

2026–2027

GRADUATE RESEARCH HANDBOOK

CENTRE FOR SOCIO-LEGAL STUDIES
UNIVERSITY OF OXFORD

CENTRE FOR
SOCIO-LEGAL
STUDIES

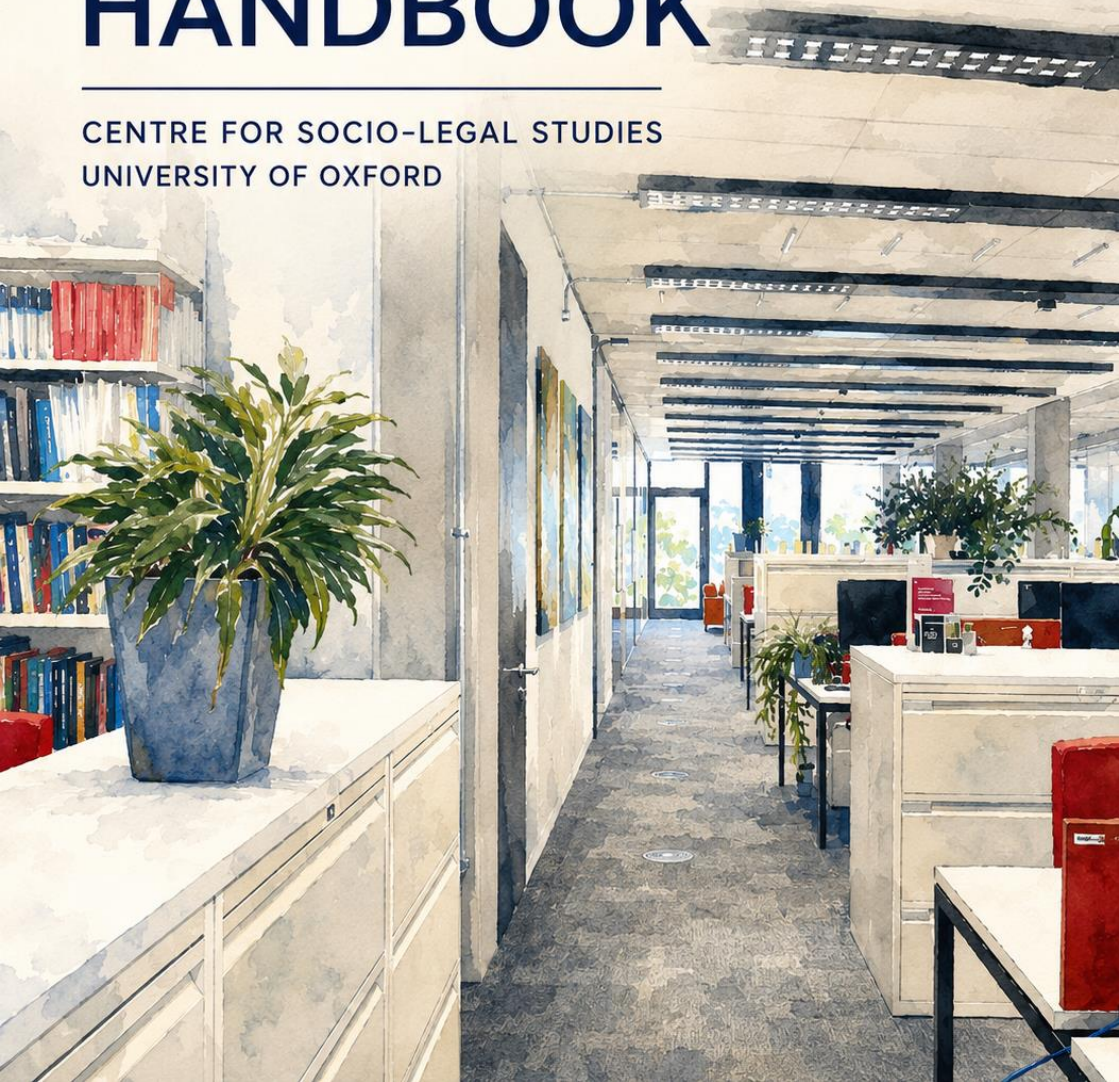


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Message from the Director

Welcome to the Centre for Socio-Legal Studies. I hope your time here will give you the freedom to develop ambitious ideas, the confidence to question established ways of thinking, and a community in which to do both.

Beginning a research degree is an exciting moment, but it can also be uncertain. Research rarely develops in a straight line. Questions change, unexpected problems arise, and some of the most important insights emerge from conversations and discoveries that could not have been planned in advance.

CSLS is a stimulating and supportive place in which to undertake that journey. Our community brings together scholars working in law, anthropology, sociology, politics, history, economics, media, and many other fields. This breadth allows us to ask questions in new ways and to understand law as something created, interpreted, contested, and experienced within society.

I encourage you to make the most of the Centre: attend seminars beyond your immediate area of research, talk to people whose work is different from your own, and take part in student-led activities. Some of the most productive moments of academic life begin with an informal conversation.

We want CSLS to be a place where people can ask difficult questions, test developing ideas, and learn from one another. Intellectual rigour matters enormously, but so do collegiality, curiosity, and respect.

“Some of the most productive moments of academic life begin with an informal conversation.”

I hope this handbook will help you navigate life at the Centre and make the most of the opportunities available. More importantly, I hope you will make CSLS your own: contribute to its conversations, bring your perspectives and experiences to the community, and take full advantage of the people and ideas around you.

I wish you a stimulating, rewarding and enjoyable year.

Fernanda Pirie

Director, Centre for Socio-Legal Studies

Using this handbook

This is the Centre-specific guide for the three graduate research routes based at CSLS. It is designed to help you understand where you fit, what happens next, and where to find authoritative University and Faculty rules.

MPHIL	MPhil in Socio-Legal Research Master's route: CSLS methods and training, supervised thesis, submission and oral examination.
DPHIL FT	DPhil in Socio-Legal Studies - full-time Doctoral route: PRS → Transfer/QT → Confirmation → thesis → viva.
DPHIL PT	DPhil in Socio-Legal Studies - part-time Same doctoral standard over a longer period, with the same milestones, pro-rata supervision and attendance requirements.

SCOPE AND VERSION

This handbook applies to students starting their research degrees in Michaelmas term 2026. Version 1.0 - September 2026.

FORMAL RULES

The Examination Regulations relating to this course are available at: [Examination Regulations](#). If there is a conflict between information in this handbook and the Examination Regulations, then you should follow the Examination Regulations. If you have any concerns, please contact the CSLS Administration Team at admin@csls.ox.ac.uk.

The information in this handbook is accurate as at September 2026 but may be subject to change. Students will be informed of significant changes and should check the current year-specific Examination Regulations and [Law Faculty PGR Handbook](#) before a formal progression application or submission.

Start Here

Your first term at a glance: the few things that will make the rest of the year easier to navigate.

YOUR FIRST-TERM CHECKLIST

- | | |
|-----------|--|
| 01 | Meet your supervisor early. Agree meeting rhythm, feedback, communication and the priorities for your research. |
| 02 | Know your programme route. Use the MPhil, full-time DPhil or part-time DPhil pathway in Section 6 and check the current formal regulations. |
| 03 | Complete Research Integrity Training early. The course is mandatory for PGR students; keep the completion certificate for progression. |
| 04 | Join the CSLS academic programme. Attend required Theory and Methods sessions, the seminar series and other core Centre activities. |
| 05 | Know the systems you will use. Student Self Service supports formal processes; GSR records progress and supervision. |
| 06 | Review your development needs. DPhil students complete a Training Needs Analysis at the start of study and annually; MPhil students should also discuss training needs with their supervisor. |
| 07 | Attend induction. All new students should attend CSLS induction. DPhil students are strongly encouraged to attend the Social Sciences Divisional Induction . |
| 08 | Become part of the Centre community. Check Centre and Faculty communications, attend events and lunches, and use student representatives as a source of support. |

Who to Ask

Oxford has several overlapping sources of support. You do not need to know the perfect route in advance: start with the person closest to the issue and they can signpost you onwards.

Supervisor	Academic direction, feedback, research planning and progression.
Director of Graduate Studies	Academic progression, supervision concerns and research-degree guidance.
CSLS Administration Team	Centre processes, facilities, practical questions and signposting.
Your college	Pastoral and welfare support, college life and additional sources of advice.
Faculty / University	Formal regulations, examination processes, central systems and University-wide services.

1 Key People and Contacts

Find contact details for academic staff, administrators, and student representatives who can support you throughout your studies.

ACADEMIC TEAM

Prof. Fernanda Pirie

Director

fernanda.pirie@csls.ox.ac.uk

Prof. Nicole Stremlau

Deputy Director and Head of the
Visitors' Programme

nicole.stremlau@csls.ox.ac.uk

Dr. Agnieszka Kubal

Director of Graduate Studies

agnieszka.kubal@csls.ox.ac.uk

ADMINISTRATION TEAM

Nikki Macmichael

Centre Manager

nicola.macmichael@csls.ox.ac.uk
Tel: 01865 284222

Nadine Moustafa

Administration Officer

nadine.moutafa@csls.ox.ac.uk
admin@csls.ox.ac.uk
Tel: 01865 284220

Valbona Luci

Part-time Grants and Finance Officer

valbona.luci@csls.ox.ac.uk
Tel: 01865 284225

STUDENT REPRESENTATIVES

Freya Cole Norton

Student Representative

freya.colenorton@lincoln.ox.ac.uk

Roxane Agon

Social Events Representative

roxane.agon@wolfson.ox.ac.uk

Muhammad Atcha

Organiser of the Socio-Legal
Discussion Group

muhammad.atcha@keble.ox.ac.uk

2 People at the Centre

2.1 Research Staff

Dr Sabina Barone

Leverhulme Trust Early Career Fellow

Project examines Biometric IDs, diasporic lives, and migration management between Senegal and Guinea

Dr Douglas Carvalho Ribeiro

Postdoctoral Researcher

Researcher in Socio-Legal Studies in a Digital World

Dr Florian Grisel

Senior Research Fellow

Research covers law and private governance, dispute resolution, law and social norms, transnational law, and international arbitration.

