

## Center for the Study of Law and Society

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To: LSA Executive Committee

Fr: Subcommittee on Doctoral Programs in Socio-Legal Studies

Calvin Morrill (chair), Professor of Law and Sociology, UC Berkeley  
Rachel Cichowski, Associate Professor of Political Science, University of Washington  
Bill Maurer, Professor of Anthropology and Law, UC Irvine  
Laura Beth Nielsen, Research Professor, American Bar Foundation and Associate  
Professor of Sociology, Northwestern University  
Tom Tyler, Professor of Law and Psychology, Yale University

Re: **Final Report**

One of the key challenges facing the field of law and society, and law and social sciences more generally, is the development of a “next generation” of scholars who can not only maintain what the field has accomplished, but also expand its borders into new intellectual and institutional frontiers. At the heart of this challenge is the character and quality of PhD socio-legal programs.<sup>1</sup> LSA President McCann charged the LSA Subcommittee on Graduate Programs to consider this challenge with an eye toward identifying how the LSA can play a key role in strengthening doctoral training in socio-legal studies, broadly understood.<sup>2</sup> In his initial charge to the committee, President McCann envisioned the

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<sup>1</sup> Throughout this report we use “law and society” and “socio-legal” interchangeably, although we recognize that these two terms may not always point to the same sets of research topics and questions, or may be seen as overly inclusive or exclusive, depending upon the point of view. Indeed, by these terms we mean a field or set of overlapping fields that include a range of social science disciplines (e.g., anthropology, criminology, economics, geography, history, political science, psychology, sociology), critical studies approaches (e.g., critical race, gender studies, cultural studies), interdisciplinary fields (e.g., urban studies, organizational studies, public health), and the humanities (e.g., philosophy and political theory). We also recognize that many of these fields maintain their own professional organizations that only partially overlap with “law and society” or “socio-legal studies”. In addition to examples from formal programs, we include discussion of informal networks of scholars operating across the boundaries of different professional fields and disciplines that are involved in PhD training that feeds into the “law and society/socio-legal” field(s).

<sup>2</sup> For the purposes of this report, we concentrate on programs and efforts in the United States, and would hope that future committees would examine socio-legal doctoral training outside in other countries.

identification of key issues and building capacity as a multiyear effort with the current committee as a first step in these efforts.

### **Committee Process**

Beginning in fall 2011, committee members interacted and exchanged materials via email. Data was collected from websites and other sources on the structure and operations of different types of doctoral programs in sociolegal studies. One member of the committee, Rachel Cichowski, produced a preliminary memo outlining some key challenges facing the field. The committee chair drew on these sources to produce an interim report delivered to the LSA in December 2011. Four out of five members of the committee then met in a conference call during March 2012. At that meeting, we discussed President McCann's feedback on the December 2011 interim report, and a number of issues regarding doctoral training in the field.<sup>3</sup> Following the broad, initial charge and feedback by President McCann, this report focuses on several key questions, the first of which is descriptive while the last five call for normative recommendations:

- (1) What is the range of variation in U.S. socio-legal PhD programs, informal faculty groups producing socio-legal PhDs, and non-tenure track, postdoctoral opportunities available to early-career PhDs with significant interests in socio-legal studies?
- (2) What models of socio-legal graduate education should be encouraged?
- (3) Are there identifiable substantive and methodological canons of law and society that should be reproduced via socio-legal graduate education?
- (4) How can the new LSA website help strengthen graduate education in law and society?
- (5) How can the LSA facilitate the diversity of graduate students in the field?
- (6) What kinds of collective action could facilitate strengthening socio-legal graduate education?

### **Socio-Legal PhD Program Models in the United States<sup>4</sup>**

We do not intend our examination of socio-legal PhD programs in the United States as a census. Rather, this section of the report presents an exploratory look at variation in program models (and we recognize that a more comprehensive study of programs could turn up new program variants). Table 1, "Sociolegal PhD Program Models in the United States," compares three kinds of socio-legal PhD programs across five dimensions: structure,

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<sup>3</sup> The chair also briefly exchanged emails with the chair of the Undergraduate Sub-Committee (Marjorie Zatz) regarding collaboration on a NSF Research Experience for Undergraduates proposal, but the trajectory of that project is unclear.

<sup>4</sup> Ashley Rubin (Jurisprudence and Social Policy doctoral student, UC Berkeley) helped collect the data that appears in Appendix 1.

requirements and training, funding, tradeoffs, and prevalence (in the U.S.). The three models are: (1) Joint PhD/JD Programs (in which students earn a disciplinary PhD and JD concurrently); (2) Inter-/Multidisciplinary PhD Programs Based in Law Schools (in which students earn a PhD in an inter-/multidisciplinary context with or without a JD integrated into their PhD coursework); and (3) Inter-/Multidisciplinary PhD Programs Based in Arts, Sciences, and/or Humanities Colleges (in which students earn a PhD in an inter-/multidisciplinary socio-legal field with or without a JD).<sup>5</sup>

Programs illustrating the summaries of the models on which Table 1 is based can be found in Appendix 1, which also includes information on normative time to degree for particular programs. The exploratory sample represented in Appendix 1 contains more programs than those self-designated as “law and society” or “socio-legal” because the intellectual boundaries of doctoral training in the field are difficult to identify. At the same time, this sample covers only a small number (n = 12) of highly visible programs and could be multiplied many times to include programs that have a greater emphasis in criminology and social justice research (e.g., the Department Criminology, Law and Society at George Mason University or the School of Justice Studies at Arizona State University), law and psychology (e.g., the Law-Psychology Program at the University of Nebraska), or law and history (see footnote 6). We also note that our knowledge of the programs in this constrained sample is a bit uneven, tending to be more detailed about the programs with which committee members are most familiar (i.e., Northwestern, NYU, UC Berkeley, UC Irvine, and Washington). In addition to doctoral programs, subsequent subsections briefly discuss centers and informal faculty networks facilitating the training of socio-legal PhDs, and different kinds of postdoctoral opportunities for early-career socio-legal scholars.

