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School of Law and LatCrit, Inc.
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the

CRITICAL GLOBAL CLASSROOM

July 6—August 16, 2003
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A UNIQUE STUDY-ABROAD PROGRAM DEVOTED TO LAW, POLICY & SOCIAL JUSTICE ACTIVISM
SANTIAGO, CHILE ~ TEMUCO, CHILE ~ BUENOS AIRES, ARGENTINA



Focusing on the legal and social cultures of Chile and Argentina, the Critical Global Classroom (CGC) examines contemporary issues in international and comparative law. In addition to their natural beauty and social vibrancy, these two South American countries provide excellent case studies in global efforts toward democracy and human rights under the rule of law. The regular class sessions, guest lectures, guided field visits, and an optional service component that will permit them to work on social justice projects, all combine to give students a first-hand experience of law, policy, and politics in local, regional and transnational frameworks. The innovative academic menu is organized around the cross-disciplinary study of five key themes: colonialism, minority groups, economics, constitutionalism, and globalization. Students also attend the three-day **LATCRIT COLLOQUIUM ON INTERNATIONAL AND COMPARATIVE LAW** to interact directly with critical scholars from varied disciplines and diverse regions of the world. By enabling students to learn not only from books but also through experience, the Critical Global Classroom aims to empower students to become agents of social change. This unique study-abroad program is dedicated to helping serious students turn abstract jurisprudence into concrete social transformation. To enroll act now: Availability is limited.

**CGC applications are due April 8, 2003. The CGC awards 8 law credits.
Total six-week cost (exclusive of airfare and most meals): \$6275.
For more information and an application, go to www.cgc2003.cl
or call 410-837-6578 or write to CGC@ubalt.edu
!! enrollment is limited – we hope you will join us !!**

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The Critical Global Classroom (“CGC”)

A Project of LatCrit, Inc.

PROJECT PROPOSAL OVERVIEW

Submitted by
Lisa Iglesias and Frank Valdes
LatCrit, Inc., Co-Chairs
To
Gil Holmes
Dean, University of Baltimore School of Law

April 18, 2002

Introduction

This Project Proposal Overview provides a general description of the Critical Global Classroom program, focusing on its design structure, pedagogical purposes and philosophy, as well as the unique network of human and institutional resources at its disposal through its synergistic interconnection with other academic projects of LatCrit, Inc., most notably: (1) the LatCrit International Colloquia Series, which will be part of the program’s academic menu; (2) the LatCrit NGO, which will press in United Nations for international law that is responsive to the antisubordination, antiessentialist knowledge produced through the Colloquia Series; and (3) the LatCrit Student Fellows program, which will serve as a means through which CGC students – and especially those who may be interested in a teaching career – can continue interacting with the LatCrit, RaceCrit, FemCrit, QueerCrit scholarly networks that will converge in the CGC and the related programs/events described here . In each of these initiatives, the concept is to develop a praxis of synergies, based on limited sources, that will help to generate socially-relevant knowledge production and legal reform in comparative and international critical frameworks.

Part I

General Program: Overview

1. Background: The Tour de España Summer Program

This section briefly describes our prior experience in the development and management of study-abroad summer programs in law to provide background and context. The “Critical Global Classroom” program is informed and shaped by our efforts in organizing and co-directing the University of Miami

Tour de España Summer Program, in which we endeavored to implement the basic ideas described below. During the three years we co-directed that program (Summer 1998-2000), the program grew from 49 students in 1998 to 82 in 2000.¹ That growth was due directly to the various efforts through which we succeeded in developing the program's national reputation as a unique summer program that not only offered an opportunity for law students to study abroad but, more importantly, an opportunity to study issues of international and comparative law with prominent legal scholars in the fields of LatCrit Theory, Critical Race Theory, Feminist Critical Theory, Queer Theory, and other strains of outsider jurisprudence. Access to this knowledge and these scholars, we learned from students in the program and from visits and events at various law schools around the country, oftentimes is foreclosed to students at their "home" institutions due to failures of curricular coverage and/or faculty recruitment.

THE NATIONAL STRATEGY

The strategy we used to build the Tour de España's national market is worth identifying because it is the strategy through which we can develop the Critical Global Classroom in efficient and effective ways. The strategy has four key elements, each of which relied in substantial measure on the community of scholars we have been developing since 1995 through the organization of LatCrit Annual Conferences and the publication of LatCrit symposia. These four strategic elements focused on:

- (a) recruitment of nationally and internationally prominent critical legal scholars to teach or otherwise participate in the program
- (b) organization of a LatCrit colloquium on international and comparative law, bringing together legal scholars and lawyers from Spain, Northern Africa and the United States.²
- (c) marketing both the Program and the Colloquium through outreach to the LatCrit network of scholars, both throughout the legal academy and in other university departments.³

¹ Each year, a significant majority of the students enrolled in the program were students at law schools other than the University of Miami: including UCLA, University of Minnesota, CUNY, University of Tennessee, Wisconsin, Puerto Rico, and others indicating clearly the national scope of the market reached by the Program. In the first year, for instance, 27 of 49 students were from schools other than Miami. In addition, in the third year of the Program, more students applied than could be admitted. Enrollment was capped because of limitations of housing space in Barcelona. As it was, the rapid enrollment growth over the brief three years put substantial strain on the administrative structure initially designed on projections of 30-50 students. These experiences suggest the need to take future growth into account even at the initial stages of our discussions.

² We have attached the Substantive Program Outlines of the first and second annual LatCrit Colloquia on International and Comparative Law, which we organized in Malaga, Spain during the Tour de España Program in 1999 and 2000. *Exhibit 1*. These Program Outlines are an example of the broad range of social and legal topics – and critical perspectives beyond the basic course offerings – to which students in the Program were exposed. In addition, our relationships with local scholars enabled us to hold these colloquia at the University of Malaga Law School (in 1999) and at the Colegio de Abogados in Malaga (in 2000), thus enabling students to visit some of the most active and prestigious sites in the Malagan legal culture, as well as to experience an international scholarly conference in simultaneous translation. The idea for the Critical Global Classroom is to build on our success incorporating the LatCrit colloquium as part of the Tour de España Program by coordinating the International LatCrit Colloquia Series to coincide with the CGC. Thus the annual rotation of the International Colloquia Series would be coordinated to coincide with the rotation for the CGC to different host countries, thus giving CGC students the opportunity to attend an international conference and interact with a wide variety of scholars outside the formal classroom context.

³ Although the Program was limited to law students who had completed their first year of law school and were in good standing, we sent the colloquium materials to colleagues in disciplines other than law because we believed their participation in

- (d) sending information directly to student organizations identified with traditionally subordinated social groups or progressive reform, such as the Latina/o, black, women's, lesbian/gay/bisexual and public interest organizations.

As the above elements indicate, the strategy focused more on direct outreach via various means and technologies than on expensive publicity campaigns through "mainstream" outlets. Additionally, the program was advertised in student-oriented periodicals; and, professional brochures and posters were produced every year as well.

THE PROGRAM DESIGN

The Tour de España's program design is also worth mentioning in brief detail because our intention is to develop the Critical Global Classroom in light of our experience directing the Tour de España Program. That program was aggressively designed to provide students with a wide variety of learning experiences, by rotating the site of the program to different locations in the host country, Spain. In addition, through a variety of academic and cultural activities, students were exposed to the history, culture, legal profession and institutions of Spanish society in a way designed to leverage their study of international and comparative law and sensitize them to the manner in which regional histories and differences often produced divergent perspectives on a variety of social justice issues confronting the host country, Spain. That is to say, the program was designed to enable students to understand Spanish realities in antisubordination and antiessentialist terms. The CGC program will be similarly designed, but improved in various ways, as discussed below in section two of this Part.

In this respect, the program included these key elements:

- (a) *The Program traveled to and was situated in three different regions of Spain: Barcelona, Malaga and Madrid.*

This aspect of the program added logistical and administrative complexity, but the benefits were well worth the extra effort. The opportunity to travel during the program was an attractive feature that distinguished the program from competing programs that remained in the same location for their entire duration.

More importantly, students studying abroad in Spain need to understand that Spain, like the United States, (and indeed like every country) has many different regions, whose people have distinct histories, cultures, languages and, therefore, different perspectives on issues such as "Spanish" national identity,

the colloquium would enhance its educational value to the students in the program. We were however, pleasantly surprised to receive inquiries from several undergraduate students, who were then applying to law school and wanted to enroll in the program. One of these students did in fact enroll in law school, and contacted Lisa in 2001 to see if the program was still available, indicating at that time that her primary interest in the program was not so much its location in Spain, as the opportunity to study LatCrit and Critical Race Theory. We mention this here to emphasize the reasons we believe a strong, deep and nationwide market exists for the kind of critical program we were organizing through the Tour de España Program, and why we believe the abandonment of this critical focus by the "new" Tour de España Program, which will be launched this summer 2002 under different management at the University of Miami, has left a major market wide open for the Critical Global Classroom to establish itself as the only summer law program specifically created for students interested in LatCrit, CRT, and other critical perspectives on international and comparative law.

free trade, immigration, race relations, language rights, as well as Spain's relations with Europe, Africa, Latin America and the United States.

