

Methodological Guidelines  
for Thesis Development  
for Students of the Bachelor's Program  
HSE University and Kyung Hee University  
Double Degree Programme  
in Economics and Politics in Asia

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## Source citations and footnotes

“Ethics, copyright laws and courtesy to readers require authors to identify the sources of direct quotations or paraphrases and of any facts or opinions not generally known or easily checked. ...source citations must always provide sufficient information either to lead readers directly to the sources consulted or, for materials that may not be readily available, to enable readers to positively identify them, regardless of whether the sources are published or unpublished or in printed or electronic form.”<sup>1</sup>

Your thesis must use footnotes, include a list of references, and follow the Chicago Manual of Style for footnotes, references, and other matters of writing style. For instance, footnotes should follow punctuation; all quotations must be in double quotation marks (“..”), except when a quotation includes an embedded quotation mark (e.g. “The boy cried ‘Wolf!’ again and again”); the use of single quotation marks for “figures of speech” is not permitted. “Figures of speech” must use double quotation marks.

Quotations play a vital role in your research paper. However, knowing how to use quotes effectively and appropriately is as important as using them in the first place.

**Always** give credit to the original author for their ideas.

Please use Chicago-style citations (footnotes at the bottom of every page). For more information refer to the Chicago Manual of Style 18 ed. in Korea Corner (Malaya Ordynka st., 29, room 401) or visit [https://www.chicagomanualofstyle.org/tools\\_citationguide.html](https://www.chicagomanualofstyle.org/tools_citationguide.html). The Quick Guide on the site labels examples by edition. Please, follow strictly the 18th edition.

### AI Use

HSE University does not prohibit the use of artificial intelligence (AI) by students university-wide. You may employ generative models (for text, code, images, etc.) in completing academic work (written or oral). However, to comply with academic integrity standards, you must disclose any use of AI in their work, specifying the nature and extent of AI-assisted content. Failure to do so constitutes a violation of academic norms and may result in disciplinary action under the Student Internal Regulations.

For more information on the AI use, please refer to [HSE University's Policy on Artificial Intelligence Use in Student Works](#).

### Plagiarism

Plagiarism is a form of cheating and is a serious academic offense. **We will not tolerate plagiarism in any form.**

All works will be tested for plagiarism. After that, all works will be reviewed by supervisors.

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<sup>1</sup> “Introduction to Source Citations.” In *The Chicago Manual of Style, 18th ed.* (Chicago; London: The University of Chicago Press, 2024), 776.

Plagiarism means using the exact words, opinions, or factual information from another person without giving the person credit. Plagiarism is the equivalent of intellectual theft and cannot be tolerated in the academic setting. Make sure that all your sources are correctly cited and referenced.

One sentence copy-pasted without a proper reference will be treated as plagiarism, even if the rest of the thesis is original. If you use an idea from a source in your work and list this source in the bibliography but do not provide a proper reference, indicating where exactly and how it was used in the text of your work, you plagiarize. All references must be clearly indicated in the text.

It is easy to avoid plagiarism. If you want to share an idea or a piece of information from a source, you must either paraphrase or quote the original text in quotation marks. You also should develop some "healthy" research habits:

- Learn to distinguish your arguments from other researchers' arguments and turn this into a habit;
- Keep track of ALL sources you consult in your research – consider using software;
- While reading and making notes for your paper, always keep track of your notes, indicating whether it is a direct quote or a paraphrased idea.
- Finally, give yourself enough time. For your thesis, finalize your work well in advance (at least one month before the deadline). In this case, you will have time to check all references carefully and discuss your work with your supervisor.

### Paraphrasing & quoting

Try paraphrasing the source text in your own words. This will give your paper credibility and show off your writing skills.

Paraphrasing is not just replacing some words in the original text with synonyms but summarizing someone else's ideas with your own words (see Example No. 2 in the next section).

Even when you put someone else's ideas into your own words, you must reference its source (see Example No. 4).

Quotation marks must surround all word-to-word quotations in your text.

Everything without quotation marks will be read as your own original text (compare Example No. 1 vs. Example No. 3 in the next section).

**WHENEVER YOU ARE NOT SURE ABOUT YOUR QUOTATIONS OR REFERENCE FORMATING, ASK YOUR SUPERVISOR FOR ADVICE!**

### Plagiarism vs. quoting / paraphrasing: how to make it right?

Original text:

Nationalism is a widely employed term, not easy to make precise or to disaggregate into specific dimensions. Recent social science writings have gravitated to the term "national identity" for more systematic analysis. Yet, even that concept has elicited diverse interpretations, complicating comparisons, and clarity about how to apply it to explanations of bilateral relationships.

Example No. 1 Using a correct word-to-word quotation:

Gilbert Rozman points out that while the term "nationalism" is extensively used, it is "not easy to make [this term] precise or to disaggregate [it] into specific dimensions."<sup>1</sup> According to Rozman, the concept of national identity is more useful; however, "even that concept has elicited diverse interpretations, complicating comparisons and clarity about how to apply it to explanations of bilateral relationships."<sup>2</sup>

<sup>1</sup> Gilbert Rozman. "National Identities and Bilateral Relations in East Asia Over the Next Decade: Will the Downward Spiral Continue?" In *The Future of East Asia*. (Palgrave Macmillan, 2018), 104.

<sup>2</sup> Rozman, "National Identities", 104.

In this example, the original text is quoted directly, and that is why quotation marks surround all word-to-word excerpts. Further, relevant shortened references supplement all quotations.

#### Example No. 2 Paraphrasing

According to Gilbert Rozman, recent studies of bilateral relations often have relied on the concept of national identity because the concept of nationalism is too vague. However, Rozman highlights that the concept of national identity covers a range of sociopolitical phenomena that vary in nature and magnitude, and thus also presents several challenges<sup>2</sup>.

<sup>1</sup> Gilbert Rozman. "National Identities and Bilateral Relations in East Asia Over the Next Decade: Will the Downward Spiral Continue?" In *The Future of East Asia*. (Palgrave Macmillan, 2018), 104.

<sup>2</sup> Rozman, "National Identities", 104.

Here the original text has been paraphrased. The main message is maintained, but a new wording is used to express it. That is why no quotation marks are needed. The original is acknowledged in the text ("According Rozman..." and "Rozman highlights...") and with relevant references.

#### Example No. 3 Plagiarism:

According to Gilbert Rozman, nationalism is a widely employed term, not easy to make precise or to disaggregate into specific dimensions<sup>1</sup>. Recent social science research has gravitated to the term "national identity" for more systematic analysis. Yet, even that concept has elicited diverse interpretations, complicating comparisons, and clarity about how to apply it to explanations of bilateral relationships<sup>2</sup>.

<sup>1</sup> Gilbert Rozman. "National Identities and Bilateral Relations in East Asia Over the Next Decade: Will the Downward Spiral Continue?" In *The Future of East Asia*. (Palgrave Macmillan, 2018), 104.

<sup>2</sup> Rozman, "National Identities", 104.

Here correct references are used, but the text does not indicate that it is a word-to-word quotation. So, this looks like a rephrased text to the reader. That is why this is plagiarism.

#### Example No. 4 Plagiarism:

Nationalism is a broadly employed term. Hence, it is not easy to make this term precise or to disaggregate it into specific dimensions. Recent social science research has used the term "national identity" instead for a more systematic analysis. However, even this concept has elicited diverse interpretations, complicating comparisons, and clarity about how to apply it to explanations of bilateral relationships.

Even though some words have been changed here and there, the overall structure of the original text is intact and it is easy to identify the source. Importantly, the principal idea from the original text is reproduced, yet no references are acknowledging its origin. Consequently, this is plagiarism.

### **Block quotations**

Quotations that are **100 words or more** are considered block quotations and are formatted differently than regular quotations.

- Block quotations start on their own line;
- Block quotations are single-spaced;

- Quotation marks do not surround block quotations;
- The punctuation at the end of the block quotation goes before the citation;
- The text after the block quotation begins on its own line, with no indentation.

You should not end a paragraph with a block quotation because any quotation you use as evidence in your writing should be followed by analysis in your own words as part of the same paragraph.

Note that block quotations should be used sparingly! If at all possible, try to quote smaller portions of the piece of text and incorporate these into your own voice.

An example of block quotations:

Nicholas Onuf formulated one of the core insights of constructivism: the subject of IR theory is a "world of our making."<sup>1</sup> At the heart of such an understanding of international relations is the assumption that social relations make or construct people – ourselves – into the kind of beings that we are. Conversely, we make the world what it is, from the raw materials that nature provides by doing what we do with each other and saying what we say to each other. Indeed, saying is doing: talking is undoubtedly the most important way that we go about making the world what it is.<sup>2</sup>

Social realities are then, following Onuf's argument, as influential as material realities in determining states' actions in the international arena.