### *Joint PhD/JD Programs*

Our sense of the field suggests that joint degree programs are the most pervasive and oldest in the field with most major universities having some sort of joint PhD/JD program.<sup>6</sup> Indeed, some universities, such as UC Irvine, have both a joint degree (i.e., the Program in Law and Graduate Studies or PLGS) and an inter-/multidisciplinary program. As disciplines, political science, economics, sociology, psychology, and public policy appear most prominently as the disciplinary side of programs. References to disciplines that operate at the crossroads or boundaries of the social sciences and the humanities, such as anthropology, history, and philosophy, are less common.<sup>7</sup> Joint degree programs typically require certain milestones and sequencing among PhD and JD components as a student

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<sup>5</sup> The differences between “interdisciplinarity” and “multidisciplinarity” are sometimes difficult to discern. For the purposes of this report, interdisciplinary aspects of programs blend or combine two more academic disciplines in the study of law, legal institutions, and law-like phenomena. Multidisciplinary aspects of programs feature two or more disciplinary approaches to socio-legal research. It is our sense that most programs are actually multidisciplinary (featuring two or more disciplinary foci) rather than actually blending multiple disciplines in interdisciplinary approaches.

<sup>6</sup> These inferences are based on the collective impressions of the committee members, each of which have a great deal of experience in the field, and an inspection of 34 program websites by the committee chair.

<sup>7</sup> At the same time, we note that there are joint PhD/JD programs in legal history at: University of Pennsylvania, Columbia University, University of Chicago, and Yale University. In addition, Berkeley’s Jurisprudence and Social Policy program offers legal history as one of its core disciplinary fields.

progresses toward the degrees. Methodological training in joint programs generally follows the norms of the PhD discipline. Funding varies dramatically across programs, may be negotiated separately with the disciplinary department and/or law school, and can include a mix of fellowships, teaching/research assistantships, and loan forgiveness.

With respect to tradeoffs, joint PhD/JD programs offer the formal credentials and training necessary for students to pursue either disciplinary or academic law careers, although one concern voiced by faculty members teaching in such programs is the potential for a lack of intellectual integration between the disciplinary and law sides of the degree. Students are often asked to “put on their disciplinary hat” when engaged in disciplinary coursework and research and their “law hat” when engaged in law coursework or law school based legal research. This siloed dynamic can lead to students developing a dual or fragmented intellectual identity, which in turn can produce research that is less illuminating in the socio-legal tradition than it might otherwise be. Orientations toward the law and society tradition (or the LSA, more narrowly) may also be missing in joint programs (depending upon the disciplinary half of the degree) with some notable exceptions such as at Irvine, Northwestern, and Wisconsin, which have strong local law and society traditions. Regular faculty/student workshops offer one remedy to the integration problem in joint programs by enabling intellectual bridging across disciplinary and legal perspectives. Examples of integrating workshops can be found at Northwestern at which students and faculty meet on a regular basis to discuss methodological and substantive problems from workshop members’ on-going research. UC Irvine offers another integrating workshop model, which is co-taught by faculty members from the Law School and social sciences, and features discussions of papers that bridge disciplinary and legal approaches to research.

#### *Inter-/Multidisciplinary PhD Programs Based in Law Schools*

Inter-/multidisciplinary PhD programs based in law schools currently are relatively rare; so rare, in fact that our research turned up only two such programs in operation: Jurisprudence and Social Policy (JSP) at Berkeley and the Law and Economics program at Vanderbilt. However, some law schools (e.g., Yale) are in discussions about whether to start PhD programs in law. In Yale’s case, in particular, it is unclear how a “PhD program in Law” would be structured, whether or how it will draw on disciplinary knowledge and methods, and how it will differ from J.S.D. degrees (which are becoming more widespread, especially with regard to educating foreign students, at American law schools). These discussions follow hiring trends in law schools over the past decade during which the candidates with PhDs (especially in economics and political science) have become quite attractive to law schools.<sup>8</sup> We have abstracted the summary in Table 1 from the JSP and Vanderbilt programs (recognizing that the latter program is narrower in scope than JSP, but still combines economics, political economy, and law), and describe each of these programs below.

Berkeley Law administers JSP (founded in 1978 by Philip Selznick) and the Graduate Division of the College of Letters and Science governs the program. JSP faculty members

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<sup>8</sup> This trend is especially pronounced at elite law schools, where the percentage of full-time law faculty with PhDs ranges from just over 20% at Harvard Law to one-third at the University of Chicago Law School to well over 40% at Berkeley Law and Northwestern Law.

typically hold joint appointments in law and a discipline. JSP currently enrolls approximately 60 doctoral students with the great majority of graduates taking academic jobs (approximately 40% in law schools and 60% in disciplinary departments and interdisciplinary programs). At JSP, multiple mechanisms (see the summary in Appendix 1) enable students to claim expertise in: one or more social science and/or humanities disciplinary approaches (economics, history, philosophy, political science, psychology, or sociology); an interdisciplinary perspective that blends two more disciplinary approaches to address a particular research problem and/or question; and quantitative and qualitative research methods. JSP guarantees funding for five years (up to seven years, total) via a combination of fellowships, teaching/research assistantships, and loan forgiveness (if a JD is sought with the PhD).

