



# **The Centre for Socio-Legal Studies**

## **Graduate Research Handbook 2023–24**

Dear Students,

It gives me great pleasure to welcome you to the Centre for Socio-Legal Studies and Oxford. You have joined the largest group of socio-legal research students in the UK and that brings many rewards in its wake. As you will see from the layout of the Centre, we place our students at the heart of everything we do and supervision is one of the most important and fulfilling tasks we perform as academics. I am grateful to Fernanda for putting together such a wonderful course guide for you. We ask that you read this thoroughly before approaching your supervisors or our administrative team with questions.

I look forward to meeting you, discussing methodology and learning about your research. As you will soon learn there are many opportunities for us to talk about and reflect on the nature of socio-legal studies in our methodology classes and Monday seminar series in which well-known socio-legal scholars come to tell you about their work. We also host the socio-legal discussion forum organised by our students on Thursdays. But just as important are the informal discussions we have during Thursday afternoon tea or by the kettle.

The Centre is a place where disciplines and people meet. It is also a supportive community of scholars. The other students, post-doctoral fellows and senior staff all have experience of the challenges you will face in the course of your MPhil or DPhil programme and we are all here to help you. I look forward to the many discussions we will have, to seeing you develop as a scholar and to you playing an active role in our collective life.

Linda Mulcahy  
Professor of Socio-Legal Studies  
Director of CSLS

**DIRECTOR OF CSLS**  
Professor Linda Mulcahy

**DEPUTY DIRECTOR**  
Dr Florian Grisel

**DIRECTOR OF GRADUATE STUDIES**  
Professor Fernanda Pirie

**CENTRE ADMINISTRATION**

**Ms Nikki Macmichael**, *Centre Administrator*  
[nicola.macmichael@csls.ox.ac.uk](mailto:nicola.macmichael@csls.ox.ac.uk); tel: 01865 284222

**Miss Bronwen Phillips**, *Administration Officer*  
[bronwen.phillips@csls.ox.ac.uk](mailto:bronwen.phillips@csls.ox.ac.uk) and [admin@csls.ox.ac.uk](mailto:admin@csls.ox.ac.uk); tel: 01865 284220

**Dr Uyanga (Uka) Amarsaikhan**, *ERC Projects Officer*  
[uyanga.amarsaikhan@csls.ox.ac.uk](mailto:uyanga.amarsaikhan@csls.ox.ac.uk); tel: 01865 284225

**STUDENT REPRESENTATIVES**

Loveday Liu ([loveday.liu@law.ox.ac.uk](mailto:loveday.liu@law.ox.ac.uk))

**SOCIAL EVENTS**

Marcus Dahl ([marcus.dahl@law.ox.ac.uk](mailto:marcus.dahl@law.ox.ac.uk))

Shruti Iyer ([shruti.iyer@law.ox.ac.uk](mailto:shruti.iyer@law.ox.ac.uk))

**VISITING STUDENT LIAISON**

Anna Löbbert ([anna.loebbert@law.ox.ac.uk](mailto:anna.loebbert@law.ox.ac.uk))

**ORGANISERS OF THE SOCIO-LEGAL DISCUSSION GROUP**

Urania Chiu ([urania.chiu@law.ox.ac.uk](mailto:urania.chiu@law.ox.ac.uk))

Israr Khan ([israr.khan@law.ox.ac.uk](mailto:israr.khan@law.ox.ac.uk))

# 1 People at the Centre

## RESEARCH STAFF

**Dr Marie Burton**, *Senior Research Fellow*

Access to justice; legal aid; the legal profession; social welfare law. Researcher on the project 'An oral history of radical lawyering'.

**Dr Florian Grisel**, *Associate Professor in Socio-Legal Studies*

Law and private governance; dispute resolution; law and social norms; transnational law; international arbitration.

**Dr Dominik Krell**, *Leverhulme Early Career Fellow*

Saudi Arabia and the globalisation of Islamic Law

**Dr Marina Kurkchyan**, *Emeritus Fellow*

Sociology of law; comparative legal cultures; rule of law and regulative power of law in non-Western economies

**Dr Thompson Kwarkye**, *Postdoctoral Researcher*

Researcher on the project 'ConflictNET: the politics and practice of social media conflict'

**Dr Natalie Kyneswood**, *ESRC Postdoctoral Fellow*

The extension of pre-recorded cross-examination and related special measures to adult 'intimidated' complainants in sex offence cases

**Dr Bettina Lange**, *Associate Professor in Law and Regulation*

UK, German and EU environmental regulation; qualitative empirical socio-legal research methods, including discourse analysis; socio-legal theories of regulation

**Dr Sonia Macleod**, *Senior Research Fellow*

Principal researcher on the project 'No fault compensation schemes for Covid vaccine damage'

**Dr Joe McAulay**, *Leverhulme Early Career Fellow*

Dangerous spectacles: conspiracy theories, crime, and the law

**Dr Caitlyn McGeer**, *Postdoctoral Researcher*

Researcher on the project 'ConflictNET: the politics and practice of social media in conflict'

**Professor Linda Mulcahy**, *Professor of Socio-Legal Studies.*

Dispute resolution; access to justice; law, art and architecture; feminism; oral history; law and medicine