The design of the Critical Global Classroom should offer similar opportunities for students to develop a comprehensive understanding of the internal regional, cultural and racial diversities of each host country visited, in order to more fully understand how these diversities may impact the country's status and role in the interstate system and global society.⁴ See also below, "Going Global."

- (b) *The Program included a variety of academic activities beyond the classroom setting, including guest lectures and field visits such as guided trips to the Catalan Parliament, the Constitutional Court, the Colegio de Abogados, as well as the Universities in Barcelona, Malaga and Madrid.*

Field visits and guest lecturers are a vital element of the success of any summer study abroad program, including the Tour de España Program. The Critical Global Classroom will similarly include a varied menu of activities involving field visits to important legal sites, including one site specifically focused on a definitive social justice issue in the host country, as well as guest lectures from local scholars, lawyers, judges or social justice activists. See Part II for a Model Academic Schedule.

- (c) *The Program included a series of group social and cultural activities, designed to welcome the students, to maintain a sense of group cohesiveness, as well as to create the opportunity for informal exchanges between students and faculty throughout the program's duration.*

American students do not always travel well in foreign countries. Maintaining group cohesiveness is an important objective precisely because students who have never traveled often sign up for foreign programs with little notion of the differences they will encounter in the host country. Group cohesiveness counteracts many of the frustrations that may otherwise result in student unrest, isolation or lack of safety. During the Tour de España Program, one of the major challenges the onsite directors confronted was to balance the need for informal exchanges between students and faculty with the need for faculty "time-off" as well as the need to maintain clear lines of authority in the event of student misbehavior. Programmed social and cultural activities provided an important vehicle for achieving this balance. Because of their central role in fostering group harmony and cohesion, we believe these program-sponsored social and cultural activities should be an integral part of the CGC schedule as well. See Part II, Model Academic Schedule

- (d) *The Program included law students from the host country to facilitate student-student interaction both formally in the classroom and other Program activities, as well as informally.*

One way of enriching the academic experience is to include students from the program sites at each host country, which enables cross-cultural classroom discussion as well as the opportunity to develop informal networks. This inclusion was designed as a way of permitting host institutions to admit a handful of their students into the Program on "full" scholarships. This feature is popular and effective,

⁴ For example, Chile/Argentina and South Africa each have distinct regional particularities worth incorporating into the summer program experience. Just as Spain is marked by stark regional diversities, in South Africa, for example, the legal, cultural and historical realities are very different in Capetown, Johannesburg and Durban. Giving students the opportunity to experience these differences not only creates exciting "travel" opportunities that make the program more attractive compared to competitors, but that also are substantively significant to understanding South Africa: the Soweto mines outside Cape Town provide a very different lens into South African reality than do the Ghandi settlement in Durban or the Zulu nation in Natal. Thus, travel *within* the host country is a feature of the Tour de España Program we intend to incorporate in the CGC.

both with the students and with the hosts, and we would look forward to incorporating it into the CGC, with details

2. The Critical Global Classroom: Going “Global”

While section 1 focused on the features of the Tour de España Program that we would like to incorporate into the Critical Global Classroom, this section focuses specifically on the distinctively new dimensions of the CGC – most notably the plan to rotate the CGC on an annual basis to host countries in different regions of the world.

Based on a review of the institutional and human resources available, we propose to launch the CGC in the Summer of 2003 in Chile/Argentina, then rotate to South Africa (2004) and Spain (2005). While we are willing to consider alternative sites, (including Brazil and/or Cuba) and while we are particularly interested for substantive reasons in seeing the Program incorporate rotations to a country in Asia/India, we believe that this three-year plan makes the most sense as an initial project plan for both practical and substantive reasons.

In addition to the practical considerations that these countries are relatively familiar to us and that, in each country, we enjoy access to a network of contacts, both personal and institutional, that are willing and able to provide local onsite support, each of these countries is a substantively compelling site for the CGC. This is because each country provides a unique vantage point from which to engage issues of international and comparative law from a critical perspective. All three regions have undergone periods of dictatorship and transitions to democracy; each country is struggling with the problem of “underdevelopment” and the legacy of racialized colonialism albeit from a different position in the world system of nation states; and each country grounds the CGC in an important region of the world: South America, the African continent and Europe. The curricular menu of academics activities described below will be organized to provide a structure for the program’s substance designed to center both the particularities of the host sites as well as the transnational patterns created by those local/regional particularities. The structure of the program’s substance is designed to provide students with an organized and comprehensive exposure to the issues covered by the five themes that frame the curriculum.

CGC SUMMER PROGRAM: THE STRUCTURE OF THE SUBSTANCE

As described in more detail in Part II below, the basic concept for the CGC curriculum is to employ a combination of classes, lectures, roundtables and field visits, culminating in the LatCrit Colloquium on International and Comparative Law. All of those program activities will be organized around the exploration of five general themes that build on each other progressively as the program/colloquium unfolds. See also Model Academic Calendar presented below in Part II. These five general themes are:

Theme One

Precolonial arrangements and colonial histories/legacies: present basics on pre-Columbian era international and domestic legal regimes, thus examining the connections between colonial past and present realities, explaining the how and why of the basic current status quo in light of the colonization experience and its neocolonial aftermath.

Theme Two

Historic and contemporary “minority” issues, and inter-group power relations: focus substantive analysis of international and comparative legal issues on in-group and out-group “identity” formations, and related sociopolitical issues in their historic and current local/regional contexts .

Theme Three

Economic control of society and wealth-identity distributions: focus substantive analysis of international and comparative legal issues on the structures of economic wealth, the connections between the colonial past, its scheme of inter-group relations and current legal frameworks regulating economic policies both internationally and domestically.

Theme Four

Constitutional and legal systems, and how they enshrine historic biases based on colonial politics, postcolonial identity positions and economic subordination: map how legal rules, norms, processes and institutions reflect the colonial past and project its identity politics into the current constitutional regimes.

Theme Five

Effects and prospects of globalization on local political, social, economic and legal arrangements: focus substantive analysis of international and comparative legal issues on the process of corporate globalization and its impact on legal reforms both locally and regionally, and what its effects are, or might be in the future, depending on global patterns and local particularities.

Obviously, these are just rough thoughts, requiring refinements such as a daily schedule (based on the Model Academic Schedule presented below). The basic idea, as indicated in the Model Academic Schedule, is to combine a variety of learning activities and formats, including lots of interactive contact and exchanges/discussion with local folks and visits to relevant sites or institutions, to produce a fairly comprehensive yet focused and historically contextualized critical understanding of the social and legal situation of the host country. The “hands-on” immersion approach of the CGC/Colloquium events should allow students (and faculty) to have fun together as part of the study-abroad learning experience.

In order to guide our discussions in developing a more detailed program plan, we have prepared a Model Academic Schedule. See Part II. This Model Schedule is designed to provide a common framework for the program even as it rotates from year to year to the different host countries.

Part II

Model Academic Schedule: Overview and Calendar

The Model Academic Calendar for the Critical Global Classroom anticipates that the program will meet at two sites per host country. Each year, there will be a “Main” site where the program will spend a majority of the time – about three weeks. At the Main site, students will engage in a varied “menu” of curricular activities ranging from regular class sessions to Guest Lectures and Field Visits. Each year,

there also will be a “Satellite” location, where the Program will stay for a portion of the remaining time – about one week. During the program’s stay at the Satellite location, students will engage in activities focused on the distinctive legal, cultural or historical significance of the Satellite location, including Guest Lectures and Field Visits. In addition, the Satellite site will be the location of the Colloquium and students will engage in colloquium-related academic activities, including three “Keynote Lectures” on Critical Legal Theories and International Law.

In total, the program spans 30 days/29nights, including two long weekend Breaks (of three days each). The academic components have been designed in contemplation of ABA requirements in order to enable students to earn 7 academic credits toward graduation – one credit more than usual for summer programs in law, which can be a competitive advantage for the CGC. **[We need to make sure there is no ABA limitation on Credits earned in summer program]** Moreover, the idea is to begin the program early in the summer – the first weekend of June – in order to minimize conflicts with student clerkships and the like in July and August. See Academic Calendar, appended.

ACADEMIC SCHEDULE AT “MAIN” SITE

The program’s Academic Schedule consists of 22 days/nights at the Main Site in each host country, in which students would enroll in one of two electives taught by non-U.S. faculty (one local, one from another host country) and in a required course on Comparative Law, which would house the Guest Lecture Series and serve as a focal point for discussion of the Field Visits, and which would be coordinated/taught by a U.S. faculty member (the Baltimore on-site director). These 22 days include four Field Visits, one Study Day and two Exam Days, for a total of five academic credits. The Calendar for this “menu” of curricular activities is appended; immediately below is the basic concept:

Slot “A” – Two Electives Offered, of which students select one:

- Meets 8-10:15 AM, with 15-minute break
- 12 class days/sessions X 2 hrs each = 24 hours of class time, or 2 academic credits)
- Taught by non-U.S. faculty (from host countries: Chile/Argentina, South Africa, Spain)

Slot “B” – Required Comparative Law Course:

- Meets 10:30-12:45, with 15-minute break
- 12 class days/sessions X 2 hrs each = 24 hours of class time, or 2 academic credits)
- Coordinated/taught by U.S. faculty – the Baltimore on-site director, in conjunction with the Guest Lecture Series (This course will “house” three in-class Guest Lectures followed by student discussion, as well as discussion of the four Field Visits; thus, the Baltimore faculty member would be responsible for five of the 12 class sessions, and those sessions should be devoted to a general introduction to the field of comparative law. Finally, this course will serve as a means for the on-site co-director to become familiar with the students and have ongoing contact with them to monitor how things are going.).