Vanderbilt Law School wholly administers and governs the Law and Economics program (founded in 2007). The program enrolls approximately 30 students and provides grounding in micro- and macroeconomics (primarily taught by law faculty and some faculty joint appointed in the Economics Department) with particular applications to law and legal institutions. Students can pursue a JD “in a fully integrated” course of study with their PhD. Funding covers both tuition and stipend through the normative time to degree.

The principal tradeoffs of law school-based inter-/multidisciplinary programs revolve around intellectual integration and identity on academic law and disciplinary markets. The two programs we identified offer multiple integrative mechanisms that enable students to produce research that significantly bridges disciplinary and legal approaches, but may create identity (market signaling) and other expertise challenges in disciplinary training for graduates on disciplinary markets. Some of these challenges can be met by early-career publishing in top disciplinary journals, although in the case of economics the question may center on whether these programs offer enough methodological training to satisfy a disciplinary economics program. At the same time, graduates of these programs (with JDs) may be especially attractive to the increasingly interdisciplinary and PhD-leaning world of contemporary law school markets. We also note that there may be tradeoffs with respect to adapting to the law school context in structuring PhD curricula and even mundane policy matters such as course sizes. With respect to exploring these tradeoffs, we also note that the Center for the Study of Law and Society at Berkeley will be holding a NSF-sponsored workshop on the interplay between the social sciences and law schools in May, 2012.

### *Inter-/Multidisciplinary PhD Programs Based in Arts, Sciences, and/or Humanities Colleges*

Inter-/multidisciplinary PhD programs based in arts, sciences, and/or humanities colleges are more prevalent than their counterparts in law schools. We found two different types of these programs: PhD-granting and certificate programs. PhD granting programs parallel the structures of social science disciplinary programs whereas certificate programs offer a concentration in socio-legal studies intended to supplement training/education in a particular discipline. In PhD-granting programs, criminology and/or criminal justice often combines with law and society orientations.

UC Irvine's Department of Criminology, Law and Society (CLS) offers a PhD in a structure that parallels a traditional social science disciplinary doctoral program. The CLS program includes: a range of required foundational courses that seek to integrate criminology, law and society, and relevant social science disciplines (typically, sociology and psychology with some anthropology); required courses in quantitative methods; course electives in particular areas of inquiry, such as immigration and law, law and policy, critical theory, advanced quantitative methods (e.g., social network analysis), and qualitative field methods. Normative time to degree at CLS is six years with four years of guaranteed funding (additional funding is sometimes available via research and teaching assistantships).

The University of Washington offers yet another model: the Comparative Law and Society Studies (CLASS) graduate certificate program (founded by Michael McCann) available to graduate students (principally doctoral students) enrolled in the social sciences, the Evans School of Public Affairs, and in the Law School. To receive a CLASS certificate, students must: maintain a GPA of 3.5 or higher; take at least three Law, Societies and Justice courses (one of which must be the core course, Law, Politics and Society, offered through the Political Science Department; the other two must be outside the student's home department); complete an analytic paper and present it at a CLASS colloquia or related event; and participate in the workshops and colloquia offered through CLASS. Upon completion of these requirements, students must submit the CLASS Certificate Completion form with their current transcript to the CLASS Center Director. This program offers opportunities for teaching assistantships and travel funding to one or more LSA conferences during a CLASS Fellow's student career. Normative time to degree is not applicable. A similar such program can be found at the University of Wisconsin, which offers the "Deviance, Law and Social Control Program" (DLSC) as part of its PhD program in sociology. The program is intended to train sociology PhD students in the areas of sociology of law, deviance, criminology, and social control. The DLSC offers a biweekly training colloquium (that may include doctoral students who are interested in socio-legal studies from other disciplinary departments), lecture courses and seminars in a variety of related areas, and PhD qualifying exams in either "deviance, law, and social control" or "law and society".

Another variant of a PhD-granting program is illustrated by the NYU Institute for Law and Society (ILS). The NYU Law School and multiple social science departments collaboratively administered the program until 2010, when the program stopped accepting students. The program required students during their first year to take foundational "law and society" courses that combined legal and social science perspectives, and then form a committee across multiple disciplines to pursue a particular research topic for the dissertation. Based on an internal review in 2008-09, university elected to support the further development of a joint PhD/JD program rather than the ILS program.

With respect to tradeoffs, neither sub-variant in this model may provide enough educational depth in law to facilitate placement in law schools, although such placements may not be a goal of this type of program. Arts, sciences, and/or humanities interdisciplinary PhD granting programs may also face similar disciplinary placement problems as law-based PhD programs, depending upon how they are structured. (Indeed, this may be why many such

programs also offer expertise in criminal justice and criminology since these fields constitute large academic markets and do not necessarily look for grounding in single disciplines.) Certificate programs (wholly or mostly based in disciplinary units) may facilitate disciplinary placement for those programs looking to hire scholars with disciplinary expertise and a concentration in law, but may not facilitate law market success.