**Professor Fernanda Pirie**, *Professor of the Anthropology of Law*

Anthropology of law; legalism; history of law; Tibetan law

**Dr Nicole Stremlau**, *Associate Professor, Head of PCMLP*

Media and development; freedom of expression; communication in war/post-war situations; strategic communication; Horn of Africa and Eastern African politics; political ideology and communication

**Dr Francesca Uberti**, *British Academy Postdoctoral Fellow*

Law and conspiracy: exploring the use of legalistic rhetoric and narratives in anti-authority worldviews

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

### **RESEARCH STUDENTS: DPHIL**

**Selina Abächerli**, *Lincoln College*

Making 'Good' law: an anthropological analysis of debates about legislative standards in the UK (Supervisor: Prof F Pirie)

**Roxane Agon**, *Wolfson College*

Honour among thieves: the Italian-American mafia and the law (Supervisor: Dr F Grisel)

**Nouf Albinhassan**, *Linacre College*

Corporate governance and the sovereign: what corporate governance role do sovereign wealth funds play? (Supervisors: Dr B Lange)

**Kara Apland**, *Balliol College (part-time)*

The limits of legal protection: a study of the use of institutions in Sri Lanka's child justice system (Supervisor: Prof F. Pirie)

**Muhammad Atcha**, *Keble College*

(Supervisor: Prof F Pirie)

**Benedikt Barthelmess**, *Exeter College*

Domestic law-making and the transnational anti-money laundering governmentality (Supervisor: Dr 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)

**Urania Chiu**, *Exeter College*

Hong Kong mental health law, discourse, and practice: a human rights perspective (Supervisor: Prof L Mulcahy)

**Freya Cole Norton**, *Lincoln College*

The local welfare safety net: fit for purpose? (Supervisor: Prof L Mulcahy)

**Rangga Dachlan**, *Exeter College*

Conjuring a nation: constructing Indonesian identity through the regulation of heritage (Supervisor: Dr M Kurkchiyan)

**Marcus Dahl**, *St Edmund Hall*

Indigenous political voice, the Uluru Statement and the demand for a constitutionally protected Voice to Parliament in Australia (Supervisor: Prof F Pirie and Prof A Wood)

**Ana Carolina Dall'Agnol**, *Wolfson College*

Foreign direct investment and the role of the law: the case of Mozambique (Supervisors: Dr F Grisel and Dr C Decker)

**Ann-Marie Debrah, Exeter College**

Lay users from minority groups within the courtroom and the criminal legal system (Supervisors: Prof L Mulcahy and Dr M Burton)

**Rebekka Geremew Mankeshe, Queen's College**

How climate change activists position themselves towards the law and why they choose to break it (Supervisor: Prof F Pirie)

**Zoe Hamilton, Wolfson College (part-time)**

Regulation of misinformation in Covid-19: socio-political contexts of technology use across the digital divide (Supervisor: Dr F Grisel and Dr N Stremlau)

**Irene Han, St Anthony's College**

Costs in civil litigation: the impact of incentives on lawyer behaviour and the operation of the Civil Procedure Rules (Supervisor: Prof L Mulcahy)

**Etienne Hanelt, Wolfson College**

The costs of judicial authority and the politics of interference (Supervisors: Prof F Pirie and Prof E González Ocantos)

**Daniel Herszberg, St Cross College**

Navigating legal in-betweenness: the Hong Kong protestor amid national security (Supervisor: Dr F Grisel)

**Shruti Iyer, St Antony's College**

Silicosis and the state: reframing contestations between capital and labour in contemporary India (Supervisor: Prof L Mulcahy)

**Lama Karame, Exeter College**

Age and the law: a critical approach to ageing under legal pluralism (Supervisor: Prof L Mulcahy and Prof J Herring)

**Charlotte Kelly, Balliol College**

How has the legal construction of the image of the adolescent in Singapore and Indonesia changed from the late colonial period to the modern day? (Supervisor: Dr M Kurkchiyan and Prof L Ferguson)

**Israr Khan, Regent's Park College**

Analysing China's approach to investor-state disputes under the belt and road initiative (Supervisor: Dr 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**

Comparing normative behavioural tools and law: a poststructuralist analysis of legitimizing procedures in vaccination policies (Supervisor: Dr B Lange)

**Jade Kosche, Wolfson College**

Behind the seams: private labour ordering and gender-based violence in Lesotho's garment factories – a work-centred legal ethnography (Supervisor: Prof F Pirie)

**Fidelis Leite Magalhaes, Wolfson College**

A socio-historical study of the role of media in nation-building in East Timor (Supervisor: Dr N Stremlau)

**Sarah Levy**, *Green Templeton College*

The conflation of Canadian sealing activities: distinguishing the Inuit seal hunt from the Atlantic sealing industry in law and policy (Supervisor: Dr B Lange)

**Amanda Lindstrom**, *St Antony's College (part-time)*

Business, politics and law: socio-legal aspects of global health governance and supply chain due diligence (Supervisors: Prof L Mulcahy and Prof A Davies)

**Junyu Liu (Loveday)**, *Regent's Park College*

Collective farming in the Chinese capital market: agrarian change as daily experience in a semi-autonomous social field (Supervisor: Dr F Grisel)

**Anna Löbbert**, *Lincoln College*

Denying the state through law (Supervisor: Prof F Pirie)