Field Visits to Local Legal Institutions/Sites – periodic, mandatory academic excursions:

- Four visits are planned, on Days 4, 7, 11 and 16 (W, M, W, M)
- Field visits are scheduled for regular business hours on weekdays, 2:00-5:00 PM (3 hrs X 4 visits = 12 hours, or 1 academic credit)

- The four Field Visits will be organized in advance by the program co-directors with the local contacts and will be accompanied by an appropriate local guide, but the Comparative Law faculty member from the U.S. will accompany the class on all Field Visits to moderate discussion of those visits as part of that course.

ACADEMIC SCHEDULE AT “SATELLITE” LOCATION

The program’s Academic Schedule consists of 7 days/6 nights at the Satellite location in each Host Country, devoted mainly to: (a) two Guest Lectures and Field Visits focused on the Satellite location, and (b) three Keynote Lectures on Critical Legal Theories and International Law intended to help set the stage for the Colloquium, and (c) the LatCrit Colloquium on International and Comparative Law, followed by a Student Discussion Session on the Colloquium proceedings, for a total of 24 hours or 2 academic credits. The two credits earned at the Satellite location would be housed in a required pass/fail course on “Critical Legal Theory in International Law and Comparative Perspective” (or something like that), which would be taught/coordinated by Lisa Iglesias and Frank Valdes on a regular basis (perhaps with others, depending on local circumstances). The academic schedule for this course would be as follows:

Monday:

Travel to Satellite location from Main Site; Hotel Check-in; Orientation/Party in late afternoon.

Tuesday:

Guest Lecture and Field Visit (9:30 – 2:30 = 5 hrs of academic time).

Wednesday:

Guest Lecture and Field Visit (9:30 – 2:30 = 5 hrs of academic time).

Thursday:

Keynote Lectures (9:30 – 2:30 = 5 hrs of academic time)

Three Keynote Lectures of 45 minutes each, with 45 minutes of student/class discussion:

1. *Introduction to Critical Theory in Legal Scholarship*
(9:30 – 11:00 AM: Frank and/or Lisa with Colloquium Participants)
2. *Application of Critical Legal Theory to International and Comparative Law*
(11:15 – 12:45: Frank and/or Lisa with Colloquium Participants)
3. *Critical Theory and Policymaking: Current Issues in Comparative Perspective*
(1:00 – 2:30 PM: Frank and/or Lisa with Colloquium Participants)

Friday:

Colloquium and Student Discussion Session (Frank and/or Lisa with Colloquium Participants)
(8:30 – 5:30 = 9 hrs of academic time).

Saturday: Free day

Sunday: Free day/departure party.

Monday: Hotel Check-out; departure.

No exams: pass/fail grading based on attendance, participation at all curricular events, and a final “reflection” paper based on the Colloquium-related and preceding program events.

Overview

The University of Baltimore School of Law and LatCrit, Inc. are proud to present an exciting, challenging, and critical six-week program in comparative studies that travels through Chile and Argentina beginning July 6, 2003. The CRITICAL GLOBAL CLASSROOM, an eight-credit study-abroad program devoted to law, policy and social justice activism, will be taught by faculty from the University of Baltimore, Tulane University, Universidad Alberto Hurtado, and scholars from around the world. All courses will be taught in English. It is anticipated that over 50 students from around the country will enroll. In addition, a few students from non-American institutions may enroll.

The CRITICAL GLOBAL CLASSROOM's curriculum is designed to immerse students in the local legal and social cultures of the host countries through various academic events ranging from regular class sessions to guided field visits, guest lectures and an optional service component consisting of activities that will permit students to work with local attorneys, policymakers or activists in social justice projects. In addition, students will attend the LatCrit Colloquium on International and Comparative Law, during which they will be able to interact with critical scholars from different disciplines and regions. Through the program's curricular menu, CRITICAL GLOBAL CLASSROOM students will be offered a first-hand experience of law and society in both Chile and Argentina, and an opportunity to learn critical theory and international jurisprudence in the material context represented by each of these nation-states. CRITICAL GLOBAL CLASSROOM students will meet and discuss contemporary issues with leaders and activists from various sectors of Chilean and Argentinean societies to learn about law, policy and politics not only through books but also by experience.

The CRITICAL GLOBAL CLASSROOM's menu of academic events is organized around the critical study of five substantive themes: 1) pre-colonial arrangements and colonial histories/legacies; 2) historic and contemporary "minority" issues, and inter-group power relations; 3) economic control of society and wealth-identity distributions; 4) the role of constitutional and legal systems in maintaining or reforming the status quo; and 5) the effects and prospects of globalization on the local/regional political, social, economic and legal arrangements. Chile and Argentina provide extraordinarily fertile ground for the study of these themes from a critical and comparative perspective, for both are exemplars of the ways in which these themes historically and currently have constructed reality for countless humans. As a set, these five themes are designed to provide CRITICAL GLOBAL CLASSROOM students with a contextual and critical understanding of these nations and their legal systems, and of how the present status quo in each country has been constructed through the particular histories, policies, politics, and law that CRITICAL GLOBAL CLASSROOM students will study through the program's academic events.

The CRITICAL GLOBAL CLASSROOM begins on July 6, 2003 in Santiago, Chile, where it will remain for three weeks. The CLASSROOM then travels by overnight train to Temuco, Chile on July 26. After four days in Temuco, the CLASSROOM takes a short break, during which students may remain in Temuco, participate in a planned Andean Adventure, or travel on their own. The CLASSROOM reconvenes in Buenos Aires, Argentina on August 4, where it will remain until August 16.

The CRITICAL GLOBAL CLASSROOM will conduct classes in all three destinations. For the first five weeks, students will be enrolled in Comparative Law and Social Justice: Latin America and the United States. While in Santiago, students will also be enrolled in one of two courses, The

Development of a Human Rights Culture or Chilean Legal Culture From a Critical Perspective. In Buenos Aires, students will enroll in Critical Jurisprudence and International Law in Comparative Perspective.

Single and double room accommodations have been arranged in four-star hotels in all CRITICAL GLOBAL CLASSROOM locations.

As described more fully below, the CRITICAL GLOBAL CLASSROOM provides unique benefits and opportunities. From a practical perspective, this is the only program of its kind that offers eight academic credits, and the total cost of these credits is less than on-campus studies at many law schools in the United States. Similarly, the academic calendar is scheduled to coincide with the summer's second half, facilitating students' option to split the summer between study abroad and other activities. The CRITICAL GLOBAL CLASSROOM is the only program that travels to multiple destinations and countries of South America to enhance the lived experience of comparative studies, and incorporates a four-day "Program Break" to accommodate students' interest in individual travel opportunities. Most significantly, this is the only program that assembles a colloquium of international, interdisciplinary scholars and activists as part of the formal curriculum. The CRITICAL GLOBAL CLASSROOM offers students a one-of-kind opportunity to expand their formal studies in a challenging, exciting and affordable manner.

Applications are due by April 8, 2003. Enrollment is limited.

The Classroom's Destinations

Santiago

Santiago is the capital and largest city of Chile. It has a population of over 5,000,000 people, one third of the total population. Almost everything one needs can be found in this immense city. Its central core, however, is manageable and relatively small. It is a city of grand thoroughfares and plazas, lined with public buildings and churches and circled by parks. Santiago has a modern subway system, which makes getting around various parts of the city easy and affordable.

A statue of the Virgin Mary guards Santiago from the peak of the Cerro San Cristóbal. The Cerro Santa Lucia offers a great walk to the fort where the city was first founded in 1541 by the Spanish conqueror Pedro de Valdivia on the riverside of the Mapocho River. The city's attractions include the colorful Mercado Central, the historical center of Plaza de Armas, the pedestrian mall of Paseo Ahumada and the late-colonial and block-filling Palacio de La Moneda – former mint, presidential bureau and the site of President Salvador Allende's last stand. Santiago has plenty of museums, including "La Chascona," museum of the poet and literature Nobel prize winner Pablo Neruda and the beautifully arranged Pre-Colombian Museum. The Palacio de Bellas Artes is modeled on the Petit Palais in Paris and has a fine collection of European and Chilean art. Bellavista, known as the "Paris quarter," is one of the city's liveliest areas, with countless ethnic eateries and an active crafts fair on Friday and Saturday evenings. Within an hour or so drive from Santiago are outdoor activities such as hiking, exploring nature, jumping in hot springs, and skiing in the amazing Andes. The first

port of Chile, Valparaiso, is a two-and-a-half hour drive away. There you can have a beach day or go to Isla Negra and visit another of the beautiful houses of Pablo Neruda.