### *Non-degree Granting Programs and Informal Faculty Networks*

An exemplar of non-degree/certificate granting programs is the Program in Law and Public Administration (LAPA) at Princeton University, led by Kim Lane Scheppele. LAPA brings together a community of students interested in law and society called “Law-Engaged Graduate Students” (LEGS). LEGS features a biweekly seminar where students and postdocs can present their work, a listserv that posts announcements of interest to graduate students, and special events with visiting speakers, fellows and other LAPA guests. Other examples of similar kinds of programs include the: Peterson Fellows at UC Irvine and the Berkeley Empirical Legal Studies (BELS) Fellows Program at Berkeley, each of which enables students to participate in a year-long set of activities (e.g., workshops, colloquia) intended to further their training in socio-legal studies.<sup>9</sup> Another example is the Center for Law, Society (CLSC), and Culture at Indiana University, which is located in the Law School, and includes affiliated faculty from 16 different academic units. CLSC offers the Jerome Hall Postdoctoral Fellowship in socio-legal studies, workshops and a colloquia series (which has an exchange program with the Center for the Study of Law and Society at Berkeley), and an annual symposium in socio-legal studies.

There are multiple examples of informal faculty networks across schools and departments that facilitate the training of socio-legal PhDs. Perhaps the most extensive and densely connected of these networks exists in Chicago, is centered around the American Bar Foundation, and spans across multiple fields (e.g., anthropology, sociology, economics, history, political science, psychology) and universities (e.g., Northwestern, Chicago, Illinois at Chicago, Illinois at Urbana-Champaign, Wisconsin). We list a few other networks below:<sup>10</sup>

- Harvard University: Frank Dobbin (Sociology; formerly of Princeton), Kathryn Edin (Kennedy School, Multidisciplinary Program in Inequality & Social Policy, and Sociology), Rob Sampson (Sociology), and Bruce Western (Sociology). (Note: Both Dobbin and Western produced students in socio-legal studies and criminology when they were at Princeton.)

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<sup>9</sup> Note that the BELS Program focuses on an expanded sense of “empirical” by including the study of quantitative and qualitative methods (including ethnographic and historical comparative approaches).

<sup>10</sup> Again, this listing is not exhaustive either in terms of networks or their members. As we recommend at the end of this report, it would be useful for the LSA to conduct a census of PhD degree-granting and non-degree granting (e.g., certificate and fellowship) programs, and informal PhD-producing faculty networks in the field.

- MIT: Susan Silbey (Anthropology/Sociology) and Roberto Fernandez (Economic Sociology Program, Sloan School of Management)
- Purdue University: Elizabeth Hoffman (Sociology and Anthropology), JoAnn Miller (Sociology and Women's Studies), Jack Spencer (Sociology), and Bert Useem (Sociology)
- University of California, Santa Barbara: Gayle Binion (Political Science, emeritus), Alison Brysk (Global & International Studies Program), Eve Darian-Smith (Global & International Studies Program), Lisa Hajjar (Sociology), Victor Rios (Sociology), John Sutton (Sociology) (Note: Some scholars in this UCSB network were involved in the now-closed Law and Society Program, which offered an undergraduate major and contemplated developing a graduate program in the late 1990s and early 2000s. Two faculty members who were formerly a part of this network are Jennifer Earl, now at Arizona Sociology, and Jacqueline Stevens, now at Northwestern Political Science.)

There are also networks of faculty within particular disciplinary departments facilitating socio-legal graduate training, such as:

- University of Arizona, Department of Sociology: Jennifer Earl, Louise Roth, Robin Stryker
- University of Illinois, Department of Sociology: Anna-Maria Marshall and Rebecca Sandefur
- University of Michigan, Department of Sociology: Margaret Somers, Sandra Levitsky, and Kiyoteru Tsutsui
- Washington University, Department of Political Science: Mathew Gabel, James Gibson, Andrew Martin, and James Spriggs

All of these networks produce PhDs in a discipline, although particular dissertation advising committees constituted within a department may include faculty members outside the degree-granting department, which will give the dissertation project an interdisciplinary flavor. It is unclear how often or deeply faculty from law schools participate in doctoral committees formed by faculty in these networks, although anecdotal evidence suggests that such participation varies dramatically across universities and occurs infrequently (and usually involves a law professor who has a PhD).

### *U.S. Postdoctoral Program Models*

Based on a review of more than two dozen post-doctoral (non-tenure track) academic programs, we suggest there are several types of opportunities available to early-career socio-legal scholars:



- (1) Postdoctoral programs in sociolegal studies for early-career PhDs (e.g., University of Wisconsin, Institute for Legal Studies, Jerome Hall Postdoctoral Fellowship, Center for the Study of Law, Society, and Culture, Maurer School of Law, Indiana University). Appointments in these programs typically last one year, are open to scholars with a PhD in the social sciences or equivalent, and include salary and research support.
- (2) Blended pre/postdoctoral programs in sociolegal studies (e.g., American Bar Foundation). Appointments in these programs typically last one year and include salary and research support.
- (3) Fellowship programs in sociolegal studies open to scholars at early and more advanced stages in their careers (e.g., LAPA at Princeton). Appointments in these programs last one year and can include salary and forms of research support.
- (4) Law school-based fellowship, postdoctoral and visiting professorship programs. Many law schools offer these programs, which most often have both teaching and research responsibilities and typically last 1-2 years. These programs target early-career scholars or practitioners re-entering academia who intend to teach in a law school. They include mixes of salary and research support. (Note: The Columbia Law School website lists dozens of links to such programs, organized by university. See: [http://www.law.columbia.edu/careers/law\\_teaching/Fellowships](http://www.law.columbia.edu/careers/law_teaching/Fellowships).)
- (5) Diversity postdoctoral programs (e.g., University of California President's Postdoctoral Fellowship, University of Michigan President's Postdoctoral Fellowship, Chancellor's Postdoctoral Fellowships at UC Berkeley, Davis, and San Diego). These positions are open to scholars who will contribute to diversity and equal opportunity in higher education through their teaching, research, and service, and who also have "non-traditional backgrounds". Eligible areas of inquiry include the sciences, social sciences, humanities, and the professions. Appointments last one year (renewable for an additional year), carry salary and some research support, and require a sponsoring faculty mentor at a host campus. The UC postdocs also carry the possibility of a tenure-track appointment at a UC campus (contingent upon faculty screening/deliberation in the appointing department or school). Multiple early-career socio-legal PhDs have received these postdocs.
- (6) International relations/studies postdoctoral programs (e.g., the Spogli Institute for International Studies or the Center for International Security and Cooperation at Stanford). These postdoctoral programs provide salary, a regular workshop, and some research support. Multiple early-career socio-legal PhDs have received these postdocs.
- (7) Pre/postdoctoral visiting scholars programs (e.g., American Bar Foundation; Center for the Study of Law and Society, UC Berkeley). These programs offer office space and access to institutional activities and workshops, but require independent funding.

