

**National Research University Higher School of Economics**  
**Faculty of World Economy and International Affairs**  
**Master's Programme "Socio-economic and Political Development of Modern  
Asia"**

*Approved by Academic Council of MA Programme*

*January 16 2017*

**GUIDELINES**

**For Master's Thesis Preparation**

1. GENERAL PROVISIONS

1.1. These Guidelines describe requirements and procedures for preparation of Master's Thesis, interaction between students and their supervisors, reviewers and programme academic supervisors while writing their Master's Thesis,

1.2. The main purpose of a Master's Thesis consists in acquiring knowledge and skills required for conducting research (more broadly, finding and analysing information) and presenting its results.

In the course of working on their Master's Thesis, students are expected to develop the following competencies:

***a) Universal Competencies:***

***- General Academic Competencies:***

1. Ability to analyse socially significant issues and processes; ability to utilize methodology of the humanities, social and economic sciences for various professional and social activities;
2. Ability to utilize basic and professional knowledge in the field of philology, history, economics, sociology and cultural studies for educational and professional activities;
3. Ability to handle data and extract it from different sources to address professional and social issues;

4. Ability to gain knowledge by means of modern education and information technologies.

**- Action Competencies:**

1. Knowledge of cognitive principles; ability to express one's mental output accurately and convincingly, both orally and in writing;
2. Ability to use a computer, software and network resources and databases for social, educational and professional purposes;
3. Knowledge of one Eastern and one Western language sufficient to browse and analyse foreign sources of information.

**- Personal, Social and Cultural Competencies**

1. Pursuit of personal improvement and continuing professional development;
2. Ability to be flexible and adapt to different circumstances, to show creativity, initiative and determination to achieve professional goals
3. Ability to utilize knowledge and understanding of modern human concerns, global and Russian cultural values; mastering intercultural dialogue

**6) Professional Competencies:**

**Research:**

1. Ability to utilize in professional settings the knowledge of traditional and contemporary issues in the following fields;
2. Asian studies: civilizational and regional approaches; research patterns in Asian studies; comparative approach to development of Eastern and Western societies; basics of regional, linguistic and country studies of the East; history of Asian studies in Russia and abroad;
3. Development of Asian and African countries in historical perspective: origin of Asian and African societies and regions; development of Asian and African countries in antiquity, Middle Ages, early modern period and contemporary

- period; commonalities and differences in historical development of Asia and Africa; grassroots movements, communism and nationalism in the East; political, cultural and intellectual history of the East;
4. Ethnology, social and cultural traditions of the studied region: ethno genesis of Asian and African peoples; linguistic composition; ethnic traditions of Asian and African peoples and their place in the contemporary society; ethnographic, ethnolinguistic and ethno psychological characteristics of Asian and African peoples, and their influence on business culture and rules of behaviour.
  5. Social development of the East: classifications of Eastern societies and evaluation of their social development; social composition and its dynamics in the East; social structures, strata and groups in the Eastern society; clans and lineages; leadership and hierarchy system; ethics of interpersonal and business relationships in the East; social and cultural dynamics of the contemporary East; specifics of social research in Eastern societies; mass media in Asian and African countries;
  6. Religious, spiritual and philosophical traditions of the East: philosophy and religious thought in the East; Confucianism, Buddhism, Taoism, Shinto, Islam, Hinduism, Jainism, Manichaeism and other religions; folk cults, traditions and beliefs; philosophical and religious syncretism in the East; main faith schools and religious organizations; contemporary religious movements and ethno-religious conflicts in the East;
  7. Political development of Asia and Africa: political culture of the East; genesis of the state in the East; traditional and contemporary structure of the state, politics and governance; social and political thought, parties, movements and groups in the socio-political life of the East at different periods; state system, elites and cliques in contemporary political life of Asia and Africa;
  8. Demographic development of the East: demographic composition of Asian and African countries, and its dynamics; demographic pressure on social policy of the Eastern countries; migration and Asian diasporas around the world;