<sup>1</sup> Nicholas Onuf. *World of our making: Rules and rule in social theory and international relations*. (Routledge, 2012).

<sup>2</sup> Nicholas Onuf. *Making sense, making worlds: Constructivism in social theory and international relations*. (Routledge, 2013), 59.

### "Quotation overkill"

Be aware of "quotation overkill." Quotations and, specifically block quotations, tend to take over the voice of the paper, often overshadowing the voice of the author with that source's voice. Generally, you want to keep to the limit of 20% when using word-to-word quotes. Do not let quotes overshadow your own writing.

An example of "quotation overkill":

Julia Bader and Ursula Daxecker explore "whether human rights implications are more serious for states exporting oil to China compared to another major oil importer, United States."<sup>1</sup> China has been accused several times of ignoring human rights, but, according to Bader and Daxecker, "these claims remain speculative and ignore the negative effects of oil dependence on suppliers' human rights have been established in scholarship on the resource curse long before Chinese companies entered the market."<sup>2</sup> They use inferential statistics that compares "the relationship between oil exports and suppliers' human rights policies."<sup>3</sup> Table 1 demonstrates that "the coefficient for per capita exports to China is positive and insignificant, indicating no effect on the human rights practices of states exporting to China." In contrast, "oil export dependence on the USA is associated with decreases in exporting states' human rights"<sup>4</sup>. As a case in point, Bader and Daxecker point out that "in 2002, China provided Angola with a US\$2 billion oil-backed loan designed for public investment in the country's devastated infrastructure, telecommunication, and agribusiness."<sup>5</sup> Since then, oil exports from Angola to China have grown significantly. At the same time, "infrastructure reconstruction provided in China's package deal has been praised for being of good quality, cheap, and quickly delivered."<sup>6</sup> Bader and Daxecker conclude that China "have indirectly improved human rights in Angola through a welfare effect"<sup>7</sup> because Chinese loans helped to build a sophisticated infrastructure.

<sup>1</sup> Julia Bader and Ursula Daxecker. "A Chinese resource curse? The human rights effects of oil export dependence on China versus the United States." *Journal of Peace Research* 52, no. 6 (2015): 774.

<sup>2</sup> Bader et al., "A Chinese resource curse?": 775.

<sup>3</sup> Bader et al., "A Chinese resource curse?": 781.

<sup>4</sup> Bader et al., "A Chinese resource curse?": 784.

<sup>5</sup> Bader et al., "A Chinese resource curse?": 780.

<sup>6</sup> Bader et al., "A Chinese resource curse?": 780.

<sup>7</sup> Bader et al., "A Chinese resource curse?" : 780.

In this example, the source is cited correctly throughout the paragraph, but it is a clear case of "quotation overkill." The paragraph consists of 230 words, with 156 words coming from word-to-word quotations. That is more than 65%! The paragraph does not present any analysis of the cited piece but only reproduces its content. As a result, we do not hear the author's voice behind quotations. The reader might as well just turn to the source.

## Basic rules for citation reference formatting

### URLs

You can copy the URL for the source citation from the address bar of your browser or by clicking the "cite" or "share" button on the site (if available).

Always test your URLs before pasting them to a reference or a footnote.

URL should:

- lead to the same page or file you are citing;
- Be preceded by the phrase "Accessed Month Date, Year."
- be present in full (no link shortening services).
- use the protocol (usually https or http).

### Books

Note that CMoS now omits the place of the publications for books.

#### Book with a single author.

In footnote:

First name Last name, *Name of the book* (Publisher name, year of publication), page.

or (for consecutive pages cited)

First name Last name, *Name of the book* (Publisher name, year of publication), page-page.

or (for non-consecutive pages cited)

First name Last name, *Name of the book* (Publisher name, year of publication), page, page.

In the reference list invert the name of the author. Put a period after the author name section, after the book name section. Put a comma after the publisher and a period after the year of publication. Do not indicate pages in the reference list.

Last name, First name. *Name of the book*. Publisher name, year of publication.

**Book with a single editor.** Include the abbreviation *ed.*



In footnote:

First name Last name, ed., *Name of the book* (Publisher name, year of publication), page.

In the reference list:

Last name, First name, ed. *Name of the book*. Publisher name, year of publication.

**Book with multiple authors or editors.**

In footnote with two authors or editors both are listed:

First name Last name and First name Last name, *Name of the book* (Publisher name, year of publication), page.

If there are more than two authors or editors, list only the first author followed by “et al.”:

First name Last name et al., *Name of the book* (Publisher name, year of publication), page.

If there is more than one editor, use *eds.*:

First name Last name et al., eds., *Name of the book* (Publisher name, year of publication), page.

In the reference list only the first-listed name is inverted in the bibliography entry. If there are two authors or editors, follow the example below.

Last name, First name and First name Last name. *Name of the book*. Publisher name, year of publication.

If there are more than two authors or editors, list up for six. If there are more than six, only list the first three followed by “et al.”:

Last name, First name and First name Last name, First name Last name, et al. *Name of the book*. Publisher name, year of publication.

**Book with author and editor or translator.** If the book you are citing has both an editor or translator in addition to the author, in the footnote add ed. or trans.

First name Last name, *Name of the book*, ed. First name Last name, (Publisher name, year of publication), page.

or (for translator)

First name Last name, *Name of the book*, trans. First name Last name, (Publisher name, year of publication), page.

or (when translator and editor are the same person)

First name Last name, *Name of the book*, trans. and ed. First name Last name, (Publisher name, year of publication), page.

or (when translator and editor are different people)

First name Last name, *Name of the book*, trans. First name Last name, ed. First name Last name, (Publisher name, year of publication), page.

In the reference list:

Last name, First name. *Name of the book*. Edited by First name Last name. Publisher name, year of publication.

or (for translator)

Last name, First name. *Name of the book*. Translated by First name Last name. Publisher name, year of publication.

or (when translator and editor are the same person)

Last name, First name. *Name of the book*. Translated and edited by First name Last name. Publisher name, year of publication.

or (when translator and editor are different people)

Last name, First name. *Name of the book*. Translated by First name Last name. Edited by First name Last name. Publisher name, year of publication.

### Chapters in books

When citing a chapter or a part of the book in the footnotes include the chapter author, the chapter title in quotation marks, and the editor of the book (if applicable). Put the title of the book in italics, precede it with In.

First name Last name, "Name of the chapter", in *Name of the book*, ed. First name Last name (Publisher name, year of publication), page.

In the reference list:

Last name, First name, "Name of the chapter". In *Name of the book*, edited by First name Last name. Publisher name, year of publication.

### Journal articles

When citing a journal article, include the volume number, issue number and year of publication. Volume number follows italicized title of the journal without punctuation in between. Page numbers are preceded by a colon. URL is placed after the source description.

In the footnote:

First name Last name, "Article name," *Name of the journal* number of volume, issue number (year of publication): page. Accessed Month Day, Year, <https://linkhere.com>.

In the reference list:

Last name, First name. "Article name." *Name of the journal* number of volume, issue number (year of publication): page-page. Accessed Month Day, Year. <https://linkhere.com>.

### Newspapers

In the footnote:

First name Last name, "Article name," *Name of the newspaper*, Month Day, Year of publication, <https://linkhere.com>.

In the reference list:

Last name, First name. "Article name." *Name of the newspaper*. Month Day, Year of publication. <https://linkhere.com>.

### Websites, databases and blogs

When citing webpages pay attention to the title or description of the specific page and the title of the site as a whole. Include the publication date, if no such information is available, include an access date.

Data available as an independent database can and should be cited directly.

In the footnote:

"Page name," *Name of the site*, accessed Month Day, Year, <https://linkhere.com>.

In the reference list:

Name of the site. "Article name." Accessed Month Day, Year. <https://linkhere.com>.

When citing blogs mention the name of the author.

In the footnote:

First name Last name, "Post title," *Name of the site*, Month Day, Year of publication, <https://linkhere.com>.

In the reference list:

Last name, First name. "Article name." *Name of the site*. Month Day, Year of publication. <https://linkhere.com>.

### Works in Asian languages

If you cite the works in foreign languages that are not based on latin alphabet, i.e. Chinese, Japanese, Korean, Thai and so on, you can follow the next pattern:

1. Names of the authors, titles of books, articles and periodicals are romanized (Pinyin, Hepburn, Revised Romanization).
2. Place the characters in the Asian language immediately after the romanized item they represent.
3. The first word of a romanized title is always capitalized.
4. Titles of books and periodicals are set in italics.
5. Titles of articles are enclosed in quotation marks.

