LUND UNIVERSITY

RQ2020

Report on Research Quality Process, RQ20

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SOCIOLOGY OF LAW
LUND UNIVERSITY

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Introduction & Background

Matthias Baier & Per Wickenberg

The aim of this book

The overarching aim of this report is to use it in our future and continued development work at our Sociology of Law Department, Faculty of Social Sciences, Lund University. Another aim is also to keep it in a book for historical reasons: important documents and specific data have a well-known tendency to disappear, after some time.

Introduction

Internationally, Sociology of Law is most often located in centers of various kinds, as subjects or networks within faculties or as one or a couple of people within faculties. Sociology of Law and Law and Society research is thus spread around the world in many kinds of formations and there are several networks coordinating the field thematically and geographically. These two fields attract a high number of researchers around the world.

In Sweden, Lund University has the only complete Sociology of Law department, but there are also many researchers in Sweden in the field representing the social as well as the legal strands. Lund has long held a strong and quite unique position within the international socio-legal research community.

Sociology of Law as a subject started at the Faculty of Social Sciences in 1963 and formally became an academic subject in 1972 after a decision by the Swedish Government. Today Sociology of Law in Lund is one of few departments with Bachelor's, Master's and PhD levels. We are an autonomous department within the Faculty of Social Sciences at Lund University.

RQ20 at Sociology of Law Department

During 2019 Lund University as a whole and with all its organisations was working on a big research evaluation project called RQ2020 – or RQ20. Sociology of Law started this process early in 2019. In general, we decided to perform RQ20 as a way to not just report, but also conduct an in depth evaluation of research. We therefore broadly included staff and also included more data than necessary for the RQ20. For instance, we have completed an overview of all the dissertations since the beginning, and we also produced an overview of some other socio-legal organizations. Those background documents from the RQ20 internal processes we have collected in this volume are the following

- RQ20 self-evaluation report (reported to RQ20 office, December 20, 2019) [1]

- PM regarding dissertations in Sociology of Law at Lund University, 1978-2019 [2]

- A study of six international universities with socio-legal research organisations [3]

The Board at Sociology of Law took a decision on the RQ20 processes in April 2019 and decided on quite a small working group of six people and the RQ20 coordinator. We held our first information seminar on April 17th with all the staff. We continued with library information on June 10th and then as a second day at the kick-off on August 28th. The first workshop was on September 11th and then we also included three Master's students as interns during the autumn semester, working partly on RQ20 and studying six international universities with similar socio-legal or sociology of law organizations. The second workshop was on October 30th with all research staff in the department and the last discussion of the final version of the report took place in December. In between, the working group held short meetings, were reading different drafts and gave feedback to the RQ20 coordinator.

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[1] By Matthias Baier, Head of Department & Associate Professor; and Per Wickenberg, RQ20 Coordinator & Professor Emeritus in Sociology of Law, and by the members in the working group: Ida Nafstad, Isabel Schoultz, Anna Sonander, Måns Svensson and also John Woodlock for the PhD students

[2] By Håkan Hydén, Professor Emeritus in Sociology of Law

[3] By the three intern master students: Thomas Labik Amanquandor, Enrico Giansanti, Heraclitos Muhire

An overview of all 54 sociology of law dissertations 1978-2019

Håkan Hydén, Professor Emeritus, has written an overview in this book of all the doctoral thesis, 54, in Sociology of Law at Lund University since the beginning in 1978. Hydén is asking for similarities in the content of these dissertations.

The picture of the content of dissertations in Sociology of Law over the years (1978–2019) gives a very scattered impression. It goes without saying that one cannot expect knowledge to accumulate under these circumstances. Even if many can be categorized as dealing with implementation of law there are few common denominators except for norm perspective.

International socio-legal research organisations

Due to the difficulties finding a single mirroring organization that provides education at all levels as well as research, we did not perform a traditional benchmarking exercise. Instead we selected six different university organizations that could provide research qualities with socio-legal dimensions and perspectives to reflect upon: Oxford (UK), Oslo (Norway), Oñati (Spain), Berkeley (USA), Baldy (USA), and LIRC (Australia).

Departing from the Lund University Strategic Plan (2017–2027), we selected the following five qualities to use as indicator areas:

- Education and research are to be intertwined (integration)
- Stimulating active collaboration to solve societal challenges (cooperation)
- Continued development as an international university (internationalization)
- Well-developed leadership and collegiality are success factors (leadership)
- Students, employees & visitors are to be offered attractive environments (work environment)

After each of the reflections of these international universities and their socio-legal research organisations you will find a summary.

RQ20 self-evaluation report

Sociology of Law Department

Our Research Vision

> Our vision is a successful and highly attractive department conducting world leading socio-legal research about Swedish and international conditions. We will be well known internationally and play an important role in European research and education.

Strategically, to achieve this, our research budget will increase significantly in the coming years and balance the education well; we aim to receive two or three big EU grants of which one concerns an international PhD research school in Sociology of Law; we want to coordinate and revitalize the socio-legal research in the Nordic countries; and run a Nordic-international conference every four years. The department should be well balanced regarding gender, age and ethnicity and offer an attractive work environment.

The context

Internationally, Sociology of Law is most often located in centers of various kinds, as subjects or networks within faculties or as one or a couple of people within faculties. Sociology of Law and Law and Society research is thus spread around the world in many kinds of formations and there are several networks coordinating the field thematically and geographically. These two fields attract a high number of researchers around the world.

In Sweden, Lund is the only complete Sociology of Law department, but there are also many researchers in the field representing the social as well as the legal strands. Lund has long held a strong and quite unique position within the international socio-legal research community. Sociology of Law as a subject started at the Faculty of Social

Sciences in 1963 and formally became an academic subject in 1972 after a decision by the Swedish Government. Today Sociology of Law in Lund is one of few departments with Bachelor's, Master's and PhD levels. We are an autonomous department within the Faculty of Social Sciences at Lund University.

The department

As of today, the department has around 20 full-time employees. During the evaluation period 2014–2018, the number of full-time employees has been approximately constant but with a slightly different composition. The department has some 400 students every year. During the same period more than 30 visiting researchers stayed for longer or shorter periods. In 2014–2018 the researchers published 232 publications, we held around 125 research seminars, had 5 PhD dissertations and hosted 7 international workshops. See the table presenting staff in the department in 2019 below.

Title	Total	Women	Men
Professors	1		1
Senior professors	1		1
Senior lecturers *of these docent*	5 *2*	1	4 *2*
Associate senior lecturers	2	2	
Lecturer	1		1
Researchers	1		1
Postdocs	3	2	1
Guest researcher	2	1	1
PhD students *of these employed in Lund*	10 5	3	7
Management and admin staff	2,5	2	0,5
TOTAL **Full time equivalents**	**28,5** **23,5**	**11**	**17,5**

Strengths

1. Research subjects, theories and methods are *open* and thus flexible, yet with a coherent framework of *Norms*.

2. *Autonomous* department located at social sciences faculty.

3. *Internationalization.* Much of the staff and visiting researchers are recruited internationally. Thus, research projects, co-operations, publications are increasingly international. This international profile attracts international, competitive staff.

4. *Interdisciplinary* and strong academic competences. The department attracts staff from the legal and the social sciences but also staff with a professional competence within the legal-administrative field.

5. Good *working climate.* We have achieved a good work environment with a balance between teamwork and freedom, lack of strong hierarchies and a "relaxed" organizational culture.

6. *All levels of education* – first cycle to PhD studies – well connected to our research and taught by researchers.

Opportunities

1. High competence in digital issues puts us in a good position for research needed to understand the socio-legal consequences *artificial intelligence-machine learning* will have on society.

2. We have gained competence in applications for *external EU-funding.* We believe that this competence will prove successful in the near future but also in the long run as a means of initiating strong socio-legal research with EU-partners, for instance a PhD school.

3. The *Master's program* is now in-house and with two new courses it will build up a new generation of young excellent junior research assistants and future PhD students.

Weaknesses

1. *Research volume* should increase. Being the only sociology of law organization in Sweden, we have a national educational mandate, but this must be balanced by the research.

2. *Gender imbalance* at some levels within the staff. We (historically) lack female professors and we occasionally lack female staff at other levels.

3. *Research seminars* could reach a bigger audience.

4. Few (one) full-time *professors* which is ultimately negative for overall research quality.

Threats

1. A divide between *researchers and teachers*. If no good balance is found between research and teaching for the staff, there is a risk of decreased connection between research and education.

2. The *size* of the department. On and off management trends argue for big research and education units, e.g. 50 plus staff. Being a very small department at the faculty can pose risks in different ways. The advantages of being relatively small might then be jeopardized.

3. Coping with *major research funding*. It is difficult to plan for the relatively large number of major applications. Being successful with applications is desirable but is also a stressor for department staff initially.

Important events & achievements 2014–2018

- Twice we received a post doctor position in strong competition funded by the faculty

- 32 visiting scholars – many international – as external researchers

- New textbooks produced 2018 based on our Sociology of Law research

- Successful EU-funding, Horizon 2020, of research projects during 2017 and 2018

- International socio-legal conference, RCSL, 2020 decided to be in Lund

Major changes during the last decade – 2008–2018

- Internationalization increased in research: co-operations, publications, recruitment, networks

- Autonomous department in the Faculty of Social Sciences, 2013

- Online Master's program started in 2010 and changed to a Campus Master, 2016

- Bachelor's program in criminology from 2009 with the Sociology Department

- PhD students (e.g. Kronofogden) recruited through the centers with Sociology of Law involved

- Major generational shift is completed with a quite new composition of the staff

- Improved work environment

- 15 years' work was finalized as Child Rights Institute with 17 Global partners

International research organisations

Due to the difficulties finding a mirroring organization that provides education at all levels as well as research, we did not perform a traditional benchmarking exercise. Instead we selected six different university organizations that could provide research qualities to reflect upon: Oxford, Oslo, Oñati, Berkeley, Baldy, and LIRC.

Departing from the LU Strategic Plan (2017–2027), we selected the following qualities:

- Education and research are to be intertwined (integration)

- Stimulating active collaboration to solve societal challenges (cooperation)

- Continued development as an international university (internationalization)

- Well-developed leadership and collegiality are success factors (leadership)

- Students, employees & visitors are to be offered attractive environments (work environment)

The reflections resulted in one quality from each of the university organizations. These results will be discussed at the end of the report.

Oxford: Reviewing other organizations has shown that we need to showcase our research even more;

Oslo: Could be positive to include and involve students even more in our research at the department;

Oñati: A significant focus on the students´ scientific writing for international publication, which is inspiring;

Berkeley: Having guest speaker series on campus, advertising clearly on campus and on social media;

Baldy: Research grants more available to researchers and to attract visiting researchers;

LIRC: Works even further into cross-cutting research by including the humanities.

Specific issues

Leadership

Priority setting of direct government funding

One part of the direct government funding (VG 21) is directed to tenure positions. 50% of professor(s) positions and up to 20% of lecturer positions are funded through VG 21. A second part concerns occasional postdoc positions. A third part is directed to PhD candidate positions since it is LU policy that all PhD candidates must be fully funded and employed. A fourth part is directed to co-financing of externally funded contracts that are not fully funded. A final part is directed to conference fees, travel expenses etc. To give an idea of the proportions for the VG 21 costs year 2019: tenure positions make up SEK 1.6 million, PhD positions SEK 2.1 million and co-financing SEK 743,000 SEK. On top of that, overheads, premises and management costs make up a total of SEK 2.05 million. Apart from overhead costs and much of the tenure position costs, it is possible to reallocate the direct government funding. In the past ten years we have seen two changes. One is the increasing demand for co-finance. Few Swedish funders offer full funding, and the increasing success in retrieving EU funding also demands co-financing. Another change is the strategy to enroll PhD candidates in batches, which means three or even four candidates at a time. Together with externally funded PhD students, the quite large PhD group make up a good team and provide an

excellent opportunity to run PhD courses in Sociology of Law. The strategy of taking on PhD candidates in batches also means that the financial balance fluctuates between a surplus and a deficit over approximately five years. This fluctuation must sometimes be argued for at the faculty.

Goals for external research funding

The balance between total research and education is quite good. On average, the quota is very close to 50/50. This balance ensures that the department has enough resources for maintaining high-quality research and high-quality education. This is important. The department is also quite efficient both in education and research given the number of employees. The balance between direct governmental funding (VG21) and external funding (VG 35) is also good with a quota close to 50/50. Direct governmental funding provides possibilities for long term planning and stability for part of the staff and also offers flexibility for the management of external funding, for example necessary co-financing. External funding, on the other hand, provides an opportunity to expand and opens up other forms of research. Since about five years ago, there has been a goal for the whole department to grow by approximately 25–50%. The reason for this goal is the fact that the department is quite small. Sociology of Law makes up only 2.6 % of the faculty education budget and 3.4% of the faculty research budget. There are now twelve departments at the faculty.

Realistically, the only way to grow is by increasing external funding. There have been a few measures to increase external funding. Most funding calls close in around January – February and the department has scheduled almost 2/3 of the education in the spring semester, creating better opportunities for staff to write applications during the fall. For the past three years, one senior staff member has extra responsibility for external funding. Normally, the costs of review or text editing are always paid by the department. There have also been attempts to organize the application process even more. However, the department is small and much of the cooperation around the funding process is self-organizing. It is not evident that structuring the application process would result in higher turnout, but the question is under continuous consideration and it is highly likely that we will have to develop these processes further.

External funding is limited in time and therefore seldom offers a basis for tenure positions. Staff that receive external funding might thus become dependent on recurrent funding. A challenge therefore lies in how to organize the department so as to ensure that external funding can be shared among the staff

Staff strategies – Recruitment, promotion and succession

There have been three major concerns when it comes to recruitment. One is securing the generational shift, primarily from the period when there were three professors reaching retirement age at the same time. We opted for recruiting one new professor, since we also had three associate professors. Now the focus is on securing the next generational shift, i.e. by recruiting associate senior lecturers. Together with other unforeseen changes in staff, small departments are vulnerable to generations coming and going, especially considering the relatively long time it takes to recruit. Another concern is internationalization. For a considerable time, Sociology of Law in Lund was part of a strong Nordic socio-legal community with a well-established and functioning cooperation. The work on the first generational shift largely coincided with the internationalization strategy. Especially PhD candidates have been recruited from all over the world. The current batch covers Iceland, Turkey, Denmark, Sweden (Ireland) and Colombia. A third concern is gender balance. Except for the professor and associate professor, there is a good balance between men and women. But the balance needs attention and special recruitment strategies have been used and will be used in the future. In all, we believe that these three concerns will be relevant also in the future. As a general principle, positions are advertised and almost all recruitments have been open rather than focusing on a specific academic sub-field in Sociology of Law.

Recruitments are almost always conducted by departments in the faculty. Lately the Faculty of Social Sciences has opened two consecutive calls for postdoc positions. In both cases the department managed to obtain one of three positions in competition with the rest of the faculty. The two successful candidates did relate to strong research clusters in the department.

Promotion follows LU policy and regulation. Generally, promotion is encouraged for those who are in a "promotable" position. Associate senior lecturers are supposed to apply for and be promoted to senior lecturers after four years. The department has recently recruited two associate senior lecturers and expects them to be promoted. Senior lecturers can apply for the post of associate professor which is mainly based on research qualifications and/or excellent teaching, largely based on pedagogical qualifications. An associate professor can be promoted to professor. Today the department would benefit from more seniority and work to recruit one or two professors/associate professors has begun. Postdocs cannot be promoted but are encouraged to apply for funding and so stay in the department. Postdoc positions last normally two years, which, in our opinion, is too short a time to successfully be funded within the present funding system. Possibly the direct government funding (B1 a) could be used for a third postdoc year with focus on research funding.

Publication patterns (size and scope, types of channels)

During the period, five dissertations and 100 plus peer-reviewed items have been published. During the period we have also published two Festschrifts (dedicated to Professors Åström and Hydén), with more than 25 contributions from the department. These are of a certain quality, but do not count in the peer review category. Almost 40 items are published in the category of popular science. Altogether, Lucris accounts for approximately 230–240 research publications. As noted elsewhere in this text, during this period, much effort has also gone into publishing our own textbooks.

Researchers publish freely according to their research agenda, research interest, commitment made in research applications or similar. During the period 2011–2018 the faculty used an algorithm for allocating direct government funding to departments. This algorithm included peer-reviewed publications and PhD dissertations, which became a strong incentive for the departments. The faculty algorithm thus became a goal for the department almost immediately. Publication patterns at the department did not change entirely due to this policy, for instance there are few compilation theses. But the number of peer-reviewed articles have increased during the period and seems to still increase. This is also due to the fact that we have had three postdoc during the period.

The relationship and balance between activities in research, education and external engagement – outreach

For some years now, expectations and thus more emphasis has been placed on public outreach. Research must be used, useful or at least publicly known. This increased demand also applies to the Sociology of Law department. The department has, however, long been active when it comes to outreach. Researchers are active in traditional media and other public spaces such as Sweden's national Book Fair in Gothenburg and Almedalen Week, the one political forum outside parliament. The department has also been a co-organizer of Debate in Lund, the only public forum organized by the faculty. Research clusters such as Child rights and Cybernorms also contributed much to outreach. Inviting Bogotá mayor Antanas Mockus and Harvard Professor Lawrence Lessig are events that captured widespread public attention. In the education syllabus we now have student trainees who are very successful. These trainees connect extremely well with audiences outside academia. We regularly hold meetings with the organizations that host the trainees.

In sum, the department is quite active when it comes to outreach. The department is small, and the subject Sociology of Law needs to be explained and therefore requires

public attention. Almost all kinds of external activities are encouraged. Outreach and external activities may take time from research and education, but in the long run we believe that they are necessary. The department devotes 30% of full time to a web editor, which is probably too little. In the future this work needs to be developed further.