9. Socioeconomic development of the East: Asia and Africa in world economy; key economic models in Asian and African societies, and history of their formation; economic geography of the East; natural resources and their use; regional development in the Eastern countries; traditional and modern management of businesses of different ownership types in the East; transport, logistics and information infrastructure; financial and banking regulations in the East; frameworks for educational policy, scientific and technological development; Asian and African communities in the context of globalization; modernization and innovative development models in Eastern countries;
10. Legal frameworks of Asian and African countries: legal frameworks and systems in Eastern countries; development of legal frameworks in the East throughout different historical periods; legal control over civil, land and other matters in Eastern countries;
11. Eastern languages and literature: written and spoken language of one of Asian and African countries, politeness conventions and usage; ancient and modern language, language used in fiction, philosophical, business and specialized texts, legal language; dictionary skills; consecutive and conference interpreting; translation basics and ethics; literary tradition of Asia and Africa, principal literary themes and genres of the studied region; history of philology in the East;
12. Cultural development of Asia and Africa: cultural development of Asian and African regions in different periods; comparative analysis of cultural values and priorities of the Western and Eastern cultures; development of visual culture, art and architecture; variety of art genres in the early modern and contemporary period; symbolism in everyday life and art of the East; visual culture; theatre, drama, cinema, folk art of the East; interaction between the Eastern and Western cultures ;
13. International relations of Asian and African countries: history of interstate relations of Asian and African countries; distinctive features of international relations of Eastern countries; framework for contractual and state-to-state

relations in the East; intergovernmental, non-governmental and regional organizations of the East and involving Eastern countries; different security models in the East; history, laws and regulations and distinctive features of relations between Russia and Asian and African countries;

14. Strategies and methodology for professional activities in Asian and African countries: everyday life in Asian and African countries; theory and practice of diplomatic relations with the East; business etiquette and negotiations in the East; interpersonal communication in the East; modes of interaction with state organizations, business entities and local population in Asian and African countries;

15. Strategies and methods for systems analysis and forecasting development of Asian and African countries: modes and methods for expert analysis of Eastern countries; evaluation of social, political, economic and ecological risks and military threats in Eastern countries; analysis of mass media and public opinion; short-term forecasting of development of Eastern societies; multiple factor analysis and forecasting development of relations between Russia and Asian and African countries.

*Administrative matters:*

- Knowledge of key distinctive features of material and intangible culture in the studied country (region); understanding the role of ethno-religious, and religious and ethical doctrines in formation and functioning of social institutions; ability to account for idiosyncrasies of the corresponding cultures when conducting research or engaging in other activities;
- Ability to conduct critical analysis and utilize in practice the understanding of current issues in Asia and Africa, whose resolution would strengthen international influence and competitive advantage of the Russian Federation;

*Expertise and analysis:*

- Ability to understand and analyse the foundations of project planning in professional context based on systems; ability to design and utilize models to

describe and forecast different phenomena, carry out their qualitative and quantitative analysis;

- Ability to utilize the knowledge of how to prepare research and analysis reports, reviews, briefing notes and concept notes;
- Ability to express and carry out critical analysis of data in an Eastern language, and present research findings;
- Ability to utilize the understanding of how traditional and modern legal frameworks of Asian and African societies affect formation of their political culture and mind-set.

1.3. A Master's Thesis must contain 100 -120 pages (Times New Roman, 14 pt; 1,5 spaced; 2 cm top and bottom margins, 3 cm left margin, 1 cm right margin).

1.4. Master's Thesis have to contain any new findings discovered by the student in the course of independent research. However, their preparation, structure, formatting, language and style must conform to common academic standards. In particular, journalistic or fiction writing style and language are not acceptable.

1.5. Topics of Master's Thesis are to be proposed by students and discussed with their supervisors. Each student must submit a request to LMS to have the topic of their Master's Thesis which approved by the Programme Academic Supervisor; Topics must be narrow enough and define the issue under study. Their wording must clearly delineate the scope (research problems to be studied or resolved), and encourage students to look into primary sources, research and process the information closely, rather than stick to secondary sources (published compilations) and superficial overview.

## 2. MASTER'S THESIS PREPARATION SEQUENCE

2.1. Any research is aimed at generating new reproducible findings and ensuring their subsequent application. Master's Thesis prepare students for independent research, and they are written in the following stages:

- initial preparation for search and analysis;

- search, analysis and generation of results in the form of some piece of knowledge;

- writing a text describing academic (research) findings.

2.2. In order to produce a Master's Thesis of sufficient quality, a certain sequence of operations must be followed at each of the above-mentioned stages.

2.3. **The first stage** comprises the following sequence of tasks:

1) Define (choose and discuss with the Academic Supervisor) the topic of the Master's Thesis;

2) Define the conceptual background and narrow focus of study (research) (see Appendix 1), i.e. delineate the scope of the Master's Thesis and nature of data that is of primary relevance for the purposes of the Master's Thesis;

3) Make up a preliminary list of sources and scholarly literature, i.e. determine where to search for the required information (see Appendix 2);

4) Develop a preliminary plan for studying the sources and literature, i.e. determine in what sequence and to what extent they are to be studied.