#### Book

Ueda Katsumi 上田勝美 and Kenpō kenkyūjo 憲法研究所, "*Heiwa kenpō to jinken minshushugi*" 平和憲法と人権・民主主義 [*Peace Constitution, Human Rights, and Democracy*]. Hōritsubunkasha 法律文化社, 2012.

#### Article in a Journal

Lu Wei 卢伟 и Li Dawei 李大伟. "yidai yilu" beijing xia daguo jueqi de chayihua fazhan celue "一帶一路"背景下大国崛起的差异化发展策略 [Differentiated development strategies for the rise of great powers under the background of "One Belt, One Road"]. *Zhongguo ruan kexue* 中国软科学, вып. 10 (2016 г.): 11–19.

Now, when you are aware of the most basic approach to appropriate quotation and citation formatting, you are ready to work on your thesis.

## Before you begin

Firstly, you need to identify the discipline within which you will build your research. Are you interested in history, economics, business, comparative politics or international relations studies? This decision will affect your methods and tools for the analysis.

At the beginning of your research, you need to answer the following questions:

1. What issue are you going to study?
2. Why does this issue matter? What is its social, political, cultural, or economic significance?
3. What are the data sources available? What kind of evidence will you use?
4. What is your theory?
5. What is your research question? Why is your question worth asking?
6. What methods will you use? How will these methods help you to answer your question?
7. Do you have a raw hypothesis?

## Title of the Paper

The title of the submitted thesis/graduation thesis must:

- be approved by your supervisor **and** the Academic Council of the Programme;
- correspond to the **Foreign Regional Studies** field;
- be short, clear and concise;
- use relevant terminology;
- be relevant and novel
- define geographic scope and timeframe;
- be formulated in an affirmative way (not a question).

## Thesis structure

Title page

Table of contents

Abstract, keywords and word count

Terms and abbreviations - if necessary

Introduction

- Object and subject of the research
- Academic relevance of the research
- Geographic framework and chronological framework of the research
- Sources and literature review
- Research gap
- Theoretical framework
- Research question
- One goal and several objectives
- Research methods
- Hypothesis
- Novelty and contribution to the topic
- Research structure

Main body of the research

Conclusion

## Terms and abbreviations

If necessary, a dictionary of terms and a list of abbreviations can be placed before the introduction proper. List the terms and abbreviations each from a new line, no numbering or bullet points are needed. For more information on formatting see CMoS 2.27.

## Table of contents

For a thesis, a detailed table of contents is required. Place it before the Introduction.

The components of the thesis must appear in the table of contents in the same order as in the body of the thesis. There are usually at least two, and often three levels of headings.

Example of the Table of contents:

Introduction.....	2
Chapter 1. Lorem Ipsum Dolor sit Amet.....	7
1.1. Cras blandit ipsum elit.....	7
1.2. Quisque in ultricies arcu.....	16
Chapter 2. Donec id Interdum Nunc.....	25
2.1. Ut et lacus nisl.....	25
2.2. Nulla at aliquam elit, at venenatis risus.....	31
2.3. Vivamus sed sollicitudin turpis.....	38
Chapter 3. Etiam Mollis Faucibus Mattis.....	44
3.1. Nam viverra at mi id iaculis.....	44
3.2. Maecenas quis risus a elit eleifend egestas.....	49
Conclusion.....	57
Bibliography.....	61
Appendix.....	65

## Introduction

Introduction should consist of **at least** 1,500 words in a thesis and 2,500 words in a graduation thesis.

Readers pick up important clues about the purpose and structure of the paper from the introduction.

## Academic relevance of the research

**Why does this issue matter? What is its social, political, cultural, or economic significance? Is the issue worth researching?**

The introduction to the thesis/graduation thesis should begin with the explanation of the relevance of the research topic and take up 1–2 paragraphs. Based on an analysis of the situation in the field of research, the author must explain why research and development of this topic is necessary now.

Simply stating the relevance of the research topic in a formal manner is not enough to justify it.

If you cannot explain **why this issue is worth researching**, it is probably not your best option.

## Geographic framework and timeline of the research

### Where and when does this issue take place?

Clearly explain the geographic and chronological framework. The reasoning behind both the lower and the upper limit of your research timeline should be clear.

## Object and subject of the research

### What is the issue at hand?

The object of the research is a phenomenon (process) that is at the core of the issue/problem/situation and exists independently of the researcher. The subject of research is a part of the object of research, its properties, features or aspects that are significant from a theoretical or practical point of view.

The object and subject of the research are determined at the time of topic formulation. It is vitally important to take the object and subject of the research into account during the stage of topic relevance planning. Correct and concise object and subject can help to define what kind of information to look for in the primary and secondary sources.

Thus, the object of research within the framework of the “foreign regional studies” specialization can be bilateral interstate relations, and the subject – relations between specific states in a certain period, the development of certain trends in these relations under the influence of certain factors, etc.

Examples:

Object: Japanese-South Korean relations.

Subject: the evolution of Japanese-South Korean economic relations in 2020-2025.

or

Object: Japanese foreign policy.

Subject: the characteristics of Japan's maritime security policy in 2012-2020.

This section is **not strictly required** in the thesis/graduation thesis, but you are strongly recommended to plan the object and subject of your study as it would help you in the further stages of the research process.

## Research methods

### What are your variables? What data will you use? What methods will you use? How do your data sources help you to answer your question? What is the research gap you are trying to fill?

Methodology of the research is a mandatory section of the introduction. Methodology is an overarching strategy or approach for the research. The methodology section incorporates an overview of the strategy, explains the rationale behind chosen data collection and data analysis methods. Typically, methodology can be described as quantitative, qualitative or mixed-methods, but depending on the interpretations and the field of the research (e.g., political science, social science) case studies, process-tracing, comparisons, historical analysis among others can also be regarded as methodology since they can describe not only specific data gathering and data analysis techniques but also overall strategy that the student takes when approaches the investigated phenomenon.

## Variables - optional, for studies relying on quantitative methods of research

Firstly, understanding independent and dependent variables is crucial while choosing research methods because it clarifies the relationship you are studying, specifically cause and effect relationship.

A **variable** is an object, event, idea, feeling, time period, or any other type of category you are trying to measure. There are two types of variables:

- independent variables;
- dependent variables.

An **independent variable** is a variable that cannot be changed by the other variables you are trying to measure. When you are trying to understand the relationship between variables you are trying to see if the independent variable causes changes in the other variables, or dependent variables.

A **dependent variable** is something that depends on other factors. When you are looking for a relationship between variables you are trying to see out what makes the dependent variable change the way it does.

Independent variables **can** cause changes in dependent variables, but dependent variables **cannot** cause changes in independent variables.

## Methods

In a thesis/graduation thesis you need to justify the selection of research methods used. You must explain the reasoning behind the choice of each method. Application of appropriate research methods to well-organized data collected during the primary and secondary source review is essential for completion of the research objectives and reaching the research goal.

Research methods can be divided into three groups:

- qualitative methods;
- quantitative methods;
- mixed methods.

**Qualitative methods** such as discourse analysis, narrative analysis, framing analysis, framing analysis, semantic analysis, process-tracing, interviews, focus groups, ethnographies, observations, grounded theory, case studies comparative analysis among others are suitable for gathering and analyzing data about experiences or behaviours. Such methods can help you to gain a better understanding of complex concepts, social interactions or cultural phenomena. This type of research is useful if you need to answer how or why things have occurred.

**Quantitative methods** such as descriptive and inferential statistics (incl. correlation analysis, regression analysis, T-tests, Analysis of Variance (ANOVA), Chi-square Tests), content analysis Survey Research Methods, Experimental designs among others are suitable for gathering and analyzing numerical data which can be measured through statistical analysis. Such methods help you discern patterns or relationships. This type of research is useful if you need to answer how many, how much, how often, or to what extent.

**Mixed methods** integrate both qualitative and quantitative research to combine and analyse statistical data with deeper contextualised insights. For more information refer to the literature on the topic such as Research Design: Qualitative, quantitative, and mixed methods approaches by Creswell, John W.

N.B. If a student chooses to collect primary data through surveys or interviews (including focus groups), depending on the selected method of data collection the student should add in the appendix the

questionnaire, the semi-structured interview list of questions, transcribed excerpts from interviews that were used in the research (in original language of the interview) with removed personal data by which the interviewee could be identified so the Russian legislation is not violated.

The selection of the sample size or number of analyzed cases for a study should be determined and justified by research aims/goals, research scope, chosen research methods/methodology and academic standards and **must** be approved by the thesis/graduation thesis supervisor.

### Primary vs. Secondary Sources

Literature review is an integral part of the Introduction. It consists of the overview of both primary and secondary sources devoted to the topic. The aim of the literature review is to situate the paper within a broader context and thus justify your academic contribution and/or novelty of your research.

