STRUCTURE FOR PRESENTATIONS & DISCUSSION AT THE DAUGHTERS OF THEMIS VIRTUAL WORKSHOP, 1-3 JUNE 2021

SUBMISSION OF DRAFT PAPERS BEFORE THE WORKSHOP:
Submission of draft papers by the deadline is a prerequisite. Word limit: 2,500 words including footnotes.

The idea with the shorter papers that is make it easier for everyone to prepare properly by reading all papers thoroughly, and make it easier for each contributor to reshape, revise and expand their paper based on feedback, as opposed to writing a full paper and then having to revise it.

There will be a deadline after the workshop for submission of the full draft papers. Maximum length: 8,000 words including footnotes.

PRESENTATIONS AT THE VIRTUAL WORKSHOP:
The programme allocates 30 minutes for each paper. This half hour will be carefully structured in four stages:

- brief context from the author

- a summary presentation of the key content by Commentator 1

- response by Commentator 2

- whole group discussion

These stages are described in more detail below, and aim to create close engagement with the papers from very early on in the workshop. Having someone else present the core message(s) of your paper can be very enlightening, to hear how it has come across to others. It is also challenging, and works best in an atmosphere of serious intellectual engagement, collegial responsibility and tact and generosity in the style of communication, which characterise the Daughters of Themis' workshops so far. (We will allocate papers to commentators after we have received the draft papers.)

Author Introduction (2-3 minutes) - describe the context/motivation of your paper:

- Situate the paper (give us a sense of why you have written it, the intended audience, and what kind of longer piece is planned, how it relates to other work you are doing if that makes more sense of the context)

- Identify areas of difficulty where feedback might be most helpful

Commentator 1 (6 minutes or less) - summarise the paper and its central arguments(s)/contribution(s), following this format:

- What appears to be the central issue/puzzle that the paper seeks to address?

- How would you state the paper's central argument(s) or thesis/theses?

- How does the author develop the argument? (Offer a brief summary)

- In what debates/discussions does it seek to intervene? Who is the author writing against? For?

- How would the author complete the sentence: 'Until now, everyone has thought _____ but now we should think _____.'

Commentator 2 (6 minutes or less) - constructive feedback, starting with the three questions below and continuing if time permits in a more open-ended way:

- What evidence/methods does the author use to support the claims made?

- How does (or could) the author explain the nature of her scholarly intervention?

- How would you classify the type and mode of intervention? (see * below for an incomplete list of suggestions - feel free to add more)

End with a suggestion of what might be helpful for the group to discuss to assist the author.

Whole group discussion on the individual paper, including authors' response, if desired, and links with other papers as the workshop develops (15 minutes).

* An Incomplete List of Types of Scholarly Intervention

1. Proposing a new take on a well-established empirical claim, line of reasoning, or doctrine

2. Reorganizing or reinterpreting a doctrinal field

3. Critically mapping the consciousness of the establishment

4. Intervening in a broad debate about social policy on the basis of new evidence or a new approach

5. Intervening in a theoretical, jurisprudential or political debate on the basis of new evidence or a new approach

6. Interdisciplinary: advocating a new or renewed interdisciplinary project or intervening in two disciplines simultaneously in an original way

7. Comparison: intervening in two different national political or legal debates at the same time; using comparison to intervene in a policy or jurisprudential debate; using comparison to challenge accepted empirical claims

8. Retelling or unsettling a settled historical narrative: recovering possibilities that have been overlooked

9. Using historical retelling to challenge a discipline's basic assumptions