**Krzysztof Lukaszek**, *New College*

A contested 'public' nature of green urban spaces in land and public law: a comparative case study of London and Warsaw (Supervisors: Dr Bettina Lange and Prof A Layard)

**Caio Machado**, *Wolfson College*

Scientific disinformation and the public sphere in Brazil: how pseudo-science impairs democracy (Supervisor: Dr B Lange)

**Angela Moore**, *Brasenose College (part-time)*

Regulating asylum: the CEAS, the refugee crisis and the search of common standards (Supervisor: Dr M Kurkchian)

**Ayesha Pattnaik**, *St Antony's College*

Concealed claims, contested citizens: a study of India's informal internal migrant workers (Supervisor: Prof F Pirie)

**Pablo Peña Alegria**, *Green Templeton College*

Property law and deforestation in the agricultural frontier of the Peruvian Amazon (Supervisor: Dr B Lange)

**Aastha Prasad**, *Green Templeton College*

From colonialism to late capitalism: trajectories of 'customary law' among tribes in Western India (Supervisor: Prof F Pirie)

**Vidya Ramachandran**, *St Peter's College*

(En)gendering removal: women's experiences of 'voluntary return' from the UK to India (Supervisor: Prof F Pirie)

**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 (Supervisor: Dr F Grisel)

**Lisa Völmann**, *St Antony's College*

Data for the public interest: the regulation of B2G data sharing in international data governance models (Supervisor: Dr B Lange)

**Eleanor Whittingdale**, *Lady Margaret Hall*

When law comes to life: narratives of sexual violence beyond the courtroom (Supervisor: Prof L Mulcahy)

## **RESEARCH STUDENTS: MPhil**

**Nour Alkauther Alhusainy**, *Green Templeton College*

Decolonising international citizenship law: a case study on citizenship law and the foreigner in German legal history (Supervisor: Dr F Grisel)

**Julian Applebaum**, *Regent's Park College*

"In rubber we trust": a study of legal consciousness and queer public sex establishments (Supervisor: Prof L Mulcahy)

**Zeinab Bazzi**, *Green Templeton College*

The making of a 'just' state: implementing the individual approach theory through policies and regulation (Supervisor: Dr F Grisel)

**Julia Gill**, *St Antony's College*

Children's rights organizations' influence in the American home-schooling regulatory space: a grounded-theory approach (Supervisor: Dr B Lange)

**Barathi Nakkeeran**, *St Hilda's College*

Waste histories: precarious labour, law, and the colonial state (Supervisor: Prof F Pirie)

**Qiandai Wang**, *St Hilda's College*

Green innovation and the consumerism trap: the reckless power of creative destruction and competition law challenges (Supervisor: Dr B Lange)

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>

## **CENTRE ASSOCIATES**

The Centre has a number of Senior, University, and Postdoctoral Associates. Please see:

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

## **ACADEMIC AND STUDENT VISITORS**

The Visitors' Programme is an important part of the Centre's activities. Visitors are welcomed for all or part of the academic year. Please feel free to contact any of our visitors who share similar research interests.

Details of current visitors and their research interests can be found at our website at

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

## **STUDENTS' COMMUNITY**

You are joining a vibrant and supportive community of students. We hope that you will enjoy being part of it and that you will choose to become actively involved in the activities initiated and run by the students. Each year the Centre nominates student representatives, who are listed on page 3 of this handbook. Please feel free to approach them whenever you have any concern or question or if you would like to put forward an idea on how to make life at the Centre even better. The student representatives initiate a number of



academic and social events to which you will be invited, and generally do their best to support you. Naturally, they will also need your support in return if they are to make things happen and to make life at the Centre something to relish.

One of the students' representatives will attend the meetings of the CSLS General Purposes Committee (GPC) held at least once a term, and will be encouraged to communicate your views to Centre staff. Please use this opportunity in full. Feedback will be provided on whatever items are brought to the meetings. Where suggestions for change are agreed, every effort will be made to implement them as soon as possible. As a part of the wider Law Faculty, DPhil students also elect a student representative from the CSLS to attend the Law Faculty's Board meetings and sit on its Graduate Studies Committee. The Centre strongly encourages students to get involved in this way. The person nominated can either be the student representative on the Centre's General Purposes Committee, or someone else.

### **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 and Dr Florian Grisel as the senior editors. The editorial team actively encourages contributions from the student body. You can see the blog here: <http://frontiers.csls.ox.ac.uk/>

### **RESIDENCE REQUIREMENTS**

The University takes residence requirements very seriously. You must be resident for at least six weeks in at least six terms of your programme. You may be granted dispensation from the requirements to keep residence only if it is necessary for you to carry out academic work elsewhere. Residence means residing within 25 miles of Carfax Tower. This is to enable you to be fully supported throughout your studies and to benefit from the Centre and University's research environments. Further detail is available at <https://www.ox.ac.uk/students/academic/student-handbook>.

## **2 Centre Facilities**

### **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 Centre Administrator. You will need to watch 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 PC/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 3 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 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). A Manor Road Building computer account will also be set up for you automatically and details will be emailed to you.

If you need to contact the IT Team directly ([itsupport@manor-road.ox.ac.uk](mailto:itsupport@manor-road.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, and the Centre allows a reasonable number of copies to be made per year. Please scan the QR code above the printer for user instructions.