#### Primary sources

- were created during the time period being studied or at a later date by a participant in the events being studied;
- reflect the individual viewpoint of a participant or observer;
- enable the researcher to get as close as possible to what actually happened during a historical event or period.

#### Examples of primary sources:

- Historical and legal documents;
- Speeches, diaries, letters, and interviews;
- Datasets, survey data, and other sorts of statistical data that was collected by the researcher or raw data that was not manipulated;
- Government, organization or company reports;
- Photographs, video, and/ or audio that capture an event.

#### Secondary sources:

- are generally at least one step removed from the event and are often based on primary sources;
- describe, discuss, interpret, comment upon, analyze, evaluate, summarize, and process primary sources;
- is a work that interprets or analyzes a historical event or phenomenon (e.g., an academic article or an editorial in a newspaper);
- is data that was collected and manipulated by individuals or an institution other than the primary user of the data (researcher).

#### Examples of secondary sources:

- Academic books and journals;
- Dissertations;
- Reports that analyze, interpret, or synthesize information from primary sources.

Be careful with newspapers and other media. Newspapers and media articles (posts) can be treated as both secondary and primary sources, depending on the topic of your research and chosen research methods. All newspaper articles provide not only facts but also have an opinion interjected. Because of these characteristics it is essential to ask yourself some questions about the item before you include it in your research:

- Who wrote the article? An expert, a journalist, an eyewitness to an event?
- Why was the article written? In response to a current event, to spread news, to share an opinion?
- When was the article published? Was the article published before or after the event it discusses?
- Does the tone of the article matter for your research?



Be creative and search for primary sources that best suit your research. In some instances, even textbooks can become a primary source. E.g., how do Japan and South Korea present WW II history in textbooks? If the topic is related to education, you can use textbooks as primary sources to look at how and why they have changed over time.

Tertiary Sources exist, but are not encouraged in academic work, including course papers and graduation theses. Some examples of tertiary sources are:

- textbooks (sometimes considered as secondary sources).
- dictionaries and encyclopaedias.
- manuals, guidebooks, directories, almanacs.
- indexes and bibliographies.

### **Academic vs. Non-Academic Sources**

Academic sources are written by professionals in a given field. Their language is formal and will contain words and terms typical to the field. The author's name will be present, as will their credentials. There always will be a list of references that indicate where the author obtained the information s/he is using in the article. Academic sources are generally published to share research findings. Often have an abstract, a descriptive summary of the article contents, before the main text of the article. Academic sources always go through a peer-review process.

- E.g., peer-reviewed journal articles, books, edited volumes.

What is "peer-reviewed"? Peer-review means that the writing has been reviewed and vetted by other researchers or experts in the same field. Some databases, including electronic library catalogues, allow you to limit your search results by "scholarly" or "peer-reviewed" journals. Please be advised that this is not a perfect way to see if a source is peer-reviewed, and some non-peer-reviewed sources may still present themselves in the search results. It is always up to you to double-check.

Non-academic sources are written for the mass public. Their language is geared to any educated audience, but the language could also be informal, casual, and may contain slang. Non-academic sources are generally published for profit. May be intended as a vehicle of opinion - political, moral, or ethnic. The authors may be anonymous.

- E.g., journalistic articles (magazines/newspapers), working papers of NGOs and think-tanks, blogs.

### **Data Sources**

Choose the data carefully. Think about the data you need and why you need it.

Often you do not have to collect data yourself but can obtain data that already has been collected and analyzed. Evaluating data for relevance and credibility is just as important as evaluating any other source. Choose reliable sources of data.

To determine the data's relevance to your research question, you need to consider such questions as:

- What has the existing literature (previous research) determined to be the most appropriate data to collect?
- Was the data collected recently enough?
- Is the data cross-sectional (based on information from people at any one time) or longitudinal (based on information from the same people over time)? Which one is more appropriate for your research question, and why?
- Was the data analysis done at the right level for your research question?

Consider the following sources:

- World Bank World Development Indicators;

- Ministries in relevant countries (e.g. METI in Japan, Ministry of Economy and Finance in South Korea, etc.);
- IMF International Financial Statistics;
- OECD Statistics;
- World Values Survey Data-Archive.

You might also want to check national statistical databases (e.g., National Bureau of Statistics of China) or specialized databases (e.g., Climate Change Policy Database or Organisation Internationale des Constructeurs d'Automobiles).

Please note that there are certain web resources (e.g. Statista) that occasionally provide handy visualizations of data. These should be used **with great caution** as the statistics they interpret are gathered by other agencies and the visualizations are often created by unverified Internet users. You should always go back and check whether the data source and the author is trustworthy.

Please note that Statista itself rarely performs as a data source, hence when using data provided by Statista please refer to the original source of data and mention how and when you accessed the data.

**Do not** present data from Statista as your own findings.

**NEVER USE WIKIPEDIA AND RUWIKI AS A SOURCE.**

### Summary

Be creative and search for primary sources that best suit your research. Consider using software to organize your literature. It would help you to keep a good track of what you read as well as to create more accurate references.

Your source qualifies as an academic/ scholarly if it meets all the following criteria:

- Not anonymous;
- Is written by a scholar or a group of scholars;
- Is published through a peer-review process;
- Has a list of references;
- Uses formal language and scholarly terms/ concepts to discuss the topic;
- Has an abstract (for journal articles).

Follow the next steps while writing your research methods section of the introduction to the thesis/graduation thesis:

1. Explain the methods of data collection and selection, answering such questions as:
  - Why was this data chosen for the given research?
  - How was it collected?
  - What data was dropped from the analysis?
2. Describe collected data (e.g., respondents' profiles, dataset contents etc).
3. Explain methods of analysis of the selected data, allowing readers understand
  - How did you use collected data;
  - What manipulations were applied to the data (e.g. data cleaning);
  - What research methods did you use (e.g. regressions, discourse analysis, content analysis, etc.).

The overall research methodology section clearly explains how data was collected and analyzed so the reader could literally replicate your research.

## Literature review

Literature review is an essential part of the introduction to a thesis/graduation thesis. A literature review (**at least** 500 words in a thesis, 1000 in a graduation thesis) is a summary of the existing literature on your issue. It should answer the following questions:

- What are the key concepts, and how are they defined in the literature?
- What are the fundamental theories, models, and methods?
- What are the results and conclusions?
- What are the key insights and arguments?
- What are the strengths and weaknesses of the existing research?

### Steps to take when preparing to write a literature review

1. Think over the structure of the literature review, taking into an account the topic, goal and objectives of the research.
2. Compile relevant key queries on the topic of the research according to the object and subject of the research. Follow your literature review plan.
3. Conduct a preliminary search for information in search engines, including online and offline libraries. At this stage, it is important to find the maximum number of sources on the topic of the research.
4. Analyze key sources on the topic of the research. Most often, these are fundamental works of authoritative scientists who have dealt with the topic in the past.
5. Prepare a detailed plan for the future literature review and agree on its contents with the supervisor.
6. Collect additional literature on the topic of the research. This stage includes translation of the foreign sources, highlighting key points, citation formatting, etc.
7. Write and compose your literature review, refine the style, think over the logic of the narrative.
8. Get an approval of the literature review from your supervisor.

Your goal here is to identify a gap in the literature and explain how your work will fill this gap.

## Theoretical framework

### What is your theory?

**A theory** (theoretical framework) is a general explanation for empirical phenomena. Theories generally have some support for their arguments in the real world. Theories are explanations for why and how things happen as they do. We can test whether a theory is right or wrong, using an empirical approach.

Provide a brief description and the reason why you have chosen to use this specific theory in the introduction. Further develop your argument using the chosen theory and concepts in the introduction and/or the first chapter of your thesis/graduation thesis.

Choosing an appropriate theoretical framework is a critical step in the thesis development. A suitable theory should be selected by the student from a variety of available options, based on the nature of the research question, the field of study, and the objectives of the investigation.

Theoretical frameworks can range in scale and specificity. In some disciplines, such as International Relations, students may opt for broad paradigms—such as realism, neoliberalism, constructivism—to structure their inquiry. Students may also select more niche or specialized theories that are tailored to specific contexts or phenomena. For example, a study on international environmental cooperation might

employ regime theory or epistemic communities theory, while a thesis in media representations might draw on agenda-setting theory or framing theory.

It is also common for a thesis to incorporate multiple layers of theoretical grounding. A student might begin with a broad paradigm to set the general worldview, then use a more specific theory to frame the mechanisms or processes under study.

## Research question

### What is your research question?

1. Focus your question on one specific problem.
2. Your question must be researchable using primary and/or secondary sources.
3. Your research question should be specific enough to answer it thoroughly.