Do you have an overarching research strategy? How was it formed & how is it used?

There is no overarching research strategy laid down in a document. However, Lund University strives for "highest quality" in research, which serves as the ultimate goal also for the department. Within that goal, the department has followed a line of research (and education) focusing on norms. That focus was initiated around the turn of the millennium and has been developing since then. Socio-legal research thematized as research on and by norms was mainly an idea of Professor Håkan Hydén. This theme continued to be developed by researchers in the department after Hydén's retirement. This research was well credited in the RQ08 review and the department was advised to continue this line of research. Much research focused explicitly on norms and several dissertations explored the concept.

Today the theme is still present but does not have the same priority as before. Instead the norms research is rather a perspective. Some research projects study norms or use norms as a theory and methodology while others do not. However, a substantial amount of the research uses norms as a kind of heuristic tool and a narrative. The many different research projects in the department cannot easily be summarized without the narrative of norms. In this way, norms have become a kind of language used for communication. When explaining what sociology of law is to students, researchers in other fields or to other actors inside or outside academia, the norms perspective is of great value. In 2013 the department summarized this research in the anthology *Social and Legal Norms*. Today the norm perspective is presented in the two textbooks *Understanding Sociology of Law* (2018) and *Understanding Socio-Legal research* (2019). Together with the existing and updated *On Norms* and *Legal Rules*, the department offers a collection of textbooks that covers much of the research.

Collegial culture

Opportunities for junior scholars to develop originality and independence

Overall, there are good opportunities for junior scholars to develop their originality and independence. For instance, the department appreciates and encourages junior scholars on the use and development of innovative methods and new theoretical developments. On the other hand, there are broader issues that go beyond the department related to the "publication game." Here, it is easy to drown in the system of publishing "as fast as you can" without taking the step back to learn methodological and theoretical skills that could develop one's originality and independence. Developing as an independent researcher to produce original work is encouraged and expected by the department. However, the opportunity of developing independence lies, to a large degree, in the educational process for becoming a PhD. In that the final dissertation is expected to be original research, the process of "getting there" is often experienced by junior scholars as a lonely and confusing journey. It is important to receive support and feel supported in how to become involved in scholarly fields/environments, and to encourage community and communal activities as a way of fostering independence and originality (in a way that counterbalances careerist/individualized paths).

There is encouragement and support for junior scholars when seeking to participate in research conferences, present papers at seminars and workshops but also for meeting scholars from the same field of research. For developing originality, these interactions with other scholars allow junior scholars to keep current with ongoing and upcoming projects and research developments in their field of interest. It also allows others to know about their research and them to receive feedback on their work. The department could consider holding workshops and seminars to bring junior scholars together with senior researchers to discuss aspects of academia such as developing projects, applying for funding, collaboration etc. This can be an opportunity to learn from the senior scholars in the department and can encourage junior scholars. Also, there could be more focus on "teaching" PhDs on how to search for funding; perhaps a mentorship scheme where seniors mentor juniors through such processes to help them become more independent.

Sustainability and renewal of research strengths

The department is an autonomous department with its own management within the Faculty of Social Sciences. The department is also complete when it comes to education – from Bachelor's and Master's degrees to doctorates. Locating the department

elsewhere within other departments or other faculties would risk the integrity of socio-legal research. It is important that the department can continue its position as one of the few complete sociology of law departments robust enough to stand the pressure of administrative changes. The socio-legal scholars in Sweden and elsewhere in the Nordic countries are mostly located in many different places. In the future it will be important to find ways of gathering socio-legal scholars more than is currently the case. Networks, PhD schools and conferences are such examples.

The international dimension of the research will continue. Calls for positions are open, and recruitment is international as far as possible. International researchers at the department reproduce the international dimension. There is no reason to change this strength. One concern is the fact that less research these days concerns Swedish or Nordic conditions. There might therefore be reasons to monitor this development. The department should maintain a certain level of national research since this is our field of expertise.

The strong interdisciplinary profile should be maintained. Interdisciplinarity is one of the main goals for Lund University and Sociology of Law has a strong record of interdisciplinary work and of crossing borders. We have been partners in several applications outside the Faculty of Social Sciences and the Faculty of Law and also been very active in the transdisciplinary Pufendorf Institute (www.pi.lu.se). On the other hand, interdisciplinary research might become too diverse and therefore face problems gaining enough knowledge within the academic subject of sociology of law. The balance between the core subject and applied research or transdisciplinary research is important. (See also the final items under Leadership)

Working conditions are quite important. Much effort has been put into achieving good working conditions. Of importance are the recruitment processes that are carefully managed in order to find colleagues with a strong CV that will also contribute towards a good work environment. Developing mechanisms to solve problems related to the work environment is also important. We also believe that a good work environment is attractive for new colleagues.

Academic networks and collaborations outside your unit

The department has a quite long history of extra-university collaboration. As reported below, we do accept commissioned research, mainly from government agencies, county councils and municipalities. This is often small-scale research resulting in reports, often incorporating policy advice. We have also extensive experience of government agencies financing PhD projects. Generally, this collaboration is good. It focuses the impact

dimension of our research but encourages and gives also access to uninvestigated areas or problems. For example, collaboration with the Swedish Enforcement Authority has given us access to unique data that is otherwise confidential. We do not believe that this collaboration threatens the integrity of research. Occasionally there financial discussions might come into play due to the fact that government research is expensive. The general attitude is positive towards outreach.

Diversity, integrity and ethics

As mentioned in B1, the department has no explicit research strategy concerning substantive research. Except for the norms perspective and socio-legal theory and methodology, research has been developed from the bottom up by the researchers themselves. This means that diversity and integrity in research is guaranteed. Researchers are free to choose their research subject, theories and methods. Many do so in relation to issues of gender, migration, environment, class. Much research indirectly points to injustices resulting from the operations of the law.

Quality in applications and publications

The department has no active documented structure for the application and publication process. Initiatives come from researchers themselves, from calls from funders or sometimes as a result of career talks. Quality is closely connected to time and we try to allocate teaching assignments. Information, best practice and other kinds of advice are always exchanged. From time to time, researchers team up in joint applications. Many of the other departments in the faculty organize the application process much more, using, for example, groups with senior researchers for advice on particular applications but also as gatekeepers. In all, the collegial culture concerning applications is good, but the process could probably be even better organized.

Quality ecosystem

How are your research strengths reflected in your educational portfolio?

The department offers 13 different academic courses. They attract about 4,800 applicants yearly competing for 410 places. Research influences education differently in the first, second and third cycles. In first cycle education, the high numbers of students and teaching requirements condition the inflow of research. The production

of in-house textbooks has improved the inflow significantly. At second cycle, the smaller group constitutes a different pedagogical arena. In-house textbooks are discussed with in-house teachers. At third cycle, PhD work is actually part of the department's research and the flow is reciprocal

Basic Courses in Sociology of Law and the Bachelor's program in Criminology

Among the courses offered is the Bachelor's program in Criminology (180 credits) in co-operation with the Sociology Department. This program attracts the highest number of applications in the Faculty of Social Sciences – 3,200 applicants for 85 places. Sociology of Law *and* Criminology are complementary and also mutually stimulate each other. Together with the legal course elements included, the students will receive a well-customized preparation for continued studies and research as well as for working life, which is a clear connection to practice. Education at the undergraduate level is based on research in sociology, criminology, sociology of law and law. The inflow of research is particularly clear during the Bachelor's dissertation course when students and supervisors are matched based on subject preferences and research expertise.

A prominent example on how research is reflected in our educational portfolio at first cycle is our in-house production of textbooks. The four core sociology of law books used are written by our researchers and published by *Studentlitteratur*. They are: *Understanding Sociology of Law* (Baier, Svensson and Nafstad 2018), *Understanding Norms* (Baier and Svensson 2018), *Understanding Legal Rules* (Hydén and Hydén 2019), and *Understanding Socio-legal Research* (Schoultz and Nafstad 2020). In this context we will particularly highlight the book *Understanding Socio-legal Research* which includes chapters written by 18 of the researchers in the department. The objective of the book is explanations of central theoretical and methodological concepts within sociology of law clarified with examples from the authors' own research. We should also mention the Panorama Day at the start of the new semester where all new students meet all our researchers who present their ongoing research for 5–6 minutes each.

International Master's program in Sociology of Law

The international Master's program (120 credits) in Sociology of Law attracts about 300 applicants yearly, of whom 25 are selected for the program. The program comprises two profile courses in sociology of law (30 ECTS), theory of science and method

courses (30 ECTS), elective courses/internship (30 ECTS) and a Master's dissertation (30 ECTS). From 2020 we will introduce two more elective courses (each 7.5 ECTS).

The structuring and the syllabi of the program are based on profound knowledge and research expertise in sociology of law. Research outputs from our researchers are reflected in the reading list. In the first profile course, 527 pages of 2,500 pages are in-house publications and in the second profile course 834 pages out of 2,500 pages are in-house. Eight out of fourteen lectures on the first profile course and five out of twelve lectures on the second profile course are held by in-house researchers drawing on their research in relation to the syllabi. We also carefully match supervisors with the student's choice of dissertation. At this level, students start to feed back through their high-quality dissertations, and occasional internship within the department.

In the future we do want to involve Master's students more by integrating them more in our research projects.

PhD studies

In 2014–2018, five doctoral theses have been published. The doctoral studies are individual projects but normally begin with one year of courses. Some of the courses are specific for our subject – socio-legal theory and socio-legal method – and some are compulsory for all PhD candidates in the faculty – generic courses in PhD studies and philosophy of sciences. The specific courses are taught in house by the Director of Studies. Finally, some courses are elective courses that suit the individual PhD project. The projects as such are supervised by in-house researchers. For some time now we have appointed three supervisors, one of whom is the main supervisor. Apart from supervision, each PhD student is supposed to have at least three seminars – a start seminar, a mid-seminar and a final seminar – before the dissertation seminar. The seminars are public and not only part of the syllabus but also an important and integral part of the research and outreach in the department. PhD studies result in a dissertation and are considered to be part of the research done at the department. Many PhD projects are initiated by the students and in that way very much constitute an inflow to the research.

Research projects at the department

Below we have listed projects that are externally funded (contracts), projects that are carried out within a position (direct government funding), PhD projects (direct government funding) or postdoc projects funded by the faculty (open postdoc calls).

	Year	Project/Title	Format
PhD projects finished or will be finished			
Erlandsson	2014	Rätt, norm och tillämpning. En studie av normativa mönster vid beslut enligt LSS på tre arenor	Monograph
Vargas	2016	Outside the Law. An Ethnographic Study of Street Vendors in Bogotá	M
Svenaeus	2017	Konsten att upprätthålla löneskillnader mellan kvinnor och män. En rättssociologisk studie av regler i lag och avtal om lika lön	M
Hartzén	2017	The European Social Dialogue in Perspective. Its future potential as an autopoietic system and lessons from the global maritime system of industrial relations	M
Michelson	2018	Empowerment and Private Law. Civil Impetus for Sustainable Development.	M
Joormann	2019	Legitimized Refugees: A Critical Investigation of Legitimacy Claims within the Precedents of Swedish Asylum Law	M
Antonsdottir	2020	Decentring criminal justice	Compilation
Bergwall	2020	E-Health services	M
Vuleta	2022	Migrants and overindebtness	M
Lundholm	2022	Executive auctions	C
Eriksson	2022	Smart cities	C
Bostan	2023	Necropolitics Kurdistan	C
Serrano	2023	Cultural governance	M
Woodlock	2023	Risk cultures in flight industries	C
Leth-Espensen	2023	Social movements in animal rights	C
Björkenfeldt	2024	Threats and hate against journalists	

Postdoctoral projects funded by the faculty

Post-Soviet governance, Diana Kudaibergenova 2016–2018

Artificial intelligence, Katja DeVries, replaced by Jannice Käll 2018–2020

Research Projects funded by grants received in competition

Formas Research Council: Collaboration and sustainability considerations in the construction procurement process (EUR 120,000); Procurement for a sustainable and innovative community building (EUR 80,000)

The Swedish Research Council: Expertise as a basis for judicial decisions? - A study of how professional knowledge is transferred to and used by lawyers in decision-making in court (EUR 415,000); High-conflict families of divorce (EUR 200,000); Migration and Legal Cultures in Post-Soviet Societies: Ethnographic Study of Uzbek Migrant

Workers and their Families (EUR 315,000); Algorithmic immobile: international law in an era of technological control of migration (EUR 200,000)

Economic and Social Research Council: Driving Culture in Iran: Law and Society on the Roads of the Islamic Republic (Contract in London)

The Crime Victim Fund: Cybertort (EUR 230,000); Roma as victims in Swedish criminal courts (EUR 140,000)

Nordic Research Council for Criminology: Scandinavian non-state conflict resolution in light of minority rights, the Romani Kris (EUR 30,000)

The Democracy Council of California: ITAN, On the Rights of the Transgendered People (EUR 100,000)

The Swedish Foundation for Humanities and Social Science: Business as usual. Corporate defense strategies at allegations of crime (EUR 200,000)

Horizon 2020 Marie Curie RISE: Shadow (partner, EUR 90,000); New Markets (partner, EUR 110,400); Central Asian Law (coordinating, EUR 1,104,000, Lund approx. EUR 500,000)

Commissioned Research Projects

Government assignment. Within the Swedish Agency for Youth and Civil Society; Online hate: a study of Swedish youth's norms and behaviors (EUR 24,000)

Government assignment. Within the Swedish Transport Agency; The impact of traffic laws on norms and behavior. (EUR 24,000)

The Swedish Enforcement Authority. Economic Security. PhD program (EUR 300,000)

Institute of Media Studies. Correct right – about rectification and corrections in media (EUR 5,000)

Swedish International Development Cooperation Agency (SIDA): Child Rights, Classroom and School Management. Continuation Grant and Net-Work Building (EUR 320,000)

Wiwi Alexandersson's Memorial Fund: Perspectives on Human Rights (EUR 140,000)

Stiftelsen Justa Gardi: Research pilots on Children´s Rights – to CRi/SoL (EUR 45,000)

Ulla V. Bondesons stiftelse – research in sociology of law in violation (EUR 13,500)

Internally Funded Research Projects

    a.   Postdoc: Conception of violence in the West Bank

    b.   Socio-legal Theory

    c.   Iranian legal Profession

    d.   Comparing Legal Cultures: Colombia and Sweden

Projects that have been managed by department employees elsewhere

In addition to the projects that have been organizationally hosted by the department, the Sociology of Law Department has been highly active in building interdisciplinary research projects, during 2014-2018, on the different platforms intended for this within the larger Lund University organization. To mention a few of these projects, department employees have coordinated two prestigious Pufendorf Themes involving around 20 scholars from all faculties within the University. Furthermore, a number of Sociology of Law employees have participated in different Pufendorf themes and advanced study groups.

Another major interdisciplinary initiative built by the Sociology of Law Department during that time was the Centre for Work, Technology and Social Change (WTS) that included the Lund University Internet Institute (LUii), the Lund University Economic Security Institute (EconSec) and the Centre for Work Environment and Leadership (WEAL). WTS was solely funded by external means and the annual turnover was around up to EUR 1,000,000.

Also, the Sociology of Law Department has, in cooperation with the telecom company Ericsson, generated a business within the Lund University Innovation System (Finja5 AB). This is to this day the only commercialization included in the LU holding company that comes from the Faculty of Social Sciences.

Conclusions

Interdisciplinarity and cooperation are at the core of project activities in the Sociology of Law Department. Cross-border collaboration in research includes active participation in various research networks within Lund University and externally. Often these networks have been led by Sociology of Law employees and they have resulted in concrete research projects.

The transboundary approach has proven successful when it comes to generating research projects and funding. In total, the department has received EUR 1.830,000 in

2014–2018 in competition, and an additional EUR 880,000 for commissioned research; all projects that are organizationally hosted by the department. In total, these projects have received EUR 2,710,000 in external research funding during these years.

That is more than EUR 500,000 per year in different *external research grants*. This is generated by a relatively small department with extensive educational responsibilities. In addition to that, employees have created and led research projects that have been organizationally located elsewhere in the University organization. While the economic value of these projects is harder to evaluate, it is significant.

Transversal themes

The faculty strategy is to allocate almost all resources to the departments. Except for the necessary faculty office handling of employment, for instance, the faculty has no history of reallocating resources. However, twice recently three postdoc positions have been announced on behalf of the departments. Quality work is of course supported, but as far as research is concerned, this is mostly carried out through the economic algorithm used for the past eight years which contain quality factors. Otherwise major quality control rests within the academic peer review system. The strength of the decentralized model is that proper decisions can be taken at the level where the activity takes place. The weakness is that it is problematic to reach a consensus on major, strategic investments at faculty level.

We have no plans for, nor any special need for, research infrastructures. The department has no relation to SFO (except for a minor part of Middle Eastern Studies). We would, however, point to the fact that staff from the department have been quite active in the Pufendorf Institute for Advanced Studies (www.pi.lu.se). We have also been active in research areas that have been transformed into centers common to the University. The department initiated the Internet Institute, the Work Environment Institute and the Economic Security Institute. After 15 years of international training, we are active in initiating the Child Rights institute, which now is focusing on building research on child rights nationally and internationally and including several faculties at Lund University. Today we are part of AI Lund (Artificial Intelligence) and we expect to interact with it more.

Final Remarks

The procedure

In general, we decided early to perform RQ20 as a way to not just report, but also conduct an in depth evaluation of research. We therefore broadly included staff and also included more data than necessary for the RQ20. For instance, we have completed an overview of all the dissertations since the beginning, and we also produced an overview of some other socio-legal organizations.