Temuco

Chile arguably has the most European community in South America, but indigenous traditions persist in the Andean foothills and in the southern plains. Temuco (meaning "water from Temu") is the capital of the Ninth region of Chile (Región de la Araucanía). It is located between the Cautín and Toltén Rivers in the heart of what once was the Mapuche culture about 435 miles south of Santiago. Historically, the territory belonged to the Mapuche people, but in 1881 the Chilean government founded the fort of Temuco and in the years following, many foreigners invited by the Chilean government – mostly from Spain, Germany, France, Switzerland and England -- colonized the land. Today, most of the land is under the control of non-indigenous farmers and forestry investments.

Temuco is the center of most of the commercial, administrative and industrial activity of the region. It holds a local market which offers traditional and varied Mapuche handicrafts and cuisine. There is also a Regional Museum displaying a large ethnographic collection of the Mapuche culture. Sightseers can travel to the local hill Cerro Nielol from which one can take in a panoramic view of the city. Some might choose to take a day or weekend trip to Villarica Lake and Pucón volcano where skiing, whitewater rafting, climbing, or just relaxing, is available.

Buenos Aires

Buenos Aires, the capital of Argentina, is known worldwide as a sophisticated and cosmopolitan city. It was the first in Latin America to modernize; more than half a century ago it created an efficient subway system rivaling those in Paris, London, and New York. Its lovely, wide boulevards punctuate the landscape and its trendy shops and restaurants in the busy district of Florida are comparable to those in any world capital. Metropolitan Buenos Aires is also home to one-third of the country's population (35 million), making it a microcosm of Argentina and of much of Latin America. Buenos Aires is situated on the banks of the Río de la Plata. A city transported from its European parents, its compact and regular center is reminiscent of Paris, and its tree-lined avenues and frequent plazas have a beguiling, faded elegance. Downtown, the Plaza de Mayo is the traditional focus of activity, and lately has been the scene of mass protests against the government's handling of the economic crisis. Nearby Avenida 9 de Julio is popularly known as the world's widest thoroughfare. Avenida Santa Fe is the most fashionable shopping area.

Buenos Aires' attractions include the Cathedral Metropolitana, which contains the tomb of revolutionary hero José de San Martín; the Teatro Colón, a world-class facility for opera, ballet and classical music; and a cluster of worthwhile and popular museums like the Museo Nacional de Bellas Artes, the Museo del Cine and the Museo Histórico Nacional, which presents a panorama of the Argentine experience. The colorful Italian suburb of La Boca features brightly painted wooden houses lining the Riachuelo waterway and the Cementerio de la Recoleta, a testament to the national passion for death. And for those who enjoy tango, Plaza Dorrego has live street performances every Sunday.

The Academic Program

The CRITICAL GLOBAL CLASSROOM offers four courses. Each student must enroll in Comparative Law and Social Justice: Latin America and the United States, a five-credit “umbrella” course. Each student must also enroll in one of two elective courses, either in The Development of a Human Rights Culture or Chilean Legal Culture From a Critical Perspective, each of which is offered for two credits. Finally, all students will enroll in Critical Jurisprudence and International Law in Comparative Perspective, which is offered in conjunction with the LatCrit Colloquium on Comparative and International Law. Classes will begin on July 6. An academic calendar including a schedule of classes, reading days, examination days, and travel days is available on the program website. The examination for Comparative Law and Social Justice: Latin America and the United States will be held on August 9. Examinations for The Development of a Human Rights Culture and Chilean Legal Culture From a Critical Perspective will be held on August 10. On August 15, students will complete a reflection paper for Critical Jurisprudence and International Law in Comparative Perspective.

All courses comply with the standards of the American Bar Association and the Association of American Law Schools. Students should contact their home school regarding residence credits and, where appropriate, converting semester credits to a quarter system.

Upon completion of the program, the University of Baltimore will mail a grade report to students and transcripts to students' home schools. The University of Baltimore School of Law employs an A, A-, B+, B, B-, C+, C, C-, D+, D, D- and F grading system for graded courses; students will receive a pass/fail grade for Critical Jurisprudence and International Law in

Comparative Perspective. The student's home institution will determine the transferability of credits. Inquiry should be made in advance of application.

Participation in the CRITICAL GLOBAL CLASSROOM may or may not accelerate law students' graduation. Students interested in acceleration should discuss this matter with their home schools.

Courses

Comparative Law and Social Justice: Latin America and the United States (Professor Odeana Neal; 5 credits)

This course will serve as a primer for basic international law principles, the history of the United States and South America, critical legal theory and the relationship among them. In addition to setting a framework for all students, the course will tie together the themes of the CRITICAL GLOBAL CLASSROOM, the field visits, the guest lectures, and the elective courses to create a comparative understanding of the relationship between law and its ability and inability to effectuate social justice. Specifically, the course will examine law and its effect on distinct populations (e.g., racial and ethnic minorities, women, gay men and lesbians, children, and immigrants) and the effects of globalization on South America and the United States.

Chilean Legal Culture From a Critical Perspective (Professors Maximiliano Prado and Hugo Rojas; 2 credits)

In this course, students will analyze, from a critical perspective, the major jurisprudential topics that illustrate Chile's legal culture, the behavior of juridical actors, and the main social and legal issues in Chile during recent decades (e.g.,

protection of human rights, constitutional reforms, divorce, international agreements, and the electoral system). Topics will include: human rights and civil rights; the criminal justice system in Chile; globalization, neoliberalism, and commercial agreements; popular and cultural perceptions of law and policy; and selected current issues/scholarly debates of the 1990's.

The Development of a Human Rights Culture (Professor Peggy Maisel; 2 credits)

This course will first describe what constitutes an international human rights framework and analyze how successful Chile has been in establishing one legislatively. Next it will look at the impact the law has had on the establishment of a human rights culture in the country. For comparison purposes, Chile's progress will be measured against that of South Africa, a country which has a similar history of human rights violations and has also gone through a "truth and reconciliation process." The analysis will focus on current Chilean human rights issues that include gender discrimination, the suppression of indigenous movements, and migration and immigration issues as they relate to race discrimination. Attention will also be given to the challenges to realizing a human rights culture created by globalization and the rules of international trade. Finally the course will study the impact of the HIV/AIDS pandemic, perhaps the major human rights issue of our times, as it is directly affected by the politics of globalization.

Critical Jurisprudence and International Law in Comparative Perspective (Professor Robert Westley; 1 credit)

This course focuses on two academic themes: 1) Argentine law and society, and 2) the LatCrit Colloquium on International and Comparative Law. In addition to traditional class discussion, this course employs a series of field visits and guest lectures to bring students an in-depth and concrete knowledge of Argentina's legal, political, and economic systems. The Colloquium will bring together scholars from various disciplines, together with policymakers and activists, from around the world, and will provide CRITICAL GLOBAL CLASSROOM students with an opportunity to learn directly from the Colloquium presentations, exchanges and discussions. Students also will participate in small-group "discussion circles" organized thematically around selected issues and facilitated by the Colloquium participants. This is a pass/fail course; whether a student receives credit will be based on attendance, participation at all curricular events, and a final paper based on the LatCrit Colloquium-related and preceding program events.

The Faculty and Organizers

Peggy Maisel holds a B.A. from Pomona College, an M.A. in Urban Studies from Occidental College, a Masters in Teaching from Antioch College School of Law, and a J.D. from Boston University. From 1996-2002, she was a Visiting Fulbright Professor and then an Associate Professor on the Law Faculty at the University of Natal in Durban, South Africa where she conducted research on human rights issues including domestic violence, discrimination based on HIV/AIDS status, and access to justice. She

also helped restructure the University's law clinic and was a consultant to the twenty-one university law clinics in the Southern Africa region. Professor Maisel utilized her knowledge of teaching methodologies, multicultural education and legal skills to further the transformation of the University of Natal Law School curriculum by developing four new courses and co-authoring two textbooks: Introduction to Law and Legal Skills, and Foundations of South African Law: Critical Issues for Law Students. In the U.S., Professor Maisel has been a law professor, law school dean, and a practicing civil rights lawyer. Currently she is teaching on Comparative Perspectives in Children's Rights (U.S. and South Africa) at Hampshire College in Amherst, MA.

Odeana Neal teaches at the University of Baltimore School of Law. She received her undergraduate and law degrees from Harvard University. At the University of Baltimore, she teaches Property, Juvenile Justice, and Sexual Orientation and the Law. Professor Neal has a particular interest in juvenile justice issues and has been engaged in legislative and policy matters concerning children in the juvenile delinquency system. She is a member of the ABA National Juvenile Defender Training, Technical Assistance and Resource Center Advisory Board for the Mid-Atlantic Region and a steering committee member of the Maryland Juvenile Justice Committee. In 1999, Professor Neal taught Comparative Juvenile Justice as part of the University of Baltimore's Aberdeen, Scotland Summer Abroad Program. Her scholarly interests are focused on race and the law, sexual orientation and the law, and clinical teaching.

Maximiliano Prado is a Professor of Law at Universidad Alberto Hurtado. After studying law at Pontificia Universidad Católica de Santiago, he obtained his LL.M. from McGill University (Canada) with an emphasis on Rights Theory (Thesis: Pluralism, political deliberation and

religion: An analysis of the role of religious arguments in public political discourse). Professor Prado teaches Philosophy of Law and Methods of Legal Research. His scholarship presently focuses on collective rights and the recognition of indigenous people. Last year, he received the Faculty Research Award given by the International Council for Canadian Studies.