## Normative Recommendations

### ➤ *Encourage a Plurality of Socio-Legal Graduate Program Models*

Committee members strongly recommend that the LSA encourage a diversity of social-legal graduate program models. Some of this recommendation grows out of the realization that the possibility and success of different models is contingent upon on local institutional goals and resources, and that one size *does not* fit all. All of the models represented in this report have strengths and weaknesses both intellectually and with respect to succeeding in academic markets. Some universities can field multiple types of programs (e.g., UC Berkeley offers both inter-/multidisciplinary law school-based PhD and a joint PhD/JD program; UC Irvine offers both a comprehensive joint PhD/JD program and an arts and science-based inter-/multidisciplinary PhD). At other universities, a single model may make sense so as to not “dilute the institutional brand”. Moreover, we do not believe it is healthy to view socio-legal graduate education from an evolutionary perspective such that all universities should ultimately strive to have a formal, degree-granting program. The strength in the field lies in the plurality of strong programs producing students conducting cutting-edge research. Encouraging multiple models of socio-legal graduate education may also make sense in that different models can appeal to different types of students depending upon how deeply they wish to engage law and society. Indeed, having multiple types of programs available and *known* to prospective doctoral students may ultimately attract more students than if the field narrowed to only a single model.

Regardless of the model(s) established at any particular university, committee members strongly recommend that regularly scheduled workshops bringing together students and faculty are a necessity to accomplish intellectual integration, build scholarly capital, and establish a socio-legal identity. We noted two workshop models above, but there may be other models that exist.

Finally, we recommend that the LSA conduct a census of PhD degree-granting and non-degree granting (e.g., certificate and fellowship) programs, and informal PhD-producing faculty networks in the field. This census would enable the LSA website to contain the broadest possible representation of opportunities for PhD socio-legal training.

### ➤ *Begin to Identify Substantive and Methodological Canons of Law and Society via LSA Panels*

Committee members believe that identification and recommendations of particular substantive and methodological socio-legal canons in graduate training is beyond the scope of the present effort. This issue might be addressed via a series of presidential panels at future LSA meetings or other mechanisms.

### ➤ *Establish “Go To” Resources for Prospective Socio-Legal Students via Multiple Electronic Mechanisms*

Committee members recommend that the new LSA Website feature information on different sociolegal graduate program models (as in Table 1) and contain links to as many actual programs as possible. The website should be constantly updated so that it is the “go to” resource for students considering doctoral education in law and society. Other resources on the website could include: featured programs, networks, and centers; featured student experiences in their respective programs and conducting research; descriptions of integrative workshop models; tips on various job markets; information on types of postdocs and links to postdoctoral programs. Finally, committee members recommend that the LSA Graduate Student Workshop (a wonderful institution) might be a context in which to gather information from current graduate students about how to structure the LSA Website and other electronic mechanisms (e.g., Facebook and twitter) for maximal exposure and usage by prospective and current graduate students.

➤ *Increase the Cultural Diversity of Socio-Legal Graduate Students via Multiple Mechanisms*

Committee members view this challenge as perennial and critical to the field. Here again, we believe that the LSA website can play an important role in signaling what is available in the field. If the website becomes a “go-to,” up-to-date resource on range of programs available, it will operate as a crucial resource in these efforts.

At the same time, committee members also believe that other mechanisms apart from digital communication can be used to facilitate diversity in the field. The LSA has already established a Diversity Committee and LSA Minority Fellowship. We questioned the visibility of these two initiatives and what their impact has been on the field. We also noted the success of the “Racial Democracy Crime and Justice Network” (RDCJ-N), which is based at Ohio State University (led by Ruth Peterson and Laura Krivo, who is now at Rutgers), and has facilitated dozens of early-career scholars in the fields of criminology/criminal justice. The RDCJ-N has two goals: (1) advancing research on issues of citizenship and democratic participation at the intersection of race, crime, and justice; and (2) promoting racial and ethnic democratization of academe by supporting junior scholars of color (racial and ethnic minorities) in advancing their academic careers. Perhaps as a spin-off of the Diversity Committee, a modified RDCJ-N (a “Racial Socio-Legal Network” – RSLN?) needs to be established that would combine the logic of a Collaborative Research Network (CRN), which are well established in t/he LSA, with the social change logic and mentoring character of the RDCJ.