The Board took a decision on the RQ20 processes in April 2019 and decided on quite a small working group of six people and the RQ20 coordinator. We held our first information seminar on April 17th with all personnel on the staff. We continued with library information on June 10th and then as a second day at the kick-off on August 28th. The first workshop was on September 11th and then we also included 3 Master's students as interns during the autumn semester, working partly on RQ20 and studying six international universities with similar socio-legal or sociology of law organizations. The second workshop was on October 30th with all research staff in the department and the last discussion of the final version of the report took place in December. In between, the working group held short meetings, were reading different drafts and gave feedback to the RQ20 coordinator.

The results

The RQ08 evaluation awarded the department *excellent* in all dimensions. We were also adviced to continue the plans for initiating a centre on norms research. Having conducted the RQ20 evaluation, we have come to some valuable conclusions. The research is still of very high quality. The plans for a centre has not been realized but research has kept norms as an approach. The department has a research environment which is very positive and open and it attracts a variety of research topics. Therefore, our research is quite broad in its scope.

Research quality: Researchers now increasingly attract EU-funding, which has positive consequences for economy and quality. The increasing international profile also secures research quality. The only risk of this profile is a decrease in research concerning the Swedish-Nordic example and Swedish-Nordic conditions. Nordic countries still stand out as interesting examples in various fields and they attract attention for precisely this reason. Renegotiation and management of the welfare state is one example.

Integration of education – research is altogether very good. The department is the only one in Sweden to have education in sociology of law across all cycles. We believe that this fact is important. This way we contribute to the training of students in the law faculties as well as other faculties throughout Sweden. We also contribute to the very successful criminology program. Being the sole department of Sociology of Law, it is important to keep the education volume at this level. This means that we have come to the conclusion that research volume must increase. The subject of sociology of law is very open and the challenge is to increase research without losing the core of it and also while maintaining a good balance between research and education for our staff. We believe that our ongoing work with EU funding will be successful and will also serve as a good example.

Connecting education and research: The volumes of students are in first cycle education, but it could be positive to include and involve students even more in our research in the department. Oslo, for instance, has its Jus-Bus activities. Oñati has a significant focus on students' scientific writing for international publication, which is inspiring. We also plan to start more master courses based in our research.

Cooperation and outreach: Despite (or because) the size of the department, cooperation is very high. Reviewing other organizations has however shown that we need to showcase our research even more (Oxford). The department is quite active concerning PR but considering our uniqueness and size it needs more outreach. Berkeley is also an example of having a guest speaker series on campus, and advertising clearly on campus and social media. Baldy has research grants more available for researchers and to attract visiting researchers.

Size: The department is very small within the faculty. The size is relative, but there are risks from being comparatively small. Faculty policy seems to favour bigger departments. We must therefore continue to increase our research volume.

Overview of dissertations in Sociology of law at Lund University

Håkan Hydén

Content of doctoral theses from 1978 – 2019 [4]

1.	Women's rights	Feminist theory
2.	Socio-legal theory, environment	Structural Marxist theory (Althusser)
3.	Criminology – economic crime	Quantitative study
4.	Criminology	Ethnography
5.	Legal politics in Africa	Macro sociology
6.	Implementation	Qualitative
7.	Environment law	Habermas
8.	Health law	Habermas + quantitative document study
9.	Working life research	Ethnography
10.	Infrastructure and welfare law	Professions study + enforcement of law
11.	Implementation	Enforcement of law, quantitative study
12.	Human rights	Macro sociology
13.	Implementation	Enforcement of law, qualitative
14.	Criminology	Norms and social control, ethnography
15.	Socio-legal theory – conflict management	Quantitative study, discrimination
16.	Profession study (Social work)	Enforcement of law, qualitative
17.	Environment law	Macro sociology, Bourdieu
18.	Implementation	Qualitative case study, enforcement of law
19.	Socio-legal theory	Qualitative
20.	Environment law and normative action	Enforcement of law, case study, norms
21.	Environment, norm supporting structures	Enforcement of law, case study, norms
22.	Implementation – working hours	Qualitative, enforcement of law
23.	Law in competition with expert knowledge	Qualitative, enforcement of law, norms
24.	Legal implementation in custody battles	Qualitative, enforcement of law
25.	Norm and legal rule	Case study, qualitative, norms
26.	Legal implementation in social work	Enforcement of law, case study
27.	Human rights concerning children	Case study, norms
28.	Ethics committees	Macro sociology
29.	Work environment law	Enforcement of law, case study

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[4] See also a complete list of the names and titles of all 54 doctoral theses in the Appendices.

30.	Legal implementation in social work	Enforcement of law, case study
31.	Legal implementation in schools	Enforcement of law, <u>norms</u>
32.	Norm building through client collaboration	Case study, <u>norms</u>
33.	Socio-legal theory	<u>Norms</u>, social psychology
34.	Implementation, environment law	Enforcement of law
35.	Children as victims of crime	Enforcement of law, victimology
36.	Social norms and rule following in traffic	Enforcement of law, <u>norms</u>
37.	EU	Enforcement of law, case study
38.	Norm building in the EU	Enforcement of law, case study, <u>norms</u>
39.	Environment law – procurement	Enforcement of law, case study
40.	School development work	Case study
41.	Professional norms in School	Professional <u>norms</u>
42.	Law enforcement and social work collaboration	Enforcement of law, organisation study
43.	Digitization and the need for metaphors	Digitization, enforcement of law
44.	Violence against women	Qualitative study, criminology
45.	Implementation of law, tort law	Quantitative study, enforcement of law
46.	Living law	Ethnographic case study
47.	Analysis of public space legislation	Qualitative study, case study
48.	Sustainable Companies	Qualitative study
49.	Legal implementation in social work law	Quantitative study, enforcement of law
50.	Social control	Ethnography
51.	Labour law	Discrimination, qualitative analysis, enforcement of law, <u>norms</u>
52.	EU	Enforcement of law
53.	Environment law	Case study, enforcement of law
54.	Migration	Enforcement of law, discourse analysis

If we put them in *clusters* we get roughly the following:

Implementation of law in a broad sense	23
Environmental law issues	11
Criminology	5
Labour law	5

We find no special *theory* applied. There is a little bit of Habermas, a little bit of Luhmann and Bourdieu. Many dissertations are characterized by a norm approach:

Norm perspective (see more below)	16

When it comes to *methodological approaches*, they vary greatly. However

Ethnographic study	5
Victimology	3

Only a few feminist studies figure. The same goes for Human rights.

Contentwise the dissertations cover very disparate areas, such as:

- Women´s legal and social status in Sweden 1750 – 1976
- The societal functions of law
- Economic crimes
- Criminal subcultures
- Land nationalization in Ethiopia
- Reform policy
- Health Care Act's Responsibility Committee
- Tendencies in the development of Swedish plan legislation
- Legislation on pregnancy allowance
- Human and peoples´ Rights for the Oppressed
- Justice in child care
- Young adrift
- Conflict handling in a multicultural society
- Social workers – the flax dancing profession
- FINSAM – Change of a Welfare organization via experimentation the development of working time regulation

- Autism
- Child custody cases
- Social investigations of children
- Ethical committees
- Environmental law issues
- Internal control and system supervisory of working life within elderly care
- Rule of law within institutions for compulsory care
- Discrimination
- Sustainability issues

- Violation against women

- Labour law issues

- EU

- Living law

- etc.

A summary of the content of dissertations in Sociology of law over the years (1978–2019) gives a very scattered impression. It goes without saying that one cannot expect knowledge to accumulate under these circumstances. Even if a great number of dissertations can be categorized within implementation of law, there are few common denominators except for the norm perspective.

Regarding the norm perspective the following can be said[5]

It began in the late 1990s through Minna Gillberg's and Per Wickenberg's dissertations, both published in 1999. Until then, Sociology of law theses had largely focused on an existing legislation, and studied its application or non-application. Such analyses were conducted in the light of welfare legislation aimed at granting citizens certain rights, and/or intervening legislation whose function is to govern and not least influence companies' actions to protect, for example, consumers, working conditions and the environment. Through her dissertation (20), Minna Gillberg introduced arguments about normative action based on so called extra-legal conditions, such as how a company realized that its previous environmental actions were not acceptable and therefore decided to address and improve their environmental work. Companies that have adopted this strategy have acted in a way that far supersedes the requirements of the intervening legislation. All kinds of self-regulatory instruments, such as environmental management and environmental certifications are important in this process.

In his dissertation (21), Per Wickenberg focused on the importance of norm-supporting structures. He did this through application in the school world. The study object was how a certain norm – the environmental goal – took root in the schools and

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[5] Not all dissertations are commented upon. That does not mean that they are without interest for Sociology of law. The comments are based on the theme of the theses. On the whole the comments do not express any evaluation of the quality of the theses.

their regulations. This work eventually had successors through, for example, Helena Hallerström's dissertation on the role of school principals in norm building (31), Lars Persson's dissertation (40) on educators' work on democracy development at school and Ulf Leo's dissertation (41) on what the principals should do and what they actually do. Hallerström studied the principals' norms in the leadership of school development and in this way integrated legal governance with professional norms. Both Persson and Leo focused primarily on the importance of professional norms for different activities. This demonstrates what actually happens in the "shadow of law" and how this can be explained. For example, Persson writes that "(i)f the act itself (between actor and structure, my remark) is expressed as the actual done and the statutory, the legal, is expressed as what is to be done, the norm can be expressed as what should be done based on how the individual perceives the surroundings' expectations of the action" (page 85).

Staffan Friberg took a similar approach in his dissertation (32), which dealt with norm building processes through user collaboration in municipal operations. He placed the norm on a continuum between the individual, the family and the collective, and on this foundation described a normative equilibrium position between the citizens' user norm and the management norm of the administration.

In his dissertation, Wickenberg introduced the so-called norm model, based on the idea that a norm has three possible sources of inspiration or motives, which are mutually influential, namely (1) will and values, (2) knowledge and cognition, and (3) systems and possibilities. The model was applied by Matthias Baier in his thesis, *Norm and Rule of Law* (25). Baier described the various systems of action that affected the tunnel construction through Hallandsåsen. The construction project was a professional failure, based on the extent to which the systems for action actually instructed actions. This approach makes it possible to weigh the effects of each of the involved systems of action with highly different conditions for norm production, and offers ways of understanding an event, its complexity and its causes. The question Baier tries to answer in his dissertation is: If the project management did not follow the instructions of law, what instructions did it follow?

Another dissertation that applied the norm model was Patrik Olsson´s (27) study of the prevalence of child labour in Paraguay. He concluded that the international covenants, UNCRC (the Child convention) and the ILO Conventions No. 182 and Recommendation 190 about child labour were simply symbolic, and were not likely to be enforced or exercised with respect to the rights of the child, since this issue did not encompass enough importance amongst the decision makers and politicians. Olsson used the three dimensions of the norm model to analyse and explain why this was the case, pointing out system conditions maintaining unjust politics, poverty and social

injustices and how these determine the central parts of the content of values and norms in decision making that has effects on the society in general.

Marie Appelstrand also uses the norm model in her dissertation (34) regarding implementation of the environment goal within forest administration. The norm model is applied in order to understand the situation for the forest owners. She regards norms as action patterns. The ambition from the legislator is to change existing action patterns among forest owners in relation to the use of the forest. Therefore, the three dimensions of the norm model come into play when comparing the self-promoted goals of production with the environmental goals stipulated by the legislation.

In her dissertation (33), Johanna Börrefors uses the metaphor symbolic environment, inspired by Torgny Segerstedt, to explain the existence of norms. People belonging to the same group share a symbolic environment. This is constituted by a social habit that presupposes a disposition in the form of behavior, emotions and language as well as social norms, which can both be able to function as framework norms and be particular. Finally, the social habit is dependent on the source of norm, reward and punishment. This is a social-psychological theory that lies outside the norm-scientific approach practiced in other theses.

Måns Svensson represents another social-psychological approach. In his dissertation (36) he considers norms from the point of view of the acting subject, i.e. what it is that makes individuals choose to follow certain norms and not others. The norm model developed in sociology of law can serve as a search tool to determine which factors have influenced the norm/conduct in a particular case. Svensson points out that many people have misunderstood the norm model as a definition of the norm concept itself. By this, Svensson believes that many have had trouble defining the norms, the study object they are dealing with. He believes that the concept of norms must be capable of encompassing both social science's demands for a concrete existence and the jurisprudence's expectation of deductively manageable normativity. By bringing together Emile Durkheim's theories of social facts and Hans Kelsen's theory of the basic norm as the norm from which other norms can be derived, Svensson in polemics with David Hume claims that 'the being' and 'the ought' can be brought together. Applying what Svensson calls an Aristotelian ontology, he introduces a distinction between the essence of a concept and its accidental (i.e. not necessary) properties.

On the basis of this reasoning, Svensson comes to a definition of the concept of norm (page 48) based on three essential attributes: Norms are (a) imperatives that are (b) socially reproduced and (c) constitute the individual's perception of the environment's expectations of their own behaviour. This is a comprehensive definition regarding different types of norms from the point of view of the acting subject. The strength lies

in the operational strength of the social-psychological perspective, i.e. that it is possible to find out which norms apply in different situations. Svensson has also, with the support of Ajzen & Fishbein's TPB theory (Theory of Integrated Planned Behaviour), developed a way to measure the strength of these norms (page 66). The limitation lies in the boundary to social psychology and to the actors' perspective and thus to the inability to relate normativity to the inherent rationality/normativity of systems. In the latter context we are talking about qualitatively different norms than the social norms that Svensson has so meritoriously highlighted and analysed in the field of road safety.

In a dissertation (43) on *Metaphors and Norms*, Stefan Larsson has addressed the problem of understanding copyright law in a digital society. He uses the definition of norms developed above by Svensson and compares the legal regulation with social norms in the area. As a result, he finds a gap between legal and social norms. He is interested in finding out in what ways and the conceptions involved in constructing these dissimilar norms differ. The research question he puts forward is how legal and social norms relate to each other in terms of the conceptions from which they emanate or by which they are constructed, and what is the role played by the explicit metaphors that express these norms? Larsson thus departs the social psychological perspective in favour of a more system oriented approach. The construction of the (new) mind set following on the transition of social and legal norms makes up the research interest. In line with Lakoff & Johnson (1999) he claims that metaphors are important and decisive in how our thinking and meaning-making is done.

Digitization creates a need for a whole new set of metaphors. It changes the definition of already present concepts. As examples, Larsson mentions the transition from regular mail to e-mail and from photography to digital imagery. Metaphors can be used as a bridge between one technology and another. In order to describe the partial deformation that occurs, Larsson uses the term skeumorph. The transition from analogue to digital means an excessive need for skeumorphs, a lexicon of metaphorical transition and concept-expansion, including legal concepts, is required (p 63). Larsson talks about path dependence in order to explain what is going on in the field of copyright law, i.e. core concepts remain the same no matter how much they may be challenged in a digital context. The path serves as a strong argument for those who benefit from its preservation.

In his dissertation on infringement compensation and redress, Karl Dahlstrand (45) is concerned with the problem of boundary drawing between social norms and legal rules. He does this by examining how these relate to each other. By empirically examining how individuals – both those who are affected and those who are not affected by injury – experience the amount of compensation ruled out by courts, Dahlstrand wants to get an idea of what people consider to be fair and reasonable in this context. The

compensation has a symbolic value and can therefore only be understood in a social context, while at the same time it must not be merged with social reality. Such a merger would make it meaningless and superfluous and therefore compensation must rest on tort rules and principles. Dahlstrand's survey shows that respondents do not only see the compensation issue from a technical repair aspect, but consider the whole social context.

On a theoretical level, Dahlstrand uses H.L.A. Hart's theory of primary and secondary rules. In the former category, Hart refers to injunctions and prohibitions (rules of behaviour) while secondary rules specify the criteria for legal validity, i.e. which standards are considered 'right and just' and regulate the use of the primary rules. The most important of the secondary rules is what Hart calls the rule of recognition by which a border is drawn between legal norms and social norms. According to Dahlstrand, Hart's theory is sociologically relevant in that it conceptualises law as a social practice that revolves around the use and acceptance of social rules, the very existence of which is an empirical question. He also approaches legal sociology by arguing that social pressure is an important factor for the operation of primary rules.

In his dissertation, (46) Rustam Urinboyev, argues that we need to be aware of ongoing struggles and interplay between different normative orders in order to better understand state-society relations and political stability (p 50). Urinboyev makes use of Eugen Erhlich's concept living law. This law can be found in the way people behave in their immediate surroundings and activities in their daily lives. Ehrlich's claim is that norms as rules of conduct bond people to a network of expectations in which they act according to unwritten sets of rules that can be quite distinct from the laws of the state (p 53). Rules of conduct are distinct from what he calls norms for decision. Norms for decision have been created by the state and are alien to daily life of society. They are not spread beyond the premises of courts and become rules of conduct only through court decisions. Here one can find some parallels to Hart´s distinction between primary rules of conduct and secondary rules of recognition with the important distinction in the understanding of rules of conduct.

Ehrlich´s underlying idea states that all norms of conduct emanate from social life at large. They are more a product of social interactions than linked to the state or its legal system. It is the inner order of various social groups or associations – what Ehrlich calls society´s reflexive web of expectations – that gives power and meaning to norms, not state coercion. According to Ehrlich, there are sources of norms on a meso-level that make law work and provide a social order. Urinboyev concludes that states face enormous resistance from other social forces in implementing their policies, since their laws and regulations must compete with the norms of other social forces that promote different versions of how people should behave. He has studied the *Mahalla*

organization within the Uzbek society on a local administrative level as a social organization. The *mahallas* are largely built on informal structures in which people are tied to each other through informal exchange and reciprocation of money, material goods and services. This seems to be a highly relevant and appropriate operationalization of what Ehrlich talked about in terms of the inner order of various social groups and associations. It is probably harder to apply this part of Ehrlich´s theory and find corresponding organizations on a meso level in Sweden and other modern societies.