Dr Beáta Huszka

Postdoctoral Research Fellow

Postdoctoral Researcher on the HuRiEE project, led by Dr Agnieszka Kubal.

Dr Talia Kollek

Postdoctoral Research Fellow

Postdoctoral Researcher on the HuRiEE project, led by Dr Agnieszka Kubal.

Dr Agnieszka Kubal

Associate Professor and Director of Graduate Studies

Principal Investigator on the HuRiEE project (Who are the Humans behind Human Rights?)

Dr Natalie Kyneswood

Wellcome Trust Early Career Fellow

Leads the Care in the Courtroom project, on trauma-informed justice, sexual violence, and the medicalisation of legal processes.

Professor Bettina Lange

Professor of Law and Regulation

Research includes UK, German, and EU environmental regulation, qualitative empirical socio-legal methods (including discourse analysis), and socio-legal theories of regulation.

Dr Anna Loebbert

Leverhulme Trust Early Career Fellow

Research focuses on legal and political imagination, including trust, democratic resilience, and pseudolaw.

Dr Vanessa Long

Researcher

Researcher on the Oral History of Radical Lawyering project, led by Professor Linda Mulcahy.

Dr Caitlyn McGeer

Principal Investigator

Postdoctoral Researcher and Principal Investigator on the British Academy-funded GenDR research project.

Professor Linda Mulcahy

Professor of Socio-Legal Studies

Research covers dispute resolution, access to justice, law, art and architecture, feminism, oral history, and law and medicine.

Dr Matthew Nesvet

Postdoctoral Researcher

Postdoctoral Researcher on the Nuffield Foundation project Developing a Mixed Funding Model for Free Legal Advice, led by Professor Linda Mulcahy.

Professor Fernanda Pirie

Professor of the Anthropology of Law and Director of the Centre

Specialises in the anthropology of law, legalism, and history of law, Principal Investigator of a project on historic Tibetan law.

Dr Jonathan Samuels

Postdoctoral Researcher

Researcher on the project Law in Historic Tibet, led by Professor Fernanda Pirie, with specialist expertise on classical Tibetan language

Dr Julius Schneider

Postdoctoral Researcher

Postdoctoral Researcher working on the Leverhulme Trust project Floods and Pandemics, led by Professor Bettina Lange

Professor Nicole Stremlau

Professor in Law in a Digital World and Head of the PCMLP

Works on media and development, freedom of expression, conflict communication, strategic communication, and East African politics.

Dr Francesca Uberti*British Academy Postdoctoral Fellow*

Her project Law and Conspiracy explores legalistic narratives in anti-authority worldviews.

Dr Daniel Wojahn*Postdoctoral Researcher*

Postdoctoral Researcher on the project Tibetan Law: The Socio-Historic Exploration of a Unique Legal System, led by Professor Fernanda Pirie.

We also encourage you to explore the activities of Principal Investigators and their associates and collaborators, at <https://www.law.ox.ac.uk/centre-for-socio-legal-studies/content/section-index/research-centre-socio-legal-studies>.

2.2 Research Students – DPhil

Roxane Agon*Wolfson College**Partners in Crime? The Mafia and the State in New York***SUPERVISOR** Dr F. Grisel**Nouf Albinhassan***Linacre College**Corporate Governance and the Sovereign: What Corporate Governance Role Do Sovereign Wealth Funds Play?***SUPERVISOR** Dr F. Grisel**Kara Apland***Balliol College – part-time**Regulating child marriage in Sri Lanka***SUPERVISOR** Prof F. Pirie**Mohammad Zayaan Asmi***Oriel College**Digital Sovereignty in India: A Socio-Legal Understanding of the Regulation of Chinese Technology***SUPERVISOR** Prof N. Stremlau**Muhammad Atcha***Keble College**Analysing Dispute Resolution Practices Created by the Rohingya***SUPERVISOR** Prof F. Pirie

Tolulope Ayanbola

St Antony's College – part-time

The Everyday Making of Industrial Policy in Nigeria: A Socio-Legal Study of Policymakers' Practices

SUPERVISOR Prof N. Stremlau

Benedikt Barthelmess

Exeter College

Domestic Law-Making and the Transnational Anti-Money Laundering Governmentality

SUPERVISOR Prof B. Lange

Karla Bayas Velastegui

Somerville College

Law as a Sacrificial Zone: Necropolitics, Environmental Racism, and the Legal Production of Ecocide and Human Wastelands in Ecuador

SUPERVISOR Prof N. Stremlau

Zeinab Bazzi

St Antony's College

A 'Just' Welfare State for the Few?: The Dutch Childcare Benefit Scandal and the Changing Nature of the Welfare State

SUPERVISOR Prof B. Lange

Amina Bold

Lady Margaret Hall

Neoliberal Penalty: Analysing the Notion of the 'Public Interest' in Criminal Cases of Environmental Protestors

SUPERVISOR Prof B. Lange

James Campbell

Wolfson College – part-time

The Laws of Motion: Towards a Sensational Jurisprudence of Movement within the Court

SUPERVISOR Prof L. Mulcahy

Freya Cole Norton

Lincoln College

The Local Welfare Safety Net: Fit for Purpose?

SUPERVISORS Prof L. Mulcahy and Prof B. Lange

Ann-Marie Debrah

Exeter College

Phenotype, Scientific Racism and Colonialism: The Reintroduction of Colonial Categories of Race in Committee Proceedings in Brazil

SUPERVISOR Prof L. Mulcahy

Luisse Eder

Exeter College

Risk without Borders: Transnational Regulatory Networks and the Issue of Controlling Harm from AI

SUPERVISOR Prof F. Pirie

Fatima Elhag

Somerville College

Family Law in the Gulf: Judicial Reason, Litigant Strategies, and Gendered Dynamics in Qatar

SUPERVISOR Prof F. Pirie

Ekin Genç

Keble College – part-time

Code, Law and Degeneracy: An Empirical Inquiry into the Fragile Private Order of Decentralised Finance

SUPERVISOR Prof F. Pirie

Lauren Gowler

Wolfson College

Pathways to Reconciliation: Reimagining Dispute Resolution Processes between Indigenous Communities and Museums in Colonial-Era Repatriation Claims

SUPERVISOR Prof F. Pirie

Irene Han

St Antony's College – part-time

Commercial Lawyers from the Inside Out: Professional Identities in Magic Circle Practice

SUPERVISOR Prof L. Mulcahy

Abdullahi Ali Hassan

Pembroke College

Social Media and Xeer: Transnational Business Dispute Mediation among the Somali Communities in South Africa

SUPERVISOR Prof N. Stremlau

Keertana Kannabiran Tella

St Anne's College

Judicial Meaning-Making, Dignity and Reproductive Justice as Care: A Critical Study of Carceral Governance in Postcolonial India

SUPERVISOR Prof N. Stremlau

Lama Karame

Exeter College

The Socio-Legal Conceptualisation of Childhood in Lebanon

SUPERVISORS Prof J. Herring and Prof L. Mulcahy

Sothie Keo

St Peter's College – part-time

The Evolution and Role of Law in Cambodian Nation-Building

SUPERVISOR Prof N. Stremlau

Israr Khan

Regent's Park College

Analysing China's Approach to Investor-State Disputes under the Belt and Road Initiative

SUPERVISOR Prof B. Lange

Stephen Knight

Wolfson College – part-time

Humanely Treating Terrorist Prisoners: How the Autonomous Administration of North and East Syria Observes International Humanitarian Law after the End of Hostilities

SUPERVISOR Dr F. Grisel

Vendula Kolařík Mezeiová

Regent's Park College

A Discourse Analytical Inquiry into Concepts of Legitimacy: MMR Vaccination and Behavioural Regulatory Tools in France

SUPERVISOR Prof B. Lange

Jade Kosche

Wolfson College

Behind the Seams: Transnational Labour Governance and Gender-Based Violence in Lesotho's Garment Factories - A Worker-Centred Legal Ethnography

SUPERVISOR Prof F. Pirie

Fidelis Manuel Leite Magalhaes

Wolfson College – part-time

Transitional Justice in the Age of Social Media and Digital Technology in Timor-Leste

SUPERVISOR Prof N. Stremlau

Sarah Levy

Green Templeton College

A Tale of Two Seal Hunts: Contesting the Conflation of Canadian Sealing Activities in Law and Policy

SUPERVISOR Prof B. Lange

Amanda Lindstrom

St Antony's College – part-time

Business, Politics and Law: Socio-Legal Aspects of Global Health Supply Chain Governance and Pharmaceutical Manufacturer Due Diligence

SUPERVISORS Prof L. Mulcahy and Prof A. Davies

Loveday Liu

Regent's Park College

A Farm, and a Firm: Ethnography of a Chinese Agricultural Corporation

SUPERVISOR Dr F. Grisel

Krzysztof Lukaszek

New College

Property Discourses in a Post-Communist Society: A Socio-Legal Case Study of Land Reprivatisations in Warsaw (1990–2021)

SUPERVISORS Prof A. Layard and Prof B. Lange

Maria Obrebska

Reuben College

Human Rights Capture: Why Has the Language of Rights Become Such an Effective Tool for Anti-Gender Mobilisation in Poland?