**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. There is a cafeteria on the first floor (open 08:30–15:30, Monday to Friday during term time) as well as a shared Common Room (used by all the academic departments in the building). There is café in the St Cross Building, run by the Missing Bean, which is open from 0<sup>th</sup> to 9<sup>th</sup> week 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 at the Centre on Thursdays at 4pm 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 Administrator 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 post 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 Administrator.

**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 located 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>

For more information on Equality, Diversity and Inclusion, please view the website here:

<https://www.law.ox.ac.uk/equality-and-diversity/equality-diversity-inclusion>

### 3 Research

#### Research Supervision

Your research will be supported by your supervisor at the CSLS. A second supervisor might be arranged if there is a need to supplement the area of expertise required for your project. This will be done in consultation between you and your main supervisor.

At Oxford, the primary educational emphasis is on the one-to-one relationship with your supervisor(s), who will provide you with feedback on your progress. It is generally expected that you will meet your supervisor(s) three times per term. However, the number of meetings can vary, depending on the stage you have reached in your research and what is needed to ensure your progress. We advise you to contact your supervisor as soon as you arrive to discuss your work schedule. It is your responsibility to arrange meetings with your supervisor.

At the end of each term, you are expected to submit a report on your academic progress, via the Graduate Supervision Reporting System (GSR). This is an opportunity to review and comment on your progress. Your supervisor will then add their own report.

If you have any concerns about the supervision you are receiving, you should normally discuss them in the first instance with your supervisor. The Director of Graduate Studies is also available to discuss any concerns with you.

#### Research Pathway

In the course of the DPhil you will need to pass through three formal assessments:

**The Qualification Test (QT) or Transfer of Status.** This marks the move from probationary status (PRS) to DPhil status. You are required to submit a thesis outline and a piece of written work. These must demonstrate a clear thesis proposal, familiarity with the relevant scholarly literature, a good methodology, and the ability to develop an argument to DPhil standard.

You should aim to submit the papers for this assessment in Trinity Term of your first year, at latest before the beginning of Michaelmas Term (entry into your second year). Two assessors will read your work and conduct a viva.

You must have completed the University's [Research Integrity Training](#) before submitting for the QT.

**The Confirmation of Status Test (CoS).** This follows the data-gathering stage and a period of writing, and should normally be completed by the end of the third year. You will submit two chapters one of which should ideally be the Introduction to the thesis, which indicates the overall themes, structure, and argument. Two assessors will read your work and conduct a viva. This is an opportunity for you to benefit from critical and constructive comments about how to bring your work to completion.

**The final DPhil viva.** This will be conducted by two experts in the field of your research. They will determine whether the thesis is satisfactory in all respects and whether it makes a contribution to the knowledge base of its subject-matter. For many students it takes about four years to complete a doctoral thesis. Your supervisor will guide you throughout this process.

**MPhil students** work directly towards a single viva, which must take place by the end of the academic year, that is, in September. We require the same academic rigour for MPhil theses as for DPhil theses, although the MPhil is smaller in scale. We encourage MPhil students to make use of secondary source materials and data rather than undertaking extensive fieldwork and data collection.

For further details on these assessments including submission requirements, required forms, deadlines, procedures for deferral, timings, ethics procedures, and risk assessment, please consult <https://www.law.ox.ac.uk/centres-institutes/centre-socio-legal-studies/postgraduate-programme/postgraduate-programme>.

Your supervisor will always be there to help with any academic question that you might have. For questions about the formal processes of your MPhil or DPhil please contact Bronwen Phillips, Administration Officer.

### **Research Funding**

There are a few schemes available at the Centre and the Faculty to support your research. Further information on the sources of funding is available at <https://www.law.ox.ac.uk/centres-institutes/centre-socio-legal-studies/funding-and-employment>.

### **Research training**

The Centre offers training for all new graduate students. Attendance at the Theory and Methods class, the weekly seminar series, and the Centre's annual lecture and related workshop is mandatory for first year students. Completion of all elements of this research training must be certified.

### **Theory and Methods**

*Mondays 2.00–4.00pm, Seminar Room D*

Please see below for the course outline.

### **Seminar Series**

*Mondays 11:30–1.00pm, Seminar Room G (unless otherwise stated)*

The Centre convenes a weekly research seminar in which papers are presented by research staff, members of other institutions within the University and speakers from other universities. There will be regular seminars in Michaelmas and Hilary terms. Attendance is compulsory for first year students. Even if a seminar does not directly address the topic of your research, they will all 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 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.

Additional professional development seminars and activities for Trinity term will be announced during the year.

### **Students' Socio-Legal Discussion Group**

*Thursdays 12.30–2.00pm, Seminar Room B*

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

### **Research Clusters**

The Centre explains its research to the outside world by grouping its activities around a series of research clusters, details of which can be found [here](#). Once a year the convenors of each cluster organise an informal workshop which all staff and students are free to attend. All conferences and seminars organised by the Centre are open to students.

### **The Annual Lecture 2024**

The CSLS annual lecture typically takes place on Tuesday of Week 8 in Trinity term, and the speaker may conduct a workshop with research students the preceding day. Details of the speaker and confirmed dates and times will be sent out as soon as they are known.

## **Social Sciences Division**

In addition to the basic course in 'Theory and Methods of Socio-Legal Research' outlined above, you may want to consider – in discussion with your supervisor – attending methodology classes for the social sciences offered by other departments, such as [Politics and International Relations](#), the [Saïd Business School](#), the [Centre for Criminology](#) and the [Department of Sociology](#).