Hugo Rojas is an Associate Professor of Law at Universidad Alberto Hurtado where he currently teaches Introduction to Law and Negotiation. He is also a Research Fellow at Corporación Tiempo 2000 and collaborates with the Center for Advanced Legal Studies at Pontificia Universidad Católica de Santiago. Professor Rojas received his undergraduate degree in Social Studies and Political Science at Universidad Alberto Hurtado. He later graduated from the School of Law at Universidad Católica de Valparaíso; his thesis obtained summa cum laude recognition. Professor Rojas also has a Certificate in Criminal Procedure at Universidad Alberto Hurtado. In 2001, the Ford Foundation and Facultad Latinoamericana de Ciencias Sociales funded Professor Rojas to be a Visiting Scholar at Duke University. There he focused on multiculturalism and indigenous peoples' rights. His recent publications include: *El Principio de la Multiculturalidad* (Arzobispado de Santiago, 2002, National Award in Human Rights); *Documentos Culturales* (Ministerio de Educación, 2001, National Award in Cultural Studies); "Estándares de calidad en la prestación de servicios de la defensoría penal pública" (coauthor) (Universidad Alberto Hurtado, Colección de Investigaciones Jurídicas, 2002); and "Stop Cultural Exclusions in Chile!" (Florida Law Review, forthcoming).

Roberto Rosenthal is an Electrical Engineer who received his degree from the Pontificia Universidad Católica de Santiago, with studies in Administration and Management. He is currently an Assistant Professor of Negotiation at Universidad Alberto

Hurtado, and Research and Development Manager at Ingenium Technologies S.A. For the CRITICAL GLOBAL CLASSROOM, Mr. Rosenthal will coordinate some optional service projects as well as a number of other activities.

Carolina Stefoni is a member of the Latin American Faculty of Social Studies - Chile (FLACSO), where she is also the Coordinator of the International Exchange Programs. Her research focuses on Peruvian immigration in Chile, gender and migration, and the Mapuche conflict. Ms. Stefoni received her undergraduate degree from the Universidad Católica de Chile and a master's degree in Cultural Studies and Sociology from the University of Birmingham (England). She co-edited *El caso Pinochet. Visiones hemisféricas de su detención en Londres* (2001) has published one text, *Suicidio en el Servicio Militar* (2000) and has one text forthcoming (*Migración peruana en Chile*). She is also the author of numerous articles and was a Ford Foundation Fellow in 2001.

Francisco Valdes received his J.S.D. and J.S.M. degrees from Stanford Law School, his J.D. with honors from the University of Florida College of Law, and his B.A. of Arts degree in Rhetoric from the University of California-Berkeley. Professor Valdes joined the University of Miami law faculty in 1997 and presently serves as co-director of the Law School's Center for Hispanic and Caribbean Legal Studies. From 1998 to 2000, Professor Valdes also co-directed the Law School's Spain Summer Program. In the CRITICAL GLOBAL CLASSROOM, Professor Valdes will deliver lectures as part of the LatCrit Colloquium on International and Comparative Law, scheduled to take place in the Buenos Aires portion of the CRITICAL GLOBAL CLASSROOM. Since entering full-time law teaching in 1991, Professor Valdes has taught Constitutional Law; Civil Procedure; Latinas/os, Hispanics & the Law; Critical Race Theory & LatCrit

Theory; and Law, Policy & Sexuality. Professor Valdes is Co-Chair of LatCrit and his scholarly activities focus on issues of special urgency to groups traditionally subordinated in American law and society, especially Latinas/os, people of color, and sexual minorities.

Robert Westley is a Professor of Law at Tulane Law School, where he teaches courses in Constitutional Law, Criminal Procedure, Professional Responsibility, Critical Race Theory, and Law and Literature. He received his B.A. from Northwestern University, his J.D. from the University of California, Berkeley (Boalt Hall), and his Ph.D. in philosophy from Yale University. Professor Westley is a member of the board of directors of LatCrit, the American Civil Liberties Union of Louisiana, and a former member of the board of the Society of American Law Teachers. He is the author of *Many Billions Gone: Is It Time to Reconsider the Case for Black Reparations* and has worked extensively on the issue of redress for racial injustice. He will serve as faculty coordinator for Buenos Aires academic activities as part of the Critical Global Classroom.

Housing

Single and double room accommodations have been arranged in four-star hotels in all CRITICAL GLOBAL CLASSROOM locations. (Students who choose to travel on their own during the Program Break will have to arrange for their own accommodations.) Classes will be held in the same hotels. Each hotel will provide a buffet breakfast, Internet access, and a telephone and television in each room.

Course Materials

Books and other required course materials will be provided on-site in each destination. It is anticipated that all courses will be self-contained. All courses will be taught in English.

Student Loans

All students eligible for student loans should apply through their home institutions' financial aid offices. Students should check with their financial aid offices regarding processing of loans, check disbursements and consortium agreements.

Transportation

Students attending the CRITICAL GLOBAL CLASSROOM are expected to make their own arrangements for transportation to Santiago and from Buenos Aires. STA Travel specializes in travel for students studying abroad. If you choose to use STA Travel to make your arrangements, call 410-516-0560 or send an e-mail to jhu@statravel.com and refer to the CRITICAL GLOBAL CLASSROOM. Early booking is strongly recommended. Students should plan to arrive in Santiago by early afternoon on Sunday, July 6 in time to be at the hotel for a 4:00 p.m. orientation session. Departure will be Saturday, August 16, from Buenos Aires.

Arranging internal transportation between Temuco and Buenos Aires over the Program Break period between July 31 and August 4 is each participant's responsibility, except

for those students participating in the Andean Adventure.

Students with Disabilities

The CRITICAL GLOBAL CLASSROOM is generally accessible to individuals with disabilities. For further information, please contact the CRITICAL GLOBAL CLASSROOM at 410-837-6578.

Admissions Requirements

Any student in good standing at a law school who will have completed one year of academic work prior to July 6, 2003 is eligible for the program. In addition, non-law students who have completed at least one year of graduate school (post-baccalaureate) are also eligible. Students attending any school other than the University of Baltimore School of Law will be required to furnish a letter of good standing. Students who are not law students must attach to their applications a statement indicating how the CRITICAL GLOBAL CLASSROOM complements their graduate studies and will be required to furnish a letter of good standing.

Enrollment is limited. Applications accompanied by the \$275 registration fee must be received by April 8, 2003. Applications received after April 8, 2003, which are accompanied by the registration fee and payment(s) then due, will be considered subject to accommodation availability.

Expenses

Program Registration Fee: (non-refundable)	\$ 275
Tuition for 8 credits, Course Materials, and Activities Fees	\$3800
Hotel Accommodation, Field Visits, and Program Events	\$2200
Optional Andean Adventure (tentative cost)	\$ 799

In addition, students provide most of their meals (approximately \$12/day; less if students prepare their own meals), arrange for their transportation to Santiago and from Buenos Aires, and arrange for accommodations during the Program Break (approximately \$30/day).

Program Break & Andean Adventure

A four-day Program Break has been incorporated into the academic calendar of the CRITICAL GLOBAL CLASSROOM to facilitate student travel opportunities. No classes or field visits trips are scheduled during the Program Break from July 31 through August 4. Housing provided by the CRITICAL GLOBAL CLASSROOM does not include this break period. Students who desire to remain in Temuco or Santiago may, however, make arrangements to reside at the either the Santiago or Temuco hotel during the Program Break at additional expense taking advantage of the program's discounted rates at both facilities. Alternatively, students may travel around

the region on their own, or enroll in the optional Andean Adventure offered by Turismo Cocha, Chile's largest travel service provider.

Students interested in visiting more of Chile and Argentina with a familiar group may travel with other CRITICAL GLOBAL CLASSROOM students and faculty on the optional Andean Adventure through Andean volcanoes and lakes during the four-day Program Break. This Andean Adventure will travel from spectacular lakes in the mountainous regions of Chile and Argentina to the volcanoes that sit among the small, colorful villages of the Andean mountains. The Andean Adventure showcases the natural beauty and breathtaking views of the region under study. This environmental journey provides a breathtakingly different view of these lands and their inhabitants, expanding understanding of local societies and their diversities.

The Andean Adventure is priced to pass along to participants all the savings realized from group travel. The tentative cost of the trip is \$799, including accommodations, breakfasts, some other meals, and transportation from Temuco and to Buenos Aires. The price is subject to adjustment, up or down, should there be a currency fluctuation. Complete booking conditions governing the optional Andean Adventure will be provided upon registration. For more advance information, please contact the CRITICAL GLOBAL CLASSROOM using the information below or Alejandra Coll at Cocha (e-mail: acoll@cocha.cl).

For those who are interested in participating in the optional Andean Adventure, a \$225 deposit is required at the time of registration. This deposit is non-refundable unless the optional Andean Adventure is canceled due to insufficient enrollment. In case of such cancellation, the entire \$225 deposit will be refunded. Enrollment in the optional Andean Adventure is limited and subject to space

availability. Enrollment is on a first-come (deposit received), first-served basis.

