Approved by Academic Council

 of MA Programme

January, 16, 2019

**GUIDELINES FOR**

 **TERM PAPERS PREPARATION**

1. ***GENERAL PROVISIONS***

1.1. These Guidelines outline the requirements and procedures for preparation of Term Papers, interaction between students and their supervisors, reviewers and programme academic supervisors while writing their Term Papers.

1.2. The main purpose of Term Papers consists in acquiring knowledge and skills required for conducting research (more broadly, finding and analyzing information) and presenting its results.

Administrative issues:

* The 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;
* The 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:

* The ability to understand and analyze 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;
* The ability to utilize the knowledge of how to prepare research and analysis reports, reviews, briefing notes and concept notes;
* The ability to express and carry out critical analysis of data in an Eastern language, and present research findings;
* The 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. Term Papers must contain 40-50 pages (Times New Roman, font size 14 pt; space 1,5; margins 2 cm top and bottom, 3 cm left margin, 1 cm right margin).

1.4. Term Papers 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 Term Papers are to be proposed by students and discussed with their supervisors. Each student must submit a request in the LMS system to have the topic of their Term Papers approved by the Programme Academic Supervisor; Topics must be narrow enough and define the issue under study. Their terminology 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. TERM PAPERS PREPARATION SEQUENCE***

2.1. Any research is aimed at generating new reproducible findings and ensuring their subsequent application. Term Papers 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 Term Papers 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 (choosing and discussing with the Academic Supervisor) the topic of the Term Papers;

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

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 Term Papers 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 Term Papers (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 Term Papers) (see Appendix 4);

3) Determine the structure and the content of the Term Papers (names of chapters and sections) (see Appendix 5).

2.5. During the third stage, students continue researching, processing and analyzing data (looking for answers to the questions implied by the objectives of the Term Papers), and write the text to describe the outcome of the Term Papers (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.

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

3.1. All tasks performed in the course of writing Term Papers must be controlled and corrected by the Academic Supervisor. Otherwise, students might develop inadequate skills that would prevent them from producing Term Papers of sufficient quality.

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

- deciding on the topic of the Term Papers;

- 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 Term Papers;

- determining the structure, chapters and sections of the Term Papers;

- 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 defense.

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

The Academic Supervisor must monitor the student’s observance of a schedule for preparation of a Term Papers 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.

3.2. The Academic Supervisor must check the Term Papers 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 Term Papers

3.3. Apart from examining the content and formatting of the Term Papers, 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 Term Papers for review, the Academic Supervisor may deem it ineligible for defense.

3.4. The finished Term Papers must be submitted to the Academic Supervisor at least two weeks before the defense and to a reviewer assigned by the department, at least one week before the defense.

***4. TEXT AND FORMATTING REQUIREMENTS OF THE TERM PAPERS***

4.1. Each Term Papers must have a title page (see Appendix 2), table of contents, introduction, chapters divided into sections, conclusion and bibliography.

4.2. Introduction must present information in the following sequence:

- Relevance of the topic;

- Conceptual background and narrow focus;

- Scholarly literature on the topic of the Term Papers;

- Goals and objectives of the Term Papers;

- Sources on the topic of the Term Papers;

- Strategies and methodology for researching (studying) the sources.

4.3. If the student is planning to produce some new findings, the last but one point of the introduction must explain the originality of the Term Papers(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.

4.4. 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.

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

4.6. List of sources and scholarly literature used is entitled “Bibliography”, divided into two sections – “Sources” and “Literature” - and placed after the conclusion. Bibliography items must be numbered consecutively, regardless of the number of sections (see Appendix 2).

Sources (data related to conceptual background of the Term Papers) 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.

4.7. All items mentioned in the bibliography must be referenced to in the text of the Term Papers. As an academic text, the Term Papers 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.

***5. GRADING PROCEDURES AND CRITERIA***

5.1. Term Papers are graded by a 10-point grading scale. The final grade is composed of grades on a 10-point grading scale given by the Supervisor.

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

**Appendix 1**

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National Research University Higher School of Economics

**CONCEPTUAL BACKGROUND AND NARROW FOCUS OF THE RESEARCH**

**IN TERM PAPERSS**

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 Term Papers 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.

**Appendix 2**

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**BIBLIOGRAPHY**

**for Term Papers**

Bibliography of a Term Papers 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.

**Sample Bibliography**

1. **Primary Sources**
2. United Nations General Assembly, Russian-Chinese Joint Declaration on a Multipolar World and the Establishment of a New International Order. [URL:-](file:///C%3A%5CUsers%5Csperlova%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.Outlook%5C8LDK5XDY%5C-) <http://www.un.org/documents/ga/docs/52/plenary/a52-153.htm> (retrieved 21.02.2018)
3. Ministry of Commerce of People’s Republic of China, Statistical Bulletin of China’s Outward Foreign Direct Investment, 2010. [URL:-](file:///C%3A%5CUsers%5Csperlova%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.Outlook%5C8LDK5XDY%5C-) <https://dataspace.princeton.edu/jspui/handle/88435/dsp01pk02c9875> (retrieved 23.02.2018)

**II. Secondary Sources**

1. 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.
2. Pecotich A., Shultz C.J. Handbook of Markets and Economies: East Asia, Southeast Asia, Australia, New Zealand // New York: M.E. Sharpe, 2006.
3. 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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**EXPLANATION 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 mind set. 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 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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**GOALS AND OBJECTIVES**

**of Term Papers**

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.

**Appendix 5**

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**TABLE OF CONTENTS**

**of a Term Papers**

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

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**REFERENCING FOR A TERM PAPERS**

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 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. A reference 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 Maitre Céleste… P. 45.

**3. Repeat reference, 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, 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 Maitre 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 one to the same work on the same page:**

*1.* Ibidem.

*2.* Ibidem.

*3.* Ibidem.

*4.* Ibidem.

*5.* Ibidem.