Information about the training opportunities available within the Social Sciences Division and across the University is available [on the Division's website](#).

## **Useful portals and websites**

**New Students:** <https://www.ox.ac.uk/students/new?wssl=1>

**Oxford Transition Support: Helping you make the most of Oxford**  
<https://www.ox.ac.uk/students/new/oxford-transition-support>

**CSLS website for Graduate Programme**  
<https://www.law.ox.ac.uk/centres-institutes/centre-socio-legal-studies/postgraduate-programme/postgraduate-programme>

**Research Ethics:** <https://researchsupport.admin.ox.ac.uk/governance/ethics>  
SLSA ethics: <https://www.slsa.ac.uk/index.php/ethics-statement>

**University Policy on Research Degrees:** <https://academic.admin.ox.ac.uk/research-degrees>

**University Student Handbook:**  
<https://www.ox.ac.uk/students/academic/student-handbook?wssl=1>

**Research Degree Stages:**  
<https://www.ox.ac.uk/students/academic/guidance/graduate/research?wssl=1>

**Graduate Studies Office (GSO) Progression Forms:**  
<https://www.ox.ac.uk/students/academic/guidance/graduate/progression?wssl=1>

**Changes in Student Status:** <https://www.ox.ac.uk/students/academic/guidance/graduate/status?wssl=1>

**Health and Welfare:**  
<https://www.ox.ac.uk/students/welfare?wssl=1>

**Training and checklists to help you abide by good practice**  
<https://researchsupport.admin.ox.ac.uk/governance/integrity>

**An online course to help to acquire skills and judgement to apply to your academic work and is available at** [https://weblearn.ox.ac.uk/access/content/group/a96f2e22-3941-49d9-9dae-12d9212d2494/avoiding\\_plagiarism\\_int\\_imsdp/index.html](https://weblearn.ox.ac.uk/access/content/group/a96f2e22-3941-49d9-9dae-12d9212d2494/avoiding_plagiarism_int_imsdp/index.html)

## 4 Theory and Methods Course in Socio-Legal Research: sessions for probationary research 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.

To ensure a sufficient link between the course and your project, you may substitute relevant sessions provided elsewhere at the University for up to two sessions in each term. This should be discussed and agreed with your supervisor and the Centre's Director of Graduate Studies should be informed.

The readings listed here are essential preparation for the seminars. For general reference, we recommend a good introductory methodology book, such as:

Silverman, D. 2020. *Interpreting qualitative data*. Sage.

Halliday, S. and Schmidt, P. 2009. *Conducting law and society research: reflections on methods and practices*. Cambridge University Press.

Two special issues of the *Journal of Law and Society*, vol 49, issue S1 and vol 48, Issue S1 edited by the CSLS Director are also available to guide students in the use of social science methods in a socio-legal context.

The CSLS Blog has a lot of useful information about methodology and methods in its 'Talking about Methods' and 'Methodological Musings' sections: <https://frontiers.csls.ox.ac.uk/>

Please see the [Readings on theory and methods in socio-legal research](#) for additional resources.

**Seminars take place – *unless otherwise stated* – on Mondays, 2.00–4.00pm in Seminar Room D.**

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### MICHAELMAS TERM

Sessions in Michaelmas Term provide an introduction to 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: Monday 9<sup>th</sup> October, Professor Linda Mulcahy**  
**Histories of socio-legal studies**

Socio-legal study has many histories. This seminar will open with a consideration of the notion of a discipline and consider the extent to which law is distinguishable from other fields of study. It will go on to consider how socio-legal approaches to the study of law can be distinguished from other schools of thought within the legal academy. This will involve us looking at doctrinal, critical and socio-legal traditions and the extent to which the 'othering' of doctrinal law is essential to law and society scholarship. We will also consider the ways in which socio-legal approaches are accurately treated as being synonymous with empirical approaches to the study of law. You are asked to read a seminal text by Pound in which he coins what has since become a term of art, "Law in the books and law in action". The American Legal realism movement, of which Pound was a central figure, is often taken as the starting point in histories of 'socio-legal,' 'law and society' or 'law in context' scholarship. The deliberately provocative article by Bradney brings the history more up to date by considering the limitations of leaving law and society scholarship to lawyers. Harrington and Maji challenge us to think of alternative histories of socio-legal studies which place Africa at the centre.

**Essential reading**

Pound, R. 1910. Law in books and law in action. *Am. L. Rev*, 44: 12.

Bradney, A. 1998. 'Law as a parasitic discipline', *Journal of Law and Society*, 25: 71–84

Harrington, J. and A. Manji. 2017. 'The limits of socio-legal radicalism: social and legal studies and third world scholarship', *Social & Legal Studies*, 26: 700–15.

**WEEK 2: Monday 16<sup>th</sup> October, Assoc. Prof. Florian Grisel**  
**The social basis of law: theoretical approaches**

This session will explore the theoretical foundations of socio-legal approaches by examining the work of leading sociologists such as Max Weber and Emile Durkheim. We will analyse the ways in which a socio-legal approach differs from the doctrinal analysis of the law, and highlight the empirical dimension of this approach. We will critically analyse these theories and link their interpretations of what law is to the larger viewpoints of social philosophy. We will then discuss whether the models have relevance to empirical reality.