Ana Maria Vargas (50) is another ethnographic study about street vendors, this time in Bogota, Colombia. Vargas has a norm approach that transcends legal regulation by using the broader concept of social control, which includes different controllers, sanctions and norms. Referring to John Griffith, she identifies norms as important elements in the study of social control. Her definition of social control is based on Ellickson´s claim that control consists of rules of normatively appropriate human behaviour (p. 45). Ellickson (1991) differentiates between five subsystems of social control: self-control, promise-enforced contracts, informal control, organization control and legal control. Vargas describes the norm of the *acreditar*, which is an informal right to use a spot in the streets, a social norm that secures access to space among street vendors. Through the social control approach to the study of norms, Vargas contributes by elucidating the problem of how to detect norms, namely to identify patterns of regular enforcement. This is one way to identify norms which is valid when the norms under study are apparent for the actors but not necessarily articulated, and the problem for the researcher is to find out what norms are operating.

Another way of identifying norms is to look for normative patterns, something Lennart Erlandsson has done in his thesis (49), which is a study of normative patterns in relation to decision-making in the field of LSS, the law on support and service for certain disabled. Erlandsson's analysis demonstrates what the normative patterns look like in different legal fora. Lucas Pizzolatto Konzen, has in his dissertation *Norms and Space* (47), tried to understand public space regulation in three tourist cities. He introduces a new concept, ideological norms, in order to grasp how ideologies influence normative action in society. Konzen has thereby broadened the norm approach to focus on system generated normative actions. He regards ideological norms as reproduced in the arena of mass culture and technical knowledge. Konzen works with two ideological norms that are for him crucial regarding public space regulation. One states that the actions and discourses most profitable to the tourism industry shall be encouraged by public administration agencies in the tourist zone and the less profitable ones discouraged. The other ideological norm states that financial and non-financial resources shall be addressed by public administration agencies with priority given to the places situated

in the tourist zone. The expected sanction if these ideological norms would not be taken into account, will be less visitors attracted and tourists of lower consumption potential. Konzen operationalizes the ideological norms in the following way: public administrative agencies prioritize the distribution of financial and non-financial resources to the places situated in the tourist zone. This imperative from the ideological norm influences the content of legal norms, legal practices, and social norms.

Ideology plays a central role in another dissertation, *The Art of Preserving the Gender Pay Gap* by Lena Svenaeus (51). In the dissertation Svenaeus examines the obstructions to the principle of equal pay that persist in international conventions and EU legislation, and that have mandated changes to legislation and collective bargaining agreements. The dissertation seeks to investigate and explain how the pay gap between women and men is created and recreated on an ideological level. The study uncovers factors that have been central in this process. She follows the women´s study scholar, Joan Acker, about an inequality regime which in Svenaeus case consists of five factors. It is a question of control over the definition of and thereby of the solution to the problem; labour law reasoning; manipulation of language; de-prioritizing of sex discrimination; and finally invisibility of the gender conflict. As a result, the intervening legislative initiatives become ineffectual. Svenaeus characterizes law as facade legitimation (p. 353).

Comments to the norm perspective

The common elements of the norm perspective are the study of the normative landscape and the interpretation and understanding of the world in terms of norms and normative structures. Here, Reza Banakar´s book *Normativity in Legal Sociology. Methodological Reflections on Law and Regulation in Late Modernity* (2015)[6] can be mentioned. The norm perspective is what distinguishes Sociology of Law from other social sciences. Compared with legal science, Sociology of law has a broader interest in norms, expanding beyond legal rules and regulation. There is also reason to underline that Sociology of law is not a normative science in the way legal science is. Neither has it anything to do with study of the desirable,[7] nor with what is regarded as morally

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[6] Cham: Springer International Publishing. Electronic resourse

[7] See for instance, Badersten, Björn (2008). Normativ metod att studera det önskvärda. Enskede: TPB, Biel, Anders, Dahlstrand, Ulf & Fransson, Niklas (1990). The content of moral values. Göteborg: Univ.

good[8] or about social dilemmas.[9] Sociology of law is an empirical and theory based science.

However, the norm perspective is not a uniform phenomenon in Sociology of law. It can be divided into different subcategories according to the following.

Many of the implementation studies deal with and try to explain *legal norms*. This is a starting point for the norm approach. However, these studies are only semi-normative insofar as analysis is based on general sociological or other social science explanations, not on the legal norm as such or competing normative forces.

The so called *Norm model* is a kind of search tool or screening device. It catches the motives behind an action and can therefore be regarded as a precursor to the norm. It can be used as a heuristic device in order to discover the normative landscape in a certain area, such as the environmental sensitivity in schools (21) or the inclination of the political system in Paraguay (27) when it comes to child rights. Another norm approach is the social-psychological one, which can be applied to understand why people follow a certain norm. It also lays the foundation for measuring norm strength.

A third subcategory is the norm perspective which studies the classical Sociology of law problem about the relation between *law in books and law in action,* i.e. a comparison of the written or otherwise established law and the actual application of law in a certain area. This is practiced for instance in the dissertations by Astrid Schlytter (13) and Lennart Erlandsson (49). Karl Dahlstrand (45) uses the same research strategy. However, he conducts a study with empirical methods from the perspective of the individuals in order to investigate the correspondence between the courts´ interpretation of law and how the perception of affected individuals and the general public. This last mentioned approach is the only example hitherto of a *legal consciousness study*. A variant of this theme is when Stefan Larsson (43) studies how law and its substratum (the regulated area) drift apart due to technological development. In the transition from analogue to digital and from mechanics to electronics the *substratum of law changes.* Existing law is primarily built on physical objects which now are transformed into a virtual reality. Larsson mentions as examples the transition from regular mail to e-mail and from photography to digital imagery. Analogies and metaphors serve as explanatory bridges between one technology and another. This process of redefinition is a necessity to aid people in adapting to new perceptions.

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[8] See for instance, Rachels, Stuart (2015). The elements of moral philosophy. Eighth edition. [Dubuque]: McGraw-Hill Education

[9] See Biel, Anders; Gustafsson, Biel, Anders & Eek, Daniel (2008). New Issues and Paradigms in Research on Social Dilemmas [Elektronisk resurs]. Springer US

Other ways in which law in action differs from law in the books is presented in Matthias Baier´s study (25) about the construction of the Hallandsåsen Tunnel, and Lena Svenaeus' (51) investigation into the Gender Pay Gap. In both cases *power relations* play a role in distorting the proper application of law. In a fourth subcategory of norms, Måns Svensson in his abovementioned study (36) takes on the task of explaining norms and where they come from. He defines a norm concept from a social-psychological perspective. Svensson also develops a method for measuring the strength of norms.

One step further to a knowledge interest regarding norms, is represented by what one of the pioneers in Sociology of law, Eugen Ehrlich, *c*alled *living law*. The concept captures the content of the norms people generally follow regardless of legal regulation. These norms emanate, according to Ehrlich, from the inner order of various social groups or associations which form a reflexive web of expectations. This approach is often combined with ethnographic methods. Among the dissertations, Rustam Urinboyev´s thesis about *Living law and Political stability in Post-Soviet Central Asia* (46) can be mentioned. It is a case study of the Mahalla system in the Ferhana Valley in Uzbekistan. Another example is Ana Maria Vargas study (50) of Street vendors in Bogota, Colombia. Using the concept of social control, she identifies operating norms among the street vendors and how that affects their daily lives. When transferring Ehrlich´s concept living law to a modern society, the web of expectations and thereby norms probably have to be related to the different systems – social, economic, technological, political/administrative – that constitute much of the normative expectations of today. This kind of norm approach is something that still awaits.

It can be added in relation to the norm perspective that there are many publications in Research Reports in Sociology of law that address norms. Explicitly No. 1999:3 (Håkan Hydén Ed.) *Aspekter av och perspektiv på normer*, an anthology of 10 contributions from researchers at the department reflecting on norms. Also No. 2004:5 (Annika Rejmer Ed.) *Normvetenskapliga reflektioner* has a similar theme. Another interesting publication is Lund Studies in Sociology of law, No. 37 from 2011, which is a collection of Essays from doctorate candidates from different departments and faculties at Lund University and outside who participated in an interdisciplinary doctoral course about norms provided by the Sociology of law department. It resulted in an anthology. Most of the participants in the course have become successful PhD:s in different subjects, such as East Asia knowledge in Tuebingen, Germany; Sociology of law, Vilnius, Lithuania; water management, LTH, Lund, department of Fire Safety Engineering and Systems Safety, Lund University; department of pedagogy, Linnéuniversitetet, Växjö; two from the School of social work, Lund University. From the department of Sociology of law in Lund. two participants (Karl Dahlstrand and Rustam Urinboyev) participated.

The latest example of a norm publication is Research Report 2019:1 Norm Formation from the Inside of a Swedish Court, written by Per Wickenberg.

Some tentative conclusions and reflections

There is a need to concentrate on certain research areas in order to accumulate knowledge within the academic subject, Sociology of law, in relation to choice of subjects and in relation to the norm approach. Regarding the last mentioned it seems at least important that the norm perspective is a conscious part of the research question, the study object or the research method.

This requires that the department change strategy for recruitment of researchers on both doctoral and post-doctoral level. A problem for the academic subject Sociology of law, is that it is not related to a certain praxis field which in a natural way defines the subject. As it is now, employment is based solely on merits. Furthermore, it is up to the individual researcher to choose his or her subject. It seems that certain areas have to be prioritized. One alternative would be to advertise positions in designated areas. Since there have been quite many applicants from all over the world it should not be a problem to get qualified doctorate candidates or post-docs as applicants.

Study of six universities with socio-legal research organisations

- Baldy   Enrico Giansanti
- Berkeley   Heraclitos Muhire
- LIRC   Thomas Duke Labik Amanquandor
- Ońati   Thomas Duke Labik Amanquandor
- Oslo   Enrico Giansanti
- Oxford   Heraclitos Muhire

University of Buffalo - Baldy Center for Law & Social Policy

Enrico Giansanti

Integration

The Baldy Center for Law & Social Policy (hereafter cited as Baldy Center) is part of the University of Buffalo's Law Faculty and was founded in 1978 thanks to donations of Christopher Baldy, a deceased past alumnus, who graduated from the then private Law School and became a prominent attorney in the Buffalo area. The Center has 34 staff members, half of whom are postdoctoral fellows. The rest comprises of visiting scholars, senior fellows, research fellows, and an advisory council.[10] In terms of academic research between 2014 and 2018, the Baldy Center has published 68 publications, including books, book chapters and journal articles.

The Baldy Center focuses much of its resources on postdoctoral programs and does not teach undergraduate or graduate programs. However, they collaborate actively with various departments at the University of Buffalo as well as other universities in the US and abroad; it is through these collaborations that the research produced at the Baldy Center finds its way back into education.

The Baldy Center does not offer pedagogical training per se. However, those who wish to teach a course in one of the University of Buffalo's departments, as an aid in their research or to gain teaching experience while at the Baldy Center, are catered to on a case-by-case basis. The lack of pedagogical training may be related to the fact that the Baldy Center is a research-based institution. In particular, the Baldy Center strives to help scholars just starting their careers, and thus invests substantial resources into grants specially designed for this target group. Fellows are expected to participate in the Baldy

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[10] University of Buffalo. The Baldy Center for Law & Social Policy – People. available at: http://www.buffalo.edu/baldycenter/people.html (accessed on 11-10-2019 at 09:56)

Center's events, but otherwise have no other obligations than to pursue their research. Fellows receive standard university research privileges, such as access to the library, the internet, an office space, a computer and a phone.[11]

Between 2014 and 2018, the Center awarded 54 grants for conferences and research. To be awarded a grant, the topics must be related to law, legal institutions, and social policy.[12] Interestingly, the word 'law' was used only 15 times in the titles of the 54 grants awarded, perhaps indicating that the research conducted is broader than just about 'the letter of the law'. Additionally, only 21 researchers were affiliated to the Law School, while for 25 entries it was not possible to find any affiliation to a department.

Cooperation

The Baldy Center's academic staff has a multidisciplinary background and their interests include a broad range of subjects, providing links to fields such as law, sociology, anthropology, geography, political science, history, politics, economics and archaeology. However, those with law and sociology backgrounds make up the majority with 12 and 7 academics respectively. This disciplinary diversity corresponds to the Baldy Center's commitment to cross-disciplinary collaboration, while the high numbers of staff with backgrounds in law and sociology correspond to its commitment to the field of socio-legal research.

The Baldy Center supports interdisciplinary and interdepartmental collaboration through different activities that encourage cooperation between different disciplines and departments at the University of Buffalo but also from other institutions in the US and abroad. For example, through Book Manuscript Workshops where faculty members from the University of Buffalo try to make their manuscripts stronger before publication. The Baldy Center invites two or three distinguished scholars to review the manuscripts and discuss them with the authors.[13]

The Baldy Center offers Conference and Workshops Grants on topics related to law, legal institutions and social policy. These activities are to contribute to faculty research

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[11] University of Buffalo. The Baldy Center for Law & Social Policy – Grant Applications. Available at: http://www.buffalo.edu/baldycenter/applications.html (Accessed on 14-10-2019 at 10:11)

[12] Ibid

[13] University of Buffalo. The Baldy Center for Law & Social Policy – Book Manuscript Workshops. Available at: http://www.buffalo.edu/baldycenter/applications/book-wrkshp.html (accessed on 14-10-2019 at 14:45)

but also provide networking opportunities. Applicants must be non-adjunct[14] faculty members of the University at Buffalo, implying that these grants are designed for more senior academics. However, collaboration with other universities and research centers remains a high priority and is encouraged. Applicants must have the capacity to administer the proposed event. The Baldy Center will provide advice to the organisers but will not handle logistical arrangement for the occasion. Conference funds will be transferred to the affiliated department.

Event Co-Sponsorships are sponsored by other departments of the University of Buffalo. These grants are awarded at the discretion of the Baldy Center director depending on relevance to law, legal institutions and social policy, interdisciplinarity, and amount of support requested. They are not very substantial and typically range between US $100 and $200.[15]

Fellowships in Interdisciplinary Legal Studies are awarded several times each year for topics related to law, legal institutions and social policy. Applications are accepted from junior and senior scholars from law, the humanities and social sciences.[16]

Research grants support University of Buffalo's faculty members, but also stand-alone, collaborative and baseline research proposals to get external funding. These are available to full-time faculty members at the University. Research proposals are to be for a maximum of US $5,000. However, founded projects typically average between US $2,500 and $3,500. Grant recipients should provide copies of their Baldy-supported working papers and other publications to the Baldy Center. For air travel, flights must be booked by the persons who are travelling and will be reimbursed when travel has been completed and receipts are submitted. Only coach or economy class travel is reimbursable. Hotel stays during research travel will be reimbursed at half the rate paid.[17]

However, the Baldy Center is renowned for its Post-Doctoral Fellowships, which are available to individuals who have completed a PhD or JD program but have not yet begun a tenure track appointment. Post-Doctoral Fellows will receive a stipend of US

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[14] Adjunct in the US means non-tenure-track faculty member.

[15] University of Buffalo. The Baldy Center for Law & Social Policy – Event Co-Sponsorship. Available at: http://www.buffalo.edu/baldycenter/applications/co-spnsr.html (accessed on 15-10-2019 at 15:35)

[16] University of Buffalo. The Baldy Center for Law & Social Policy - Fellowships in Interdisciplinary Legal Studies. Available at: http://www.buffalo.edu/baldycenter/applications/fellowship-application.html (accessed on 16-10-2019 at 09:18)

[17] University of Buffalo. The Baldy Center for Law & Social Policy - UB Faculty Research Grants. Available at: http://www.buffalo.edu/baldycenter/applications/r-grant.html (accessed on 17-10-2019 at 11:27)

$40,000 and may apply for up to US $2,000 in professional travel support. Post-doctoral Fellowships are ordinarily granted for two years.

Mid-Career and Senior Fellowships grants are available to established scholars who wish to work at the Baldy Center, typically during a sabbatical or research leave. Awardees receive a living expense allowance of US $1,800 per month during the period of their residence

The Baldy Center advises that supported conferences should be open to the public whenever possible. For example, when workshops lead a manuscript to publication, they should try to have a public event to present the work to a broader audience. The Baldy Center encourages researchers from different disciplines to work together and places a strong emphasis on supporting scholars at the start of their careers.

Internationalisation

One of the aims of the conferences and workshops the Baldy Center sponsors is to bring scholars who are internationally recognised for their research to the University of Buffalo and to improve scholarship.[18] The Baldy Center is also very keen to promote interdisciplinary and interdepartmental collaborations. While fellows receive standard university research privileges, they are also encouraged to develop collaborative research projects with the University of Buffalo's faculty members whenever possible. This indicates an intellectual and stimulating environment, especially for those at the start of their academic careers such as PhD students and postdoctoral fellows.

The Baldy Center is also very active in promoting its research through different activities, such as conferences, manuscript reviews, invited talks by renowned scholars, blog posts and outreach and media activities.

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[18] University of Buffalo. The Baldy Center for Law & Social Policy – Events. Available at: http://www.buffalo.edu/baldycenter/events.html (accessed on 18-10-2019 at 10:37)

Leadership

The Baldy Center does not seem to have departmental recreational activities to enhance relationships between staff. They do, however, organise several interdepartmental work-related events, such as workshops and conferences, where fellows are actively encouraged to collaborate internally and externally. There are no activities designed to develop leaders and managers at all levels to help develop the Baldy Center, however, fellows can complement their stays with teaching at various departments.