SUPERVISOR Dr A. Kubal

Hanna Oliinyk

St Antony's College

Law, Memory and Colonial Power: Legal Production of Collective Memory in Russia-Occupied Ukrainian Territories

SUPERVISOR Dr A. Kubal

Harshita Pandey

St Antony's College – part-time

Beyond Consent and Coercion: Socialisation and Law

SUPERVISOR Prof N. Stremlau

Mihir Rajamane Rajendra

Exeter College

State Law and Gender: Dynamics of 'Transgender' Legal Recognition and Affirmative Action in South India

SUPERVISOR Dr A. Kubal

Chiara Rohlfs

Hertford College

Who Gets to Define 'Climate Responsibility' in EU Law? An Ethnography of Lobbying and the Making of EU Sustainable Finance Law

SUPERVISOR Prof B. Lange

Elsa Savourey

Exeter College – part-time

Advancing the Respect of Human Rights in Global Value Chains: Assessing the Effectiveness of Mandatory Human Rights Due Diligence

SUPERVISORS Dr F. Grisel and Dr C. Decker

Lucy Tu

Oriel College

Pregnancy by Design: A Study of Non-Invasive Prenatal Screening and U.S. Pregnancy Care Laws

SUPERVISOR Prof N. Stremlau

Johannes Vöhler

Reuben College

European Judges under Autocratic Pressure

SUPERVISOR Dr A. Kubal

Lisa Völzmann

St Antony's College

Data Access and Use in the Public Interest

SUPERVISOR Prof B. Lange

Supakorn Wilartratsami

St Antony's College

Monks, Migrants, and Mandala: Manifestations of Morals and Mandates in Modern Thailand

SUPERVISOR Prof N. Stremlau

2.3 Research Students – MPhil

Ella Bostock-Smith

St Antony's College

Culture in International Legal Practice: How Janteloven Shapes Norway's Multilateral Argumentation

SUPERVISOR Dr F Grisel

Arinne Fatum

St Hilda's College

Sulha After 7 October: Reconciliation, Violence, and Legal Pluralism in Arab Communities in Israel

SUPERVISOR Prof F. Pirie

Hamza Khan

St Cross College

The Transition from Customary Law to a State-Centred Legal Order in Pakistan's Former Federally Administered Tribal Areas

SUPERVISOR Prof F. Pirie

Details of all research students enrolled in the Centre's programmes can be found at <https://www.law.ox.ac.uk/centres-institutes/centre-socio-legal-studies/current-students>.

2.4 Centre Associates

Several Senior, University, and Postdoctoral Associates are affiliated with the Centre. You can view a full list of current associates here:

<https://www.law.ox.ac.uk/centres-institutes/centre-socio-legal-studies/associates>.

2.5 Academic and Student Visitors

Our Visitors' Programme is an important part of the Centre's intellectual life. Each year, we host academic and student visitors from around the world, who join us for all or part of the academic year.

We encourage you to explore their research and connect with those who share your interests. Details of current visitors and their research interests can be found at: <https://www.law.ox.ac.uk/centres-institutes/centre-socio-legal-studies/visitors-programme>.

3 Life at CSLS

3.1 Getting Involved

Being present and engaged makes a real difference to your experience at CSLS. The Centre offers both formal and informal opportunities to participate in academic life and build connections with fellow students and staff.

- Introduce yourself to others in the centre; spontaneous conversations often lead to useful insights, collaborations, or friendships.
- Use your desk or hot desk when possible; working from the Centre helps you stay informed and involved.
- Attend Centre events, including the Monday Seminar Series, the Thursday Discussion Group, and guest talks throughout the year.
- Join us for Thursday Afternoon Tea at 4pm in the sofa area, a relaxed and friendly space to socialise and catch up. Feel free to bring something to share, but just showing up is more than enough.
- Explore wider University events; many relevant workshops, lectures, and conferences are held across Oxford. Take advantage of these to broaden your perspective.

3.2 Sharing the Space

We work in an open and collaborative environment. Please help keep the Centre a pleasant place to work by following these shared principles:

- Keep noise to a minimum in communal areas; use the pods near the entrance for calls or online meetings.
- Respect each other's boundaries; not everyone is up for a chat every day and quiet working time is important.
- Leave shared spaces clean and tidy, especially the kitchen. Please keep the Philips coffee machine clean and wash the milk container after use.
- Do not use others' belongings without permission; this includes books, materials, and electronics.

3.3 Students' Community

You are joining a vibrant and supportive community of students, and we hope you will enjoy being part of it. We encourage you to get actively involved in the various activities organised and led by students. Each year, the Centre nominates student representatives, listed in Section 1 of this handbook. Please feel free to approach them with any questions, concerns, or ideas on how to make life at the Centre even better.

The social events representative organises a range of academic and social events throughout the year and is committed to supporting you during your time here. They will also rely on your participation and support to make these initiatives a success and to help foster a thriving community at the Centre.

The student representative will attend the meetings of the CSLS General Purposes Committee (GPC), which take place at least once a term. They will be encouraged to share your views and feedback with Centre staff, and updates will be provided on any matters discussed. Where suggestions for change are agreed, every effort will be made to implement them as soon as possible.

As part of the wider Law Faculty, CSLS DPhil students also elect a representative to sit on the Law Faculty Board and its Graduate Studies Committee. The Centre strongly encourages students to take part in this process. The person nominated may be the same representative who sits on the Centre's GPC or another student.

3.4 Frontiers of Socio-Legal Studies Blog

The Centre's blog, launched in 2021, promotes debates about issues and methods in the socio-legal community. Much of its content is geared towards early career academics and students. Its editors are recruited from the student body, overseen by Professor Linda Mulcahy as the senior editor. The editorial team actively encourages contributions from the student body. You can see the blog here: [Frontiers of Socio-legal Studies](#). The [podcasts](#) on different methodologies should be of value to first year students.

4 Support, Wellbeing & Inclusion

Research is demanding, and support at Oxford is shared between the Centre, Faculty, college, and University. Use the route that feels most appropriate; you do not need to work out the perfect contact before asking for help.

4.1 An Inclusive Research Community

CSLS aims to be a welcoming research environment in which people from different disciplinary, cultural, and personal backgrounds can participate fully. Respectful discussion, curiosity, active listening, and openness to different perspectives are part of the intellectual life of the Centre. The University does not tolerate unlawful discrimination, bullying, harassment, or victimisation.

If you experience bullying or harassment, the University [Harassment Advisor Network](#) can provide impartial advice. You can also speak with the CSLS Administration Team, the Director of Graduate Studies, your college, or the University's specialist support services.

4.2 Disability, Accessibility & Adjustments

The [Disability Advisory Service](#) (DAS) provides advice on reasonable adjustments to teaching and assessment and can help arrange disability-related study support. If you may need adjustments for Transfer, Confirmation or the final oral examination, raise this early with DAS, your college and the relevant administrator so that arrangements can be considered in good time. The Faculty's Disability Contact is:

Paul Burns

Head of Academic Administration

St. Cross Building

St. Cross Road Oxford OX1 3UL

Tel No: 01865 271495

paul.burns@law.ox.ac.uk

4.3 Welfare & Confidential Support

YOUR COLLEGE

Your main source of pastoral and welfare support, including college advisers and welfare teams.

COUNSELLING SERVICE

Free and confidential [support](#) for personal or emotional difficulties affecting your experience at Oxford.

SEXUAL HARASSMENT & VIOLENCE SUPPORT

Confidential specialist [support](#) for students affected by sexual harassment or violence, domestic or relationship abuse, coercive control or stalking.

STUDENT-LED SUPPORT

[Oxford SU Student Advice](#), peer supporters and Nightline provide additional independent or peer support.

4.4 Concerns, Complaints & Academic Appeals

Where possible, raise a concern promptly with the person or team closest to the issue; early informal discussion is often the quickest way to resolve a problem. Concerns about teaching, supervision or other provision at the Centre can be raised with the Director of Graduate Studies. Concerns about Centre facilities or practical provision can be raised with the CSLS Administration Team. Matters relating to your college should normally be raised through your college.

Formal complaints and academic appeals are different. A complaint concerns provision or a service. An academic appeal challenges a decision of an academic body on permitted grounds, such as procedural error or evidence of bias; there is no right of appeal against academic judgement. University guidance also stresses that complaints should be raised when an issue occurs, as later consideration may be time limited.

WHERE TO GO

Informal concern: supervisor, DGS, CSLS administration or college.

Independent advice: Oxford SU Student Advice.

Formal University complaint or academic appeal: follow the current [University Student Complaints and Academic Appeals procedures](#).

5 Your Space & Facilities

A guide to the resources, workspaces, IT, kitchen amenities, and accessibility features available to you at the Centre.



Centre Access

You will have access to the Centre during normal building open times (which follow the [Social Sciences Library opening times](#)). If you require access to the Building Out of Hours (OOH), please make this request to the [Administration Officer](#). You will need to view an online OOH induction and provide your university card details. Once you have OOH access, you will be responsible for ensuring the Centre is secure as you enter and leave – doors should be shut behind you throughout the building and valuables not left unattended.



Desk space

The Centre allocates a desk and docking station to all new research students for their first year and makes them available to continuing students depending on the availability of the space. The communal areas of the Centre should be treated as a quiet working space for both students and researchers, so please keep long conversations to a minimum. Please also respect your working space by ensuring that any unwashed mugs, plates etc. are not left at your desk and keeping your space tidy.



Hot desks

For those who have not been allocated desks, there are 6 desks available for hot desking near the entrance of the centre.



Sofa Pods

There are two meeting pods located at the entrance to the Centre, and these should be used for online meetings and phone calls so that others in the open plan area are not disturbed.



Terrace

We have a terrace with tables and benches which can be used by CSLS staff and students between 9am and 5:30pm, weather permitting.



IT

The Centre will automatically arrange an email account for you on the University's Nexus365 system: <https://help.it.ox.ac.uk/nexus365>. It will take the form `firstname.secondname@law.ox.ac.uk` and will be in addition to your college email address. A letter telling you your username and password for Nexus365 will be sent out to you, normally via your college.

Once you have activated your email account, remember to check regularly for messages. It is expected that you will check your email on a regular basis during working hours for Centre and Faculty messages. Your Oxford Single Sign-On (SSO) gives you access to a range of Oxford-based systems which require login access, such as Graduate Supervision Reporting (GSR). You are allocated docking station and monitor; you will need to bring your laptop with you and use Eduroam as your Wi-Fi connection.

If you need to contact the IT Team directly (itsg-support@law.ox.ac.uk) please do so through your `@ox.ac.uk` account; emails from external providers are automatically bounced back.



Photocopier/Printer/Scanner

All students can access the Centre's photocopier within the printer room by using their University Card. You will need to log in manually the first time you use it: your username will be your SSO (e.g. `abcd1234`) and the password will be the barcode on your University Card. The Centre allows a reasonable number of copies to be made per year. Please scan the QR code above the printer for detailed user instructions. Each student and postdoctoral researcher is also allocated a pigeonhole in the same room for mails.