2.4. **The second stage**, along with studying sources and scholarly literature, elaborating and expanding the bibliography, comprises the following sequence of tasks:

1) Justify the relevance of the topic (its significance in the given context), thus, refining the scope of the Master's Thesis and specifying its scientific potential by explaining how further research of this topic can be useful (see Appendix 3

2) Define the goal of the Master's Thesis (i.e. of the educational/research process: what the student is going to find out, discover, determine, refine, evaluate or understand through reviewing the sources and scholarly literature on the topic) and its objectives (intermediate results of the educational process, or specific steps taken to reach the overall goal of the Master's Thesis) (see Appendix 4);

3) Determine the structure and content of the Master's Thesis (names of chapters and sections) (see Appendix 5).

2.5. **During the third stage**, students continue researching, processing and analysing data (looking for answers to the questions implied by the objectives of the

Master's Thesis), and write the text to describe the outcome of the Master's Thesis (obtained through analysis). Students may write separate chapters or sections once the corresponding material is ready, or write the whole text, once the search and analysis of information is complete.

### 3. REQUIREMENTS TO TEXT AND FORMATTING OF MASTER'S THESIS

3.1. Each Master's Thesis must have a title page (see Appendix 2), table of contents, introduction, chapters divided into sections, conclusion and bibliography.

3.2. Introduction must present information in the following sequence:

- Relevance of the topic;
- Conceptual background and narrow focus;
- Scholarly literature on the topic of the Master's Thesis;
- Goals and objectives of the Master's Thesis;
- Sources on the topic of the Master's Thesis;
- Strategies and methodology for researching (studying) the sources.

3.3. If the student is planning to produce some new findings, the last but one point of the introduction must explain the originality of the Master's Thesis (introduction of new sources used for analysis; new research strategies and methodology; originality of the results), and the last point must list arguments to be defended.

3.4. If a certain time period is specified in the topic, the rationale behind its selection must also be explained after bibliographic overview. Time periods are usually chosen so that their start and end points coincide with some process.

3.5. The conclusion is determined by objectives defined in the introduction; namely, it must provide answers to the questions implied by these objectives.

3.6. List of sources and scholarly literature used is entitled "Bibliography", divided into two sections – "Sources" and "Literature" - and placed after the conclusion. It must contain at least 6-7 items for Year 1 students, and at least 12-15 items for Year 2 and Year 3 students. Including sources and literature in foreign

languages is mandatory for Year 3 students, recommended for Year 2 students and non-mandatory for Year 1 students. Bibliography items must be numbered consecutively, regardless of the number of sections (see Appendix 2).

*Sources* (data related to conceptual background of the Master's Thesis) include materials (texts, artefacts, etc.) whose examination may produce new findings. *Literature* refers to academic publications (books, articles, reports, etc.) or manuscripts devoted to findings obtained up to this point.

3.7. All items mentioned in the bibliography must be referenced to in the text of the Master's Thesis. As an academic text, the Master's Thesis must have both a duly presented bibliography and references indicating the source or publication and specific pages where the given quote or piece of information is contained. References must be formatted as footnotes and numbered consecutively. Sample reference formatting is provided in Appendix 8.

#### 4. INTERACTION BETWEEN STUDENTS AND THEIR ACADEMIC SUPERVISORS AND REVIEWERS

4.1. All tasks performed in the course of writing a Master's Thesis must be controlled and corrected by the Academic Supervisor. Otherwise, students might develop inadequate skills that would prevent them from producing a Master's Thesis of sufficient quality.

Main tasks requiring control and correction by the Academic Supervisor include the following:

- deciding on the topic of the Master's Thesis;
- determining the conceptual background and narrow focus of study (research);
- compiling a reference list (determining required sources and scholarly literature);
- explaining the relevance of the topic;
- defining goals and objectives of the Master's Thesis;
- determining the structure, chapters and sections of the Master's Thesis;
- choosing research strategies and methodology;

- identifying arguments to be defended (i.e. those that would be stated in the conclusion).

- preparing a presentation for the defence.

In addition, students must submit provisional and final drafts of the introduction, conclusion, chapters and sections for review to their Academic Supervisor.