In terms of diversity, the Baldy Center has a vast disciplinary range among its staff (see Cooperation). Of course, most are postdoctoral fellows, so it is difficult to contextualise it with other institutions in terms of leadership because of its uniqueness as a research-based institution. Certainly, among other research-based institutions, the Baldy Center stands out for its focus on emerging scholars at an early stage in their careers.

Work environment

The Baldy Center provides opportunities for career development, particularly for scholars who are at the start of their careers through a wide range of different grants and access to international networks of scholars.[19] There is a Career Service and Acquire Talent webpage where there is information on how to pursue a career in law and research.[20] The Baldy Center organises career fairs for students, employees and alumni where attendees have a chance to network and develop new collaborations.[21] The Baldy Center also implement a non-discriminatory policy that promotes equal opportunity for employment regardless of people's background.[22]

Overall, the Baldy Center offers a comfortable and supportive work environment for fellows and researchers alike. Their largest group consists of postdoctoral fellows who make the Baldy Center a unique and thriving environment for those at the start of their academic career.

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[19] University of Buffalo. The Baldy Center for Law & Social Policy – Grant Applications. Available at: http://www.buffalo.edu/baldycenter/applications.html (Accessed on 14-10-2019 at 10:11)

[20] University of Buffalo. School of Law - Career Services & Professional Development. Available at: http://www.law.buffalo.edu/cso.html (accessed on 21-10-2019 at 10:55)

[21] University of Buffalo. School of Law – Acquire Talent. Available at: http://www.law.buffalo.edu/cso/employers.html (accessed on 21-10-2019 at 14:34)

[22] University of Buffalo. School of Law - Anti-Discrimination Statement. Available at: https://www.law.buffalo.edu/cso/employers/antidiscrimination-statement.html (accessed on 22-10-2019 at 09:00)

Summary

The Baldy Center for Law & Social Policy is a unique socio-legal institution that is difficult to contextualise with most socio-legal institutions. It is strictly a research-based institution with no taught courses or programs, which makes it difficult to evaluate how research feeds back into education. However, its active cooperation with other departments at the University of Buffalo and other national and international institutions guarantees that the research produced finds its way into education outside the Baldy Center. Integration occurs via the use of substantial intellectual and financial resources the Baldy Center offers to its mostly early career fellows who benefit enormously by being there. Cooperation is the Baldy Center's strongest objective and is achieved through a combination of grants and a highly intellectual and international environment. Leadership and internationalisation are accomplished through a strong emphasis on interdisciplinary cooperation, where fellows are encouraged to cooperate with different departments and disciplines, but with the caveat that any grants awarded must be for topics related to law, legal institutions and social policy, thus grounding its research in the socio-legal sphere. Whereas the lack of taught courses and programs may lead to the assumption that the Baldy Center struggles in terms of integration, the high emphasis on interdisciplinary and interdepartmental cooperation between scholars mitigates it. Even though most postdocs earned their PhDs at Ivy League universities, such diverse disciplinary and departmental cooperation helps ensure that the research conducted is shared widely.

Berkeley Center for the Study of Law & Society

Heraclitos Muhire

Integration

The extent of research output of the Berkeley Center for the Study of Law feeding back into education is reflected in the Center's offering of an undergraduate program in legal studies with courses covering numerous socio-legal fields, from feminist legal theories to democracy and civil rights. The course syllabi for the different courses (from 2014 to 2018) feature only nine readings (out of 71 courses available in undergraduate studies) produced by researchers at the Center.

In many cases however, these courses are taught by the Center affiliated scholars and concern these scholars' field of expertise. As it is an undergraduate program the literature might cover mostly classic readings in order to build a foundational knowledge for students before moving on to recent research on the topic.[23] Correspondingly, the Center prepares post-graduate students (PhD) for teaching legal studies in graduate and under-graduate curricula.[24][25]

Graduate students then have the opportunity to work as teaching assistants under working titles such as "Graduate Student Instructors,"[26] "Acting Instructor - Graduate

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[23] University of California, Berkeley (UC, Berkeley). http://legalstudies.berkeley.edu/course-syllabi/. Accessed 23.09.2019.

[24] Berkeley Law Faculty. University of California, Berkeley. https://www.law.berkeley.edu/academics/doctoral-programs/jsp/. Accessed 23.09.2019.

[25] Berkeley Law Faculty. University of California, Berkeley. https://www.law.berkeley.edu/academics/doctoral-programs/jsp/about-the-program/goals/. 23.09.2019.

[26] Graduate Division, Graduate Student Instructor Teaching & Resource Center. UC, Berkeley. https://gsi.berkeley.edu/basics-for-gsis/faq-gsis/. Accessed 23.09.2019.

Student (AI-GS)," "Reader," or "Tutor"[27] during the academic year, usually at no more than 50 percent of full-time employment. This, in addition to the involvement of student representatives in decisions in curriculum planning, admissions policy, faculty hiring, administration of the library, professional placement among others, is a way to harmonize education and research.[28]

Cooperation

The Center and its affiliated researchers boast a distinctly interdisciplinary research profile with law and society as points of departure. Disciplines represented in the research staff include but are not limited to political science, sociology, economics, psychology, law, rhetoric, public policy, philosophy, and history.[29] To promote interdisciplinary research and interdepartmental collaboration, the Center offers the following research programmes: Empirical Legal Studies Program; Litigation, Courts, and Criminal Justice; Law and Organizations; Law and Economics; Regulatory Studies; Gender, Diversity, Culture, Social Policy and the Law; Legal History; and Jurisprudential Studies.

Furthermore, the Center organises weekly lectures called the CSLS Speaker Series. Socio-legal scholars that deliver these lectures are from UC Berkeley, other U.S. universities, or other international universities. The Center also sponsors "special academic meetings, workshops, and conferences, often in collaboration with other campus units, and often resulting in books and other publications."[30]

By organising workshops, conferences, events and guest lectures, the Center creates a platform for the exchange of ideas between researchers and at times between researchers and Civil Society Organisations. An example is an event that took place in January 2019 where the Center hosted Executive Director of the Center for Justice and

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[27] Human Resources, UC, Berkeley. https://hr.berkeley.edu/labor/contracts/BX/job-opportunities. Accessed 25.09.2019

[28] Berkeley Law Faculty. University of California, Berkeley. https://www.law.berkeley.edu/students/student-association-berkeley-law/. Accessed 25.09.2019.

[29] Berkeley Law Faculty. University of California, Berkeley. https://www.law.berkeley.edu/research/center-for-the-study-of-law-society/about/. Accessed 27.09.2019.

[30] Center for the Study of Law and Society. University of California, Berkeley. https://vcresearch.berkeley.edu/research-unit/center-study-law-and-society. Accessed 27.09.2019.

Accountability (CJA) Mr C. Dixon Osburn to speak about the CJA's efforts to bring genocidaires to justice.[31,32]

Although there is no information on whether there are efforts to engage in public debate on an institutional level, to varying degrees individual researchers affiliated with the Center do engage in public debate informed by their research.[33,34] Researchers do this through appearances in non-academic publications but also through collaborations with public organisations.[35]

Internationalisation

The most visible and enduring investment into the internationalisation of the Center is the Visiting Scholars Program in which scholars (PhD students included) from abroad have the opportunity to join the Center for a limited period of time and engage in scholarly activities at the Center.[36] This is a welcoming feature to counter the substantial focus on American (and otherwise common law) issues which concern many of the resident scholars. Courses, conferences, workshops and lectures provide research perspectives based on other historical and social backgrounds.[37]

For visiting scholars, the Center offers the necessary infrastructure to be able to carry out research, from working space and literary archives to mentorship/advice from top scholars in their respective fields. The highly regarded name of UC Berkeley provides a

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[31] Berkeley Law Faculty. University of California, Berkeley. https://www.law.berkeley.edu/research/center-for-the-study-of-law-society/conferences-and-special-events/. Accessed 27.09.2019.

[32] The Berkeley Forum. Facebook. https://www.facebook.com/events/282307922477273/. Accessed 30.09.2019.

[33] School of Social Welfare, University of California, Berkeley. https://socialwelfare.berkeley.edu/erin-kerrison. Accessed 30.09.2019.

[34] Department of Anthropology, University of California, Berkeley. https://anthropology.berkeley.edu/nancy-scheper-hughes. Accessed 02.10.2019.

[35] Berkeley Law Faculty. University of California, Berkeley. https://www.law.berkeley.edu/our-faculty/faculty-profiles/sonia-katyal/. Accessed 02.10.2019.

[36] Center for the Study of Law and Society. University of California, Berkeley. https://www.law.berkeley.edu/research/center-for-the-study-of-law-society/visiting-scholars/. Accessed 02.10.2019.

[37] Ibid

stamp of approval for scholars as it is ranked among the top 30 universities in the world.[38,39,40]

Leadership

Staff, students and management have several platforms for meeting, socialising and discussing matters concerning institutional activities. The main forum is the general faculty meetings where faculty staff, management and student representatives can discuss and decide on faculty matters. Other opportunities to socialise are workshops, panel discussions and fundraisers for different associations affiliated with the faculty.[41]

Representation and diversity among staff and student body is a way of creating an inclusive institution in which different people feel welcome and free to express their interests and conduct research on an equal footing. Faculty Admission Policy states that apart from student academic achievements, the faculty admits students on grounds of "letters of recommendation, graduate training, special academic distinctions or honours, the difficulty of the academic program successfully completed, work experience, and significant achievement in non-academic activities or public service." This is in search of "a student body with a broad set of interests, backgrounds, life experiences, and perspectives."[42]

The question rests on whether the Center has a strategy on how leadership positions are to be filled and ensuring that development of leadership is in the hands of competent administrative staff. At this time, we do not have sufficient knowledge of this fact.

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[38] Academic Ranking of World Universities. http://www.shanghairanking.com/ARWU2019.html. Accessed 04.10.2019.

[39] Times Higher Education, World University Rankings 2019. https://www.timeshighereducation.com/world-university-rankings/2019/world-ranking#!/page/0/length/25/sortby/rank/sortorder/asc/cols/stats. Accessed 04.10.2019.

[40] Center for World University Rankings. https://cwur.org/2018-19.php. Accessed 04.10.2019

[41] Berkeley Law Faculty. University of California, Berkeley. https://www.law.berkeley.edu/events/. Accessed 06.10.2019.

[42] Berkeley Law Faculty. https://www.law.berkeley.edu/admissions/jd/applying-for-jd-degree/faculty-policy-regarding-admissions/. Accessed 08.10.2019.

Work environment

For students there is an opportunity to go from undergraduate studies in the Legal Studies programme[43] to PhD studies in the form of the Jurisprudence and Social Policy programme[44] or Graduate Fellowship in Empirical Legal Studies.[45] Upon completion of these programmes, students have the opportunity to pursue a career in academia at the Center through the different research programmes (listed above). Students can also apply to both the Jurisprudence and Social Policy programme and the Law School's Juris Doctor programme (five years PhD + one-year J.D.) and if admitted to both, they also graduate with a professional law degree and are eligible to practice law.[46] For researchers and graduate students, The Center offers the necessary infrastructure to be able to carry out research, from working space to libraries and mentorship/sponsorship from top scholars in their respective fields.[47] The highly regarded name of UC Berkeley provides a stamp of approval for scholars as it is ranked among the top 30 universities in the world.[48,49,50]

Summary

The Berkeley Center for the Study of Law has all the features of a successful socio-legal research institution. The focus on interdisciplinary studies of the law invites innovation in socio-legal research and ensures the diversity of institution members. It also encourages young scholars to pursue research independently and creates a career path from undergraduate studies to research and teaching in higher education.

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[43] University of California, Berkeley. http://legalstudies.berkeley.edu/. Accessed 08.10.2019.

[44] Berkeley Law Faculty. https://www.law.berkeley.edu/academics/doctoral-programs/jsp/. Accessed 09.10.2019.

[45] Berkeley Law Faculty. https://www.law.berkeley.edu/research/center-for-the-study-of-law-society/bels-fellows/. Accessed 10.10.2019.

[46] Berkeley Law Faculty. https://www.law.berkeley.edu/academics/doctoral-programs/jsp/. Accessed 12.10.2019.

[47] Berkeley Law Faculty. https://www.law.berkeley.edu/visiting-scholars-program/. Accessed 12.10.2019.

[48] Academic Ranking of World Universities. http://www.shanghairanking.com/ARWU2019.html. Accessed 12.10.2019.

[49] Times Higher Education, World University Rankings 2019. https://www.timeshighereducation.com/world-university-rankings/2019/world-ranking#!/page/0/length/25/sort_by/rank/sort_order/asc/cols/stats. Accessed 13.10.2019.

[50] Center for World University Rankings. https://cwur.org/2018-19.php. Accessed 13.10.2019.

The Center and its affiliated scholars' consistent efforts to promote research, as well as the institution itself are a great inspiration to other socio-legal research institutions. As the disciplines of sociology of law and socio-legal studies are still relatively small in academia, creating promotional events with socio-legal research and researchers is necessary to exchange ideas among scholars and students and enhance the stature of sociology of law. For a Center that is part of a large and prestigious university law faculty such as Berkeley, promotional efforts become more important, and perhaps being part of such a highly regarded university may enhance the attractiveness of the Center. It should be noted, however, that with the status of Berkeley comes resources that may not be as readily available for other socio-legal institutions to be able to offer the study and research opportunities that Berkeley can offer its students and scholars.

Legal Intersections Research Centre (LIRC)

Thomas Duke Labik Amanquandor

Integration

The Legal Intersections Research Centre at the University of Wollongong-Australia is known for its leading-edge interdisciplinary research in law, social sciences and the humanities.[51] However, it does not provide Bachelor's, Master's or PhD education. The centre is primarily a research-only centre. Consequently, the members of the Centre include lecturers, professors, Post-Doc and PhD students from schools under the Faculty of Law, Humanities and the Arts, where they teach and/or study various courses under their respective divisions. LIRC only provides the platform for conducting interdisciplinary research in law, social science and humanities. Thus, specific strategies outlined to promote the integration of their research into education could not be found or assessed. The role of the Director of LIRC, *Prof. Seuffert, Nan M*, who is also a professor at the School of Law, is described as having "*oversight of an active program of seminars, symposia, visiting scholars and early career researcher and graduate student mentoring and other programs.*"[52] This clearly indicates the nature of activities or services rendered at the Centre.

In fact, because education is organized at the various schools (School of Law, School of Humanities and Social Enquiry, School of Liberal Arts, School of the Arts, English and Media) with their own separate research/education strategy and leadership, it is difficult to find a direct link between the research conducted by the members of LIRC, and how it is integrated into the education at undergraduate and graduate levels. Since LIRC is

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[51] LIRC. About LIRC. Available at: https://www.uowblogs.com/lirc/ (accessed on 27-02-2020 at 11:40)

[52] UoW. People. Available at: https://scholars.uow.edu.au/display/nan_seuffert (accessed on 27-02-2020 at 11:43)

a research only centre, it is imperative to shed some light on their main area of interest. The two key aspects of their research are Social Justice and Public Interest Litigation, often with an emphasis on law's relationship with vulnerability and pluralism. Social justice projects seek to transform the law and redress social injustices, with real world impacts such as improved protection for women survivors of domestic violence, measures to reduce economic inequality, legal reform to recognize indigenous knowledge, and fairer treatment for asylum seekers in line with with international human rights norms.[53] Also, Public interest litigation refers to litigation intended to benefit the public interest, usually by contributing to systemic legal and societal change in areas where the law is not serving the interests of justice. In relation and addition to the above, LIRC is organized around six research themes: Contesting Vulnerability, Crime and Society, Cultural Legal Studies, Legal Ethics, Culture, Practice and Professionalism, Legal Transpositions, Social Justice and Global Forces.

Cooperation

In terms of disciplinary range, LIRC is known for approaching research from an interdisciplinary perspective, which involves breaking down the boundaries of traditional disciplines, particularly that of law, in the interest of producing fresh insights and knowledge. The methodologies assume that knowledge about the law is inseparable from a range of sometimes competing or conflicting discourses such as philosophy, religion, history, feminism and critical theory, art, theatre, media, cultural studies, sociology, government and politics. Also, because LIRC is already an interdisciplinary research centre, it draws members and researchers from the various divisions and schools under the Faculty of Law, Humanities and the Arts. Consequently, its membership cuts across several departments and schools, as well as disciplines. Coupled with the "pre-set" research agenda and focus on Social Justice and Public Interest Litigation, this promotes collaboration among its members on diverse research projects related to their respective agendas. Data from the Centre website couldn't provide insight on the level of collaboration between its members and the various departments or schools they belong to. However, it is apt to assert that the entire LIRC set-up and its activities is a product of interdepartmental and interdisciplinary collaboration at the Faculty level.

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[53] LIRC. About LIRC. Available at:

https://www.uowblogs.com/lirc/ (accessed on 27-02-2020 at 11:40)

The main medium through which LIRC project its research findings into the public sphere/debate is through its peer-reviewed interdisciplinary journal - *Law Text Culture (LTC)[54]*. LTC is a transcontinental interdisciplinary journal which aims to produce fresh insights and knowledge about law and jurisprudence across three interconnected axes: Politics (engaging the relationship of force and resistance), Aesthetics (eliciting the relationship of judgment and expression) and Ethics (exploring the relationship of self and other). LTC publishes an annual thematic special issue, curated by guest editors selected by the editorial board. Each issue explores its theme across a range of genres, with scholarly essays and articles sitting alongside visual and literary engagements. In this way, LTC provides unique intersectional and interdisciplinary encounters with law in all its forms.

