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**ENCLE - IJCLE 2019 Improving the Future: Using Clinical Legal Education to Educate Lawyers for a Just Society**

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| Title  | Professor |
| Lead Presenter First Name | Gülriz  |
| Lead Presenter Last Name | Uygur  |
| Organisation of Lead Presenter | Ankara University- Law School |
| Name/s and details of other presenters |  |
| Title of Proposal  | SEEING INJUSTICE (IN TIMES OF CRISIS) AND CLINICAL LEGAL EDUCATION  |
| Summary of Proposal | Following ideas of Simone Weil and Iris Murdoch, I will explain the meaning of attention and develop it based on care ethics. This paper will argue how dealing with care can provide to see injustice for students in clinical legal education and whether this education method can examine the crisis. In that point, I will also follow Aristotelian idea regarding critical reflection on practical experiences and complement it with attention.  |
| Abstract Proposal | This paper is about how to teach seeing injustice during times of crisis. To see injustice is an ethical question and requires ethical awareness. For this reason, I claim that we should improve students’ ethical awareness in legal education . For this, we need practical experience in legal education. Ethical awareness does not simply to have the knowledge of about being ethically human, but also includes to see the other as a human and to move actively as a human being. But there are prejudices which block to see the other as human. Beside of prejudices and biases, oppressions are also the main obstacles to see human and cause injustice. Since ethical awareness requires move actively, oppressions in crisis times may block it. In this regard, we face the other ethical problem about how can we move ethically in crisis times. Ethical awareness requires to be aware of them. For this reason, beside of ethical awareness, the virtues of attention and openness are also necessary to see injustice. To understand this point, it is necessary to explain experience in such a way as to make us aware of our prejudices. Ethical awareness in subjects should start with the awareness of their prejudices. As we become more and more aware of our prejudices, we simultaneously develop our capacity to be open to the particular. Connected with the space in which our ethical awareness occurs, my main claim is that one cannot see others without getting into contact them. In other words, to see something as something requires that one be involved in this particular thing. These practices permit openness which means that one does not only open to oneself but also opens to the particular. In the clinic course, my aim is to make students meet the groups against whom they have strong prejudices. Before meeting them, following Foucault, I try to give them some experience connected with themselves. For this purpose I start the students with the mirror experience to consider what is visible and invisible. In this way, they can compare their virtual images in the mirror and their image of themselves. Namely, they try to recognize themselves in the mirror. In that point, we need the value of attention. Following ideas of Simone Weil and Iris Murdoch, I will explain the meaning of attention and develop it based on care ethics. This paper will argue how dealing with care can provide to see injustice for students in clinical legal education and whether this education method can examine the crisis. In that point, I will also follow Aristotelian idea regarding critical reflection on practical experiences and complement it with attention.  |