4.1. The Academic Supervisor must monitor the student's observance of a schedule for preparation of a Master's Thesis put forth by the department. If the student deviates from the schedule, the Academic Supervisor may notify the department administration, the student's final grade (see Clause 6.2) may be lowered, and the student may be requested to appear before the Curriculum Development Board.

4.2. The Academic Supervisor must check the Master's Thesis for plagiarism and have the student correct it as needed. If plagiarism is discovered at the stage when its elimination is technically infeasible, the Academic Supervisor must point it out in their review of the Master's Thesis (specifying the fragments; see *Regulations on Master's Thesis for Undergraduate Students of Asian Studies at HSE Faculty of Philosophy*).

4.3. Apart from examining the content and formatting of the Master's Thesis, the Academic Supervisor must also check grammar, syntax and style of the text and have the student correct any major errors when needed. If the student refuses to correct such errors in the content, grammar, syntax or style of the text and/or fails to submit intermediate results and preliminary draft of the Master's Thesis for review, the Academic Supervisor may deem it ineligible for defence.

4.4. The finished Master's Thesis must be submitted to the Academic Supervisor at least two weeks before the defence and to a reviewer assigned by the department, at least one week before the defence.

## 5. MASTER'S THESIS DEFENSE

5.1. Students must be notified of the time and location (classroom) of the Master's Thesis defence, and provided with a list of student groups scheduled for the defence, at least one week in advance. Students must submit Master's Thesis to the Board in a bound copy.

5.2. Each student has 20 minutes for the defence presentation. Presentations must contain the following information: relevance, conceptual background, narrow focus and goal of the Master's Thesis, and key arguments to be defended. Main points should be mirrored in a PowerPoint presentation.

5.3. After the presentation, the reviewer and Supervisor repeat their reviews of the Master's Thesis (or reviews are read by the Board's Secretary if either of the two are not present), and the student has 5 minutes to answer questions and comments made by the Board members.

5.5. Once the defence is over, the Board holds a closed-door discussion, and then invites students back to the classroom where the final grades are announced by the Chair of the Board.

## GRADING PROCEDURES AND CRITERIA

6.1. Master's Thesis are graded on a 10-point grading scale. The final grade is composed of grades on a 10-point grading scale given by the Academic Supervisor, Reviewer and the Board independently

6.2. The final grade may be lowered if the student violates the schedule for presenting intermediate results as follows:

- by 1 point, if the student fails to submit the conceptual background and narrow focus of the research (study), duly formatted bibliography and preliminary plan for studying the sources and scholarly literature to the Academic Supervisor for review before the end of Module 2 (December 25) of the current academic year;

- by 1 point, if the student fails to submit explanation of the relevance of the topic, goals and objectives of the Master's Thesis to the Academic Supervisor for review before February 15;

- by 1 point, if the student fails to submit at least one chapter of the Master's Thesis to the Academic Supervisor for review before April 1.

6.3. If during the defence the student fails to demonstrate sufficient knowledge of the content of the submitted Master's Thesis, he/she may be failed.

6.4. If plagiarism and incorrect referencing (disguised paraphrasing) the student may be failed.

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**Sample Wordings  
for Conceptual Background and Narrow Focus of the Research (Study)  
in Master's Thesis**

Conceptual background of a research or study refers to “process or phenomenon generating the issue selected for studying”, or “variety of connections, relationships and properties that objectively exist in theory and in practice and serve as a source of information required by the researcher”. The narrow focus of a research or study is “within the conceptual background”, or “connections and relationships under study that establish research limits within the given conceptual background”. For dissertations, it is very important to delineate a narrow field of research and avoid venturing into other fields that require different research tools, skills and knowledge. Students writing Master's Thesis should also practice this ability. Defining a *conceptual background* allows students to clearly understand the limits of their field of research, research tools that they intend to use, as well as the *nature* of phenomena, processes, connections or relationships that generate the issue under study. Defining a *narrow focus* allows students to highlight the perspective taken on the selected topic and specify what data is to be researched in different sources and scholarly literature and eventually analysed.

In other words, *conceptual background* of a research or study is a sort of standardized generalization, not limited to a specific place, time or circumstances (in particular, ethnic environment), while *narrow focus* provides application of conceptual background to a specific time, place or circumstances. For instance, a research in the field of the history of international relations and foreign policy may

have international relations and factors that affect them as a conceptual background, while the narrow focus may be limited to relations between particular countries during a particular period, specific trends in such relations or foreign policy of these countries, etc.