Internationalisation

LIRC promotes an international perspective and engages with the global academic community through its transcontinental peer-reviewed interdisciplinary journal-Law Text Culture (LTC), which has been highlighted in the previous section. Another way is through a maintained relationship and collaboration with other academic organizations, institutions and associations with similar orientation, such as: the Socio-Legal Research Centre; the Institute for Research into Judicial Systems; IRSIG – CNR Bologna; International Institute for the Sociology of Law; Law and Society Association of Australia and New Zealand; the Canadian Law and Society Association; the Socio-Legal Studies Association (UK); and the Law and Society Association (USA).[55] Additionally, through these same relationships and collaborations, the Centre encourages and promotes international partnerships alongside a variety of research events such as symposiums, seminars and workshops organized through the Centre. Finally, the broad disciplinary range of LIRC makes it attractive to international researchers, in addition to it being a part of the University of Wollongong.

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[54] LIRC. About LTC. Available at: https://www.uowblogs.com/lirc/ltc-about/ (accessed on 27-02-2020 at 11:45)

[55] LIRC. Links. Available at: https://www.uowblogs.com/lirc/links/ (accessed on 27-02-2020 at 11:48)

Leadership

The Legal Intersections Research Centre is currently headed by Nan Seuffert, who joined the University of Wollongong in 2012 as a Professor of Law and Director of LIRC. Her area of expertise are: critical legal theory; law and history; race; gender; sexuality and the law; and securities regulation. She has been a Visiting Scholar at the University of California at Berkeley Center for the Study of Law and Society, a resident fellow at the University of California Humanities Research Institute, and a visitor at the University of Kent Centre for Law, Gender and Sexuality as well a number of other Research Centres. As Director, she oversees the Centre's programs which mainly includes seminars, symposia, visiting scholars and early career researcher and graduate student mentoring. She also leads a range of collaborative research and community projects. In addition to this, she serves on the editorial and advisory boards of *Law and Literature*, *Law Text Culture*, *Feminist Legal Studies*, the Routledge book series *Laws of the Postcolonial: Ethics and Economy*, *Australian Feminist Studies* and the Centre for Feminist Legal Studies at the University of British Columbia.[56]

Work environment

As it is a research centre, it's the organizational structure of the LIRC makes it difficult to identify issues relating to its working environment. First and foremost, the members of the Centre essentially belong to other divisions or schools and primarily conduct most of their education and research activities there. Also, the LIRC website does not provide adequate information to answer questions pertaining to how it ensures a good study environment and educational support. However, it can be admitted that the symposia, workshops and seminars organized by the Centre seek to provide educational support for its members. Notwithstanding, the exact strategies or methods employed by the Centre to provide its members with a clear career path as well as promote equal opportunities for all students and staff regardless of age, disability, ethnicity, gender, nationality, religion and sexual orientation, could not be found.

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[56] UoW. People. Available at: https://scholars.uow.edu.au/display/nan_seuffert (accessed on 27-02-2020 at 11:43)

Summary

The organizational structure and functions of the Legal Intersections Research Centre made it difficult to apply the Lund University Strategic Plan quality indicators. This is mainly because these indicators where developed based on the organizational structure and functions of Lund University, where both education and research are conducted by each department or centre. In essence, the ideal situation would be applying these indicators to similar departments or centres. However, LIRC being a research only centre without educational program of its own, makes it difficult to apply for instance the Integration indicator. The Leadership and Work environment indicators also faced similar difficulties because the Centre does not have an organizational structure or leadership structure similar to most departments or centres at Lund University. In addition to the incompatibility of LIRC to the quality indicators, the centre's website provides very little information that can be used to satisfy the questions derived from the indicators. For example, information concerning leadership on the LIRC website only indicates who the leader of the centre is and what her role is, but adds nothing about the leadership structure or the role of other governing or leading members. In addition, the most recent news and event update on the website was on December 2018 and October 2017 respectively. The inadequacy of information available on the website also hindered the procedure, leaving very significant questions unanswered, or probably unanswerable.

Oñati International Institute for the Sociology of Law

Thomas Duke Labik Amanquandor

Integration

The Oñati International Institute for the Sociology of Law (henceforth IISL) employs a very unique method regarding education. IISL offers only a 1-year Master of Art program in Sociology of Law which relies hugely on an impressive line-up of outstanding scholars.[57] The coursework/taught aspect of the education comprises 13 different two-week courses with a total of 40 ECTS credits, with 1 ECTS credit equivalent to 25 hours of coursework including supervisions, seminars, readings, discussions and preparation of papers and exams. However, IISL does not have permanent/regular research and teaching staff like seen at other Universities and Colleges. Rather, the institution regularly calls for course proposals from socio-legal scholars all over the world, of which some are selected to teach (their accepted courses) at the institute for a minimum continuity period of 2 years. This strategy is employed by IISL to ensure the periodic renewal of the program in terms of gender, universities, countries and disciplinary approaches.[58] Consequently, the master's program is international and covers a broad scope of socio-legal topics. For example, in the ongoing 2019-2020 academic year, a total of 13 courses (3 ECTS credits each) are to be taught by 16 researchers from 16 different universities.

This nature and structure of education at IISL makes it difficult to track or assess how research conducted in the institute feeds back into their education or vice versa. First, it is important to recall that the institute offers only a master's program, but welcome

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[57] IISL. Socio-Legal Master, Presentation. Available at: http://www.iisj.net/en/socio-legal-master/presentation (accessed on 12-11-2019 at 11:26)

[58] IISL. Socio-Legal Master, Presentation. Available at: http://www.iisj.net/en/socio-legal-master/presentation (accessed on 12-11-2019 at 11:26)

visitors of various academic career stages such as doctoral researchers, post-doctoral researchers and senior scholars who wish to use the IISL facilities (particularly the library and documentation center).[59]

In essence, the teachers of the various courses in IISL are predominantly visiting researchers and scholars who are affiliated to other Universities. In terms of research, IISL only organizes seminars, colloquiums and congresses, and creates research networks.[60] Additionally, the course descriptions available on their website do not include or make available the reading materials and course literature, which could serve as a way of tracking how research intertwines with education at the institute. However, what is clear is that IISL's education structure affords it with a unique way of integrating research. One example of this is the close interaction between visiting researchers and the master's students. Every year, IISL receive approximately 40 visitors from all over the world, and the confluence of visitors as well as – depending on the season of the year – master's students and faculty and workshop participants, provides excellent opportunities for academic exchange and mutual learning.[61] Also, the institute provides publishing opportunities for the master's students. Master's dissertations are written in the format of a journal article, and part of the teaching program at IISL focuses on the process of publication. The best students are invited to submit their dissertations to the institution's international peer-reviewed journal for publication.[62]

[59] IISL. Visiting Scholars. Available at: http://www.iisj.net/en/visiting-scholars/information-researchers (accessed on 13-11-2019 at 10:26)

[60] IISL. Visiting Scholars. Available at: http://www.iisj.net/en/visiting-scholars/information-researchers (accessed on 13-11-2019 at 10:40)

[61] IISL. Visiting Scholars. Available at: http://www.iisj.net/en/visiting-scholars/information-researchers (accessed on 13-11-2019 at 10:40)

[62] IISL. Socio-Legal Master, Presentation. Available at: http://www.iisj.net/en/socio-legal-master/presentation (accessed on 12-11-2019 at 11:26)

Cooperation

The IISL was established through the collaboration between the Basque Government and the Research Committee on Sociology of Law of the International Sociological Association.[63] Since then, the institute has actively cooperated with various government and non-governmental organizations in numerous ways. For example, an agreement was signed in 2018 between the IISL and University of the Basque Country to allow the sharing of available information resources.[64] This agreement has led to the intensification of relevant information sharing and facilitated the access and use of library resources for both institutions.

Furthermore, the IISL through its Oñatiko Udala Grant, finances socio-legal research projects that have the potential to contribute to the town of Oñati, especially in the area of local self-government, civic activity and/or national identity.[65] These projects may be in the form of doctoral studies, international collaboration or research projects. By way of a research project, the output is expected to be the publication of a scientific paper. As this is a doctoral study, the tuition fee and living expenses of the socio-legal PhD program is financed. Through international collaboration, funding is made available for projects concerning the creation of global cooperation networks between researchers in the socio-legal field, especially those that place the IISL at the centre of the developments and interrelation initiatives of socio-legal associations around the world.

Internationalisation

In order to promote international perspectives in research and education, despite the fact that the IISL is located in the Basque Country, the master's program is taught entirely in English.[66] This allows a large spectrum of students and teachers from all over the world to participate in the program. Additionally, the diversity (cultural

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[63] IISL. About IISL. Available at: http://www.iisj.net/en/about-iisl/presentation (accessed on 12-11-2019 at 12:15)

[64] IISL. Associated Institutions: University of the Basque Country. Available at: http://www.iisj.net/en/library/associated-institution-university-basque-country (accessed on 27-02-2020 at 11:05)

[65] IISL. Oñatiko Udala Grant. Available at: http://www.iisj.net/en/grants/o%C3%B1atiko-udala-grant (accessed on 27-02-2020 at 11:08)

[66] IISL. Socio-Legal Master, Presentation. Available at: http://www.iisj.net/en/socio-legal-master/presentation (accessed on 12-11-2019 at 11:26)

backgrounds) of the student and teaching scholars contributes to the promotion of international perspectives. The institution maintains continuous global partnerships with other socio-legal institutions through the *Oñati Community*.[67] Through the Oñati community, scholars regularly visit the IISL to use their library, and the institution runs series of highly innovative workshops and conferences, which provides students with the opportunity to engage with leading researchers, participate in research activities, and build their academic network.

The IISL is the home of the international socio-legal community and has links to many socio-legal institutions all over the world.[68] In the Basque country alone, it has links with the Administration of Justice in Euskadi, the Basque Institute of Criminology, Mondragon University, and the University of the Basque Country. Also, it has links with several international institutions, including the United Nations Educational, Scientific and Cultural Organization (UNESCO); the Research Committee for the Sociology of Law; the International Association for Philosophy of Law and Social Philosophy; and many more. In addition, the IISL has links with over 35 institutions in Europe, 14 institution in the North and South America and 5 in the Asia-Pacific-Oceania region.

Furthermore, the IISL offers an attractive intellectual environment to international researchers and students in terms of education, supervision and facilities in several ways. First, the institution prides itself on a well-established international reputation. In fact, not only has the program been running for 30 years and has among its previous graduates several of the current leading scholars and practitioners in the Sociology of Law, IISL prides itself on having teachers who are leading international experts.[69] The IISL is committed to supporting socio-legal scholars from all economic, cultural and disciplinary backgrounds, and offers a limited number of scholarships to assist students who could not otherwise afford to study in the program. In addition to this, graduates from the IISL can also register directly into the PhD programs in Sociology of Law at the University of the Basque Country. A high proportion of their graduates continue on to PhDs, and the institution provides support for applying for PhD funding.

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[67] IISL. Onati Community. Available at: http://www.iisj.net/en/socio-legal-network/o%C3%B1ati-community (accessed on 27-02-2020 at 11:10)

[68] IISL. Links to other Institutions. Available at: http://www.iisj.net/en/socio-legal-network/links-other-institutions (accessed on 27-02-2020 at 11:14)

[69] IISL. Socio-Legal Master, Presentation. Available at: http://www.iisj.net/en/socio-legal-master/presentation (accessed on 12-11-2019 at 11:26)

Leadership

According to the Article 7 of the IISL's statute, its leadership shall comprise of a Governing Board, the Scientific Director, and the Administrative Director.[70] The Governing board serves as the only governing body of the institutions and consists of a minimum of 7 and a maximum of 15 members. The membership is made up of individuals representing the Basque Government appointed by the Government Council through the recommendations of the Department of Justice, and members appointed by the Research Committee for the Sociology of Law (RCSL). Also, the Scientific Director is selected by the members of the Governing Board at the proposal of the RCSL. The Governing Board also appoints a Presidency from amongst the members appointed by the Basque Government. IISL's Administrative Director acts as Secretary of the Governing Board, with voice but without vote.

All the members of the Governing board hold their positions for the designated appointment period, which in the Basque Government's case may be undefined, but for the RCSL shall be 4 years, barring those who are appointed due to their public positions, who shall conduct their duties as long as they occupy them. Moreover, founders may fill vacancies that occur due to death, resignation, removal or any other cause stipulated in regulations in force, by appointing other members to finish the term. In the event of absence due to death of the President, the President shall be replaced by the individual acting as Vice-President, or if unavailable, by the member of the Governing Board who is oldest in age, and the Secretary by the member of the Governing Board who is the youngest in age.

Work environment

IISL provides a clear career path for students and new researchers through its Career Development and Mentoring program. Through this program, students and visiting researchers are provided with the knowledge, skills and support needed to afford their transition to a new and rewarding professional career with confidence and determination. The master's program offered at IISL is carefully designed to provide students with the skills and relevant knowledge required to pursue Doctoral studies at any University all over the world. Notwithstanding, the institute's collaboration with

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[70] IISL. Statutes for the Foundation "International Institute For The Sociology Of Law Of Oñati" Available at: http://www.iisj.net/en/about-iisl/statutes-foundation-international-institute-sociology-law-o%C3%B1ati (accessed on 27-02-2020 at 11:21)

the University of the Basque Country allows graduates from IISL to directly register into the PhD program in Sociology of Law at the University of the Basque Country.

Furthermore, the institution provides a comfortable and supportive working environment for researchers and students through access to its famous multi-language socio-legal library and document centre.[71] The institute also organizes regular workshops and seminars aimed at creating an enabling and empowering environment for the publication of high quality and innovative law and society research. To this end, the institute publishes two double-blind peer-reviewed online journals: the Oñati Socio-legal Series, which mainly includes articles resulting from workshops, and Sortuz: Oñati Journal of Emergent Socio-Legal Studies, devoted to strengthening the emerging community studying the relationship between law and society through the publication of quality research. Also, they publish two book series: the Oñati International Series in Law and Society, which is in English and published by Hart-Bloomsbury, and Colección Oñati: Derecho y Sociedad, published in Spanish by Dykinson.[72]

The institution also awards a symbolic distinction (The André-Jean Arnaud Prize) every year to one of the Oñati International Master's in Sociology of Law students who produces the best Master's Thesis. The award was created in honour of André-Jean Arnaud, the first director of the International Institute for Sociology of Law, who passed away in 2015.[73] Collegiality is strengthened at the IISL through its Friendship Program, which offers international visitors (students, teachers and researchers) and local people the chance of mutual cultural exchange, unforgettable experiences and improving their language skills. Oñati Friends from the local community make it possible to learn about Basque/Spanish culture and everyday life.[74]

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[71] IISL. Library. Available at:

http://www.iisj.net/en/library/about-library (accessed on 27-02-2020 at 11:23)

[72] IISL. Publication, General Information. Available at:

  http://www.iisj.net/en/publications/general-information (accessed on 27-02-2020 at 11:30)

[73] IISL. Socio-legal Master, André-Jean Arnaud Prize. Available at:

http://www.iisj.net/en/socio-legal-master/andr%C3%A9-jean-arnaud-prize (accessed on 27-02-2020 at 11:35)

[74] IISL. Socio-legal Master, Friendship Programme. Available at:

http://www.iisj.net/en/socio-legal-master/friendship-programme (accessed on 27-02-2020 at 11:40)

Summary

The IISL's educational structure is unique and provides it with outstanding teaching staff. It is a strategy that also ensures the continuous renewal of the program in both content and context. The institution's frequent and periodic research activities and visitors provide the students with enviable opportunities of meeting, interacting and learning from a network of renowned scholars. In fact, the IISL continuously builds its international perspective and brand through the numerous links and collaboration with many governments, non-governmental organizations and other educational/research institutions all over the world. Also, the leadership and governance of the institution is designed in a simple bureaucratic structure that ensures a close collaboration between the Basque Government and the RCSL. Oñati is a socio-legal centre that provides and support its students and visitors with an attractive work and learning environment as well as a clear career path through its facilities and various research activities.

University of Oslo - Department of Criminology and Sociology of Law

Enrico Giansanti

Integration

The Department of Criminology and Sociology of Law at the University of Oslo (hereafter cited as Department) has 33 academic staff between Emeritus Professors, Professors, Associate Professors, Research Assistants, Doctoral Research Fellows and Postdoctoral Fellows.[75] The Department teaches undergraduate and graduate programs but also third-cycle programs, and is part of the Faculty of Law. Department's publications for the period 2014-2018 add up to 915 publications, consisting of scientific articles, book chapters and books. Out of these 915 publications, 86 are taught at both undergraduate and graduate levels. Although many of the courses taught are relevant to the field of Criminology, they also include strong social-legal topics that range from migration and borders, gender, norms, media, and social movements.

The University of Oslo provides general pedagogical training for those in the early stages of their academic careers. The Dentistry and the Institute of Basic Medical Science provide their pedagogical training as well. The Centre for Learning, Innovation & Academic Development (LINK) offers a 150-hour training course, 120 hours of which consist of a standard introduction module, while the remaining 30 hours consist of optional modules. For those who already have basic pedagogical skills, it is possible to receive further training on how to develop curricula, how to implement changes in

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[75] UiO. Department of Criminology and Sociology of Law. Academic Staff. Available at: https://www.jus.uio.no/ikrs/english/people/aca/ (accessed on 27-09-2019 at 09:15)

teaching and dissemination programs, and participation in the assessment of study programs.[76]

The academic staff teach at both undergraduate and graduate levels but also supervise undergraduate and graduate theses and PhD students, thus bringing their research and education full circle. Students are also involved in some of the research at the Department. The Faculty of Law, to which the Department is affiliated, has a long-running project called Juss Buss.[77] This is a student-run legal aid clinic that offers free legal advice on immigration law, labour law, prison law, tenancy, environmental law, social security and debt issues. At the Department, research and education are interwoven through the former feeding back into the latter but also through students' engagement in research.

Cooperation

The academic staff have multidisciplinary backgrounds and their interests include an extensive array of subjects, providing links to fields such as anthropology, psychology, the humanities and, of course, law. However, those with law and criminology backgrounds make up the majority with 12 academics.