The balance due for the Andean Adventure must be paid in Santiago the first week of the program. Full payment may also be made in advance. Payment must be made in United States dollars by Visa, MasterCard, traveler's checks, certified check, or money order. Payment cannot be made in Chilean or other currencies.

The optional Andean Adventure is presented by Turismo Cocha, which is solely responsible for its conduct. Turismo Cocha reserves the right to change or cancel booking in accordance with operating requirements or circumstances beyond its control. Should such change or cancellation prove necessary Turismo Cocha, will give reasonable notice thereof and, where available, offer a comparable alternative. If an alternative is not available or acceptable you will be entitled to a full refund of monies paid by you to the CRITICAL GLOBAL CLASSROOM and/or Turismo Cocha.

A second optional excursion may be made available at a later date.

Payment Schedule

A non-refundable registration fee of \$275 must be received with the application by April 8, 2003. For those students not applying for financial aid, the first half of the tuition and housing costs must be received by May 6, 2003. The balance must be received by June 3, 2003. Payments are deferred for students applying for financial aid until loan checks become available, at which time full payment must be made. There will be a \$100 penalty fee for late payment.

The registration fee is refundable only if an applicant is for any reason refused admission or if the program is canceled. Applications for financial aid must be fully completed before the end of April.

Payment for the optional Andean Adventure is described above.

Cancellation and Termination of Program

The CRITICAL GLOBAL CLASSROOM is being offered subject to change in courses or cancellation by the University of Baltimore School of Law depending on sufficient enrollment, availability of faculty members, and country conditions. If cancellation of occurs after a deposit has been paid, the program directors will use their best efforts to make arrangements for each student enrolled to attend a similar program, if the student so desires. If the CRITICAL GLOBAL CLASSROOM is canceled for any reason, all money advanced by the student will be refunded within thirty (30) days after the date of cancellation.

Comparing Summer Programs

While comparing summer programs in terms of content, cost, and excitement can be difficult, please keep six items in mind:

- The CRITICAL GLOBAL CLASSROOM is the only program that offers three destinations in South America -- Santiago, Temuco, and Buenos Aires.
- The CRITICAL GLOBAL CLASSROOM begins on July 6, permitting students to spend the first portion of the summer engaged in other activities.
- The tuition for the CRITICAL GLOBAL CLASSROOM, including travel costs, is less expensive than the tuition for eight credits at many institutions.
- The CRITICAL GLOBAL CLASSROOM provides students with the materials assigned for their courses.
- Housing and teaching are conveniently arranged in the same hotels, thus eliminating commuting to class while taking advantage of discounted group hotel rates.
- No classes or field trips are scheduled during the Program Break period from July 31 to August 4 so that students may take advantage of the optional Andean Adventure or visit other locations on their own.

For more information

Contact:

THE CRITICAL GLOBAL CLASSROOM
University of Baltimore School of Law
1420 N. Charles Street
Baltimore, MD 21201-5779
Telephone: 410-837-6578
Fax: 410-333-3053
Website: law.ubalt.edu/cgc
E-mail: CGC@ubalt.edu

CGC– Academic Calendar, 2003

July

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
<p>6 [DAY 1]</p> <p>Arrival in Santiago* Hotel Check-In</p> <p>Orientation Session: Electives [20 minutes each]; <i>Comp Law</i> [80 minutes]</p> <p>Welcome Reception</p>	<p>7 [DAY 2]</p> <p style="text-align: center;">Slot "A" 8:15a – 10:15a: <i>Elective Course</i></p> <p style="text-align: center;">Slot "B" 10:30–12:30p: <i>Comp Law</i></p>	<p>8 [DAY 3]</p> <p style="text-align: center;">Slot "A" 8:15a – 10:15a: <i>Elective Course</i></p> <p style="text-align: center;">Slot "B" 10:30–12:30p: <i>Comp Law</i></p>	<p>9 [DAY 4]</p> <p style="text-align: center;">Slot "A" 8:15a – 10:15a: <i>Elective Course</i></p> <p style="text-align: center;">Slot "B" 10:30–12:30p: <i>Comp Law</i></p>	<p>10 [DAY 5]</p> <p style="text-align: center;">Slot "A" 8:15a – 10:15a: <i>Elective Course</i></p> <p style="text-align: center;">Slot "B" 10:30–12:30p: <i>Comp Law</i></p>	<p>11 [DAY 6]</p> <p style="text-align: center;">Santiago Field Visit #1 10:30a – 3:30p <i>Comp Law</i></p>	<p>12 [DAY 7]</p>
		10	11	12	13	14
<p>13 [DAY 8]</p>	<p>14 [DAY 9]</p> <p style="text-align: center;">Slot "A" 8:15a – 10:15a: <i>Elective Course</i></p> <p style="text-align: center;">Slot "B" 10:30–12:30p: <i>Comp Law</i></p>	<p>15 [DAY 10]</p> <p style="text-align: center;">Slot "A" 8:15a – 10:15a: <i>Elective Course</i></p> <p style="text-align: center;">Slot "B" 10:30–12:30p: <i>Comp Law</i></p>	<p>16 [DAY 11]</p> <p style="text-align: center;">Slot "A" 8:15a – 10:15a: <i>Elective Course</i></p> <p style="text-align: center;">Slot "B" 10:30–12:30p: <i>Comp Law</i></p>	<p>17 [DAY 12]</p> <p style="text-align: center;">Slot "A" 8:15a – 10:15a: <i>Elective Course</i></p> <p style="text-align: center;">Slot "B" 10:30–12:30p: <i>Comp Law</i></p>	<p>18 [DAY 13]</p> <p style="text-align: center;">Santiago Field Visit #2 10:30a – 3:30p <i>Comp Law</i></p>	<p>19 [DAY 14]</p>
		17	18	19	20	21
<p>20 [DAY 15]</p>	<p>21 [DAY 16]</p> <p style="text-align: center;">Slot "A" 8:15a – 10:15a: <i>Elective Course</i></p>	<p>22 [DAY 17]</p> <p style="text-align: center;">Slot "A" 8:15a – 10:15a: <i>Elective Course</i></p>	<p>23 [DAY 18]</p> <p style="text-align: center;">Slot "A" 8:15a – 10:15a: <i>Elective Course</i></p>	<p>24 [DAY 19]</p> <p style="text-align: center;">Slot "A" 8:15a – 10:15a: <i>Elective Course</i></p>	<p>25 [DAY 20]</p> <p style="text-align: center;">Santiago Field Visit #3 10:30a – 3:30p</p>	<p>26 [DAY 21]</p> <p style="text-align: center;">Hotel Checkout Temuco</p>

2003

* Students may wish to arrive early on site to ensure timely attendance at the Orientation Session.

** During the four-day Program Break, students may stay in Temuco, enroll in the "Optional Excursion" or travel on their own before regrouping in Bue

CGC- Academic Calendar, 2003

August

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1 [DAY 27] PROGRAM BREAK	2 [DAY 28] PROGRAM BREAK
3 [DAY 29] PROGRAM BREAK ENDS	4 [DAY 30] Regroup: Buenos Aires Hotel Check-In Orientation Session: <i>Comp Law</i> [60 minutes] Welcome Reception	5 [DAY 31] Buenos Aires Field Visit #1 10:30a – 3:30p <i>Comp Law</i>	6 [DAY 32] Buenos Aires Field Visit #2 10:30a – 3:30p <i>Comp Law</i>	7 [DAY 33] Buenos Aires Field Visit #3 10:30a – 3:30p <i>Comp Law</i>	8 [DAY 34] Exam Study Day And Review Lectures for Comp Law [80 minutes] and Elective Courses [60 minutes each]	9 [DAY 35] Exam Day #1: Elective Courses
10 [DAY 36] Exam Day #2: Comp Law	11 [DAY 37] FREE DAY	12 [DAY 38] 10:30a – 3:30p Keynote Lectures	13 [DAY 39] 10:30a – 3:30p LatCrit Colloquium	14 [DAY 40] 10:30a – 3:30p Small Group Student Discussion Circles and Closing Discussion Session	15 [DAY 41] Review Lecture, Reflection and Composition Day Farewell Party	16 [DAY 42] Program Ends: Hotel Check Out and Departure
17	18	19	20	21	22	23
24	25	26	27	28	29	

2003

CGC STUDENT ENROLLMENT APPLICATION FORM
 (A registration fee of \$275 must accompany this application)

University of Baltimore School of Law
2003 CRITICAL GLOBAL CLASSROOM
SANTIAGO ~ TEMUCO ~ BUENOS AIRES

Please Print Clearly:

Full Name	
Social Security Number	
Gender	
Birth Date	
Present Mailing Address	
Address Valid Until	(date)
E-Mail Address	
Telephone	(home)
	(mobile)
Permanent Mailing Address	
Emergency Contact in the United States	Name
	Address
	Home Telephone
	Work Telephone
	Mobile Phone
School Attending	

Students attending any law school other than the University of Baltimore School of Law must attach a letter of good standing to this application. If the applicant is not a law student, a statement indicating how the CRITICAL GLOBAL CLASSROOM complements his or her graduate studies and a letter of good standing must accompany this application.