Always narrow down your questions.

1. A balanced research question is specific yet complex enough to develop the answer over the space of your thesis.
2. Your questions should also be relevant to your field of study and/or society more broadly.
3. Finally, ask yourself: is it feasible to answer this question within the timeframe and practical constraints? In other words, will you be able to finish your essay/ thesis on time? If your research question is too big, you might want to narrow it down by reducing the number of cases or limiting the timeline of your study.

### Causal Questions

Many good research questions (but not all!) focus on cause and effect. Answers often include saying who, what, when, where, how, but the focus is always on WHY. In other words, you need a causal question.

Causal questions are designed to determine whether one or more variables cause or affect one or more outcome variables.

Causal questions can generate a debate about what are the best answers. They involve arguments: evidence in support of a position or claim. Usually, we describe and explain via comparison, and sometimes predict outcomes based on evidence that we observe and collect. We want to know why outcomes in the world are as they have turned out, rather than how the world should be.

## One goal and several objectives

A research **goal** is a specific, measurable goal that a research project aims to achieve.

**Objectives** describe how you plan to progress toward your goal.

There can be only one goal formulated, and several objectives that serve as steps on the path to achieving the goal.

Formulate the goals and objectives in a way showing that you are working to **obtain certain knowledge**. Use verbs or nouns presupposing some kind of **result**, such as "identify", "define", "clarify", "establish", and others.

The goal and objectives of the research **cannot be formulated** to presume a process under no circumstance. "Study", "consideration", "analysis" can be neither a goal nor an objective, as these terms describe ways of achieving the goal and solving problems without a definite final result.

### **Analysis cannot be the goal or one of the objectives of the research.**

The tasks you set for your thesis/graduation thesis and the nature of the primary sources you have chosen both determine the methods you will apply to the research of the sources.

## **Hypothesis**

### **What is your hypothesis?**

A **hypothesis** is a specific prediction that can be tested against empirical evidence. It is an explicit statement that indicates how a researcher thinks the phenomena of interest are related. Formulating hypotheses means developing possible answers to a research question. It should be an educated guess about relationships that exist in the real world, not statements about what ought to be true.

You test your hypothesis using quantitative and qualitative evidence. Testing hypothesis leads to a thesis. A thesis is an argument backed by evidence.

Both the hypothesis and the thesis answer the research question of the study.

When the statement is one that can be proved or disproved, it is a hypothesis statement. If instead, the statement specifically **shows the intentions, objectives, and/or position of the researcher**, it is a thesis statement. A thesis statement focuses your ideas into one or two sentences. It should present the topic of your paper and also make your position concerning the topic.

Be direct and concise:

- *This paper argues that...*
- *My analysis demonstrates that...*

An argument is a direct sentence that summarizes the main point or claim of an essay or research paper. The analysis provided in the paper should be tailored to the main argument and directly correspond to it. A suitable place to mention the argument of the paper is its Introduction. Phrases like 'this paper argues...' or 'the hypothesis of the current research is...' are encouraged.

**Remember that the argument is not a description or a summary. Do not confuse it with conclusions either.**

Please note that not all research papers need hypothesis(-es). Typically, hypotheses are used in quantitative studies that aim to test relationships (causation, correlation) between variables. Studies that explore a new area where little prior knowledge exists do not usually start with hypotheses. Instead, the focus is on generating new insights and possibly informing future hypothesis-driven studies. Hence, use of the hypothesis is not mandatory and should be decided upon the selected research design.

## **Novelty and contribution to the topic**

Indicate the novelty of your research in the introduction. For your thesis/graduation thesis to contribute to science there have to be elements of research that are unique to your paper, such as a new methodology you have chosen and properly applied or your findings leading to the acquisition of new knowledge.

The final part of the introduction is normally devoted to discussing the structure of the work.

## Main body of the research paper

The text of the thesis/graduation thesis is a discussion of the topic of research with the purpose of confirming or disprove the hypothesis set in the introduction.

After a thorough analysis of all the material obtained during the preliminary stage of the research, it can be compiled in accordance with the plan of the thesis/graduation thesis. Develop your argument, supporting it with evidence.

The main part of the thesis/graduation thesis usually consists of three or two chapters with each chapter having two-three corresponding subchapters. Each chapter of the thesis/graduation thesis should end with a brief conclusion that summarizes the research presented in the chapter. The text of individual sections of the thesis/graduation thesis must have semantic completeness, all sections must be linked, and the entire text must be complete and logically sound.

The material in the thesis/graduation thesis must be presented in the third person, i.e. "the author" or "us/we", not "I". Choose one style and use it throughout the whole thesis/graduation thesis.

## Conceptualization and operationalization

In the first chapter of your research you need to explain key concepts that are related to your topic and describe how you conceptualize and operationalize your key terms. Provide clear and precise definitions for all major concepts.

Concepts are ideas social scientists use to think about the processes they study.

They are mental constructs that are a combination of characteristics.

Good concepts are:

- Clear and coherent;
- Consistent;
- Useful for measuring variables.

Conceptualization is a process of identifying or making up concepts. It is about defining the agreed meaning of the terms used in a study.

Operationalization is a process of making basic concepts measurable. By operationalizing the key concepts, we explain how we will examine it.

An operational definition is a "recipe" for measuring and/or manipulating a construct in a study.

## Conclusion

The conclusion summarizes your findings. Essentially, you need to remind your readers how you developed your analysis in the body of the paper, yet you should not repeat the findings from each chapter verbatim. Reflect on what is significant and new that distinguishes your research from previously completed studies on the topic.

You also need to restate here your entire hypothesis/argument that you presented in the introduction. However, you may need to rephrase this statement.

Make a call to action when appropriate. What are the directions for further research on your issue? What policy decisions should be made? What can society learn from your research?

Answer the "so what" question. Argue in support of the importance of your topic again. The conclusion is your opportunity to explain the broader context of the issue that you researched. Why does this issue matter? Why is it worth studying? Remember that conclusions regarding the research gap and scientific novelty cannot be duplicated from the introduction of the thesis/graduation thesis and must be presented in a way to highlight the difference from previously completed research.

Discuss the limitations of your research.

## Reference list

### Order of entries

Place each consecutive entry with a paragraph indent.

Arrange the reference list alphabetically by the last names of the authors of cited works.

Buzan, Barry. *People, States & Fear: An Agenda for International Security Studies in the Post-Cold War Era*. ECPR Press, 2016.

Eremina, Natalia. «Eurasian Economic Union as the Space of Security in the Context of English School of International Relations: Theoretical and Practical Aspects». In *Regional Integration and Future Cooperation Initiatives in the Eurasian Economic Union*. IGI Global Scientific Publishing, 2020.

Mearsheimer, John J. *The Great Delusion: Liberal Dreams and International Realities*. Yale University Press, 2018.

If no author or editor is given, use the first letter of the title to place the reference.

Treaty of Peace and Friendship between Japan and the People's Republic of China. August 12, 1978. United Nations Treaty Collection, Vol. 1225. <https://treaties.un.org/doc/Publication/UNTS/Volume%201225/v1225.pdf>

If you cite more than one entry by the same author (or the same persons in the same order), all their works appear together whether that person is the author, editor, or translator. The initial *a*, *an* or *the* are ignored when alphabetising the entries.

Mearsheimer, John J. *The Great Delusion: Liberal Dreams and International Realities*. Yale University Press, 2018.

Mearsheimer, John J. *The Tragedy of Great Power Politics*. W. W. Norton & Company, 2014.

## Appendix

Add an appendix if needed. If you are not sure as to whether or not to include appendices, ask your supervisor for advice.

Appendices provide supplementary information to the central analysis and should always appear after the references.

You can include in your appendix interview questions, participant letters or forms, surveys or questionnaires, and supplemental tables, figures, graphs, and images.

Each appendix should begin on a new page with the word “Appendix” and its designation indicated at the top in the middle of the page. References to all appendices should be provided in the text of the thesis/graduation thesis. Appendices are arranged in the order in which they are referenced in the text of the thesis/graduation thesis.

Appendices must have continuous page numbering consistent with the rest of the document.

## Formatting of the Thesis Text

### Word count

Word count for a thesis: 7000-10.000 words (without title page, references, glossaries, appendix, abstract).

Word count for a graduation thesis: 15.000-20.000 words (without title page, references, glossaries, appendix, and abstract).

### Main text

**Font:** Times New Roman

**Size:** 12

**Text alignment:** Justified

**Page margins:** 30 mm on the left, 20 mm on the top, 10 mm on the right, and 20 mm at the bottom.

**Spacing:** one and a half line. No added spaces before or after paragraphs.

**Page numbering:** the number is placed at the bottom of every page, aligned in the centre of the page without any additional symbols. The title page is not numbered.