Social Area

The social area is located by the orange sofas at the far end of the Centre, near the terrace. This is where we host our Thursday Afternoon Teas, and it is a popular spot for staff and students to have lunch, take a break, or catch up with colleagues over coffee.



Refreshments

You are welcome to use the Centre's kitchen, including the supplies of tea, coffee, milk and sugar. A microwave is available for heating food and drinks. Those using the kitchen are responsible for tidying up after themselves – *this is not the administrators' job*. There is a cafeteria (The Glasshouse) on the first floor, open from 08:00–16:00, Monday to Friday throughout the year, as well as a shared Common Room used by all the academic departments in the building. There is a café in the St Cross Building, run by the Missing Bean, which is open Weeks 0-9 each term. Vending machines for hot drinks and snacks and a water cooler are located on the first floor near the cafeteria. Please feel free to make use of the CSLS roof terrace to consume refreshments.



Dishwasher

The dishwasher is run every day late in the afternoon. Please unload it if you are first into the Centre in the morning.



Afternoon tea

There is an informal afternoon tea in the sofa social area next to the terrace in the Centre on Thursdays at 16:00 throughout the year. You are encouraged to attend and take this opportunity to interact with other Centre members.



Tidiness

Centre members are required to keep the Centre tidy and as they would wish to find it. This includes the sofa areas and the kitchenette. After Centre events—seminars, afternoon teas—please help to wash and tidy away items you have used.



Showers

There are two showers in the Economics Department on the second floor which are available for use during normal opening hours, Monday to Friday.



Fire Information

In the event of the fire alarm sounding, evacuate Manor Road Building immediately via the nearest staircase (not via the building's main stairwell) and assemble on the pavement at Manor Place (the small road opposite Manor Road Building reception). Please read fire notices within the building and take the time to explore your exit routes in case of an emergency.



Access to Facilities

There is a ramped access to the main entrance and there is a powered door at reception. Accessible toilets are on each floor. For wheelchair access to the Centre, there is a lift. An infrared hearing loop is available by request in each of the teaching rooms. An evacuation chair is located at reception. Should you need any special assistance, please alert the Centre Manager or building facilities staff via reception.



First Aid

First Aid can be administered by one of the Facilities Management team trained in first aid. There is a first aid box in the CSLS printer room, at reception and in the locker room. Please contact reception to request first aid.



Accident reporting

Please report any accidents, incidents or near misses to the Centre Manager.



Contemplation Room

There is a Contemplation Room in the St Cross Building next door, it is located on the ground floor and is open to all staff, students and visitors who may need a little time away from the busy spaces we occupy. It is a quiet, private space, for people to use for short periods during the working day to pray, rest or meditate.



Lactation Room

This is in the Manor Road Building next to the accessible toilet on the third floor. For more details: <https://www.law.ox.ac.uk/equality-and-diversity/quiet-rooms>

6 Your Research Journey

Students on the three programmes form part of the same research community but follow different formal routes. The summaries below are designed for orientation; the current year-specific Examination Regulations and Faculty guidance remain authoritative.

6.1 Your Programme Route

MPhil	MPhil in Socio-Legal Research Master by research route: CSLS methods and training → independent research → supervised thesis and Viva Voce exam.
DPhil FT	DPhil in Socio-Legal Studies - full-time Doctoral route: Probationary Research Student → Transfer/QT → Confirmation → DPhil Thesis → Viva Voce exam.
DPhil PT	DPhil in Socio-Legal Studies - part-time The same doctoral standard, with part-time milestone timings, pro-rata supervision and attendance requirements.

6.2 Supervision, Graduate Supervision Reporting & Your First Meeting

Your supervisor is your primary source of academic guidance. A student may have one or more supervisors; where there is a supervisory team, responsibilities should be clear from the outset. The Social Sciences Division normally expects a full-time research student to have at least nine one-hour supervision meetings (or equivalent) per year, with part-time students meeting on a pro-rata basis. Meetings can be face-to-face or virtual by agreement.

Unlike taught courses, research-degree students are expected to work throughout the year, following a pattern broadly equivalent to full-time working pattern. Supervision may therefore take place during university vacations, where appropriate and subject to your supervisor's availability. Agree arrangements for vacation periods with your supervisor in advance, particularly if you expect to undertake research, fieldwork or writing during those periods.

At the beginning of your degree, agree how you will work together. Useful points to settle include meeting frequency, communication between meetings, how polished written work should be before you send it, the normal turnaround time for feedback, and how you will record actions. If you have more than one supervisor, you may request at least one meeting with all supervisors together each year.

- 1 Agree a research plan and realistic timetable, including Transfer, Confirmation or MPhil submission milestones. Build in flexibility for fieldwork and other unexpected developments.
- 2 Agree how often you will meet, how meetings will normally take place, and how you will communicate between meetings.
- 3 Agree how written work will be submitted and the normal approach and timeframe for feedback.
- 4 Discuss research methods, ethics, data, fieldwork, intellectual property, and any safety implications early.
- 5 Use GSR to review progress. DPhil students should also complete the Training Needs Analysis at the start of study and annually thereafter.

If supervision is not working well, try to raise the issue with your supervisor where possible. You can also speak with the Director of Graduate Studies or your college adviser; a change of supervisor can be considered where there are good grounds.

At the end of each term, you have an opportunity to record your progress, training and research plans through Graduate Supervision Reporting (GSR). You will be prompted by email from the Social Sciences Division. Your report is then visible to your supervisor, who adds their comments. Completing your report before your supervisor's report can create an opportunity for dialogue about your progress and plans.

6.3 MPhil in Socio-Legal Research

MPHIL

A focused research degree leading to a thesis and oral examination

The MPhil is normally completed over a full academic year, with three terms of statutory residence in Oxford.

START

Settle the project and supervision

Meet your supervisor, take part in CSLS research-methods training and agree a realistic plan for the year.

DURING YEAR

Develop and write the thesis

Undertake your research, develop your argument and use supervision and feedback to refine your thesis. The MPhil thesis should be **25,000–30,000 words**.

TRINITY

Appoint examiners

Submit the application for appointment of examiners by **noon on Friday of Week 8**.

SEPTEMBER

Submit your thesis and prepare for the viva

Submit your thesis by **noon on the second Friday in September**. Check the current Examination Regulations for the applicable deadline.

AFTER EXAM

Outcome and archive

The examination includes an oral examination. MPhil in Socio-Legal Research students are invited, but not required, to deposit a digital thesis in ORA.

6.4 DPhil in Socio-Legal Studies - Full-time

DPHIL FULL-TIME

PRS → Transfer → Confirmation → Thesis → Viva

The DPhil thesis must not exceed 100,000 words.

YEAR 1

Begin as a Probationer Research Student (PRS)

Establish supervision, complete required CSLS training and Research Integrity Training, and begin your Training Needs Analysis.

Transfer / Qualification Test

Students normally apply for Transfer in the third term and must achieve it by the end of the fourth term. The assessment involves written work and an interview with two assessors.

The Transfer submission should include:

1. **Research statement** (no more than 2,000 words)
2. **A thesis chapter** (no more than 10,000 words)
3. **Bibliography**
4. **Confirmation of completion of the online Research Integrity Training course**
5. **Research Ethics forms via Worktribe**, where applicable

YEAR 2

Develop the research

Focus on developing your research and, where relevant, gathering data or undertaking fieldwork. Continue to refine your research design and discuss emerging issues with your supervisor.

Writing-up and Confirmation of Status

Confirmation is a later-stage assessment of progress, written work and the plan for completion. It is normally undertaken in the third year.

YEAR 3

The Confirmation submission should consist of:

1. **Introductory Chapter** (approximately 10,000 words), setting out the research question,

YEARS 3–4

objectives, methodology and contribution to the broader scholarship.

2. **A chapter of approximately 10,000 words** from the DPhil thesis.
3. **An overview of the intended thesis, of approximately 1,000 words**, stating how much of the thesis is complete and how much remains to be done (with an estimate of the probable date of completion)
4. **Bibliography.**
5. **Confirmation of completion of the online Research Integrity Training course** (for those who haven't submitted it with their QT).

Complete and submit

Develop your thesis towards completion, plan the appointment of examiners and submission with your supervisor, and prepare for the final viva voce.

Corrections and ORA

Complete any required corrections and follow the Faculty process for Leave to Supplicate. DPhil students must then deposit a digital copy of the final thesis in **ORA**.

AFTER VIVA

6.5 DPhil in Socio-Legal Studies - Part-time

DPHIL PART-TIME

The same doctoral standard, over a longer period

The latest Law regulations require part-time DPhil students to undertake at least 30 days of university-based work each year, normally during full terms and agreed with the supervisor. Supervision is pro rata.

YEARS 1-2

PRS and doctoral foundations

Build the project, complete required training and agree how supervision, Centre participation and research activity will work alongside part-time study.

TERMS 6-8

Transfer / Qualification Test

Part-time students are normally expected to achieve Transfer in terms 6-8. The academic test is the same: a viable DPhil project, appropriate methodology and evidence that you are ready to undertake advanced research

FROM TERM 12

Writing-up and Confirmation of Status

Part-time students normally apply for Confirmation no earlier than term 12, and Confirmation must normally be completed within six terms of Transfer.

Complete and submit

Work towards a complete thesis and final viva, allowing sufficient time for supervisor feedback, examiner nomination and submission processes.

AFTER VIVA

Corrections and ORA

As for the full-time DPhil, complete any corrections and deposit the final thesis in ORA after Leave to Supplicate.

Please note: Formal degree requirements and deadlines are governed by the current year-specific Examination Regulations. Students should check these regulations before relying on dates or requirements stated in this handbook.

6.6 Transfer & Confirmation: What They Are For

Transfer, also referred to in the Faculty of Law as the Qualifying Test, is an early doctoral checkpoint. The assessors are asked to consider whether the proposed thesis is viable, whether the methodology is appropriate and practicable, and whether your written work and interview show the potential for DPhil-level research. Applications are made through Student Self Service and include information about skills development, ethics and Research Integrity Training.