REGISTRATION FORM

The program will run from July 6 through August 16, 2003. All students must enroll in *Comparative Law and Social Justice: Latin America and the United States* and *Critical Jurisprudence and International Law in Comparative Perspective*. In addition, students must enroll in either *The Development of a Human Rights Culture* or *Chilean Legal Culture From a Critical Perspective while in Santiago*. Classes are scheduled to meet as indicated on the schedule presented in the centerfold of this brochure. Please check selection boxes below.

Courses in Santiago (Select one)

_____ *The Development of a Human Rights Culture* (2 credits),
Prof. Peggy Maisel

_____ *Chilean Legal Culture From a Critical Perspective* (2 credits)
Profs. Hugo Rojas and Maximiliano Prado

FINANCIAL AID: I plan to apply for a student loan (U.S. students only).

YES NO

University of Baltimore Students Only: I plan to apply my scholarship towards the tuition portion only.

YES NO If yes, name of scholarship

OPTIONAL ANDEAN EXCURSION

I plan to go on the Optional Andean Lakes and Volcanoes Excursion presented by Turismo Cocha and include my \$225 non-refundable deposit with my application.

YES NO

I certify that I meet the admission requirements and I will advise of any changes in status. I request that you send a copy of my transcript to the school listed on my transcript request form when grades have been recorded.

Signature: _____ Date _____

RETURN TO:

CRITICAL GLOBAL CLASSROOM
University of Baltimore School of Law
1420 N. Charles Street
Baltimore, MD 21201-5779
Voice: 410-837-6578
Fax: 410-333-3053

The CRITICAL GLOBAL CLASSROOM will provide students with a registration list of names and addresses of all participants. If you wish to be omitted, please check here.

Please retain a copy of both sides of this form for your records.

NEED DATE

NAME

ADDRESS

ADDRESS

ADDRESS

ADDRESS

NEED SALUTATION (DEAN'S LETTER)

Enclosed are materials that we ask you to direct to the appropriate person(s) at your Law School for appropriate posting and/or circulation. Persons interested in additional copies should visit our website, www.latcrit.org, to download materials. Additional contact information is provided in the two enclosures.

The first enclosure is on the Eighth Annual LatCrit Conference, May 1-4, sponsored this year by the Cleveland Marshall School of Law and co-sponsored by the Cleveland Marshall Law Review, the University of Florida Levin College of Law, and the University of Miami School of Law. Reflecting it's locale, the LatCrit VIII Conference theme is **CITY AND THE CITIZEN: OPERATIONS OF POWER, STRATEGIES OF RESISTANCE**. As in past years, the conference proceedings will be published as a symposium. This year, the Cleveland Marshall Law Review is publishing the conference symposium. This year's conference program builds on the efforts of the past eight years in many ways, and promises to be our best exchange yet. We hope you will encourage and support the participation of your faculty in this critical, cross-disciplinary gathering.

The second enclosure is on the Critical Global Classroom, a new study-abroad program devoted to law, policy and social justice activism. The "CGC" visits Santiago and Temuco in Chile, and then travels to Buenos Aires, from July 6 – August 16, 2003. The LatCrit Colloquium on International and Comparative Law, sponsored by the University of Miami School of Law, is part of the formal curriculum of the CGC, offering students an opportunity to learn from a cross-disciplinary roster of Colloquium participants. We hope you will let your faculty know of this upcoming event as well. The three-day series of Colloquium-related events include introductory lectures on critical theory and international law, as well as small-group "talking circles" to ensure close substantive interaction among students and scholars/faculty following the Colloquium presentations and discussions. In addition to the Colloquium and related events, the CGC academic menu is an innovative mix of learning experiences using varied formats, tools, and methods to study law and policy "in action" as well as in theory. Offered in partnership with the University of Baltimore School of Law, the Critical Global Classroom study-abroad program is a unique educational opportunity for students interested in social justice to study among likeminded peers in a critical, rigorous, and interdisciplinary curriculum. We hope you will help students at your school that may be interested in these topics and issues to learn of this new program, and ask that you post or circulate the enclosed information as you think is best to reach them effectively.

Thank you very much for your consideration and support.

THE CRITICAL GLOBAL CLASSROOM
A Unique Study-Abroad Program Devoted to Law, Policy and Social Justice Activism

University of Baltimore School of Law
1420 N. Charles Street
Baltimore, MD 21201-5779

E-MAIL: cgc@ubalt.edu
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PHONE: (410) 837-6578
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January 2003

Dear Colleague:

As a progressive-minded law teacher, you probably experienced a certain amount of isolation and alienation when you were a student. We certainly felt it when we were in school and we know that some of our students do too. We are writing to let you know about a new summer study-abroad program that is geared specifically towards students who are interested in social justice, critical jurisprudence, and international and comparative law. We hope that after reading this brief introduction to the Critical Global Classroom (CGC), a new study-abroad program presented by LatCrit, Inc. and the University of Baltimore School of Law, you will join us in our attempt to bring together progressive law students from around the country. It is our hope that the CGC will be the catalyst for creating a cadre of activists who have a deep understanding of the political, social, and legal relationships among various nations, peoples and economies. **We would like you to join us in this endeavor by recommending the CGC to those of your students who will most benefit from the program and who will be of the most benefit to the program.** This summer, the CGC will be housed in Santiago and Temuco, Chile and Buenos Aires, Argentina.

Enclosed is a brochure that gives all the details of the CGC. Here are some of the reasons we feel this program will be a great service for progressive students:

- The CGC presents an innovative curriculum that combines cultural and academic events to produce a unique learning experience and it is the *only* study-abroad law program in the world geared specifically to social justice activism and legal reform from local, regional and transnational perspectives.
- This is the only summer-abroad law program that offers *eight* academic credits, and the total cost of these credits is *less* than on-campus credits at many law schools in the United States.
- The CGC does not begin until July 6, 2003. As a result, students have the opportunity to work or engage in other activities during the first portion of the summer.
- The academic curriculum presents an innovative mix of field visits, guest lectures and other events to present a contextual educational experience. We have arranged local field visits to Argentinean and Chilean legal institutions, such as courts, attorneys' offices, law schools and legislative chambers. Students will listen to translated arguments in Chile's Court of Appeals, visit a place of torture during Pinochet's regime as well as a "legitimate" prison in Argentina, and travel to the region of Chile where indigenous people are in a struggle to reclaim vast tracts of land for their continued tribal and cultural existence.

- Students will attend an international, cross-disciplinary conference (conducted in English) on International and Comparative law organized by LatCrit scholars from around the world. As you know, LatCrit theory is an exciting and growing movement in American legal education that seeks to develop a broadly inclusive and intellectually rigorous analysis of the role of law in achieving social justice for all. Over the past eight years, LatCrit scholars have held conferences and symposia, producing a rich record of critical legal scholarship ranging from “domestic” issues of race, gender, and inter-group relations to trends and problems in international human rights developments.

We invite you to participate in the CGC and LatCrit in several ways. First, mark your calendar for the LatCrit VIII conference that will be held in Cleveland, Ohio from May 1 to 4 – you should be receiving the conference program and registration materials in the mail by mid February. Second, consider joining the CGC in Buenos Aires from August 10-15 as one of the many progressive scholars from a number of disciplines who will be attending the LatCrit Colloquium that is part of the CGC academic menu – we will send you more information on the LatCrit Colloquium on International and Comparative Law later this semester so that you will have plenty of time to join us, either as a program participant or attendee. Finally, we ask that you seek out and encourage one or two students to ask them to participate in the CGC. For some students, encouragement from a faculty member can make a tremendous difference in shaping life and career options.

Feel free to call either of us if you wish to speak about the CGC or LatCrit further. Thanks in advance for all your help.

Gracias,

Professor Odeana Neal
Director, Critical Global Classroom

Professor Frank Valdes
Co-Chair, LatCrit, Inc.

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January 2003

Dear Prospective Student,

You're probably thinking about the best way to use the summer. Should you make the summer professionally valuable? Should you take a real break that allows you to have some fun and refresh yourself for the fall? We think we can help you do both: this July and August, you can participate in the Critical Global Classroom (CGC), proudly presented by the University of Baltimore School of Law and LatCrit, Inc. The CGC academic calendar is scheduled to coincide with the summer's second half, which allows students to split the summer between this program and other activities like a summer clerkship. **After reviewing this short introduction, please read the enclosed brochure or go to law.ubalt.edu/cgc for more information.**

The CGC presents an innovative curriculum that combines cultural and academic events to produce a unique learning experience. And the CGC is the *only* study-abroad law program in the world geared specifically to social justice activism and legal reform from local, regional and transnational perspectives. For students interested in social justice and legal reform, the CGC is a necessary part of your formal legal education. Read more about us below, visit our website, and contact us with any questions – *but be sure to enroll prior to the April 8, 2003 deadline (space in the Program is limited, so students are encouraged to enroll early).*

This is the only summer-abroad law program that offers *eight* academic credits, and the total cost of these credits is *less* than on-campus credits at many law schools in the United States. The academic curriculum presents an innovative mix of field visits, guest lectures and other events to present a contextual educational experience. The CGC also is the only study-abroad law program that travels to multiple destinations and countries of South America to enhance the lived experience of comparative studies, and incorporates a four-day "Program Break" to accommodate students' interest in individual travel opportunities or travel with a group. All CGC activities are conducted conveniently on-site at well-located and comfortable hotels or nearby universities, with course materials provided to students on-site. Most importantly, this is the only study-abroad program that assembles a colloquium of international, interdisciplinary scholars and activists as part of the formal curriculum.

