in Capetown.
 - CGC will be very different
 - No law programs like this in Durban
 - Critical race theory has not been a major theme and should result in an interesting theme with the lawyers there.
- MAIN vs. SATELLITE
 - More sense for Durban as MAIN; Capetown as Satellite.
- 1st Program in South Africa instead of Chile?
 - Economically cheaper
 - Dorms
 - What are possible themes?
 - Depends on Peggy's thinking
 - HIV/AIDS/Pandemic
 - Access to health
 - Land issues
 - Environmental justice
 - What are the risks?
 - Crime
 - Comfortable place for students of color: black society
 - Safety issues: vibrant gay culture in both cities
 - Ethnicity issues?
 - Largest Indian population outside of India
 - Very diverse culture
 - Violence is prevalent in some places in Durban
- Waiting one year to go to Argentina, that is, going to South Africa, would help decide on whether to go to Argentina.
- S.A. might be better due to the English language.
- Gil Holmes would prefer to stick to original plan, due to the amount of time, thought and energy that has been invested on this idea of going to Chile.
- Frank/Lisa go to South Africa during winter break (Dec/Jan) or March so that they can get the program started in South Africa.
 - Teleconferencing option, rather than flying.
- ABA has to visit site
 - Does this mean 3 visits?
 - What is the cost to pay for the ABA inspectors?
 - Think of sites that will be available for long-term
 - Keep the same sites after the 3-year period
- Would they work with us in having a rotating program or will they want to come to every site?

- Find someone with corrections to/with ABA to stay working with them and LatCrit.
 - Gil Carrasco
 - John Seabird (consultant) makes decisions as to whether to change policy or not.
 - Set up a meeting with the ABA Summer Program consultant?
 - Gil Holmes will call and speak with him.
 - Process for looking at the value of program and adapt rules/standards of program for change every year.

Plenary Session #4

International Fellows Program

- NGO status
 - Reason for it is to be able to attend to UN World Conferences as a group.
- Lisa's overview of the Purpose of the Program
- Belkys' overview of the Model Budget
- Discussion of Model Budget
 - Justify why 5 and 10 people for sponsorship
 - Find ways to justify choices
 - Validate all numbers (i.e. taxes, number of people, etc...)
- Where does colloquium fit in CGC?
 - More detail on colloquium within the CGC Proposal
 - Can't do this yet, as it will be a collective process as they speak with Chilean contacts and go to Chile
 - Apply for funding for colloquia as well as international fellows
 - Include price for colloquia coordination
 - The CGC budget has money allotted for colloquium, as it is part of the CGC
 - What constitutes "overhead" in the grant?
 - Depends on institution: could be mass mailings, copies, etc...
 - Chilean grants: prefer to give money for activities than for fellows because conferences and the like are justified and because most foundations want publicity.
 - Experts exist to write grants:
 - They usually demand 10% of grant total.
 - Universities have grant offices:
 - May not write it for you, but can offer info on what each foundation prefers/requires.
 - Ask Gil Holmes about sponsoring grant:
 - Through center for International Law

- Break Budget:

- What would be funded by national foundations for national projects?
- What would be funded by international foundations for international projects?
- This requires separate grants.
- Try US Consulate for 10 Americans visiting South Africa
- In asking for money in each country, it has to be under the name of the people in that country: (Chile FLASCO, South Africa Peggy)
- Has to be consolidated as funding activities rather than people.

Retreat Action List

- Supreme Court Nomination of Hispanic Judge
 - Talk to Roberto Corrada and Michael Olivas
 - Use them as bridge between LatCrit and HNBA
 - Possibly unite with other organizations.
- Writing amicus briefs
 - Not enough time/energy to do it now; but keep on the agenda
 - Keep advance contacts with MALDEF and others on this issue
 - What is stipulated in the bylaws regarding LatCrit making public statements?
 - 501 c3 status is the only thing of concern
 - Beto Juarez will speak with contacts at MALDEF
- CGC Service Project
 - "Action" component to the CGC
 - Odeana to speak with Paula Johnson and ask how her school does it in Zimbabwe program.
 - Hugo to speak with colleague regarding a service social work project in Chile
 - Whether or not students speak Spanish is not an issue.
 - Keep ABA requirements in mind
 - Work this aspect into the program as something that is required
 - Another issue is that of choosing a project that will have the highest impact on students and Chileans alike.
 - Give thought to a project where students can see the end project
 - Maybe conceptualize a project that can be stated as a local component that other students can pick up after the CGC.
 - Reparations would be the thing that students would work on as this "clinic"
 - Another idea can be creating a student-run trial advocacy clinic for American students to teach low-income Chilean law students.
 - Maybe offer a menu for students to choose from.

Wrap Up

-Increase LatCrit presence in other conferences:

- Law, Culture and Humanities Conference

-Death Penalty Advocacy Course : “Wrongful Convictions Class”

- National class
- Maybe a national CGC that follows this pattern of webcast of videotape and causes that are facilitated by a local professor/lawyer for credit.
- Something similar to the faculty/student LatCrit listserv.

-Establishing a LatCrit Retreat Center

- Talk about it more concretely next year during one retreat.
- Develop the readings based on Primer and other materials, supplemented by the listserv, so that the local faculty can teach it without having to create a syllabus.
 - Use Solanged Maldonado as a resource; she's been teaching a LatCrit course, also Ian Haney-Lopez.
 - Find someone to update/upkeep the listserv
 - Maybe David Cruz
- Use LatCrit professors to teach this course
 - Send them a letter explaining the project and asking them to get involved
 - Then, in a year, send letters to deans explaining what/why they're missing out.
- Steve to call Solangel and touch base with her
- Send e-mail to people already teaching something similar and ask them to start doing this.

-LCVIII

- Panel or workshop that deals with development of an "innocence" style course.
- Frank will ask “Primary” people to go to AALS to start the discussion and then continue/finish at LCVIII.
- Substance and logistics should be done by the next summer.
- Have a workshop of panel focused on this pedagogy every year.

LC IX and X

- Finding a site, school and funding for these two conferences
- Possibilities:
 - Margaret Montoya about LC9
 - Marilyn University of Maryland
 - Maybe a group of different Universities
 - Seton Hall at Rutgers (Solangel Maldonado)
 - DC?

- Ask people in the Northeastern Universities.
- Talk to Charles Pouncy and Alicia maybe.

\$\$ For LC10, Jorge thinks that can get from FIU

- Gerald Torres to offer funding for LC9 \$30,000
 - Maybe make site in Mexico
 - Talk to Elvia Arriola about getting funding to sponsor this as well
- Talk to David Cruz to ask about Southern California Universities to sponsor LC9
 - Frank will follow up with David
- Talk to Claire Dickerson
 - Lisa will talk to her
- Philadelphia connection
 - Frank Cooper will talk to connection at Villanova to find funding, site person, etc...(Charles Pouncy); strategize with Solangel.
 - Frank to hold off on this until Steve gets an answer from his contacts (Gerald and Solangel)

Frank C.
asks for \$\$
for LC8

LC8

- Make a listserve of all who submit proposals for panels/papers so to keep communication lines open
- Get planning session task with all documents that are used to contact participants/speakers/etc...
- When David creates LC8 listserve, use it to delegate tasks
- Create LC7Retreat List
- Call people who you think will be good to have on a planning committee
 - Start with LC7 list, add new names, and others will drop; do this in early summer