**Topic: Western Historians on Scientific Achievements and Theoretical Stance of Wang Guowei (1877-1927)**

Conceptual background – methodology and conceptual framework for evaluating achievements of scholars in the field of humanities and social sciences; narrow focus – traditional Western approaches to works of Wang Guowei, one of the most prominent Chinese scholars at the turn of the XX century, and principal outcomes of exploring his philosophical and academic stance.

**Topic: Japanese Influence on Sino-Russian Relations at the Turn of the XX Century**

Conceptual background – bilateral intergovernmental relations developing under the influence of a third state; narrow focus – development of Sino-Russian relations at the turn of the XX century under political, economic and military influence of Japan.

**Topic: Place and Role of North Korea in China's Foreign Policy in 1949-1979**

Conceptual background – priorities of the state foreign policy and external geopolitical influences; narrow focus – modes and directions of influence exerted by geopolitical potential of North Korea on China's foreign policy in 1949-1979.

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### Sample Bibliography for Master's Thesis

Bibliography of a Master's Thesis or thesis may be subdivided into sections and subsections, but its items should be numbered consecutively (that way, the total number of items is clear, and ordinal numbers can be used in references inside the text). If bibliography includes sources, they must be grouped in a separate section that can be further subdivided and should precede all other sections.

#### Bibliography

##### I. Sources\*

1. United Nations General Assembly, Russian-Chinese Joint Declaration on a Multipolar World and the Establishment of a New International Order. URL:- [URL:- http://www.un.org/documents/ga/docs/52/plenary/a52-153.htm](http://www.un.org/documents/ga/docs/52/plenary/a52-153.htm) (retrieved 21.02.2018)
2. Ministry of Commerce of People's Republic of China, Statistical Bulletin of China's Outward Foreign Direct Investment, 2010. URL:- [URL:- https://dataspace.princeton.edu/jspui/handle/88435/dsp01pk02c9875](https://dataspace.princeton.edu/jspui/handle/88435/dsp01pk02c9875) (retrieved 23.02.2018)

##### II. Literature

3. Gao Z. An In-depth Examination of China's Advertising Regulation System // Asia Pacific Journal of Marketing and Logistics. – 2007. – Vol. 19, Issue: 3. – pp. 307-323.
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4. Pecotich A., Shultz C.J. Handbook of Markets and Economies: East Asia, Southeast Asia, Australia, New Zealand // New York: M.E. Sharpe, 2006.
5. Richet-Cooper D. CCTV, 1.2 billion viewers strong // INA Global, 2011. URL: <http://www.inaglobal.fr/en/television/article/cctv-12-billion-viewers-strong#intertitre-3> (reference date: 03.02.2018)

## **Appendix 3**

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### **Sample Justification of the Topic's Relevance**

#### **Topic: Interpretations of Tao Te Ching in Russian Sinology**

This topic is relevant for several reasons. First, Tao Te Ching plays a pivotal role in classical Chinese philosophy. Second, this text is very popular with translators and expositors, which renders its translations and interpretations indicative of sinological tradition of different nations and helps to trace prevailing trends in their methodology and mindset. Third, comparing main translations of Tao Te Ching, refining the content and interpretation of its main ideas and the system of links between them will enable to understand distinctive features of each translation in more detail, pinpoint and evaluate achievements of certain translators and interpreters.

#### **Topic: Ideal and High Personal Morality in Early Confucianism**

The relevance of this topic stems from its close connection to the human condition, which is one of the key issues in philosophy. The take on the human condition in each philosophical tradition is reflected in its perception of an ideal personality and means of attaining or getting close to it. Thus, analysing such perceptions helps to discover how the human condition is addressed in certain philosophical traditions, how they are connected to basic discourse characteristics, worldviews and values.

Confucianism has developed innovative concepts of an ideal personality (*sheng-jen*, or sage) and high personal morality (*junzi*, or superior person) at an early stage and has turned them into its core notions. In this context, *personal morality*

denotes a set of moral and intellectual criteria required to perform the most significant social functions with maximum efficiency. Determining the place and role of these notions in the conceptual framework of Confucianism helps to understand their scope and philosophical connotations in more detail, trace any differences in their interpretation by different followers of Confucianism, and establish points of contact between these interpretations.

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**Sample Goals and Objectives  
of Master's Thesis**

**Topic: Western Historians on Scientific Achievements and Theoretical  
Stance of Wang Guowei (1877-1927)**

The goal of this study is to explore conceptual approaches to works of Wang Guowei adopted by Western scholars, and to evaluate to what extent his works are researched in the West.

