

Some questions for Session Five

By the 1990s, CLS as an active movement had ended. This session explores what happened after the movement petered out. Although meetings, summer camps, and other activities ended, teaching and writing went on and parallel and successor critical movements emerged and flourished. In this session, panelists and audience will address some or all of the following questions:

1) What was the relationship between the Movement and the Ideas?

- a) What was the goal of the movement? Why did it focus on change within law schools?
- b) Did the effort devoted to the movement stimulate the ideas or get in the way of the academic project?
- c) Did faculty resistance to the movement aspect of CLS affect careers and help bring about its demise?

2) What CLS ideas have survived and how are they being used? Examples are:

- a) law as naturalizing social and political choices and deterring change
- b) doctrine as a self-contained system with an internal logic
- c) tools for unfreezing law's empire
 - Indeterminacy
 - Law as distribution and the role of background norms
 - Inequality, discrimination and illegitimate hierarchies
 - Critique of rights

3) How did CLS affect the legal academy here and in other parts of the world?

- a) Did it open a space for other "critical" movements?
- b) Did it help change the lived experience of the classroom?
- c) Did it have an influence in other countries?

4) What were its major failures?

- a) In the range of ideas?
- b) In dealing with practice?
- c) In resisting repression?

5) What are the major critical movements today and how do they see their relation to CLS?

- a) Critical Race Theory
- b) Queer Theory
- c) Feminism

- d) IGLP
- e) ISERP
- f) Class Crits
- g) LPE
- h) Other