Confirmation is different: it asks whether the research has progressed far enough for a successful thesis to be completed on a realistic timetable. Assessors focus on developed draft work, the thesis plan, progress to date and the route to completion.

A USEFUL WAY TO THINK ABOUT IT

Transfer asks: Is this a viable DPhil project, and are you equipped to carry it out?

Confirmation asks: Has the project developed into a viable thesis, and is there a realistic route to completion?

6.7 Deadlines, Submission & ORA

Plan backwards from formal deadlines. The Divisional guidance recommends mapping deadlines early, starting writing before all reading or data collection feels "finished", breaking large tasks into milestones, building contingency time, and discussing unexpected delays with your supervisor as soon as possible.

Use the current Faculty/University guidance for the applicable outcome categories and correction or resubmission requirements.

STUDENT SELF SERVICE

Use My Student Record for formal research-degree applications such as Transfer and Confirmation and for the relevant progression forms.

APPOINTMENT OF EXAMINERS

Plan examiner nomination with your supervisor well before thesis submission. MPhil students have a specific Trinity Term deadline in the regulations.

THESIS FORMAT

Use the current [Law Faculty PGR Handbook](#) for detailed thesis-formatting requirements. Do not rely on an older handbook for formatting or submission rules.

ORA

DPhil deposit is mandatory after Leave to Supplicate. MPhil in Socio-Legal Research deposit is voluntary. Consider third-party copyright and embargo needs before final submission.

6.8 Changes in Status, Research Plan or Supervision

If illness, personal circumstances or another serious issue affects your ability to study, seek advice early. Suspension stops the clock on study; an extension gives additional time but does not pause status. The permitted limits and approval route differ by programme. Changes of supervisor, thesis title, or research direction can also require formal approval. Start with your supervisor and the CSLS Administration Team and use the current Faculty/University guidance.

Funders and visa conditions can impose additional requirements. If you are funded or hold a student visa, check the effect of any proposed suspension, extension, change in attendance, or paid work before making commitments. Research degree work continues through university vacations: agree any significant absence with your supervisor. If required progression or registration limits are missed, student status may lapse, so seek advice early.

6.9 Funding & Research Expenses

CSLS has two schemes to support students – the Student Bursary Support scheme and the Fieldwork Fund - please see the Funding and Employment section of the [CSLS Postgraduate Programme webpages](#) for further details. The faculty also runs a Graduate Travel Grant scheme; details can be found in the same location. Other possible sources of funding for fieldwork travel are your college and the SLSA (<https://www.slsa.ac.uk/grants>).

7 Training, Research Practice & Development

The Centre offers training for all new graduate students. The Centre's Theory and Methods programme is the Centre-specific methods provision. Attendance at the Theory and Methods class, the weekly seminar series, and the Centre's annual lecture and related workshop are mandatory for first-year students.

7.1 Core CSLS Training

7.1.1 Weekly Seminar Series

The Centre convenes a research seminar in which papers are presented by research staff, members of other institutions within the University, and speakers from other universities. There are weekly seminars in Michaelmas and fortnightly seminars in Hilary term. Attendance is compulsory for first year students. Even if a seminar does not directly address the topic of your research, it will help you to gain an understanding of what constitutes a socio-legal approach to research and how different types of theoretical and methodological frameworks can be applied.

The series is generally followed by lunch in the third-floor Atrium, which provides an important opportunity for students and staff to meet the speaker and other Centre members to discuss issues of common interest. Many students find informal conversations an invaluable source of advice and ideas.



MT: Week 1, 4.30pm–6.00pm; Weeks 2–8, 11.30am–1.00pm,
Seminar Room G.

HT: TBC

7.1.2 Theory and Methods Seminars

(Sessions for probationary research and MPhil students)

The aims of these sessions are to:

1. Help students understand the intellectual origins of socio-legal studies and how the field relates to doctrinal scholarship and critical legal studies.
2. Introduce students from both law and social science backgrounds to the contributions of sociology, politics, anthropology, law, and economics to understanding the role of law in society.
3. Familiarise students with seminal and contemporary debates in socio-legal studies.
4. Enable students to situate their own research projects within the context of these debates and to identify their contribution to them.
5. Allow students to critically assess and compare key empirical methods for the collection and analysis of data.



Sessions take place – unless otherwise stated – on Mondays, 2.00–4.00pm in Seminar Room B

Note: A detailed outline of the Theory & Methods course is included in Appendix A at the end of this handbook.

7.1.3 CSLS Annual Lecture

The CSLS Annual Lecture is scheduled to take place on **Wednesday, 2 June 2027** at **The Leonard Wolfson Auditorium, Wolfson College**. The speaker will also lead a workshop with research students. Further details, including information about the speaker and confirmed timings, will be shared once available.

7.2 Researcher Development & Training Needs

Doctoral training is broader than methods. DPhil students are expected to develop research, professional, and transferable skills throughout their degree to prepare themselves for a career in academia, but also outside of it.

RESEARCH SKILLS Methods, data analysis, research design, ethics, fieldwork and research management.	ACADEMIC SKILLS Writing, presenting, publishing, peer feedback and developing an independent scholarly voice.
PROFESSIONAL DEVELOPMENT Teaching, careers, networking, leadership and project management.	WHERE TO LOOK Social Sciences Researcher Development, Bodleian workshops, Careers Service, IT Learning, Language Centre and specialist external training such as NCRM.

The Social Sciences Division publishes a [termly Researcher Development programme](#) and circulates opportunities to DPhil students. Training is normally free for doctoral students. Later-stage DPhil students may also wish to undertake [Preparation for Teaching and Learning at Oxford \(PLTO\)](#) or the Divisional equivalent.

7.3 Research Integrity & Academic Practice

The University's introductory [Research Integrity Training](#) is mandatory for postgraduate research students. Evidence is requested at Transfer where applicable, and successful completion is required before Confirmation can be approved.

Good academic practice also includes accurate citation, avoiding plagiarism and self-plagiarism, responsible management of research data, attention to copyright and intellectual property, and transparent use of research tools. If you are uncertain about academic integrity in your own project, discuss it with your supervisor before submitting work or collecting data.

7.4 Research Ethics, Data & Generative AI

Research involving human participants, personal data, or other ethically sensitive material requires ethical review. Where approval is required, a student must obtain it before the relevant research or data collection begins. Build ethics, consent, secure data handling and any confidentiality commitments into the research design from the start.

Generative AI is also part of research practice. University policy applies to research students: substantive use of a stand-alone GenAI tool in research should be declared, and you remain responsible for the accuracy, rigour, and integrity of the research. If personal data will be processed using GenAI, this must be considered within data-protection and research-ethics requirements. See the FAQ in Section 10 for assessment-specific rules and current links.

7.5 Fieldwork Safety & Training

Fieldwork includes research activities carried out away from university premises, whether in the UK or overseas, and must be approved through the appropriate departmental process. Discuss fieldwork with your supervisor early, including personal safety, participant risk, data security, and contingency arrangements.

- 1 Complete any required fieldwork or overseas-travel safety training.
- 2 Complete a Travel Risk Assessment proportionate to the proposed activity and discuss it with your supervisor.
- 3 Submit the supervisor-approved risk assessment through the appropriate CSLS/University route. High-risk travel may require additional approval.
- 4 For overseas travel, complete the University [travel/insurance registration process](#) and make sure the Centre has accurate contact and itinerary information.
- 5 Medium- or high-risk overseas travel/fieldwork requires a suitable minimum level of training under the [University safety instruction](#) introduced in 2025.

The Social Sciences Division offers overseas fieldwork safety and vicarious trauma training; the University Safety Office also offers fieldwork, risk assessment and first-aid training. Use the current [Division](#) and [Safety Office](#) pages because course titles and schedules can change.

7.6 Student-Led and Collaborative Activities

7.6.1 Students' Discussion Group

This Discussion Group is organized by students to discuss the progress of their research. It includes seminars led by external speakers. Attendance is highly recommended, and information will be widely distributed.



MT: Thursdays 12:30–14:00, Seminar Room B (Weeks 1,3,5 and 8)

HT: Thursdays 12:30–14:00, Seminar Room B (Weeks 1,3,5 and 8)

TT: Thursdays 12:30–14:00, Seminar Room B (Weeks 1,3,5 and 8)

Note: A sandwich lunch will be provided during each Students' Discussion Group session.

7.6.2 Research Clusters and Workshops

The Centre organizes its research into several thematic clusters. Each cluster hosts informal workshops open to all students and staff, with details shared separately. In addition, all conferences and seminars hosted by CSLS are open to student participation.

7.6.3 Wider Methods & Training

In discussion with your supervisor, you may also attend relevant methods or substantive training elsewhere in the Social Sciences Division and University. Particularly useful sources include [Politics and International Relations](#), [Sociology](#), the [Centre for Criminology](#), the [Saïd Business School](#), the [Bodleian Libraries](#) and the [Social Sciences Researcher Development programme](#).

7.7 CSLS Additional Sessions

28 OCT • 14:00 – 15:00 • SEMINAR F

Working with Existing Data

CONVENER A Kubal • OPEN TO MPhil students

This session introduces students to the opportunities and challenges of working with existing qualitative and quantitative data in socio-legal research. We will consider how existing datasets, interview materials, surveys, legal and administrative records, and other forms of previously collected data can support the development of new research questions and generate original analysis. The session will also address practical and methodological questions around access, data quality, context, ethics and interpretation, as well as what it means to make an original contribution when working with data you have not collected yourself.

18 NOV • 15:00 – 16:30 • SEMINAR F

Writing Styles

CONVENER F Pirie • OPEN TO All students and post-docs

Academic writers almost always find there is a tension between being sophisticated and being clear. And this is not just a challenge for non-native English speakers. As we try to express abstract ideas, summarise complex arguments, and engage in insightful analysis, most of us find that our prose tends to become complex and obscure. But good ideas, however sophisticated, can always be expressed in a straightforward way. In this seminar, we will discuss some of the ways we might achieve this and common pitfalls to be avoided.

READING Sword, Helen. 2012. *Stylish academic writing*. Harvard University Press. (ch. 5)

8 Faculty & University Essentials

CSLS sits within the Faculty of Law, which is part of the Social Sciences Division; you are also a member of a college and of the University. Different parts of Oxford therefore support different aspects of your degree.