**Indentation:** set paragraph indentation equal to five characters. Do not indent headings.

**Headings:** Number all chapters and corresponding sections (2-3 per chapter) with Arabic numerals and emphasize the headings in **bold**. Begin each new chapter title with the word Chapter and corresponding numeral. Use upper- and lowercase letters rather than full capitals. Emphasize introduction, conclusion, bibliography and appendix in **bold** and do not number them.

### Abstract and keywords

Once you finish your essay/ thesis, write an abstract and put together a list of keywords.

An abstract is that provides readers with a quick overview of your paper and its organization. It is presented at the beginning of the paper and is likely the first substantive description of your work read.

- For a thesis, you need 200-300 words.
- For an essay, you need 100-150 words.

You need no more than 5 keywords.



## Figures

Reference the figure in the text as “see Figure 1”, then place the figure after the end of the paragraph where it was mentioned. The title of the figure is placed under the figure, aligned in the left of the page and preceded by the word ‘Figure’ with the number (Arabic numerals). The numbering must be consistent throughout the paper.

Place source notes at the foot of the table. A source note is a word Source followed by a colon and the url or a reference to a printed source.

Nulla iaculis eros at ligula sodales dictum. Suspendisse commodo purus maximus tellus dictum, in semper ipsum ultricies (See Figure 4). Fusce eu blandit arcu, a facilisis orci. Nunc et ultricies mauris. Quisque malesuada nibh nec diam ultrices consectetur.

|figure|

Figure 4 - Dynamics of Trade Balance between Malaysia and People’s Republic of China

Source: <https://www.trademap.com/....>

## Tables

The title of the table is placed above the table, aligned to the left of the page and preceded by the word ‘Table’ with the number (Arabic numerals). The numbering must be consistent throughout the paper.

If your table takes less than a half of A4 page, the table is placed after the first mention in the text of the paper.

Place source notes at the foot of the table. A source note is a word Source followed by a colon and the url or a reference to a printed source.

Nulla iaculis eros at ligula sodales dictum. Suspendisse commodo purus maximus tellus dictum, in semper ipsum ultricies (See Table 2). Fusce eu blandit arcu, a facilisis orci. Nunc et ultricies mauris. Quisque malesuada nibh nec diam ultrices consectetur.

Table 2 - Trade Balance between Republic of Korea and Indonesia

|table|

Source: <https://www.trademap.com/....>

If your table takes more than a half of the A4 page, move it to the Appendix part of the paper. Tables placed as Appendices must be numbered independently of the tables placed in the main body of the paper.

## Code

**Font:** Courier New

**Size:** 12

Code must be presented in full. If the code is too large to be put in the Appendix, include only the most important parts where appropriate and provide the link the full code posted in the public domain i.e. GitHub in the footnote.

## Formatting of the Title Page

**Title page:** standard A4 page (210 x 297 mm). Set page margins as follows: 30 mm on the left, 20 mm on the top, 10 mm on the right, and 20 mm at the bottom.

All text on the title page must be in Times New Roman, size 13, aligned in center.

1. Type the full name of the educational organization on top of the page in ALL CAPITALS:

FEDERAL STATE AUTONOMOUS EDUCATIONAL INSTITUTION FOR HIGHER EDUCATION  
NATIONAL RESEARCH UNIVERSITY HIGHER SCHOOL OF ECONOMICS

2. Type the Faculty name on the next line, *italicized*:

*Faculty of World Economy and International Affairs*

3. Put two empty lines next.

4. On the next line indicate the author's surname, first name and patronymic in full.

5. Put one empty line next.

6. Type the full title of the thesis below in **bold** without quotation marks.

7. Put one empty line next.

8. Type the title of the Programme below:

Bachelor Degree programme: "HSE and Kyung Hee University

Double Degree Programme "Economics and Politics in Asia"

9. Type the code and name of the field of study:

Field of study: 41.03.01 Foreign Regional Studies / 41.03.06 Public Policy and Social Sciences

10. Put five empty lines next.

11. Set Left indent to 10.

12. Type: Academic supervisor.

13. On the next line indicate the surname and initials of the academic supervisor.

14. On the next line indicate the academic title and degree of the scientific supervisor.

15. If you have an appointed scientific consultant, repeat steps 11, 12 and 13, filling in the information of your consultant.

16. Set indent back to 0.

17. At the very last line of the page type the name of the city of your thesis/graduation thesis defense and the year of defence:

Moscow, 2026

## Thesis & graduation thesis defense

### General information

A thesis and graduation thesis require an oral defense and a written paper evaluated by an academic committee convened for that purpose. The word thesis here refers to a formal research investigation on an approved topic in the form of a written paper based on the Research Paper Guidelines.

In a broad sense, the oral defense is an academic discussion where students present their research and defend the key arguments. The oral defense provides students with an opportunity to share their research results directly with the recognized experts who have been appointed as their examiners and also helps them establish stronger ties and networks across their field of study. The main objectives of holding an oral defense are to:

- provide the student with an opportunity to defend their thesis and reply to criticism or challenges to their arguments while enabling examiners to clarify issues in the thesis;
- facilitate the examiners reaching agreement on an examination result;
- facilitate the examiners providing to the student an agreed, single, set of corrections or revisions required to be made before the award of the qualification can be made.

It is not the purpose of an oral defense to test the student's command of spoken English. However, the tone of the presentation must be professional and suitable for an academic discussion, the key points must be worded well, and word choices must be precise.

During the oral defense, the student demonstrates the following competencies:

- Collecting, analyzing, documenting, and reporting research concisely, logically, and ethically;
- Understanding the standards for legitimate interpretations of research data within the academic community;
- Using primary and secondary sources to discover information;
- Practicing the unique qualities of academic writing style (e.g., sentence conciseness, readability, clarity, accuracy, using direct order organization, objectivity);
- Planning a presentation with the audience in mind;
- Developing clear objectives for their presentation;
- Considering ways of grabbing the listener's attention, holding their interest, and concluding firmly;
- Using slides and other visual aids effectively;
- Delivering an enthusiastic and well-practiced presentation.

### Committee

The Committee evaluates the oral defense. The Committee consists of at least three scholars with strong expertise in the topics presented by the student(s). The Committee members provide a professional assessment of both the written paper and its oral defense. The Head of the Committee acts as the moderator at the oral defense or can designate a member of the Committee as moderator.

The Head of the Committee has the following duties:

- Preside and see to it that all participants treat each other with respect and follow the highest standards of academic ethics;
- Clarify the procedure to all participants at the beginning of the oral defense;
- Determine an order of presentations, when students defend in a group;
- Determine an order of questions by the Committee members;
- Controlling the timing of presentations;
- Fill out the Oral defense evaluation sheet at the end of the oral defense and the Committee deliberations.

## **General procedure**

The oral defense is open to the HSE university community.

The oral defense should be scheduled to allow a minimum of a week for all members of the Committee to review the papers, supervisor's reviews, and, if applicable, external reviews.

### **Thesis Defense**

The student will open the oral defense with a presentation of their findings (about 10 minutes), after which the members of the Committee will question them in an order determined by the Head of the Committee (up to 10 minutes).

### **Graduation Thesis Defense**

The student will open the oral defense with a presentation of their findings (about 15 minutes), after which the members of the Committee will question them in an order determined by the Head of the Committee (up to 15 minutes).

When the questioning is complete, the Committee starts voting deliberation. Individuals who are not members of the official Committee will be excluded from the pre-discussion and voting deliberation portions of the thesis defense.

The Committee members deliberate and cast their decision on the final grade based on the grading criteria outlined in the guidelines. In committees with an odd number of members, a majority vote should be achieved. In committees of even number of members, there can be one dissenting vote. In all disputable cases, the final decision is made by the Head of the Committee.

### **Oral presentation**

In a presentation, the student should cover the following aspects of their research:

- Provide general information about the research project on the first slide, including the title of the paper, author's name, and academic supervisor's name;
- Explain why the research is relevant to the field of study and/or society more broadly;
- Present the key research points such as object and subject of the research, geographic framework and timeline, main goal and objectives;
- Present a summary of literature with the emphasis on the novelty of the research project;
- Identify the research design and explain major methodological and theoretical choices;
- Present the structure of the paper with summaries of all chapters;

- Present the main findings and conclusions.

The oral presentation should be engaging, concise, and logical. The purpose and argument should be clear and well defined. Ideas should be logically arranged throughout the presentation. The key points should be worded well. The text on the slides must be error-free. Students are encouraged to use illustrations, charts, tables, graphs, and other visual aids to present their findings. The tone is professional and suitable for an academic presentation.