Finally, we need to continue all of the mechanisms established to reach out globally to attract non-U.S. based graduate students to U.S. socio-legal doctoral programs. Such outreach will not only further diversify programs within the U.S., but also increase the intellectual traffic and interplay among U.S.-based and non-U.S. based socio-legal scholarship. An up-to-date and dynamic website, together with increased web presence via a number of digital mechanisms will facilitate this goal.

➤ *Establish an LSA Graduate Committee with Specific Goals*

Committee members discussed whether to establish a parallel organization to the Consortium for Undergraduate Law & Justice Programs (CULJP). Such a move would essentially re-establish the graduate program consortium founded by Malcolm Feeley and Christine Harrington a decade ago. The concern is that unlike the CULJP, socio-legal graduate programs may not have the critical mass to sustain such a consortium. Committee members recognize the number of LSA committees currently operating and the difficulty of adding yet another committee to the mix. We suggest a two-step process. First, establish a LSA graduate committee charged with specific goals, such as putting together panels and/or roundtables at each LSA meeting focused on particular issues (e.g., socio-legal cannons taught in different graduate programs; the structure and operation of different program types; diversity in graduate education; integrating mechanisms; challenges in the job market) and helping to develop the LSA website dedicated to graduate studies. Second, help incubate multiple kinds of networks, such as a network (or consortium, if preferred) of graduate programs or a specialized “RSLN” (see above).

**Table 1. Socio-legal PhD Program Models in the United States**

Dimension	Joint PhD/JD Programs	Inter-/Multidisciplinary PhD Programs Based in Law Schools	Inter-/Multidisciplinary PhD Programs Based in Arts, Sciences, and/or Humanities Colleges
<b>Structure</b>	Students can earn a disciplinary PhD and JD concurrently	Students can earn a PhD in an inter-/ multidisciplinary sociolegal field (which can be combined with a concurrent JD integrated into PhD coursework)	<p>PhD degree granting programs enable students to earn a PhD in an inter-/multidisciplinary sociolegal field (which can be combined with a concurrent JD)</p> <p>Certificate programs enable students to claim a concentration in sociolegal studies as they earn a PhD in a discipline or field</p>
<b>Requirements and Training</b>	<p>Extensive disciplinary core and elective coursework, qualifying exams (in one or more areas of expertise), dissertation, and all coursework required for the JD<sup>11</sup></p> <p>Empirical methodological training follows the standards of the particular discipline</p>	<p>Extensive core and elective coursework, some JD courses, qualifying exams in multiple areas of expertise, and a dissertation that integrates law with one or more disciplinary fields</p> <p>Empirical methodological training varies with the particular program</p>	<p>PhD degree granting programs: Extensive core and elective coursework (including methodological training that varies with the particular program), qualifying exams in multiple areas of expertise, and a dissertation</p> <p>Certificate programs: Some coursework, attendance at workshops/colloquia, and the presentation of a sociolegal analytic paper</p>
<b>Funding</b>	Varies with the program and is often negotiated with the disciplinary department and law school, and occurs via mixtures of fellowships, TA/RAships, and loan forgiveness	Partial or full Funding depends upon expected length of degree and occurs via mixtures of fellowships, TA/RAships, and loan forgiveness	<p>PhD Degree programs: Partial or full funding depends upon expected length of degree program, and occurs via mixtures of fellowships, TA/RAships, and loan forgiveness</p> <p>Certificate programs: Partial or full funding to attend</p>

<sup>11</sup> Some programs enable students to reduce their total number of years in concurrent programs through dual credit arrangements across degrees.

sociolegal conferences, opportunities for summer funds, TA/RAs, and to teach stand-alone courses

**Tradeoffs**

Provides the formal credentials and training for disciplinary or academic law careers, but can also lead to intellectual fragmentation and alienation if a program does not offer significant mechanisms for integrating law and disciplinary perspectives

Provides intellectual integration of law and disciplinary perspectives via multiple mechanisms; may create intellectual identity and expertise challenges for disciplinary markets; may be increasingly attractive on academic law markets; students also learn norms of legal teaching and research (especially if a JD is earned with the PhD)

Degree programs: Provides intellectual integration of law and disciplinary perspectives via multiple mechanisms, but may create intellectual identity and expertise challenges for disciplinary markets and students may not learn how to negotiate the norms of legal teaching and scholarship for a law market (unless they earn a concurrent JD)

Certificate programs: Provides some intellectual integration of law and disciplinary perspectives that can be especially useful in disciplinary markets

**Prevalence**

This is the most common type of program across major universities, although not all PhD fields are represented

These programs are limited to a few law schools, but may expand as law schools become more interested in interdisciplinary approaches

Degree programs: These programs are found in several major universities, often combined with programs in criminal justice and criminology

Certificate programs: These programs are found in a few major universities

## Appendix 1. Selected Socio-legal Doctoral Programs: Structures, Requirements, Funding, and Normative Time Expectations