The Department's collaboration with other socio-legal institutions stretches from the Nordic countries to mainland Europe and North America. The University of Oslo actively tries to be internationally oriented and has a team of 13 people working on collaboration at different levels for both students and staff.[78] The active collaboration partners include the Scandinavian Studies of Confinement research network, Oxford University, and the Scottish Institute for Policing Research among others. Academics are actively involved in different socio-legal and criminological projects ranging from legal cultures, migration, prison systems, organised crime, security technologies and the digital world. As far as making their research findings available to the public, the Department has a well-developed 'Research' page with information on its research

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[76] UiO. For employees – University Pedagogy. Available at: https://www.uio.no/english/for-employees/competence/uniped/index.html (accessed on 27-09-2019 at 09:23)

[77] Jussbuss. Available at: https://foreninger.uio.no/jussbuss/english/ (accessed on 27-09-2019 at 09:36)

[78] UiO. People. Available at: https://www.uio.no/english/people/los/?vrtx=tags&tag=International%20cooperation&resource-type=person&sorting=resource%3Asurname%3Aasc&sorting=resource%3AfirstName%3Aasc (accessed on 27-09-2019 at 14:34)

networks and projects.[79] Here one can find news about the Department's ongoing research, but also gain insights about the backgrounds of the projects, their purpose and results.

Internationalisation

There are different activities involving various academics linking research with education, with a variety of international and interdisciplinary perspectives.[80] The research conducted indicates a robust international and critical approach which, coupled with a broad range of socio-legal and criminological issues covered, extends beyond the Nordic countries to the UK, North America and South Africa.[81] For example, *Immigration, Crime and Citizenship*, is a research network that extends throughout Europe looking at issues such as migration, criminalisation, and victimisation, and how these connect to each other. Crucial to internationalisation, this research network is open to emerging scholars with different backgrounds and diverse methodological and theoretical perspectives.[82]

The Department offers an attractive and intellectual environment to international researchers and students alike through their collaborations with other international socio-legal institutions, NGOs and scholars, and through their research.

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[79] UiO. Department of Criminology and Sociology of Law. Research. Available at: https://www.jus.uio.no/ikrs/english/research/ (accessed on 28-09-2019 at 10:13)

[80] UiO. Department of Criminology and Sociology of Law. Available at: https://www.jus.uio.no/ikrs/english/?vrtx=search&query=international+perspective (accessed on 30-09-2019 at 09-.34)

[81] UiO. Department of Criminology and Sociology of Law. Research Projects. Available at: https://www.jus.uio.no/ikrs/english/research/projects/ (accessed on 30-09-2019 at 13:23)

[82] UiO. Department of Criminology and Sociology of Law. Immigration, Crime and Citizenship. Available at: https://www.jus.uio.no/ikrs/english/research/networks/esc-icc/ (accessed on 01-10-2019 at 09:45)

Leadership

The University of Oslo organises extra-curricular activities for international students to bond and discover Norway, thus helping them to integrate and be successful in their studies.[83]

For students, there are social activities such as museum tours, hiking trips, ski courses, film evenings and the weekly international coffee hour. Some are related to their field of study such as Juss Buss and activities organised by the European Law Student's Association (ELSA), which offers social events to international students.

The University of Oslo offers a broad range of activities to its employees.[84] There is a Committee for Cultural and Social Activities that organise all sort of social events. As for ensuring that leaders and managers have the right skills to do their jobs, the University of Oslo offers a broad range of opportunities for development and training as described above (see Integration).

The University of Oslo offers four exchange programs, language courses, advice on life in Oslo and how to apply to classes, information on visas, and advice on student housing and EU grants.[85]

Work environment

The University of Oslo provides a clear career path for its employees and prospective employees through information about working at the university and the hiring process, as well as job vacancies both for administrative and academic positions, all available online.[86]

PhD candidates have opportunities to develop through courses comprising of 30 credits, of which 18 credits are compulsory and 12 credits are electives. One can be

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[83] UiO. The Faculty of Law. Student life. Available at: https://www.jus.uio.no/english/student-life/ (accessed on 01-10-2019 at 10:12)

[84] UiO. For employees - Committee for Cultural and Social Activities (KVU). Available at: https://www.uio.no/english/for-employees/employment/welfare/cultural-social/ (accessed on 02-10-2019 at 11:46)

[85] UiO. Admissions for exchange students. Available at: https://www.uio.no/english/studies/admission/exchange/ (accessed on 03-10-2019 at 15:37)

[86] UiO. Jobs at UiO. Available at: https://www.uio.no/english/about/jobs/ (accessed on 07-10-2019 at 13:13)

admitted to a PhD program as a doctoral research fellow at the Faculty, or as an external candidate without employment at the University of Oslo.[87]

Employees have access to competence development, training during work hours, flexible hours, and international research support and gender equality initiatives. The hiring process is different for academic and administrative paths.[88] The University of Oslo actively strives for and promotes equal opportunities for all regardless of age, gender, ethnicity, ability, nationality, religion or sexual orientation. When it comes to gender equality, the Department distinguishes itself as most staff and professors are women. The University of Oslo has a system available for employees and students to report any wrongdoing, anonymously or not. This can be done online, in-person and/or via telephone.[89]

The University of Oslo also offers a comfortable and supportive working environment for both employees and students. Students have access to a wide range of support through the Welfare Services, including kindergarten, housing, food and beverage services, sports, health services, student counselling, mental health, campus guide and the ombudsman for students. Employees have access to advice on a wide range of potential issues, such as work support, employment conditions, competence development, operations and office support.[90]

Students can speak up about their learning environment, on what they like and do not like, and what the University of Oslo can do for them. Students and employees can also speak up about bad aspects of the physical and social learning environment (harmful, dangerous, unethical or criminal offences).[91]

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[87] UiO. The Faculty of Law. Application and Admission -PhD. Available at: https://www.jus.uio.no/english/research/phd/application/index.html (accessed on 08-10-2019 at 09:39)

[88] UiO. Hiring process. Available at: https://www.uio.no/english/about/jobs/hiring-process/index.html (accessed on 09-10-2019 at 14:34)

[89] UiO. Department of Criminology and Sociology of Law. About the department. Available at: https://www.jus.uio.no/ikrs/english/about/ (accessed on 03-10-2019 at 16:.23)

[90] UiO. For employees – Work support. Available at: https://www.uio.no/english/for-employees/support/ (accessed on 10-10-2019 at 12:06)

[91] UiO. Harassment. Available at: https://www.uio.no/english/about/hse/working-environment/procedures/harassment/index.html (accessed on 10-10-2019 at 15:12)

Summary

The Department of Criminology and Sociology of Law at the University of Oslo combines criminology and sociology of law with a critical approach to the study of both. Integration is arguably its strongest point, with a remarkable output of 915 publications between 2014 and 2018, and with almost 10% of this feeding back into their undergraduate and graduate programs. Students can start their undergraduate studies and continue to third-cycle programs at the Department, which shows a high level of integration. Cooperation is aided by a broad disciplinary range and by strong collaborations with other socio-legal institutions, particularly in the Nordic countries but also globally. The Department strives to develop as an international institution through international collaborations but also by offering plenty of programs and courses taught in English. There is a stimulating and intellectual environment that invites scholars to propose new theoretical and methodological ideas. The University of Oslo offers a stimulating work environment and places great emphasis on equal opportunities and diversities for its students and employees, where both demographics are given access to a broad range of services and support for development. The high number of senior academic staff who are emeritus professors and continue to publish shows continuity and experience. Additionally, the Department presents an interesting gender distribution in that most professors are women, something that is quite unique in academia and sets the department aside in terms of gender equality compared to other international institutions.

The Centre for Socio-Legal Studies, University of Oxford

Heraclitos Muhire

Integration

In terms of feeding research output back into education, the Centre does not appear to have a clear plan for this endeavour. The Centre does however offer a one-year master's program/course on socio-legal theory and methods, where some of the senior research staff conduct education. However, we cannot determine if there is a sustained and purposeful effort of feeding back recent research output into education. PhD students may however benefit from research conducted at the Centre through their continuous contacts with supervisors (e.g. advice on recently produced literature and methods used by the scholars).[92]

In connection to this, the Centre (as part of the university) offers educational training to research staff and PhD students, to train skilful researchers as well as competent teachers. The level of training ranges from introductory[93] (a couple of lessons and workshops) to a part-time program during an academic year.[94] This investment can benefit students at master's and PhD level.

PhD students are involved in institutional activities in numerous ways. They have the opportunity to work as teaching assistants for up to 120 hours per academic year, the student-run *Journal of The Oxford Centre for Socio-Legal Studies* and The Socio-Legal

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[92] Graduate Research Handbook 2018-2019, Centre for Socio-Legal Studies, University of Oxford. https://www.law.ox.ac.uk/sites/files/oxlaw/csls_graduate_handbook_18-19_final_2.pdf. Accessed 05.09.2019.

[93] Social Sciences Division, University of Oxford. https://socsci.web.ox.ac.uk/teaching#collapse1056326. Accessed 05.09.2019.

[94] Social Sciences Division, University of Oxford. https://socsci.web.ox.ac.uk/event/developing-teaching-and-learning-dlt. Accessed 05.09.2019.

Discussion Group.[95] The journal is an online publication where PhD students publish their on-going work and engage with other early career scholars' work on socio-legal matters. The discussion group meets once a week on institution premises and operates as an interdisciplinary discussion forum for PhD students and researchers to discuss their socio-legal projects.

Cooperation

The Centre has a research staff with academic backgrounds ranging from sociology to anthropology and law. They all explore law from different social contexts and through departmental events such as workshops and conferences. They debate and engage with each other's work to develop a multidisciplinary understanding of law and society.[96][97]

The objective of working to solve societal challenges through research is also possible to achieve by the Centre's active collaboration with NGOs, public organisations, the private sector, alumni and other research communities and institutions. Some examples of this is some scholars' funding sources for research projects: Comparative Counter-Terrorism, funded by the Joseph Rowntree Charitable Trust; ConflictNET - The Politics and Practice of Social Media in Conflict, funded by the European Research Council; and Gender Sensitisation for Judicial Education in Pakistan and Indonesia, funded by Global Challenges Research Funds, UK.[98]

Another venue for cooperation is the Centre providing governmental organisations with research to inform about policies or simply participate in public debates by presenting recent research on the subject of the debate. The following are examples of these efforts: Dr Sonia MacLeod advised the Department of Health and the National Maternity Review on new redress mechanisms, subsequent to her research project with Christopher Hodges, on Redress Schemes for Personal Injuries.

Professor Christopher Hodges also reported on the advantages of consumer ombudsmen in meetings with the Secretary of State for Business and the Scottish

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[95] Centre for Socio-Legal Studies, 2015-2017 Report, University of Oxford. https://www.law.ox.ac.uk/sites/files/oxlaw/socio-legal_report_final-signoff27mar18.pdf. Accessed 06.09.2019.

[96] Centre for Socio-Legal Studies, University of Oxford. https://www.law.ox.ac.uk/centres-institutes/centre-socio-legal-studies/academic-strategy. Accessed 10.09.2019.

[97] Centre for Socio-Legal Studies, University of Oxford. https://www.law.ox.ac.uk/centres-institutes/centre-socio-legal-studies/events. Accessed 10.09.2019.

[98] Centre for Socio-Legal Studies, University of Oxford. https://www.law.ox.ac.uk/centres-institutes/centre-socio-legal-studies/research. Accessed 10.09.2019.

Government. As keynote speaker at UNCTAD's Intergovernmental Group of Experts on Consumer Protection Law and Policy, he "highlighted the 'new technologies' of regulatory redress and consumer ombudsmen as being highly efficient in delivering collective redress, as well as delivering wider market regulatory functions." The ethical business regulation proposals put forward by Hodges has influenced policies of the Scottish Government, and are being piloted by the UK Department for Business.[99]

Internationalisation

The Centre promotes international perspectives in education and research in a number of ways. Research on legal anthropology in Tibet; comparative legal culture studies in Russia and Ukraine; and the role of social media in conflict zones in Eastern Africa are examples of this internalisation effort.[100] PhD students have also conducted fieldwork in settings as diverse as Hong Kong, Colombia, Uganda and Libya.[101]

In addition to this the Centre hosts a Visitor's Programme where scholars from around the globe can spend time doing research at the institution, contribute to new socio-legal perspectives, and engage in scholarly debate to broaden the horizon of the research.[102]

Visiting researchers are free to use the Centre's research facilities and engage in the intellectual activities taking place at the Centre (workshops, conferences, seminars, etc). Visiting research students are provided with academic advisors in addition to the use of the infrastructure and participation in research activities.[103] Visiting researchers and students are required to pay fees in addition to the different application requirements.

The Centre also organises an annual socio-legal lecture where a leading scholar in socio-legal studies is invited to speak and engage in debate on a topic of their interest. This is

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[99] Centre for Socio-Legal Studies, 2015-2017 Report, University of Oxford. https://www.law.ox.ac.uk/sites/files/oxlaw/socio-legal_report_final-signoff27mar18.pdf. Accessed 13.09.2019.

[100] Centre for Socio-Legal Studies, University of Oxford. https://www.law.ox.ac.uk/centres-institutes/centre-socio-legal-studies/research. Accessed 13.09.2019.

[101] Centre for Socio-Legal Studies, 2015-2017 Report, University of Oxford. https://www.law.ox.ac.uk/sites/files/oxlaw/socio-legal_report_final-signoff27mar18.pdf. Accessed 13.09.2019.

[102] Ibid

[103] Centre for Socio-Legal Studies, University of Oxford. https://www.law.ox.ac.uk/centres-institutes/centre-socio-legal-studies/visitors-programme. Accessed 15.09.2019.

not only to incorporate new perspectives but also to build a foundation for future cooperation with the scholars' respective institutions.[104]

Lastly, the Centre has active partnerships with socio-legal associations and institutions, among others The Law and Society Association (LSA), International Sociological Association's Research Committee on Sociology of Law (RCSL), and the International Institute for the Sociology of Law in Oñati, Spain.[105]

Leadership

The Centre organises multiple social events for students, staff and visitors, such as welcome lunch events for new staff, students and visitors, afternoon tea gatherings, Christmas parties, etc.[106] Staff and students also have the opportunity to interact at workshops, lectures, conferences and seminars.

In addition to this, the Centre (as a part of the Law Faculty), has a system ensuring student influence. Students can give feedback on programmes, courses and training methods informally through supervisors and communication with Centre staff, or formally through elected student representatives who participate in meetings with the Centre's General Purposes Committee twice each term. Furthermore, the Centre suggests to students the following: "As part of the wider Law Faculty, students also have the opportunity to elect a student representative from the Socio-Legal Studies Programmes to sit on the Law Faculty's Graduate Studies Committee."[107]

An area for further inquiry is the recruitment of administrative staff and research staff to see how the Centre ensures that leaders and managers at all levels are equipped with the expertise and ability to lead and develop the Centre.

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[104] Ibid

[105] Centre for Socio-Legal Studies, University of Oxford.
https://www.law.ox.ac.uk/centres-institutes/centre-socio-legal-studies/links-other-institutions.
15.09.2019.

[106] Centre for Socio-Legal Studies, 2015-2017 Report, University of Oxford.
https://www.law.ox.ac.uk/sites/files/oxlaw/socio-legal_report_final-signoff27mar18.pdf. Accessed
18.09.2019.

[107] Graduate Research Handbook 2018-2019, Centre for Socio-Legal Studies, University of Oxford.
https://www.law.ox.ac.uk/sites/files/oxlaw/csls_graduate_handbook_18-19_final_2.pdf. Accessed
21.09.2019.

Work environment

The explicit objective of the institution is to provide the ideal circumstances or the best infrastructure for up-and-coming scholars to launch their careers in academia, from facilities to supervision by established socio-legal scholars. To this end, there is an opportunity to rise from studies at master's level to a postdoctoral position and beyond at the Centre.

A common measure of an attractive institution can be its appeal to a diverse group of people. There is no explicit information on the Centre's own equality policies, but as part of the University of Oxford, it is fair to assume they operate under the University's overall policy regarding equality[108] and the Equality Act of 2010.[109] Furthermore, the opportunities for post-graduate students and scholars to engage in each other's work and socialise outside working hours creates an atmosphere of collegiality and appeals to young scholars in early stages of their academic careers.

Summary

The international profile of the Centre and its vigorous cooperation with socio-legal institutions globally makes it attractive for a diverse staff and student body, both in terms of national and disciplinary background. The fees and charges for students and visiting researchers and students might however limit the possibilities of some students and researchers who are not able to receive external funding. The cooperation of scholars with governmental and civil society institutions is an excellent feature that is beneficial for the academic profile of the institution and for the endeavours of the societal institution wishing to make policy decisions or promote issues informed by socio-legal research.

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[108] Ibid

[109] Equality and Diversity Unit. University of Oxford. https://edu.admin.ox.ac.uk/equality-policy. Accessed 21.09.2019.