CSLS Your research community, Centre training, workspace, events and day-to-day Centre support.	FACULTY OF LAW Faculty guidance, teaching opportunities and Faculty-wide communications.
YOUR COLLEGE Pastoral and welfare support, college adviser, accommodation and college community.	UNIVERSITY / DIVISION Examination Regulations, central systems and services, research policy, specialist support and wider doctoral training.

8.1 Formal Rules & Current Guidance

For Transfer, Confirmation, thesis format, submission, examination outcomes and changes in student status, use the current year-specific [Examination Regulations](#) and [Law Faculty PGR Handbook](#). The CSLS handbook explains the Centre context but does not replace those formal rules. Check for updates during the year, particularly before a formal application or submission.

KEEP THE FORMAL GUIDANCE CLOSE

Before any progression application, thesis submission, request to change status, or decision about paid work/visa-sensitive activity, check the current Faculty and University source rather than an older handbook or saved webpage.

8.2 Systems & Communication

OXFORD EMAIL Monitor University and Faculty messages regularly. Important deadlines, opportunities and changes may be communicated by email.	STUDENT SELF SERVICE Use My Student Record for your student record and formal research-degree applications/processes.
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GSR

Graduate Supervision Reporting records progress and supervision. DPhil students also use the TNA functionality for development planning.

CANVAS

Some training materials and Faculty guidance are delivered through [Canvas](#) or other University platforms.

8.3 Libraries, Skills & Careers

You have access to the Bodleian Law Library, Social Science Library and the wider Bodleian system. Library workshops cover information skills, databases, citations and publishing. The Careers Service, IT Learning and [Language Centre](#) provide additional training and one-to-one or specialist support.

8.4 Paid Work, Teaching & Visa Responsibilities

Research students who undertake paid work should follow the current University and Faculty [paid-work guidance](#) and discuss substantial commitments with their supervisor. Faculty teaching opportunities for DPhil students are normally linked to progression and training requirements; check the current Faculty rules before accepting work. If you hold a student visa, you are personally responsible for complying with your visa conditions, including any limits on work and attendance requirements.

8.5 Freedom of Speech & Academic Freedom

Freedom of speech and academic freedom are central to university life. The University's [Code of Practice](#) protects lawful expression while expecting debate and events to take place within a framework of robust civility and without intimidation. This sits alongside the University's equality, harassment and conduct policies.

9 Useful Links & Online Resources

Use this directory to find the right place quickly. Choose the task that best matches what you need to do.

A. MANAGE YOUR DEGREE

I NEED TO...	GO TO
Check the detailed Faculty rules	<u>Law Faculty PGR Handbook</u>
Check formal degree requirements	<u>Examination Regulations</u>
Update my student record or access formal applications	<u>Student Self Service</u>
Complete supervision reports or re-view my training needs	<u>Graduate Supervision Reporting (GSR)</u>
Find guidance on Transfer, Confirmation or changes of status	<u>Research degree progression</u>
Find CSLS programme information and links to Faculty guidance	<u>CSLS Postgraduate Programme</u>

B. DO YOUR RESEARCH

I NEED TO...	GO TO
Complete the mandatory research integrity training	<u>Research Integrity Training</u>
Check whether my project needs ethics review or approval	<u>Research Ethics</u>
Plan fieldwork, risk assessment or overseas research	<u>Fieldwork Safety & Training</u>
Check current guidance on using generative AI in research	<u>Generative AI in Research</u>
Check whether AI may be used in assessed work	<u>AI Use in Summative Assessment</u>
Find guidance on responsible research practice and data	<u>Research Practice Guidance</u>

Deposit or manage access to my thesis after completion

[Oxford Research Archive \(ORA\)](#)

C. BUILD YOUR SKILLS

I NEED TO...

GO TO

Find research methods and researcher-development training

[Social Sciences Researcher Development](#)

Get help with literature searching citations, data or publishing

[Bodleian Libraries & iSkills](#)

Explore academic and non-academic career options

[Careers Service](#)

Develop academic English or other language skills

[Language Centre](#)

Build digital and research-related IT skills

[IT Training & Skills](#)

D. CONNECT WITH CSLS & THE FIELD

I NEED TO...

GO TO

Find Centre news, people, events and opportunities

[CSLS website](#)

Find information specifically about CSLS graduate study

[CSLS Graduate Programme](#)

Read and contribute to socio-legal commentary and research

[Frontiers of Socio-Legal Studies](#)

Connect with the UK socio-legal research community

[Socio-Legal Studies Association \(SLSA\)](#)

Need support rather than a website? For welfare, disability, harassment, complaints or appeals, see Section 4: Support, Wellbeing & Inclusion.

10 Frequently Asked Questions

Quick answers to common questions. Where a topic is covered in detail elsewhere, the FAQ points you to the relevant section.

A. PRACTICAL AT CSLS

Q How do I connect to eduroam Wi-Fi?

Eduroam provides Wi-Fi across Oxford and other participating institutions. Follow the [University IT setup instructions](#) and use your Oxford username (in the format abcd1234@OX.AC.UK) and remote access password (different from your SSO password).

Q How do I print, scan or copy at CSLS?

Scan the QR code above the CSLS printer for instructions. See **Section 5, Your Space & Facilities**, for Centre-specific guidance.

Q Can I borrow equipment from CSLS?

Yes. The Centre has a camera, tripod and microphones that may be useful for research and fieldwork. Contact the **Administration Officer or Centre Manager** to arrange a loan.

Q Is funding available for my research?

Funding may be available for research expenses, conferences and travel. See the Funding section of this handbook and the [current CSLS funding information](#) online.

B. STUDY, WORK & DEGREE RULES

Q Can I undertake teaching or other paid work?

Possibly. Teaching and paid work are subject to current University and Faculty rules, as well as any visa or funder conditions. Discuss any substantial commitment with your supervisor before accepting it. See [CSLS employment and teaching guidance](#) for current local information.

Q Can I use generative AI in my research or assessed work?

For assessed work, follow the written instructions for that specific assessment; do not assume AI use is permitted unless it has been authorised. For research, you remain responsible for the accuracy, originality and integrity of your work. Take particular care with personal, confidential or unpublished research material, and follow the [University Policy for using Generative AI in Research](#). If you are unsure, discuss your proposed use with your supervisor.

Q Where do I find the definitive rules for my degree?

Consult the **year-specific Examination Regulations** and the **current Law Faculty PGR guidance**. This CSLS handbook explains Centre arrangements and provides practical guidance, but the formal regulations take precedence.

Q I am a part-time DPhil student. How often do I need to be in Oxford?

Part-time DPhil students are normally required to undertake a minimum of **30 days of University-based work each year**, arranged with their supervisor and taking account of relevant CSLS induction and training. Always check the regulations applying to your cohort.

C. RESEARCH & PROGRESS**Q What if I am worried about my progress or supervision?**

Raise concerns early. Speak to your supervisor about academic progress; if the concern relates to supervision itself, contact the **Director of Graduate Studies** or your **college adviser**. See Section 4 for further support and complaint routes.

Q Do I need ethics approval before collecting data?

Research involving participants, personal data or other ethically sensitive activity will require approval **before the research begins**. Discuss your plans with your supervisor and see the Research Ethics section of this handbook. The [University Research Ethics Policy](#) provides the current framework.

Q What do I need to do before fieldwork or research travel?

Discuss your plans with your supervisor early. You will need a Travel Risk Assessment signed off by your supervisor (if it is medium-high risk you may need to consult the DGS and the Safety Office). All students should have University travel insurance in place before they depart for fieldwork/conference travel (attaching your risk assessment to the insurance application is part of the process before submitting for departmental approval). See the Fieldwork section and the [Social Sciences Division fieldwork guidance](#) for details.

D. SUPPORT & COMPLETING YOUR DEGREE**Q What support is available if I need disability-related adjustments?**

The [Disability Advisory Service](#) and your college can advise on adjustments to study and assessment, including Transfer, Confirmation and the final viva. See **Section 4, Support, Wellbeing & Inclusion**.

Q How do I raise a complaint or academic appeal?

Raise concerns promptly and, where possible, try to resolve them informally first. A **complaint** concerns provision or a service; an **academic appeal** concerns an academic decision on permitted grounds such as procedural error or bias. There is no right of appeal against academic judgement. See **Section 4.4** and the [University complaints and academic appeals guidance](#).

Q What happens after my viva?

Follow the Faculty guidance for any corrections and for **Leave to Supplicate**. DPhil students must subsequently deposit the final thesis in [ORA](#); deposit for the MPhil in Socio-Legal Research is voluntary. See Section 6.7, Deadlines, Submission & ORA.

Can't find what you need? Start with your supervisor, the Director of Graduate Studies, CSLS Administration or your college, depending on the issue.

Appendix A – Theory & Methods

Timetable

A.1 Michaelmas Term Course Outline

Sessions in Michaelmas Term introduce key approaches and debates in contemporary socio-legal studies. The discussions will explore the nature of law, the various forms it takes, and the different roles it plays in a variety of social settings and relationships.

WEEK 1: 12 OCTOBER

Fernanda Pirie

Legal Pluralism

How is law to be identified outside the formal legal systems of the nation state? What does it even mean to talk of ‘non-state law’? Should it be identified by its sources, its functions, or its form? This seminar introduces debates about the nature of law generated by anthropological examples from around the world, including what is promoted as ‘legal pluralism’, and the ways in which they can be used to reflect upon what law is.

ESSENTIAL READING:

- Merry, Sally Engle. 1988. ‘Legal pluralism’. *Law and Society Review*, 22: 869–96.
- Roberts, Simon. 2005. ‘After government: on representing law without the state’. *Modern Law Review*, 68: 1–24.