Good Reasons for Social Justice-Minded Students to Study Law Abroad

Attending summer school abroad gives law students an opportunity to study comparative and international subjects in a foreign country. Surrounded by and regularly exposed to foreign newspapers, radio, television, and local people, students studying abroad have a real opportunity to connect their knowledge of the law in books to law in action first-hand. Moreover, in our increasingly interdependent world, a keen appreciation of the interrelationship among diverse legal systems and cultures is essential to successful practice as an attorney in the twenty-first century. At the same time, study-abroad summer programs create special opportunities for students to meet their like-minded peers from around the United States and establish friendships that may expand professional relationships and networks for years to come. Indeed, many summer-abroad alumni regularly keep in touch, visit each other on significant occasions and, in some instances, sustain personal relationships begun during the summer. In many ways, study abroad summer programs permit students to experience different social and cultural surroundings, while at the same time advancing their formal and substantive legal education.

At their best, these programs combine serious and challenging study with lots of fun to make the most of the summer.

In addition to offering a great opportunity to live and study in three exciting locations of our neighboring continent to the south, the CGC arranges local field visits to those countries' legal institutions, such as courts, attorney offices, law schools and legislative chambers. For instance, students will listen to translated arguments in Chile's Court of Appeals, visit a place of torture during Pinochet's regime as well as a "legitimate" prison in Argentina, and travel to the region of Chile where indigenous people are in a struggle to reclaim vast tracts of land for their continued tribal and cultural existence. In this way, students are offered a rich variety of concrete opportunities to witness and grasp how law operates in civil law systems like Chile's and Argentina's, while also visiting important institutions throughout the two countries under circumstances that simply may be unavailable to other travelers. These field visits and guest lectures, in conjunction with the class discussions and other academic events, aim to turn abstract jurisprudence into social action and transformation.

Finally, students enrolled in this year's CGC will also have a unique option that is available to study-abroad students from across the United States *only* through this program: attendance at an international, cross-disciplinary conference (conducted in English) on International and Comparative law organized by LatCrit scholars from around the world. LatCrit theory is an exciting and growing movement in American legal education that seeks to develop a broadly inclusive and intellectually rigorous analysis of the role of law in achieving social justice for all. Over the past eight years, LatCrit scholars have held conferences and symposia, producing a rich record of critical legal scholarship ranging from "domestic" issues of race, gender, and inter-group relations to trends and problems in international human rights developments.

Why South America?

One key reason for choosing South America for your summer studying abroad is that our continental neighbor to the south provides cultural and linguistic opportunities that are very important to the present and future of American society, business and law practice. Hardly a day passes without some reminder that Latina/os and Hispanics are on their way to establishing themselves as the largest social group in the United States. This social group is diverse in many ways, but they share cultural and language attributes that come directly from their local and regional cultures. Understanding these attributes is very important to conducting professional relationships with this important population. Spending your summer in the CGC affords you a unique opportunity to develop some understanding of the basic culture, customs and language that you will encounter any time that you are doing any type of business with clients from Latin America and South America, or even Spain. As the mass media regularly reports, every year these countries become more important markets of American businesses, including law firm. Why the CGC? Because it's fun and the smart thing to do...especially if you want to enhance your career opportunities with firms or issues involved in hemispheric and/or social justice lawyering!

Don't wait until the last minute – enrollment is limited. Follow up NOW. We hope you'll join us!

Gracias,

Professor Odeana Neal
Director, Critical Global Classroom

Professor Frank Valdes
Co-Chair, LatCrit, Inc.

NEED DATE

NEED ADDRESSEES

Clinicians: directors, survey teachers, of color, new and theorists.
New and junior faculty
LatCritters and Friends
Other/Misc – GAGE, Student Groups, etc.

NEED SALUTATION

As a clinical law professor, we think you might be especially interested in the two upcoming events that will address various aspects of clinical education. We hope you will accept this personal invitation to join us at both of these events, and that you will alert your students and colleagues who also might be interested in either or both, so that they, too, can plan ahead to join us. Both are time sensitive, and we therefore hope that, in the next week or so, you will help us raise awareness among potentially interested students at your school of a new study-abroad program devoted to social justice activism in critical and comparative perspective.

The first event, the upcoming LatCrit VIII conference (May 1-4, 2003), will feature TWO plenary Action Workshops focused on education, identity, social justice and curricular reform. The first Action Workshop, *Formal Education, Curricular Reform and LatCritical Praxis: Doctrinal, Clinical and Programmatic Interventions*, is designed as a wide-ranging discussion and critique of multiple aspects of legal education, including a specific focus on clinical legal education. As you can tell from the description in the enclosed LatCrit VIII Program and Schedule, this first Workshop will move from plenary discussion to small-group breakouts to ensure that we focus on particular possible interventions even as we use the plenary discussion to ensure a big-picture perspective. The second Action Workshop this year, *Reparations, Affirmative Action and Race-Conscious Remedies: Teaching It and Doing It*, will include discussion of these topics from a teaching and curricular perspective. In particular, this second Action Workshop will strive to produce strategies for the use of remedies courses to revive pedagogically revive perennial doctrines, such as unjust enrichment, in the context of race-conscious remedies for social inequality. As this brief description indicates – and as with all Action Workshops conducted at LatCrit conferences – the objective of both is to establish a common basis for exploring and organizing effective and enduring collective interventions over the next year and beyond. We hope you will be part of this important discussion and plan.

Indeed, we already have begun looking ahead: next year, at LatCrit IX (in Philadelphia) the conference program will feature various events devoted to “Critical Legal Education: Outsider Jurisprudence, Social Justice and Global Activism.” By joining us this May 1-4 at LatCrit VIII, you can help in creating the substantive vision, and collaborative plan of action, that will guide us as we develop the makings of a critical legal education devoted to social justice activism. Please take a look at the enclosed LatCrit Program and Schedule, which includes a Conference Registration Form, so that you can plan ahead to join us as your time and schedule permit.

The second event is, in fact, an effort to produce in practice the kind of educational experience that the two Action Workshops are designed to help develop, and illustrates the kinds of “action projects” that our collective efforts have yielded, incrementally but surely, over time: **The Critical Global Classroom** and **LatCrit Colloquium on International and Comparative Law**, both of which convene in South America this summer to focus on law, policy and social justice activism in international, comparative and critical terms. We hope you will consider joining us for the Colloquium in Buenos Aires (August 10-15, 2003), which we describe more fully below, either as an active participant in the program or as an attendee; more immediately, however, we ask you to help us reach in a timely way the social justice-minded students at

your school so that, if interested and able, they can take advantage of the new opportunities presented by the Critical Global Classroom study-abroad program.

As the attached one-page Outline explains, the CGC program is intended as a lifeline to students interested in social justice, critical theory and outsider jurisprudence – these students, as we know, oftentimes struggle in the isolation of their home institutions to access precisely this type of knowledge. The CGC is an opportunity for serious students to receive a social justice education in law and policy among likeminded students and faculty. The CGC is a means of otherwise isolated students to connect with other students and scholars in building networks of critical knowledge and social justice activism that ideally will endure beyond the summer.

In addition to the unique focus and innovative curriculum, the CGC program is organized so that students can “split” their summer to maximize their professional and personal opportunities, and offers students *eight* credits toward graduation at a very competitive cost. Please review the attached one-page Outline of highlights on the CGC, and help spread the word among your students – enrollment is limited, so we are urging interested folks to apply and register as early as possible. *To help students at you school become aware of this new opportunity in critical legal education, and to take advantage of it, we ask that you post the enclosed CGC poster at a conspicuous, appropriate place on your campus, and that you otherwise speak or reach out to your students encouraging them to visit the CGC website for more information.*

The LatCrit Colloquium on International and Comparative Law is part of the formal CGC curriculum, and thus represents an opportunity for the CGC students to interact with the scholars, activists, educators, policymakers and theorists who will participate in the Colloquium program, and who are similarly interested in social justice and legal reform. This Colloquium is both a means of expanding exponentially the curricular menu of the CGC as well as a means of expanding both legal discourses and existing networks of critical knowledge and global activism. We hope you will choose to be one of the Colloquium participants ... in March, we will circulate a Call for Papers, and we hope to hear from you then. For the moment, we hope you will review the attached one-page Introduction and Invitation to the LatCrit Colloquium on International and Comparative Law so that you can begin to plan ahead as circumstances permit.

Thanks for your time and help. We know that life is hectic and all of us are juggling more responsibilities than sanity counsels. Yet these two upcoming events are designed to help us, and others who are seriously committed to social justice activism via legal education and reform, deal with the insanity that surrounds us. We hope you will join us in the oases we are trying to construct, and that you will help us reach those around you – both colleagues and students – who might be in search of the same.

Abrazos y paz,

NEED SIGNATURE(S) ?

Attachments: (1) LatCrit VIII Program and Schedule; (2) CGC Outline, Poster and Brochure; (3) Colloquium Introduction and Invitation