**Essential reading**

Durkheim, Emile. 1982. *The Rules of Sociological Method*. New York: The Free Press [Ch II]

Weber, Max. 1978. *Economy and Society: An Outline of Interpretive Sociology*, vol. 1. Berkeley: University of California Press [Part 1.III: 212-223; Part 2.I: 311-319]

Ghosh, Peter. 2014. *Max Weber and the Protestant Ethic: Twin Histories*. Oxford University Press [Part I, Ch 7]

**WEEK 3: Monday 23<sup>rd</sup> October, Assoc. Prof. Bettina Lange**  
**Is law a regulatory tool or a knowledge regime?**

This session 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 us towards different socio-legal research questions. An instrumentalist conception presents 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 Foucaultian 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 also as a distinct knowledge regime.

#### **Essential reading:**

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

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

#### **WEEK 4: Monday 30<sup>th</sup> October, Professor Fernanda Pirie** **Law and social order**

The maintenance of order and resolution of disputes are often regarded as central functions of law. But, as Roberts demonstrates, different societies assess and approach conflict in very different ways, tolerating different levels and types of conflict. Order is not everywhere defined by an absence of conflict, as studies of feuding societies make clear. Moreover, many societies maintain a form of order perfectly well without resorting to law, even turning their backs on state law. These case studies will give us the chance to question the role that law is commonly assumed to play in societies and the relationship between state law and other forms of social ordering

#### **Essential reading**

Roberts, Simon. 1983. The study of dispute: anthropological perspectives. In J. Bossy (ed.) *Disputes and Settlements*. CUP

Moore, Sally Falk. 1973. 'Law and Social Change: the Semi-Autonomous Social Field as an Appropriate Subject of Study', *Law & Society Review* 7: 719–46.

#### **WEEK 5: Monday 6<sup>th</sup> November, Professor 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 discusses 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 6: Monday 13<sup>th</sup> November, Professor Linda Mulcahy**  
**Feminism in socio-legal research**

Socio-legal studies has long drawn on feminist discourse and the notion of marginalized legal lives. Like post-colonial theory, critical race theory and LatCrit, feminist legal scholarship compels us to examine the ways in which formal law has been complicit in the production of privilege, hierarchy and inequality. It has also drawn attention to the ways in which gendered thinking about law and authority, and the very notion of an 'impartial' judge, are constantly constructed and re-constructed in legal texts. In this seminar we will examine two vivid accounts of what it means to be a feminist empirical researcher. We will also begin to look at the impact that being a feminist has on how you behave as a socio-legal scholar.

**Essential reading**

Bano, S. 2005. 'Standpoint, difference and feminist research', in R. Banaker R. and M. Travers (eds), *Theory and Method in Socio-Legal Research*. Oxford: Hart.

Whittingdale, E., 2021. Becoming a feminist methodologist while researching sexual violence support services. *Journal of law and society*, 48, pp.S10-S27.

Talking about methods blog: 'Feminist judgements' with Rosemary Hunter, Sharon Cowan and Aoife O'Donoghue or 'Feminist legal biography' with Rosemary Auchmuty

**WEEK 7: Monday 20<sup>th</sup> November: Professor Linda Mulcahy**  
**Race, ethnicity, ethnic identity and Law**

This seminar will continue some of the discussions on the construction and re-construction of structural inequality that were covered in week six. Race has long been of interest to socio-legal scholars in the sense that they are interested in different legal cultures and legal pluralism but in this session, we will be looking at the ways in which law, legal education and legal research have been complicit in the production of particular ways of seeing others cultures and thinking about race, hierarchy and discrimination. The articles we will read begin to reveal the ways in which people of colour are 'othered' or marginalised through academic and societal practice.

**Essential reading**

Crenshaw, K.W. 2010. Twenty years of critical race theory: looking back to move forward. *Conn. L. Rev.* 43: 1253.

Kennedy, D. 1982. Legal education and the reproduction of hierarchy, *Journal of Legal Education*, 32: 591–615.

Talking about methods blog: 'Decolonising research questions' with Sarah Radcliffe

**WEEK 8: Monday 27<sup>th</sup> November: Professor Linda Mulcahy**  
**Introduction to socio-legal methodology: the qualitative-quantitative spectrum**

The session will provide a general survey of the social and philosophical roots of the various techniques available for data collection and analysis. Particular attention will be paid to the contested issues in social science research, such as: What are we trying to achieve when we are engaged in research activities? Do qualitative and quantitative approaches have equal claims to be considered 'scientific'? When we decide on which methods to use in collecting the information we need, what assumptions are we making and what do

they imply? What philosophical approaches do these assumptions rest upon? What do the differences between the various approaches entail for the interpretation of the nature of knowledge and truth? Finally, having surveyed the dynamic interplay between theoretical concepts and empirical data, the discussion will stress the importance of constructing a conceptual framework that will ensure the consistency and integrity of a research project.

### **Essential reading**

Silverman, David. *Interpreting Qualitative Data*. Sage Publications [Ch. 1]

Chalmers, A.F. 2013. *What is this thing called science?* Hackett Publishing [Ch. 1].