WEEK 2: 19 OCTOBER

Nicole Stremlau

Global Histories of Socio-Legal Studies

This seminar explores the multiple and contested histories of socio-legal studies — we examine how the field has been shaped by institutional contexts, global power dynamics, and postcolonial critique. Harris’s account of UK socio-legal studies invites discussion on the foundations of our own Centre. We will also reflect on how research on law and society in Africa has had an often-overlooked but central and defining role in shaping the field of socio-legal studies in the UK and globally. And we will discuss how the recent turn to “the local” can reproduce exclusionary, patriarchal, and externally imposed forms of authority. Together, these readings ask us to think critically about how we might engage with diverse legal and social traditions in our own research. Students are encouraged to come to

class prepared to discuss how socio-legal perspectives have been influenced, defined, and shaped in the contexts where their research takes place.

ESSENTIAL READING:

- Harris, D. R. (1983). The development of socio-legal studies in the United Kingdom. *Legal Studies*, 3(3), 315–333.
- Manji, A., & Harrington, J. (2017). The Limits of Socio-Legal Radicalism: Social and Legal Studies and Third World Scholarship. *Social and Legal Studies*, 26(6), 700–715.
- Branch, A. (2011) 'Ethnojustice: The Turn to Culture', Chapter 5 in *Displacing Human Rights: War and Intervention in Northern Uganda*. Oxford University Press.

WEEK 3: 26 OCTOBER

Florian Grisel

Marx and Weber: Law, Religion and Capitalism

In this session, we will explore the work of two of the founders of the social sciences, both of whom were trained as lawyers and grappled with many of the same questions from radically different perspectives. Focusing on the relationship between law, religion, and capitalism, we will examine how Karl Marx (1818–1883) and Max Weber (1864–1920) understood the emergence and functioning of modern capitalist societies. The session will also provide an opportunity to reflect on their intellectual trajectories, their enduring influence, and the ways in which their work continues to shape socio-legal scholarship today.

ESSENTIAL READING:

- Karl Marx, *The German Ideology*, Sections 1.A, 1.B and 1.C
- Skim through Karl Marx, Debates on the Law on Thefts of Wood
- Read p. 159 of Max Weber, 'Prefatory Remarks' to *Collected Essays in the Sociology of Religion* (1920) in *The Protestant Ethic and the Spirit of Capitalism*. London and New York: Routledge. 2001 (available on Solo: [here](#)).

WEEK 4: 2 NOVEMBER

Agnieszka Kubal

Legal Culture and Legal Consciousness

This seminar investigates the intricate relationship between law and society through the interconnected concepts of legal culture and legal consciousness. By engaging with foundational and contemporary

scholarly works, we examine how legal norms, practices, and beliefs are both shaped by and shape societal values and behaviours. The seminar will discuss the symbiotic relationship between legal culture and legal consciousness as two complementary conceptual lenses, revealing the cultural foundations of legal systems and their impact on social dynamics.

ESSENTIAL READING:

- Silbey, Susan S. 2005. 'After Legal Consciousness', *Annual Review of Law and Social Science* 1: 323–68.
- Axel Pohn-Weidinger, Julia Dahlvik. 2024. *Legal Consciousness Without Legal Culture? A Comment on Ewick and Silbey's The Common Place of Law* [in:] *Laypeople in Law*, London: Routledge, pp. 141–156
- Kurkchian, Marina. 2023. 'Legal Culture as an Approach to the Study of Law in Russian Society', in Hydén Håkan, et al. (eds), *Combining the Legal and the Social in Sociology of Law: An Homage to Reza Banakar*. London: Hart/Bloomsbury Publishing.
- Chua, Lynette and David M. Engel. 2019. 'Legal consciousness reconsidered', *Annual Review of Law and Social Science* 15: 335–53.

WEEK 5: 9 NOVEMBER

Bettina Lange

Is law a regulatory tool or a knowledge regime?

This seminar introduces Foucault's post-structuralist conception of law which critiques an instrumental understanding of law as a regulatory tool. Reflecting critically upon how we conceptualize law matters since different ways of understanding law steer towards asking different socio-legal research questions. An instrumentalist conception perceives law as a powerful normative order which can regulate social actors' behaviour and facilitate social change. This chimes with lawyers' understanding of legal ordering. From a Foucauldian perspective, however, law is not just a set of sometimes coercive social practices. Instead, it is also a distinct way of representing and knowing the social world. From this perspective law is primarily understood – not as a regulatory tool – but as a distinct knowledge regime.

ESSENTIAL READING:

- Foucault, M. 2009. 'Alternatives to the Prison', *Theory, Culture & Society*, vol. 26 (6), 12–24.

- Valverde, M. 2010. 'Specters of Foucault in Law and Society Scholarship', *Annual Rev. Law Soc. Sci.* 6, 45–59.

WEEK 6: 16 NOVEMBER

Nicole Stremlau

The Digital Turn in Socio-Legal Studies

The digital turn in socio-legal studies invites us to examine how law is being reshaped by new technologies—and by the values and social orders they encode. Rather than treating digital systems as neutral tools, we consider how legal-tech infrastructures often marginalize practices and knowledges outside global centres of power. New forms of platform governance are mimicking legal authority while attempting to evade traditional accountability. At the same time, AI systems appear to be further formalizing elite perspectives, often erasing plural legal traditions and the experiences of marginalized communities. These developments challenge us to rethink what counts as law, who defines it, and how justice is imagined in a digitized world.

ESSENTIAL READING:

- Mavhunga, C. (2017). 'Introduction', in "What do science, technology, and innovation mean from Africa?", MIT Press, pp 1-27.
- Hoque, S. T. (2023). Neocolonial digitality: Analyzing digital legal databases using legal pluralism. *Asian Journal of Law and Society*, 10(3), 516-549.
- Klonick, K. (2019). The Facebook Oversight Board: Creating an independent institution to adjudicate online free expression. *Yale LJ*, 129, 2418.

WEEK 7: 23 NOVEMBER

Fernanda Pirie

Comparison in Socio-Legal Studies

Many socio-legal projects are explicitly comparative, while in others, the researcher analyses their material by comparing parallel studies from different social and political contexts. Qualitative research lends itself to what has been called 'disjunctive' comparison. Instead of trying to compare apples with apples, rather than oranges, the researcher draws insights from comparing unlike examples. How and why might socio-legal scholars usefully compare in these, or other, ways?

ESSENTIAL READING:

- Creutzfeldt, Naomi, Agnieszka Kubal, and Fernanda Pirie. 2016. 'Introduction: exploring the comparative in socio-legal studies', in F. Pirie,

A. Kubal, and N. Creutzfeldt (eds), *Comparative Socio-Legal Studies*, special issue of the *International Journal of Law in Context*, 12: 377–89.

- Lazar, Sian. 2012. 'Disjunctive comparison: citizenship and trade unionism in Bolivia and Argentina'. *Journal of the Royal Anthropological Institute*, 18: 349–68.

ADDITIONAL READING:

- Pirie, Fernanda. 2025. 'Global comparative law? Review of Siems and Yapp, "The Cambridge Handbook of Comparative Law"', *Oxford Journal of Legal Studies*, 45: 506–24.

WEEK 8: 30 NOVEMBER

Bettina Lange

From discourse to socio-legal ordering?

This seminar will introduce you to discourse analytical thinking as a distinct approach to carrying out socio-legal research. A range of socio-legal studies have been informed by discourse analysis, and hence this seminar focuses on the 'what' and 'how' of doing discourse analysis for a socio-legal research project. We will discuss different meanings of the concept of 'discourse', whether law can be considered as a distinct discourse, and how various discourses contribute to socio-legal ordering also by constituting the institutions through which law is created and implemented.

ESSENTIAL READING:

- Schmidt, Vivienne A. 2008. 'Discursive Institutionalism: The Explanatory Power of Ideas and Discourse'. *Annual Review of Political Science*, 11: 303–326.
- Schmidt, Vivienne A. 2022. 'European Emergency Politics and the Question of Legitimacy'. *Journal of European Public Policy*, 29 (6): 979–993.
- Lynch, Richard A. 2014. 'Chapter 22: Discourse', in Leonard Lawlor and John Nale (eds), *The Cambridge Foucault Lexicon*. CUP.

A.2 Hilary Term Course Outline

These seminars discuss the practical techniques available to carry out socio-legal research and the ways in which they relate to the theoretical approaches you might take. We will consider which questions you can ask and what methods can help you to answer them.

WEEK 1: 18 JANUARY

Agnieszka Kubal

Research design, sampling and methodological rigour in socio-legal research

In this introductory session, we will focus on the critical planning phase of socio-legal research, emphasising the development of effective research designs and research questions. Given the constraints of time and resources, we will discuss the practicalities of sampling and data analysis and explore how sampling decisions impact data generation, generalisability, reaching empirical and theoretical saturation. Additionally, we will also address how to recognise high-quality qualitative research in socio-legal studies and establish benchmarks for research rigour, striving for findings that are both reliable and insightful.

ESSENTIAL READING:

- Alford, Robert R. (1998) *The Craft of Inquiry. Theories, Methods, Evidence*. Oxford: OUP, Chapter 2 'Designing a Research Project', pp. 21–31
- Small, Mario Luis (2005) *Lost in Translation: How Not to Make Qualitative Research more Scientific*, Note prepared for NSF Workshop on Interdisciplinary Standards for Systemic Qualitative Research, pp. 165–171
- Schrank, Andrew (2006) *Maintaining Perspective Is Essential: Bringing It All Back Home: Personal Reflections on Friends, Findings, and Fieldwork* in: Perelman, E. & Curran, S. R. *A handbook for social science field research: Essays & bibliographic sources on research design and methods*, SAGE Publications Ltd, pp. 217–236

WEEK 2: 25 JANUARY

Linda Mulcahy

Interviewing and Focus Groups

In this seminar we will be looking at one of the most popular forms of data collection, the interview. We will consider a broad range of approaches to interviewing as well as the different ethical and practical issues around research conversations. Topics covered include different forms of

interview such as life histories, oral history, semi-structured and unstructured approaches, presentation of self and performance in interviews, interviewing elites and ethical responsibilities towards interviewees and those they name.

ESSENTIAL READING:

- Bryman, Alan. 2015. 'Interviewing in Qualitative Research' in Social research methods (5th ed.). Oxford: University Press or
- Silverman, D. 2015. 'Interviews' in Interpreting qualitative data, (5th ed.) London: Sage.
- Halliday, S. and P. Schmidt, P. 2009. 'Patricia Ewick and Susan Silbey and The Common place of Law', in Conducting law and society research: reflections on methods and practices (ch. 19) Cambridge University Press.