Structure	Requirements	Funding	Time
<b>Joint Degree Programs</b>			
<b>Columbia University:</b>  “Joint JD/PhD Program in Economics, History, Philosophy, Political Science, Psychology, and Sociology”	After one year of law school, the student turns to his or her grad program and gets a master’s degree. Then the student returns to law school, receives a JD (after 5 semesters), before returning to grad school for the PhD.	Not specified	Not specified
<b>Harvard University:</b>  “Coordinated JD/PhD Program (any social science doctoral program in the Graduate School of Arts and Sciences)”	<ol style="list-style-type: none"> <li>1. Satisfactory progress (good grades—B or higher—and timely advancement)</li> <li>2. By end of 3<sup>rd</sup> year, preliminary/general/qualifying exam (PhD)</li> <li>3. By end of 4<sup>th</sup> year, prospectus approval (PhD)</li> <li>4. By end of 5<sup>th</sup> year, one chapter completed of dissertation (PhD) (same for each subsequent year)</li> <li>5. Language and teaching requirements vary by department</li> <li>6. 40 hours of public service (pro bono work)</li> <li>7. “Students also must enroll in the HLS winter term two times during their upper-level years in the program.”</li> <li>8.</li> </ol>	“Accelerated loan forgiveness” of some or all financial fees covered for <i>some</i> students Otherwise, whatever financial aid is granted (separately) from the law and graduate schools.	~6 years (min. 4)
<b>Northwestern University:</b>	New Entries: 2 years grad school, then 2 years law school, then dissertate Current JDs: Must complete two years of JD before moving into PhD	For new entries: 6 academic years (including 3 summers) in the form of TAs/RAs and	6 years

<p>“Joint Degree JD/PhD Program in Law and Social Science (any social science doctoral program, although sociology and political science is featured most prominently)”</p>	<p>Current PhDs must complete two years of doctoral work before moving into JD</p>	<p>Graduate fellowships (Differs if first enrolled in JD or PhD)</p>	
<p><b>Stanford University:</b> “Joint Degree JD/PhD Program in: Economics, Philosophy, Psychology, Public Policy, and Sociology”</p>	<p>First year in either JD or PhD, second year in opposite of the first, thereafter it is at the student’s discretion (dual crediting system also available)</p>	<p>JD year is funded through financial aid one applies for through law school. PhD work is funded through the home department.</p>	<p>~5 years</p>
<p><b>University of Michigan, Ann Arbor:</b> “Dual Degree JD/PhD Program in Economics”</p>	<p>Time savings is variable based on the other degree sought, but the JD will accept up to 12 external credits.</p> <p>“Simultaneous completion of the degrees is not necessary,” but the program cannot be started after the requirements for one degree are already completed. The first year, however, must be JD courses only. Students must also complete a total of six terms at the law school.</p> <p>*Note: There is no formally established dual degree with sociology or</p>	<p>Funding not specified. Tuition is set at whichever is the higher rate.</p>	<p>Not specified</p>



	political science (relevant disciplines include economics, public policy, and an MA in World Politics). “Ad hoc” programs are possible.		
<b>University of Wisconsin, Madison:</b>  “Dual-Degree JD/PhD Program in: Business, Philosophy, Political Science, and Sociology”	<p>“[D]ual degree students must earn a total of 90 credits, including up to 30 elective law credits. However, dual degree students may count 15 credits from their other degree program as law electives. The Law School will accept any 15 graduate credits from the outside program in which the student earned a B or better. The outside program, however, usually specifies in advance which law courses count toward the master's or doctoral degree and will "double count" only those courses.”</p> <p>It is strongly advised that students take the first-year JD courses in one year.</p> <p>Sample of PhD requirements (unrelated to the joint degree, taken from sociology):  “Courses in advanced statistics, methods, and theory are required, along with four graduate seminars in sociology. The student must also complete a minor in an area (or areas) outside Sociology and Community and Environmental Sociology. Additional courses are selected according to the student's interests. Two six-hour written preliminary exams and an oral prelim must be completed before the student becomes a dissertator (ABD).”</p>	Funding not specified. Tuition is between the law school and PhD department rates.	4 years for a JD-MA,  “longer” for a JD-PhD
<b>Yale University:</b>  “Joint Degree Program”	Students must submit a proposal for joint JD/Phd degrees to the Law School-based Faculty Committee on Special Courses of Study, and be admitted separately by the relevant Graduate School department. Students can be admitted first to the JD, first to the relevant Graduate School Department, or simultaneously.	Varies with individual program	Varies

<b>Inter-/Multidisciplinary Law School Based Programs</b>			
<b>University of California, Berkeley:</b>  “Jurisprudence and Social Policy (JSP) Doctoral Program”	<p>JSP is a multi-/interdisciplinary PhD program in which students develop expertise in two or more of several disciplinary fields: criminal justice, law and economics, law and history, law and philosophy/political theory, law and psychology, public law, or sociology of law.</p> <p>Students must complete all Letters and Science Graduate Division generic requirements and specialized requirements for JSP, including: completing at least one JSP foundation course in at least three disciplinary/fields and series of elective courses; demonstrating proficiency in empirical research methods and design; passing a written disciplinary-based exam; passing a written topical exam (integrating two or more disciplinary approaches that lead to the student’s dissertation topic); passing an oral qualifying exam that covers both disciplinary and topical written exams and the proposed dissertation research; and completing a dissertation based on original scholarly research.</p>	Full funding (tuition and stipend) is guaranteed for five years and is available for up to seven years.	6 years for students earning only the PhD; 7 years for students earning a PhD with a JD
<b>Vanderbilt Law School:</b>  “PhD Program in Law & Economics”	<p>Students pursue a Ph.D. in law and economics and a J.D. concurrently in a fully integrated law and economics curriculum. Students may also enter with a J.D. and pursue the Ph.D. in law and economics. Launched in 2007, the program currently has five cohorts of students in residence.</p> <p>The program is based in the Law School. Courses are taught by faculty from the Law School and the Department of Economics. Students receive a grounding in microeconomic theory, econometrics, and law and economics theory. Principal fields include behavioral law and economics, labor and human resources, and risk and environmental regulation.</p>	“Law and economics students are full funded by a competitive package of fellowship support covering both tuition and stipend.”	??