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### **HILARY TERM**

These seminars will build on the last session of Michaelmas term to 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: Monday 15<sup>th</sup> January, Professor Linda Mulcahy Sampling**

This session offers a basic introduction to sampling. Many of us begin with a list of all the people it would be useful to interview or survey, or an aspiration to conduct lengthy ethnographic work in multiple fieldwork sites. In reality, we rarely have the time or resources to collect all the data we would like. In other instances, it may be very difficult to get access to raw data. This means that we often have to make choices, and is where sampling comes in. It is important to develop a sampling frame that justifies the choices we have made and how we have prioritised the different characteristics of those you want to research. This often helps us to narrow down our research question and to prioritise certain issues. Choices about who or what we include in our sample are critical as they can have a large impact on the data we generate, its credibility and its generalisability. This is equally true of a comparative study of two distinct legal cultures or the types of legal judgements we choose to analyse as it is of a large-scale study. Students should come prepared to discuss how the sources of data they use will impact on what they can write about a given topic.

### **Essential Reading**

Most people who write about sampling tend to discuss it as a method rather than approaching it from a more theoretical standpoint. The following online resource gives as good an account as any:  
<https://courses.lumenlearning.com/suny-hccc-research-methods/chapter/chapter-8-sampling>.

Reza Banakar. 2009. 'Power, culture and method in comparative law', *International Journal of Law in Context* 5: 69–85.

Becker, Howard S. 2014. *What About Mozart? What About Murder? Reasoning From Cases*. Chicago: University Press.

## **WEEK 2: Monday, 22<sup>nd</sup> January, Professor Linda Mulcahy Interviewing**

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 interviewing 'elites' and 'everyday' people. The term interview covers a range of very different methods including administered surveys, structured, semi-structured and unstructured interviews and oral history.

### **Essential Reading**

Anna Bryson, 2021, The Politics of Preservation: Oral History, Socio-Legal Studies and Praxis, *Journal of Law and Society* 48 (S1): 74–87.

Linda Mulcahy, Meredith Rossner and Anna Tsalapatani, 2021, 'It's About Time: Investigating the Temporal in Socio-Legal Studies Through Unstructured Interviews' *Journal of Law and Society* 48 (S1): 104–17.

## **WEEK 3: Monday 29<sup>th</sup> January, Professor 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 the 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 P. Golde (ed.) *Women in the field*.

For theories of research methods, including participant observation, the following have reasonably good summaries:

Punch, K. F. 2005. *Introduction to Social Research: quantitative and qualitative approaches*.

Hammersley, M. and P. Atkinson. 1995. *Ethnography: principles in practice*. [Ch 1]

## **WEEK 4: Monday 5<sup>th</sup> February, Professor Linda Mulcahy Surveys**

Surveys are a much-used form of data collection, which allow us to collect large amounts of generalisable data. They are used to capture both qualitative 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 pre-determined and deductive methods of

data collection as well as their advantages. We will also spend some time talking about the psychology of survey completion and the reliability of this form of data collection. We will spend some time critiquing the data contained in a leading survey of legal needs.

### **Essential reading**

Roger Tourangeau, Lance J. Rips, and Kenneth Rasinski, 2012. 'Respondents' understanding of survey questions' and 'The role of memory in survey responding', in *The Psychology of Survey Response*.

Find these sources at: <https://www.cambridge.org/core/books/psychology-of-survey-response/46DE3D6F7C1399BCDC78D9441C630372>

In advance of this session students are asked to prepare a draft survey posing ten questions they would like to ask their research subjects in advance of fieldwork.

### **WEEK 5: Monday 12<sup>th</sup> February, Assoc. Prof. Bettina Lange** **Analysing qualitative data: discourse analysis**

The purpose of this session is to understand key features of qualitative data analysis and to examine one method that has been applied in a range of socio-legal studies: discourse analysis. We will examine different ways of conducting discourse analysis. Does it have to start from Foucaultian conceptions of law and the social world? Can legal rules be understood as a distinct legal discourse? Could discourse analysis be relevant for analysing your qualitative empirical data, as well as legislation and judicial decisions?

### **Essential Reading**

Clark, Tom, Liam Foster, Luke Sloan, and Alan Bryman. 2021. *Bryman's Social Research Methods*, 6<sup>th</sup> ed, OUP. [Ch. 21.3: 'Discourse Analysis']

Kendall, G. and G. Wickham. 2003. 'Using Foucault's Methods'. sage. [Part 1].

Lange, B. 2011. 'Foucauldian Inspired Discourse Analysis: A Contribution to Critical Environmental Law Scholarship?' in Philippopoulos-Mihalopoulos A. (ed.) *Law and Ecology: New Environmental Legal Foundations*. Routledge. [pp. 39–64 contain an example of applying discourse analysis to the authorization of genetically modified foodstuffs, plants and seeds.]

### **WEEK 6: Monday 19<sup>th</sup> February, Assoc. Prof. Bettina Lange** **Case studies**

A research design provides the 'scaffolding' for a socio-legal study. Researchers frequently frame their projects as 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 actually 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 a 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', 6<sup>th</sup> ed. Sag. [Chs 1 and 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*. [Early view at: <https://onlinelibrary.wiley.com/doi/full/10.1111/rego.12550>].