WEEK 3: 1 FEBRUARY

Fernanda Pirie

Archival Research

Historians have long debated the philosophical issues raised by archival research, starting with the nature of archives themselves. But such debates should not dissuade socio-legal scholars from making use of available documentary sources. After all, laws are texts and often preserved in archives. MPhil students often find an archive a good focus for a project and historical documents may give useful historic context to any research. As with interview and survey data, all archival sources must be assessed and analysed on their own terms. We want to encourage students to think reflexively about approaching archives, not just as repositories of facts, but as active sites of power and interpretation. In this session we will consider some of the issues raised by archival records: what can they reveal, how they should be interpreted, what are the significant gaps and silences, and how can we navigate extensive quantities of material? What are the practicalities of using archives? What kind of ideological and institutional contexts must be considered in evaluating the archival sources?

ESSENTIAL READING:

- Guha, Ranajit. 1983. Elementary Aspects of Peasant Insurgency in Colonial India. Delhi: OUP. [Ch. 1, Introduction. You should concentrate on his remarks, towards the end of the chapter, about sources.]
- Macrea-Toma, Ioana, 2017. The Eyes of Radio Free Europe: Regimes of Visibility in the Cold War Archives. East Central Europe, 44(1), pp.99-127.

- L'Eplattenier, Barbara. 2009. 'An Argument for archival research methods: thinking beyond methodology', *College English* 72: 67–79

WEEK 4: 8 FEBRUARY**Fernanda Pirie****Ethnographic Methods**

Participant observation is a key technique of ethnographic socio-legal research methods. It is a type of research that could be regarded as diametrically opposed to the collection of quantitative data. This relates not only to the methods but to the types of questions that can be answered, the research design and the subsequent analysis of data. In the seminar we will discuss the practical issues of undertaking participant observation, but we will start by considering how participant observation relates to other types of research and the continuum between quantitative and qualitative methods that were discussed in the first week. To this end you should do some reading on the nature of ethnography and participant observation and consider how your own project may be placed on the scale between quantitative and ethnographic methodologies. You should also read a case study about participant observation and anticipate whether you might encounter any similar practical issues in your own research.

ESSENTIAL READING:

- Nader, Laura. 1986. 'From anguish to exultation', in Golde (ed.), *Women in the Field*.
- Dresch, Paul and Wendy James. 2000. 'Introduction: fieldwork and the passage of time', in P. Dresch, W. James, and D. Parkin (eds), *Anthropologists in a Wider World*. Oxford: Berghahn.
For theories of research methods, including participant observation, the following have reasonably good summaries:
- Hammersley, M. & Atkinson, P. 1995. *Ethnography: Principles in Practice* [Ch. 1].

WEEK 5: 15 FEBRUARY**Nicole Stremlau****Surveys**

Surveys are a much-used form of data collection, which allows us to collect large amounts of generalisable data. They are used to capture both qualitative and quantitative data but in contrast to much qualitative work, commonly require those designing them to group responses into categories before the data has been collected. In this session we will consider the dangers of such predetermined and deductive methods of

data collection as well as their advantages. We will discuss how researchers and organizations use surveys as they are often at the core of indicators and indexes that can have significant impact on policies. Attention will be given to the challenges of survey research in difficult environments, including regions affected by crisis or conflict. We will spend some time critiquing the data contained in the Rule of Law Index, including the use of expert surveys. (see <https://worldjusticeproject.org/rule-of-law-index/>).

ESSENTIAL READING:

- Tourangeau, Roger, Lance J. Rips, and Kenneth Rasinski. 2012. 'Respondents' understanding of survey questions' in *The Psychology of Survey Response*. CUP.
- Merry, Sally. 2011. 'Measuring the World: Indicators, Human Rights, and Global Governance', *Current Anthropology*, 52.
- Firchow, P., & Ginty, R. M. (2017). Measuring Peace: Comparability, Commensurability, and Complementarity Using Bottom-Up Indicators. *International Studies Review*, 19(1), 6–27. <http://www.jstor.org/stable/26407934>
- Zhang, Simone, Janet Xu, and A. J. Alvero. 2025. "Generative AI meets open-ended survey responses: Research participant use of AI and homogenization." *Sociological Methods & Research* 54, no. 3:1197-1242.

WEEK 6: 22 FEBRUARY

Chris Decker

The dilemmas of working with quantitative data

During our research most of us rely on quantitative data, published statistics or attempt to count things even if we are doing qualitative research. In a world in which 'big data' is increasingly being discussed, it is important for us to understand the provenance of large data sets and to be able to judge the credibility of published data sets or those made available for secondary analysis. Without a basic knowledge of statistical significance, univariate, bivariate and multivariate analysis we cannot attempt to judge the credibility of published research. In this session we will look at some of the terms and models that are commonly used by statisticians and go on to consider the ways in which 'big data' impacts on the world of socio-legal studies.

ESSENTIAL READING:

- Bryman, A. 2015. 'Secondary analysis and official statistics' (ch. 10) and 'Quantitative data analysis' (ch. 11), in *Social Research Methods*. Oxford:OUP.

- Gandomi & Haider. 2015. 'Beyond the hype: Big Data', *International Journal of Information Management*, 35: 137–44.
- Posner & De Figueiredo. 2005. 'Is the ICJ Biased?', *The Journal of Legal Studies*, 34: 599–630.

BACKGROUND VIEWING:

- Dancing statistics: 'Correlation'
<https://www.youtube.com/watch?v=VFjaBh12C6s>
- Dancing statistics: 'Frequency'
<https://www.youtube.com/watch?v=dr1DynUzjq0>
- Dancing Statistics: 'Variance'
<https://www.youtube.com/watch?v=pGfwj4GrUIA>

WEEK 7: 1 MARCH

Bettina Lange

Case Studies

A research design provides the 'scaffolding' for a socio-legal study. Researchers frequently frame their projects through the research design of one in-depth single, or multiple empirical case studies. Case studies can be used to address 'how' and, to some extent, 'why' research questions, e.g. through process tracing. They can generate 'comprehensive storylines', help to detect 'smoking guns' and generate 'confessions' (Blatter & Haverland, *Designing Case Studies*, 2012, p. 20). They have been used in socio-legal studies to analyse - for example - legal decision-making in organizations. But how do you construct and define the boundaries of 'a case'? How can case studies help to focus on specific instances of the empirical or conceptual phenomena you want to study? What are the analytical gains and limitations of framing your data collection through the case study research design?

ESSENTIAL READING:

- Clark, Tom, Liam Foster, Luke Sloan, and Alan Bryman. 2021. *Bryman's Social Research Methods*, 6th ed, OUP. [Ch. 3.6. Case Study Design]
- Yin, R. 2018. *Case study research and applications* [Chs 1-2].
- Elliott, C, A. Janzwood, S. Bernstein, and M. Hoffman. 2023. 'Rethinking complementarity: The co-evolution of public and private governance in corporate climate disclosure', *Regulation & Governance* [at: <https://onlinelibrary.wiley.com/doi/full/10.1111/rego.12550>].

WEEK 8: 8 MARCH

Nicole Stremlau

Ethical Issues in Socio-Legal Research

While every researcher looks forward to finalising the often-complicated institutional ethics processes for their study, ethical questions do not simply begin and end with ethics approval. By discussing research ethics in a comparative perspective, including how different societies define and govern research ethics, we can reflect on broader inequalities and power relations in the field. Conflict and resource-poor field sites often pose significant ethical challenges. We will discuss the ongoing moral and ethical considerations that arise before, during, and after undertaking empirical research, including how your research might be used by others in ways you do not anticipate. It will include guidance on how to identify possible ethical issues and negotiate institutional ethics requirements, including questions of anonymity, privacy, and research data management.

Please review the Social Sciences Research Ethics Committee materials:

<https://unioxfordnexus.sharepoint.com/sites/OxIntranet-research-innovation/SitePages/research-ethics.aspx?web=1>

ESSENTIAL READING:

- Allen, T. and Parker, M., 2012. Conflicts and compromises: experiences of doing anthropology at the interface of public policy in *The Sage Handbook of Social Anthropology* (pp. 184-195). SAGE Publications published with the Association of Social Anthropology.
- Tapscott, R. and D.R. Machón. 2024. 'Procedural ethics for social science research: Introducing the Research Ethics Governance dataset'. *Journal of Peace Research*, 0(0).
- Krause, Peter and Ora Szekely. 2000. *Stories from the Field*. Columbia University Press. Has short and accessible narratives from researchers about some of their experiences on fieldwork. Read a couple of the chapters most relevant to your work in section VII and VIII, including Erica Chenoweth's 'On Research that "Matters"' (pp. 26–76)
- You can also explore the Bukavu Series (Silent Voices) and think about the different perspectives various groups bring to what constitutes ethics and what ethical dilemmas are important: <https://bukavuseries.com/>

A.3 Trinity Term Course Outline

WEEK 1: 26 APRIL

Post-docs at CSLS: Anna Löbbert

Experience of doing field research

In this session two or three of the Centre's senior doctoral students will be invited to share with the group their experience of conducting empirical research and discuss the problems that they have encountered in the final process of writing a full thesis draft. They will reflect upon the challenges that they have faced at the various stages of advanced research, how they have overcome them, and what lessons they have learned during the implementation of the project that they envisioned at the outset three years before.

WEEK 3: 10 MAY

First-year DPhil and MPhil students

Student Presentations (A Kubal to convene)

This is a full-day workshop in which each student gives a presentation on their research project to Centre Fellows and fellow students. The focus is on sharing work-in-progress in a supportive and collegial setting. Presentations are followed by constructive feedback and open discussion. Attendance throughout the day is expected, as students are encouraged to engage with and contribute to their peers' sessions. The event is designed to help refine research projects and provide preparation for the Qualifying Test (QT) assessment.

Notes

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Please note that the printed version of the handbook is up to date as it goes to press, but it may be best to consult the PDF version on the Centre website for the most recent revisions.