<b>Inter-/Multidisciplinary Arts, Sciences, and Humanities Programs</b>			
<p><b>University of California, Irvine:</b></p> <p>“Department of Criminology, Law and Society”</p>	<ol style="list-style-type: none"> <li>1. 8 required courses (including two stats classes, one research methods course)</li> <li>2. One advanced methods course</li> <li>3. Three electives</li> <li>4. Second year project</li> <li>5. Comprehensive exam (written, end of third year, by end of fourth)</li> <li>6. Defend dissertation proposal</li> <li>7. Defend dissertation</li> </ol> <p>(Note: A comprehensive structure for joint degrees program has been launched that enables joint JD/PhDs to be earned with any doctoral program on the Irvine campus.)</p>	<p>12 quarters (four years) of TA support (some may continue after 12 quarters) RA work also available as are loans and fellowships</p>	<p>6 years</p>
<p><b>New York University:</b></p> <p>“Institute for Law and Society”</p> <p><i>(Note: As of 2010, this program no longer offered an interdisciplinary PhD or JD/PhD in Law and Society.)</i></p>	<ol style="list-style-type: none"> <li>1. Two law and society courses (in first year)</li> <li>2. Three non-methods courses offered in a disciplinary department</li> <li>3. One qualitative, one quantitative methods (additional suggested)</li> <li>4. Attend a law and society colloquium and workshop (first year)</li> </ol> <p>Exam requirements:</p> <ol style="list-style-type: none"> <li>5. Foreign language requirement</li> <li>6. Subfield exam (oral, end of 3rd year)</li> <li>7. Comprehensive qualifying exam (written, end of 2nd year)</li> <li>8. dissertation</li> </ol>	<p>5-year plan: 2 fellowship years, 3 teaching assistant years (includes option to teach one course alone). "Maintenance and matriculation fees" are also waved for 7 years. Stipend included for 5 years, plus one-time moving costs (\$1,000). 7 years of health insurance.</p>	<p>6 years</p>
<p><b>University of Washington:</b></p> <p>“Comparative Law and</p>	<p>Graduate students enrolled in the social sciences, the Evans School of Public Affairs, and the Law School are eligible to become “CLASS Graduate Fellows” and earn the CLASS certificate. To receive a CLASS certificate, students must: maintain a GPA of 3.5 or higher; take at least</p>	<p>Funding to at least one LSA annual meeting during the student’s graduate career</p>	<p>N/A</p>

<p>Society Studies (CLASS) Graduate Fellows Certificate in Socio-legal Studies (organized through Political Science)”</p>	<p>three Law, Societies and Justice courses (one of which must be the core course, Law, Politics and Society, offered through the Political Science Department; the other two must be outside the student’s home department); complete an analytic paper and present it at a CLASS workshare or related event; and participate in CLASS-sponsored graduate seminars, colloquia series, conferences, and related activities. Upon completion of these requirements, students must submit the CLASS Certificate Completion form with their current transcript to the CLASS Center Director.</p> <p>The opportunities available to CLASS graduate fellows include: priority access to graduate courses taught or approved by CLASS faculty; invitations to special CLASS-sponsored speaker series, conferences, tutorials, and related events; opportunities to meet and work with distinguished visiting scholars; opportunities to compete for CLASS funded teaching assistantships, research assistantships, fellowships, and the like; conferral of a CLASS Fellows Certificate upon graduation that prominently identifies completion of a program in interdisciplinary sociolegal study.</p>		
<p><b>Website Data Sources</b></p>	<p>Berkeley: <a href="http://www.law.berkeley.edu/160.htm">www.law.berkeley.edu/160.htm</a> (JSP)  Columbia: <a href="http://www.law.columbia.edu/center_program/law_history/Joint_Degree">www.law.columbia.edu/center_program/law_history/Joint_Degree</a>  Harvard: <a href="http://www.law.harvard.edu/academics/degrees/special-programs/index.html">www.law.harvard.edu/academics/degrees/special-programs/index.html</a>  Irvine: <a href="http://www.cls.sococo.uci.edu/">www.cls.sococo.uci.edu/</a> (Criminology, Law &amp; Society Department)  Irvine: <a href="http://www.law.uci.edu/plgs/index.html">www.law.uci.edu/plgs/index.html</a> (joint degree program)  Michigan: <a href="http://www.law.umich.edu/curriculum/dualdegrees/dualdegreesoffered">www.law.umich.edu/curriculum/dualdegrees/dualdegreesoffered</a>  Northwestern: <a href="http://www.law.northwestern.edu/academics/jdphd/">www.law.northwestern.edu/academics/jdphd/</a>  NYU: <a href="http://www1.law.nyu.edu/ils/">www1.law.nyu.edu/ils/</a>  Stanford: <a href="http://www.law.stanford.edu/program/degrees/joint/">www.law.stanford.edu/program/degrees/joint/</a>  Vanderbilt: <a href="http://www://law.vanderbilt.edu/academics/academic-programs/phd-program-in-law--economics/index.aspx">www://law.vanderbilt.edu/academics/academic-programs/phd-program-in-law--economics/index.aspx</a>  Washington: <a href="http://www.depts.washington.edu/ljweb/class-certificate-program/">www.depts.washington.edu/ljweb/class-certificate-program/</a> (CLASS)  Wisconsin: <a href="http://www.ssc.wisc.edu/clsj/lsggraduate.html">www.ssc.wisc.edu/clsj/lsggraduate.html</a></p>		