### **WEEK 7: Monday 26<sup>th</sup> February, Professor Linda Mulcahy Ethical issues and CUREC procedures**

While every researcher looks forward to finalising the often-complicated institutional ethics processes for their study, ethical questions do not simply end with ethics approval. Drawing insights from a chapter of Lareau's *Unequal Childhoods* (2011), along with Mark Israel's introduction to ethics in socio-legal research, this session will reflect on the on-going moral and ethical considerations that take place before, during, and after undertaking empirical research. It will include guidance on how to identify possible ethical issues and negotiate institutional ethics requirements, including questions of anonymity, privacy, research data management as well as power relationships in the field.

### **Essential Reading**

Harding, R., 2021. Doing research with intellectually disabled participants: reflections on the challenges of capacity and consent in socio-legal research. *Journal of Law and Society*, 48: S28–43.

Socio-legal Studies Association Ethical Code <https://www.slsa.ac.uk/index.php/ethics-statement>

Talking about Methods blog: Anna Tsalapatani on 'Research methods'.

### **WEEK 8: Monday 4<sup>th</sup> March, Dr Chris Decker The dilemmas of working with quantitative data**

In the course of 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 basis 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, A. and Haider, M. 2015. 'Beyond the hype: big data concepts, methods, and analytics'. *International Journal of Information Management*, 35: 137–44.

Posner, E. and M. De Figueiredo. 2005. 'Is the International Court of Justice 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>

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## **TRINITY TERM**

### **WEEK 1, Monday 22<sup>nd</sup> April, Dr Dominik Krell and others Experiences of doing field research**

In this session two or three of the Centre's senior doctoral students will be invited to share 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 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 2, Monday 29<sup>th</sup> April, Student Presentations**

In this day-long session each student will be given an opportunity to make a presentation of her or his project before the Centre Fellows and other students and to receive constructive feedback. We expect the occasion to be an account of 'work-in-progress' in a congenial setting. You are also expected to attend the presentations of your fellow students and participate in the discussions. They are designed to help everyone to focus their research project and to prepare for the QT assessment.

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## **Additional sessions**

### **MPhil students, Michaelmas term, WEEK 5, Wednesday 8<sup>th</sup> November MPhil Workshop**

MPhil theses often rely upon archives, surveys, and other secondary datasets. Using and analysing these as sources of empirical information presents its own challenges, which we will explore in this session. It is primarily intended for first-year MPhil students, but some DPhil students may also find it useful.

### **All students, Michaelmas term, WEEK 6, Tuesday 14<sup>th</sup> November Good writing styles**

However interesting our data and interesting our ideas, if we cannot express them clearly, our readers may simply not understand what we are saying. They will certainly not be encouraged to read our publications. So, it is worth considering some of the advice that is given to academics and other writers. In this session,

we will cover such matters as sentence construction, use of passive and active verbs, the balance between simplicity and complexity, and so on. We will also consider some examples of academic writing.

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

### **Advanced students**

The Centre will organize a series of ad hoc sessions for students writing up their theses. The aim of these sessions is to discuss the difficulties and challenges of the later stages of the thesis-writing process and to allow students to share ideas and learn from the experiences of both other students and fellows.

### **Writing up and analysing data, Hilary term, [date tbc]**

How do you start organizing your data and writing it up? This session will discuss the early stages of writing up. It is primarily intended for students in their third year, who have recently returned from fieldwork or who have almost finished gathering their data.

### **Confirmation and later stages, Trinity term, [date tbc]**

This session will discuss the later stages of thesis preparation, up to and including submission and viva exam. We will discuss how you plan the final shape of your thesis and how you present the relationship between your empirical data and broader theoretical themes and debates. It is primarily intended for students who have already passed through their Confirmation of Status or who are coming up to submission for Confirmation.

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## **Frequently Asked Questions**

### **How do I log on to my pc?**

Please input the first part of your SSO (abcd1234) as your username and the barcode on your University card as the password.

### **How do I print documents using the CSLS printer?**

Please scan the QR code above the printer for detailed instructions on how to print/scan/copy. You will be asked to log in when you first swipe your card on the printer. Please use the same login details as above to access the printer, thereafter you should just be able to swipe your card to log in.

### **Are there any sources of financial support for my research?**

For details of funding possibilities, please consult: [Funding and Employment | Oxford Law Faculty](#)

### **Is there any equipment available for loan?**

There is a high spec camera (with video recording capability), tripod, various kinds of microphone which may be useful for recording interviews during your fieldwork. Please contact the Centre Administrator or Administration Officer if you would like to borrow any of the Centre-owned equipment.

### **Am I entitled to [Socio-Legal Studies Association](#) membership?**

The first year of membership is free to all students, £20 pa thereafter. Please view the website for other student benefits.

### **I need University ethics clearance for my fieldwork, how does this process work?**

Please consult: [Ethics and Risk | Faculty of Law \(ox.ac.uk\)](#). Please copy the Centre Administrator on your application correspondence with the CUREC team. A bank of previous successful applications is available on a shared drive, the link for which will be circulated to new students at the start of Hilary term.



**Can I do some teaching?**

There are some possibilities for students to take undergraduate tutorials, teach visiting students, or work as graduate student assistants. But the University imposes a limit on the number of hours students may spend on these activities and this only permitted after the PRS year. In any event, this must be discussed with your supervisor. Please refer to the pg19 of the Law Postgraduate Research Handbook 2022-23 which can be found [here](#).

**\*\*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. \*\***

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