It is highly recommended to prepare no more than ten slides and present no more than 4 or 5 points on each slide.

### **Questioning**

After the oral presentation, each member of the Committee has an opportunity to ask questions. All questions are recorded in the Oral defense evaluation sheet (Appendix 1, 2) by the Head of the Committee or the Secretary of the Committee. Within three days after the defense, all evaluation sheets should be submitted to the Study office.

Questions serve to verify whether the paper provides a comprehensive analysis of the topic and help to evaluate the communication skills and competences of the student.

Questions dealing with the substance, meaning, and usefulness of the research in the research paper are of the highest priority. Questions may also focus on the comments of the supervisor. Questions can also cover related topics or consider some current events that are relevant to the context of the research field (e.g., the current status of an issue mentioned in the oral presentation or the written paper). Finally, questions can focus on the avenues for future research.

The questions will be based mainly on the thesis and presentation, but the student's grasp of related subjects may also be tested. Students should have a copy of their research paper with them during the defense and may refer to any particular page or information, if they need to do so to answer a question.

### **Evaluation**

The final grade for the defense consists of the evaluation of the written thesis and oral defense and is based on the following grading criteria:

Mark	Research planning:	Development:	Writing style:	Presentation:	Questioning:
10 (exceptional)	The text of the research corresponds to the topic approved by the Academic Council and Academic Supervisor. The goal and tasks are formulated correctly, the tasks are implemented in full. Student demonstrated the ability to operate relevant concepts and theories at an exceptional level.	Extremely clear, focused, and well-developed argumentation throughout the text; the contents of the conclusion correspond to the tasks set in the introduction. Impressive depth and scope of knowledge of the subject matter. Student showed originality or creative and independent thinking. Extremely thorough and effective research effort.	Paragraphs are exceptionally well structured and flow smoothly. Student demonstrates sophisticated understanding of the grammar and syntax. There is no distortion of facts in the text, quotation and paraphrase are formatted in a correct way, footnotes are used appropriately. Student follows the guidelines.	The Student delivers the presentation without supplementary text to read from, holds eye contact with the committee and provides exceptional presentation. The slides are prepared in a visually engaging, very clear, logical, and understandable manner, visual aides such as tables, charts and images are used appropriately.	Extremely thorough answers that make impressively thoughtful use of theoretical frames and information from specific cases and examples. Very insightful, clear, and convincing answers.
9 (excellent)	The text of the research corresponds to the topic approved by the Academic Council and Academic Supervisor. The goal and tasks are formulated correctly, the tasks are implemented in full. Student demonstrated the ability to operate relevant concepts and theories at an excellent level.	The question is obvious but the argument is creative and original, the conclusions are valid and the argumentation is persuasive throughout the text; the contents of the conclusion correspond to the tasks set in the introduction. Some minor errors and shortcomings throughout the text. Other than that, an excellent work.	Paragraphs are well structured and wall smoothly. Student demonstrates excellent understanding of the grammar and syntax. There is no distortion of facts in the text, quotation and paraphrase are formatted in a correct way, footnotes are used appropriately. Student follows the guidelines.	Student delivers the presentation without supplementary text to read from, holds eye contact with the committee and provides creative and engaging presentation. The slides are prepared in a very clear, logical, and understandable manner, visual aides such as tables, charts and images are used appropriately.	Extremely thorough answers that make impressively thoughtful use of theoretical frames and information from specific cases and examples. Very insightful, clear, and convincing answers.

8 (excellent)	The text of the research corresponds to the topic approved by the Academic Council and Academic Supervisor. The goal and tasks are formulated correctly, the tasks are implemented in full, Impressively thorough knowledge of the subject matter. An excellent work with a "but." Student demonstrated solid understanding of relevant concepts and theories.	The conclusions are valid and the argumentation is clear, focused & well-developed throughout the text; the contents of the conclusion correspond to the tasks set in the introduction. Relatively infrequent minor errors and shortcomings.	Paragraphs are well structured and flow smoothly. Student demonstrates excellent understanding of the grammar and syntax, only makes minor mistakes or typos. There is no distortion of facts in the text, quotation and paraphrase are formatted in a correct way, footnotes are used appropriately. Student follows the guidelines.	Student delivers the presentation without supplementary text to read from or only uses cards with short notes, holds eye contact with the committee and provides engaging presentation. The slides are prepared in a clear, logical, and understandable manner, visual aides such as tables, charts and images are used appropriately.	Thorough answers that make impressively thoughtful use of theoretical frames and information from specific cases and examples. Insightful, clear, and convincing answers.
7 (very good)	The text of the research corresponds to the topic approved by the Academic Council and Academic Supervisor. The goal and tasks are formulated correctly, the tasks are implemented in full. Thorough knowledge of the subject matter. Student demonstrated a good understanding of relevant concepts and theories.	The conclusions are valid; clearly better than average argumentation and writing. The contents of the conclusion correspond to the tasks set in the introduction. The thoroughness and effectiveness of the research effort are beyond standard expectations. Relatively infrequent minor errors and shortcomings.	Paragraphs are well structured. Student demonstrates very good grasp of the grammar and syntax, makes minor mistakes or typos. There is no distortion of facts in the text, quotation and paraphrase are formatted in a correct way, footnotes are used appropriately. Student mostly follows the guidelines.	Student delivers the presentation with little use of supplementary text to read from, mostly holds eye contact with the committee. The slides are prepared in a clear, logical, and understandable manner with only minor mistakes or typos, visual aides such as tables, charts and images are used appropriately.	Presentation done well beyond providing the essentials by, for example, being extremely thorough, making direct reference to literature or providing good examples. Thoughtful, clear and convincing answers. Solidly above average.

6 (good)	<p>The text of the research corresponds to the topic approved by the Academic Council and Academic Supervisor. The goal and tasks are formulated correctly, the tasks are implemented in full. Good knowledge of the subject matter. Student demonstrated good understanding of relevant concepts and theories.</p>	<p>The conclusions are valid; average to better than average argumentation, research and writing. The contents of the conclusion correspond to the tasks set in the introduction. The thoroughness and effectiveness of the research effort are at a standard level. Infrequent minor errors and shortcomings.</p>	<p>Paragraphs are well structured. Student demonstrates good grasp of the grammar and syntax, makes consistent minor mistakes or typos. There is no distortion of facts in the text, quotation and paraphrase are formatted in a correct way, footnotes are used appropriately. Student mostly follows the guidelines.</p>	<p>Student delivers the presentation with little use of supplementary text to read from, mostly holds eye contact with the committee. The slides are prepared in a clear, logical, and understandable manner with consistent minor mistakes or typos, visual aides such as tables, charts and images are used appropriately.</p>	<p>Clear and convincing answers. Gone beyond providing the essentials by making good use of references to literature or examples.</p>
5 (satisfactory)	<p>The text of the research corresponds to the topic approved by the Academic Council and Academic Supervisor. The goal and tasks are formulated correctly, most tasks are implemented. Competent level of knowledge of the subject matter. Student demonstrated satisfactory grasp of relevant concepts.</p>	<p>The conclusions are valid. The contents of the conclusion mostly correspond to the tasks set in the introduction. Clear but underdeveloped argumentation, research, and writing. Requirements of assignment are satisfied, but errors and shortcomings are present in the paper.</p>	<p>Paragraphs are rough, but the structure is apparent. Student has issues with the grammar and syntax, makes consistent mistakes or typos. There is no distortion of facts in the text, quotation and paraphrase are formatted in a correct way, footnotes are used appropriately. Student generally follows the guidelines. The tone of voice of the paper at times is too informal or overly pedantic and hard to read.</p>	<p>Student mostly reads the defense text aloud, holds little eye contact with the committee. The slides are prepared in a mostly logical, and understandable manner with consistent mistakes or typos, visual aides such as tables, charts and images are lacking in the relevant places or sometimes used inappropriately.</p>	<p>Expectations are met in that the essential components of competent answers to the questions are all there. The depth of understanding and quality of analysis is entirely acceptable but not impressive. Reasonably clear and convincing answers.</p>