Appendices

Sociology of Law Dissertations 1978–

1. Widerberg, Karin: Kvinnans rättsliga och sociala ställning i Sverige 1750-1976 (1978)

2. Hydén, Håkan: Rättens samhälleliga funktioner (1978)

3. Magnusson, Dan: Konkurser och ekonomisk brottslighet (1979)

4. Kalderstam, Johnny: De laglösa. Om rättens betydelse för levnadsförhållandena i en kriminell subkultur (1979)

5. Akalu, Aster: The Process of Land Nationalization in Ethiopia. Land Nationalization and the Peasants (1982)

6. Esping, Hans: Förvaltningsrätt och reformpolitik (1983)

7. Ericsson, Lars: Ett surt regn kommer att falla. Naturen, myndigheterna och allmänheten (1985)

8. Carlsson, Bo & Isacsson, Åke: Hälsa, kommunikativt handlande och konfliktlösning. En studie av patientens ställning och av Hälso- och sjukvårdslagens ansvarsnämnd (1989)

9. Eriksson, Kjell E.: Jag slutar! Individuell konfliktlösning i arbetslivet (1991)

10. Ödman, Ella: Planlagstiftningen och välfärden: tendenser i utvecklingen av svensk planlagstiftning (1992)

11. Olsson, Sven-Erik: Kvinnor i arbete och reproduktion. Havandeskaps-penningens tillämpning (1993)

12. Gutto, Shadrack: Human and Peoples Rights for the Oppressed. Critical Essays on Theory and Practice from Sociology of Law Perspective (1993)

13. Schlytter, Astrid: Om rättvisa I barnomsorgen. Den kommunala barnomsorgens fördelningsregler ur ett vardagsperspektiv (1993)

14. Rolfsson, Margaretha: Unga på drift. Om sociala normer och social kontroll i Rosengård (1994)

15. Banakar, Reza: Rättens dilemma. Om konflikthantering i ett mångkulturellt samhälle (1994)

16. Kåhl, Ingela: Socialarbetarkåren – den lindansande professionen (1995)

17. Svenning, Margaretha: Miljökriget. Miljöarenan och politikens möjligheter att styra vår miljö (1996)

18. Hammarsköld, Claes-Göran: FINSAM: Förändring av en välfärdsorganisation genom försöksverksamhet (1997)

19. Mascaro, Joakim: Aurea Norma (1998)

20. Gillberg, Minna: From Green Image to Green Practice. Normative action and self-regulation (1999)

21. Wickenberg, Per: Normstödjande strukturer. Miljötematiken börjar slå rot i skolan (1999)

22. Ryberg, Lottie: Arbetstidsregleringens utveckling (2000)

23. Pfannenstill, Annika: Rättssociologiska studier inom området autism. Rättsanvändning i en kunskapskonkurrerande miljö (2002)

24. Rejmer, Annika: Vårdnadstvister. En rättssociologisk studie av tingsrätts funktion vid handläggning av vårdnadskonflikter med utgångspunkt från barnets bästa (2003)

25. Baier, Matthis: Norm och rättsregel. En undersökning av tunnelbygget genom Hallandsåsen (2003)

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31. Hallerström, Helena: Rektorers normer i ledarskapet för skolutveckling (2006)

32. Friberg, Staffan: Normbildningsprocess genom brukarsamverkan (2006)

33. Börrefors, Johanna: En essä om estetisk efterrättelse (2007)

34. Appelstrand, Marie: Miljömålet i skogsbruket – styrning och frivillighet (2007)

35. Sonander, Anna: Att arbeta med barn som brottsoffer. En rättssociologisk studie (2008)

36. Svensson, Måns: Sociala normer och regelefterlevnad. Trafiksäkerhetsfrågor ur ett rättssociologiskt perspektiv (2008)

37. Anna Piasecka: European Integration vs. European Legal Cultures. A Comparative Case Study concerning Harmonization and Implementation of EU Migration Law (PhD, within the Renato Treves International Doctorate in "Law and Society", Milan)(2008)

38. Bergman, Anna-Karin: Law in Progress? A Contextual Study of Norm-Generating Processes – The Example of GMES (2009)

39. Wedin, Lina: Going Green – A Study of Public Procurement Regulation (2009)

40. Persson, Lars: Pedagogerna och demokratin – En rättssociologisk studie av pedagogers arbete med demokratiutveckling i förskola och skola (2010)

41. Leo, Ulf: Rektorer bör och rektorer gör – En rättssociologisk studie om att identifiera, analysera och förstå professionella normer (2010)

42. Johansson, Susanna: Rätt, makt och institutionell förändring – En kritisk analys av myndigheters samverkan i barnahus (2011)

43. Larsson, Stefan: Metaphors and Norms – Understanding Copyright Law in a Digital Society (2011)

44. Agevall, Charlotte: Våldet och kärleken – Våldsutsatta kvinnors begripliggörande av sina erfarenheter (2012)

45. Dahlstrand, Karl: Kränkning och upprättelse – En rättssociologisk studie av kränkningsersättning till brottsoffer (2012)

46. Urinboyev, Rustamjon: Living Law and Political Stability in Post-Soviet Central Asia – A Case Study of the Ferhana Valley (2013)

47. Pizzolatto Konzen, Lucas: Norms and Space – Understanding Public Space Regulation in Tourist City (2013)

48. Monciardini, David: Quello che conta – A Socio-Legal Analysis of Accounting for Sustainable Companies (2013)

49. Erlandsson, Lennart: Rätt, norm och tillämpning. En studie av normativa mönster vid beslut enligt LSS på tre arenor (2014)

50. Vargas, Ana Maria: Outside the Law. An Ethnographic Study of Street Vendors in Bogotá (2016)

51. Lena Svenaeus: Konsten att upprätthålla löneskillnader mellan kvinnor och män. En rättssociologisk studie av regler i lag och avtal om lika lön (2017)

52. Ann-Christine Hartzén: The European Social Dialogue in Perspective. Its future potential as an autopoietic system and lessons from the global maritime system of industrial relations (2017)

53. Staffan Michelson: Empowerment and Private Law. Civil Impetus for Sustainable Development (2018)

54. Martin Joormann: Legitimized Refugees - A Critical Investigation of Legitimacy Claims within the Precedents of Swedish Asylum Law (2019)

55. Hildur Fjóla Antonsdóttir: Decentring Criminal Law: Understandings of Justice by Victim-Survivors of Sexual Violence and its Implications for Different Justice Strategies (2020)

Lund University RQ20

Support from different sources 2014 - 2018
All figures are given in kSEK (1 SEK appr. 0.09 Euro, 1 SEK appr. 0.1 USD).

Total revenue

Summa av Utfall tkr

	2014	2015	2016	2017	2018	Total
Revenue	11 067	10 377	9 834	10 616	11 366	53 259
Total	**11 067**	**10 377**	**9 834**	**10 616**	**11 366**	**53 259**

Government funding/External funding

Summa av Utfall tkr

	2014	2015	2016	2017	2018	Total
Revenue						
Government funding	6 467	6 347	6 201	6 274	5 994	31 284
External funding	4 600	4 031	3 632	4 341	5 372	21 976
Total	**11 067**	**10 377**	**9 834**	**10 616**	**11 366**	**53 259**

Kontogrupp (Institution)	(flera objekt)

Income External Research Sources

Summa av Utfall tkr

	2014	2015	2016	2017	2018	Total
EU	124				1 291	1 415
External national public funding	4 652	1 702	4 984	1 533	3 345	16 217
Other external national funding	39	12	389	385	759	1 585
Other international funding	-11	72	252	191	125	628
Other funding	410	135	254	4	2	805
Total	**5 214**	**1 922**	**5 880**	**2 113**	**5 522**	**20 651**

Cost for Research Premises

Summa av Utfall tkr	**Kolumnetiketter**					
Radetiketter	2014	2015	2016	2017	2018	Total
Cost for Research premises	-626	-630	-622	-910	-919	-3 707
Total	**-626**	**-630**	**-622**	**-910**	**-919**	**-3 707**

Depreciation on research equipment

Summa av Utfall tkr

	2014	2015	2016	2017	Total
Depreciation	-27	-10	-6	-11	-55
Total	**-27**	**-10**	**-6**	**-11**	**-55**

RQ20 Panel/UoA-3	Output Type (Publication Type+Peer Review)	2014	2015	2016	2017	2018	Totalsumma
S-fak - Panel II - RÅS - RQ20	Book/Report - Anthology (editor)	1					0
S-fak - Panel II - RÅS - RQ20	Book/Report - Anthology (editor) (Not peer-reviewed)	1				1	3
S-fak - Panel II - RÅS - RQ20	Book/Report - Anthology (editor) (Peer-reviewed)				1		1
S-fak - Panel II - RÅS - RQ20	Book/Report - Book (Not peer-reviewed)	2	1	2	1	2	8
S-fak - Panel II - RÅS - RQ20	Book/Report - Book (Peer-reviewed)		2		1		3
S-fak - Panel II - RÅS - RQ20	Book/Report - Report	3	4	4	4	1	16
S-fak - Panel II - RÅS - RQ20	Chapter in Book/Report/Conference proceeding - Book chapter (Not peer-reviewed)	5	6	22	7	7	47
S-fak - Panel II - RÅS - RQ20	Chapter in Book/Report/Conference proceeding - Book chapter (Peer-reviewed)	15	7	5	7	8	42
S-fak - Panel II - RÅS - RQ20	Chapter in Book/Report/Conference proceeding - Chapter in Report				1		1
S-fak - Panel II - RÅS - RQ20	Chapter in Book/Report/Conference proceeding - Entry for encyclopedia/dictionary		1		1	1	2
S-fak - Panel II - RÅS - RQ20	Chapter in Book/Report/Conference proceeding - Foreword/postscript			1			1
S-fak - Panel II - RÅS - RQ20	Chapter in Book/Report/Conference proceeding - Paper in conference proceeding (Peer-reviewed)	1	1				2
S-fak - Panel II - RÅS - RQ20	Contribution to conference - Abstract (Not peer-reviewed)	1		1			2
S-fak - Panel II - RÅS - RQ20	Contribution to conference - Abstract (Peer-reviewed)	1	2		4	2	9
S-fak - Panel II - RÅS - RQ20	Contribution to conference - Other (Not peer-reviewed)			5		1	6
S-fak - Panel II - RÅS - RQ20	Contribution to conference - Paper, not in proceeding (Not peer-reviewed)			1			1
S-fak - Panel II - RÅS - RQ20	Contribution to journal - Article (Not peer-reviewed)			1			1
S-fak - Panel II - RÅS - RQ20	Contribution to journal - Article (Peer-reviewed)	7	7	6	8	12	40
S-fak - Panel II - RÅS - RQ20	Contribution to journal - Debate/Note/Editorial (Not peer-reviewed)				1		1
S-fak - Panel II - RÅS - RQ20	Contribution to journal - Published meeting abstract (Peer-reviewed)	2	1				3
S-fak - Panel II - RÅS - RQ20	Contribution to journal - Review (Book/Film/Exhibition/etc.) (Not peer-reviewed)	1	1			2	4
S-fak - Panel II - RÅS - RQ20	Contribution to journal - Review article (Peer-reviewed)				1		1
S-fak - Panel II - RÅS - RQ20	Contribution to specialist publication or newspaper - Newspaper article	13	3	3	1		20
S-fak - Panel II - RÅS - RQ20	Contribution to specialist publication or newspaper - Review (Book/Film/Exhibition/etc.)			1			1
S-fak - Panel II - RÅS - RQ20	Contribution to specialist publication or newspaper - Specialist publication article		3		1	2	6
S-fak - Panel II - RÅS - RQ20	Non-textual form - Web publication/site				1		1
S-fak - Panel II - RÅS - RQ20	Other contribution - Miscellaneous	2		2			4
S-fak - Panel II - RÅS - RQ20	Thesis - Doctoral Thesis (monograph)	1		1	2	1	5
							232

Publikationer från Rättssociologiska institutionen Lunds universitet

Beställning och aktuella priser på: http://lupak.srv.lu.se/mediatryck/
Böckerna levereras mot faktura.

Lund Studies in Sociology of Law (ISSN 1403-7246)

1 Hydén, Håkan (red) *Rättssociologi – då och nu: En jubileumsskrift med anledning av rättssociologins 25 år som självständigt ämne i Sverige* 148 sidor ISBN 91-89078-23-3 (1997)

2 Hydén, Håkan & Alf Thoor (red) *Rätt i förändring: Om kristendenser i svensk rätt* 146 sidor ISBN 91-89078-24-1 (1997)

3 Hydén, Håkan *Rättssociologi som rättsvetenskap* 130 sidor ISBN 91-89078-47-0 (1998)

4 Carlsson, Bo *Social Steerage and Communicative Action: Essays in Sociology of Law* 326 sidor ISBN 91-89078-65-9 (1998)

5 Wickenberg, Per *Normstödjande strukturer: Miljötematiken börjar slå rot i skolan* 546 sidor ISBN 91-89078-78-0 (ak. avh. 1999)

6 Gillberg, Minna *From Green Image to Green Practice: Normative action and self–regulation* 218 sidor ISBN 91-89078-80-2 (ak. avh. 1999)

7 Carlsson, Bo *Social Norms & Moral Feelings: Essays in Sociology of Law* 86 sidor ISBN 91-89078-83-7 (1999)

8 Hydén, Håkan *Rättssociologi som emancipatorisk vetenskap* 221 sidor ISBN 91-89078-89-6 (1999)

9 Bartolomei, María Luisa & Håkan Hydén (eds.) *The Implementation of Human Rights in a Global World: Recreating a cross-cultural and interdisciplinary approach* 186 sidor ISBN 91-89078-92-6 (1999)

10 Carlsson, Bo *Excitement, Fair Play, and Instrumental Attitudes: Images of Legality in Football, Hockey, and PC Games* 89 sidor ISBN 91-7267-010-X (2000)

11 Ryberg-Welander, Lotti *Arbetstidsregleringens utveckling: En studie av arbetstidsreglering i fyra länder* 412 sidor ISBN 91-7267-011-8 (ak. avh. 2000)

12 Carlsson, Bo *Rättssociologi och populärkultur* 102 sidor ISBN 91-7267-118-1 (2001)

13   Pfannenstill, Annika *Rättssociologiska studier inom området autism: Rättsanvändning i en kunskapskonkurrerande miljö* 214 sidor ISBN 91-7267-120-3 (ak. avh. 2002)

14   Gustavsson, Håkan *Rättens polyvalens: En rättsvetenskaplig studie av sociala rättigheter och rättssäkerhet* 478 sidor ISBN 91-7267-135-1 (ak avh 2002)

15   Avellan, Heidi *Brännpunkter i nyhetsflödet: Rättssociologiska nedslag 2003* 60 sidor ISBN 91-7267-152-1 (2003)

16   Rejmer, Annika *Vårdnadstvister: En rättssociologisk studie av tingsrätts funktion vid handläggning av vårdnadskonflikter med utgångspunkt från barnets bästa* 248 sidor ISBN 91-7267-142-4 (ak. avh. 2003)

17   Baier, Matthias *Norm och rättsregel: En undersökning av tunnelbygget genom Hallandsåsen* 197 sidor ISBN 91-7267-144-0 (ak. avh. 2003)

18   Friis, Eva *Sociala utredningar om barn: En rättssociologisk studie av lagstiftningens krav, utredningarnas argumentationer och konsekvenser för den enskilde* 290 sidor ISBN 91-7267-150-5 (ak. avh. 2003)

19   Olsson, Patrik *Legal Ideals and Normative Realities: A Case Study of Children's Rights and Child Labor Activity in Paraguay* 178 sidor ISBN 91-7256-155-6 (ak. avh. 2003)

20   Hoff, David *Varför etiska kommittéer?* 306 sidor ISBN 91-7256-156-4 (ak. avh. 2004)

21   Zanderin, Lars *Internkontroll och systemtillsyn av arbetsmiljön i äldreomsorgen i fyra svenska kommuner: En rättssociologisk studie* 319 sidor ISBN 91-7267-177-7 22 (ak. avh. 2004)

22   Staaf, Annika *Rättssäkerhet och tvångsvård: En rättssociologisk studie* 356 sidor ISBN 91-7267-196-3 (ak. avh. 2005)

23   Hallerström, Helena *Rektorers normer i ledarskapet för skolutveckling* 183 sidor ISBN 91-7267-217-X (ak. avh. 2006)

24   Friberg, Staffan *Normbildningsprocess – genom brukarsamverkan* 235 sidor ISBN 91-7267-221-8 (ak avh 2006)

25   Börrefors, Johanna *En essä om estetisk efterrättelse* 231 sidor ISBN 91-7267-235-8 (ak avh 2007)

26   Appelstrand, Marie *Miljömålet i skogsindustrin – styrning och frivillighet* 323 sidor ISBN 91-7267-240-4 (ak avh 2007)

27   Sonander, Anna *Att arbeta med barn som brottsoffer – En rättssociologisk studie* 233 sidor ISBN 91-7267-252-8 (ak avh 2008)

28   Svensson, Måns *Sociala normer och regelefterlevnad – Trafiksäkerhetsfrågor ur ett rättssociologiskt perspektiv* 244 sidor ISBN 91-7267-271-4 (ak avh 2008)

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Report on Research Quality Process, RQ20

Internationally, Sociology of Law is most often located in centers of various kinds, as subjects or networks within faculties or as one or a couple of people within faculties. Sociology of Law and Law and Society research is thus spread around the world in many kinds of formations and there are several networks coordinating the field thematically and geographically. These two fields attract a high number of researchers around the world.

In Sweden, Lund University has the only complete Sociology of Law department, but there are also many researchers in Sweden in the field representing the social as well as the legal strands. Lund has long held a strong and quite unique position within the international socio-legal research community.

Sociology of Law as a subject started at the Faculty of Social Sciences in 1963 and formally became an academic subject in 1972 after a decision by the Swedish Government. Today Sociology of Law in Lund is one of few departments with Bachelor's, Master's and PhD levels. We are an autonomous department within the Faculty of Social Sciences at Lund University.

During 2019 Lund University as a whole and with all its organisations was working on a big research evaluation project called RQ2020 – or RQ20. Sociology of Law started this process early in 2019. In general, we decided to perform RQ20 as a way to not just report, but also conduct an in depth evaluation of research. We therefore broadly included staff and also included more data than necessary for the RQ20. For instance, we have completed an overview of all the dissertations since the beginning, and we also produced an overview of socio-legal organizations at six universities. Those background documents from the RQ20 internal processes we have collected in this volume.

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