Objectives:

- Select the most representative scholarly publications in English devoted to works of Wang Guowei;
- Single out trends in academic and artistic pursuits of Wang Guowei that are of most interest to Western scholars;
- Determine conceptual foundations of approaches to works of Wang Guowei adopted by Western researchers, explore differences and commonalities in viewpoints on certain aspects of his work;
- Find out what typical features Western researchers identify in Wang Guowei as a Chinese scholar expounding European values in the context of Chinese traditions at the turn of the XX century, and what peculiarities in his works and personality they single out.

**Topic: Place and Role of North Korea in China's Foreign Policy in 1949-  
1979**

The goal of the study is to explore the influence exerted by geopolitical potential of North Korea on China's foreign policy in the given period.

Objectives:

- Explore stages of development of China's foreign policy, as well as distinctive features of each stage;
- Highlight special features of relations between China and North Korea at each stage;
- Determine what military and political issues were tackled by China using geopolitical potential of North Korea, explore means and methods of using this potential;
- Pinpoint situations when North Korea prevented China from attaining its foreign policy objectives.

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**Sample Table of Contents of a Master's Thesis**

Topic: **The Concept of *Li* (Ritual) in Analects of Confucius**

**Table of Contents**

<b>Introduction</b> .....	3
<b>I. “External” <i>Li</i>: Norms of Proper Social Behaviour</b>	
I.1. Reverence for Rituals as Reflected in Confucius’ Biography.....	6
I.2. Sinology’s Take on the Role of <i>Li</i> as an External Regulator.....	10
I.3. Confucius on Social Role of Rituals.....	14
<b>II. “Internal” <i>Li</i>: Moral Imperative</b> .....	16
II.1. Confucius on <i>Li</i> as a means of Self-Perfection.....	16
II.2. Correlation between <i>Li</i> and moral qualities in Analects of Confucius.....	24
<b>Conclusion</b> .....	27
<b>Bibliography</b> .....	29

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**Sample Referencing for a Master's Thesis**

References formatted as footnotes must provide full details of the edition only upon its first mention. Subsequent references may omit certain details and provide corresponding contractions instead. Examples of permitted contractions are listed below (information about the publisher is omitted here, which is permitted under existing conventions):

1. *Graham A.C.* Later Mohist Logic, Ethics and Science. – Hong Kong; L., 1978.
2. *Seidel A.K.* Le Fils du Ciel et le Maitre Céleste: note a propos des “Registres” // Transactions of the Internationale Conference of Orientalists in Japan. – Tokyo, 1979. – No 24.

According to the current official standards, dashes between different parts of a description can be omitted.

**1. First reference to a scholarly work immediately follows a reference to another work by the same author:**

1. *Idem.* Later Mohist Logic, Ethics and Science. Hong Kong; L., 1978.
2. *Idem.* Le Fils du Ciel et le Maitre Céleste: note a propos des “Registres” // Transactions of the Internationale Conference of Orientalists in Japan. Tokyo, 1979. No 24.

**2. Repeat reference to a scholarly work immediately follows a reference to another work by the same author:**

1. *Idem*. Later Mohist Logic... P. 105.

2. *Idem*. Le Fils du Ciel et le Maître Céleste... P. 45.

**3. Repeat reference to a scholarly work, when only this work by this author was mentioned in the text:**

1. *Graham A.C.* Op. cit. P. 104.

2. *Seidel A.K.* Op. cit. P. 76-78.

**4. Repeat reference to a scholarly work, when references to other works by the same author were already mentioned in the text:**

1. *Graham A.C.* Later Mohist... P. 104.

2. *Seidel A.K.* Le Fils du Ciel et le Maître Céleste... P. 76-78.

**5. Repeat reference to a scholarly work that was cited when first mentioned:**

1. *Graham A.C.* Op. cit. P. 104.

2. *Seidel A.K.* Op. cit. P. 76-78.

**6. Reference immediately following another reference to the same work but a different page:**

1. *Ibid.* P. 24.

2. *Ibid.* P. 57.

3. *Ibid.* P. 37-38.

4. *Ibid.* P. 104.

5. *Ibid.* P. 76-78.

**7. Reference immediately following another reference to the same work on the same page:**

1. Ibidem.
2. Ibidem.
3. Ibidem.
4. Ibidem.
5. Ibidem.