<p>4</p> <p>(satisfactory)</p>	<p>The text of the research corresponds to the topic approved by the Academic Council and Academic Supervisor. The goal and tasks are formulated correctly, most tasks are implemented. Competent level of knowledge of the subject matter. Student demonstrated satisfactory grasp of relevant concepts.</p>	<p>The conclusions are valid. The contents of the conclusion mostly correspond to the tasks set in the introduction. Signs of weakness in argumentation. Requirements of research paper are satisfied on a basic level. While the argumentation, research, and presentation are satisfactory, they are of below average quality.</p>	<p>Paragraphs are rough, but some structure is apparent. Student has consistent issues with the grammar and syntax, makes consistent mistakes or typos. There is no distortion of facts in the text, quotation and paraphrase are formatted in a correct way, footnotes are used appropriately. Student generally follows the guidelines. The tone of voice of the paper at times is too informal or overly pedantic and hard to read.</p>	<p>Student mostly reads the defense text aloud, holds little to none eye contact with the committee. There are minor logical inconsistencies in the slides and the structure of the presentation. Consistent mistakes or typos, visual aides such as tables, charts and images are lacking in the relevant places or sometimes used inappropriately.</p>	<p>Only the most obvious of expectations are met, the essential components of answers to the questions are all there but the depth of understanding and quality of analysis is below average.</p>
<p>3</p> <p>(unsatisfactory)</p>	<p>The text of the research does not correspond to the topic approved by the Academic Council and Academic Supervisor. The goal and tasks are formulated incorrectly, most tasks are not implemented. Student demonstrated slightly better than minimal knowledge of subject matter and relevant concepts. Limited ability to use course material or research techniques to satisfy standard expectations.</p>	<p>The conclusions are mostly invalid. The contents of the conclusion do not correspond to the tasks set in the introduction. Less than satisfactory argumentation, research, and presentation. Lack of clarity or consistency in argumentation. Requirements of assignment not fully satisfied.</p>	<p>Paragraphs lack structure and cohesion. The paper shows lack of proofreading and constant misuse of grammar and syntax. There are cases of distortion of facts in the text, quotation and paraphrase are formatted incorrectly, footnotes are used inappropriately. Student does not follow the guidelines. The tone of voice of the paper is generally too informal or overly pedantic and hard to read.</p>	<p>Student reads the defense text aloud, holds little to none eye contact with the committee. There are logical inconsistencies in the slides and the structure of the presentation. Persistent mistakes or typos, visual aides such as tables, charts and images are lacking or sometimes used inappropriately.</p>	<p>Fails to provide the essential components of a satisfactory answer, but manages to demonstrate a limited understanding of relevant course material.</p>

2 (unsatisfactory)	<p>The text of the research does not correspond to the topic approved by the Academic Council and Academic Supervisor. The goal and tasks are formulated incorrectly, tasks are not implemented. Student failed to demonstrate knowledge of the subject matter or use of research techniques.</p>	<p>The conclusions are invalid. Fails to fulfill the requirements of the assignment. The contents of the conclusion do not correspond to the tasks set in the introduction. Unclear or unacceptable argumentation, research and/or presentation.</p>	<p>Paragraphs lack structure and cohesion. The paper shows lack of proofreading and constant misuse of grammar and syntax. There are cases of distortion of facts in the text, quotation and paraphrase are formatted incorrectly, footnotes are used inappropriately. Student does not follow the guidelines. The tone of voice of the paper is generally too informal or overly pedantic and hard to read.</p>	<p>Student reads the defense text aloud, holds no eye contact with the committee. There is no logic in the slides and the structure of the presentation. Persistent mistakes or typos, visual aides such as tables, charts and images are lacking or used inappropriately.</p>	<p>Fails to provide the essential components of a satisfactory answer, but manages to demonstrate some understanding of relevant course material.</p>
1 (unsatisfactory)	<p>The text of the research does not correspond to the topic approved by the Academic Council and Academic Supervisor. The work displays complete misunderstanding of the topic, and reveals fundamental flaws in understanding of the methodology chosen for the research. The goal and tasks are formulated incorrectly or not formulated at all, tasks are not implemented. Student fails to demonstrate knowledge of the subject matter or use of research techniques.</p>	<p>Fails to fulfill the requirements of the assignment. The conclusions are invalid. The contents of the conclusion do not correspond to the tasks set in the introduction. Unacceptable argumentation, research and/or presentation.</p>	<p>Paragraphs lack structure and cohesion. The paper shows lack of proofreading and constant misuse of grammar and syntax. The paper was not spellchecked. There are cases of distortion of facts in the text, quotation and paraphrase are formatted incorrectly, footnotes are used inappropriately. Student does not follow the guidelines. The tone of voice of the paper is generally too informal or overly pedantic and hard to read.</p>	<p>Student reads the defense text aloud, holds absolutely no eye contact with the committee. There is no logic in the slides and the structure of the presentation. Persistent mistakes or typos make the slides incomprehensive, visual aides such as tables, charts and images are lacking or used inappropriately.</p>	<p>Fails to provide the components of a minimally satisfactory answer.</p>

0 (unsatisfactory)	Plagiarism or other intentional or unintentional violations of academic ethics.
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### Appealing procedures

The Committee must conform to ethical standards of HSE. The Committee must inform the Faculty about cases of plagiarism according to Annex 2 of [Student Internal Regulations at National Research University Higher School of Economics](#), including the cases when the academic supervisor approved the thesis as fitting for the oral defense. If the fact of plagiarism is confirmed, the student receives an unsatisfactory mark and is subject to disciplinary sanctions.

The appealing procedure follows the general regulations and standards of HSE.

Appendix 1

**ORAL THESIS DEFENSE EVALUATION SHEET**

<b>Student</b>	
<b>Thesis title</b>	
<b>Comments (optional)</b>	
<b>Questions</b>	
<b>Academic supervisor's mark</b>	
<b>Oral defense mark</b>	
<b>Final mark</b> <b>(0,2*( Academic supervisor's mark) + 0,8*(</b> <b>Oral defense mark))</b>	

**Head of the Committee**

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(name, signature, date)

**Members of the Committee**

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(name, signature, date)

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(name, signature, date)

## Appendix 2

### Национальный исследовательский университет «Высшая школа экономики»

#### Протокол заседания локальной ГЭК по защите выпускной квалификационной работы

№ \_\_\_\_\_

« \_\_\_\_\_ » \_\_\_\_\_ 20\_\_ г.  
с \_\_\_\_\_ час. \_\_\_\_ мин. до \_\_\_\_\_ час. \_\_\_\_ мин.

Студента \_\_\_\_\_ 4 -го курса  
образовательной программы \_\_\_\_\_ Программа двух дипломов НИУ ВШЭ и Университета Кёххи  
уровня Бакалавриат "Экономика и политика в Азии"  
по направлению/ специальности 41.03.01 Зарубежное регионоведение / 41.03.06 Публичная  
факультета \_\_\_\_\_ политика и социальные науки  
(код и название направления/ специальности)  
факультет мировой экономики и мировой политики

(фамилия, имя, отчество при наличии)

Системы (средства) проведения ГЭК \_\_\_\_\_

#### Состав комиссии:

	Ученая степень	Должность	Подразделение	Фамилия, имя, отчество при наличии	Рекомендуемая оценка по 10 - балльной шкале (число/ текст)	Присутствовали (отметить)
Председатель						
Члены						

Секретарь						

**Тема ВКР:**

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**Руководитель ВКР**

<hr/>	<hr/>	<hr/>	<hr/>
<i>(ученая степень)</i>	<i>(должность)</i>	<i>(подразделение)</i>	<i>(фамилия, имя, отчество)</i>

**В комиссии представлены**

*(если в электронном виде, отметить каким образом получено и где хранится):*

ВКР	на	<hr/>	листах
Отзыв руководителя	на	<hr/>	листах
Рецензия	на	<hr/>	листах
Рецензия <i>(при наличии)</i>	на	<hr/>	листах

**Вывод руководителя:**

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**Рекомендуемая оценка руководителя**

<hr/>	<hr/>
<i>оценка по 10-балльной шкале (число)</i>	<i>Оценка по 5-балльной шкале (текст)</i>

**Вывод рецензента(-ов) *(при наличии):***

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**Рекомендуемая оценка рецензента(-ов) *(при наличии):***

<hr/>	<hr/>
<i>оценка по 10-балльной шкале (число)</i>	<i>Оценка по 5-балльной шкале (текст)</i>

**После сообщения о выполненной ВКР студенту заданы следующие вопросы:**

1. 

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2. 

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3. 

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**Характеристика ответов студента:**

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**Мнение председателя и членов комиссии о выявленном в ходе защиты ВКР уровне подготовленности обучающегося к решению профессиональных задач, а также о выявленных недостатках в теоретической и практической подготовке обучающегося:**

**Решение комиссии:**

Признать, что студент

\_\_\_\_\_

*(фамилия, имя, отчество при наличии)*

выполнил и защитил ВКР с оценкой:

\_\_\_\_\_

*оценка по 10-балльной шкале (число)*

\_\_\_\_\_

*оценка по 5-балльной шкале (текст)*

Председатель

\_\_\_\_\_

*(подпись)*

\_\_\_\_\_

*(фамилия, инициалы)*

Секретарь

\_\_\_\_\_

*(подпись)*

\_\_\_\_\_

*(фамилия, инициалы)*