RESEARCH PAPER GUIDELINES

THESIS & ESSAYS

Anna Kuteleva
akuteleva@hse.ru

RESEARCH PAPER GUIDELINES

STEP 1: Research question & research

Research question

What is the topic that interests you most?

Start with a topic. For example:

- democracy
- international trade
- environmental protection
- gender equality…

What is the issue that you want to know more about within this topic?

Then, move to a specific issue. For example:

- democratic transitions
- free trade agreements
- climate change policies
- women's representation in elected public bodies…

When you have a topic and identified a specific issue within it, you need to develop a research question.

1. Focus your question on one specific problem.

GOOD: How did the COVID-19 outbreak affect the unemployment level in South Korea?

BAD: How did the COVID-19 outbreak affect subsequent economic developments in South Korea?

>>> This question is unfocused. It is too broad and could not be adequately answered even in a book, let alone a standard thesis or a term paper.

2. Your question must be researchable using primary and/or secondary sources

GOOD: How does the politics of history and historical memory influence China-Japan security relations?

BAD: What do Shinzo Abe and Xi Jinping think about World War II?

>>> To answer this question, you need to examine Abe's and Xi's personal perceptions of World War II. You might do so only by doing interviews with them and/or studying their memoirs.

3. Your research question should be specific enough to answer it thoroughly.

GOOD: How did attitudes towards China change in the United States after the COVID-19 outbreak?

BAD: How did attitudes towards China change around the world after the COVID-19 outbreak?

>>> This question is very vague. It will be difficult to cover "the world" in an essay or a thesis.

Always narrow down your questions. For example, your topic of interest is democracy, and you are interested in the process of democratization (an introduction of a democratic system or democratic principles in a country). In this case, you could focus on the following question:

- Why are some countries democratic and others not?

However, you need to make this question specific by adding case(s). For example:

- Why is Japan a democracy?
- Why is China not a democracy?
- Why is Japan a democracy and China not?
- How did Japan's relations with the United States impact its democratic transition after World War II?

4. A balanced research question is specific yet complex enough to develop the answer over the space of your thesis

GOOD: How and with effect did Japanese foreign policy towards the United States change after World War II?

BAD: What are the four ways the Japanese government changed with the MacArthur Constitution?

>>> This question is too simple. It can be looked up online and answered in a few descriptive sentences. Thus, this question leaves no room for analysis.

5. Your questions should also be relevant to your field of study and/or society more broadly.

You also need to identify **the discipline** within which you aim at addressing the question. Are you interested in history, economics, business, comparative politics, international relations, sociology, or culture studies? This decision will affect your methods and tools for the analysis.

For example, you are interested in South Korea's responses to the COVID-19 outbreak. Here are some questions that you could focus on:

- A good political science question: How did the COVID-19 outbreak affect the public health policy-making in South Korea?

- A good economics question: How did the COVID-19 outbreak affect public spending in South Korea?
- A good international relations question: How did South Korea respond to the China-US conflict amidst the COVID-19 outbreak?

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

6. 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.

GOOD CAUSAL QUESTIONS:
- Why is ethnic conflict violent in some cases but is non-violent and occurs within the framework of democratic competition in others?
- Why do resource-rich states democratize more slowly?
- Why is the Communist Party of China still in power?
- What is the effect of democratization on economic growth in South Korea?
- How does the low level of democracy in China affect its economic development?

BAD CAUSAL QUESTIONS:
- Why was China's rise a success?

>>> This question is leading, meaning that it has an answer within it.

- Why should South Korean seek an alliance with Japan?

>>> This question is not only leading but also normative. A normative question is one that asks what should be (a subjective condition). These questions focus on "what ought to be" or "what could possibly be." In most cases, they imply philosophical (not empirical) research.

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*.

It is possible to ask causal questions that do not begin with *"why."* Consider the following examples:

– What are the <u>consequences</u> of different kinds of institutions for policy?
– What are the <u>consequences</u> of presidential vs. parliamentary systems for environmental policy?
– <u>Under what conditions</u> will democracies emerge and consolidate?
– What is the <u>effect</u> of the COVID19 pandemic on economic growth in China?

Cases

What cases will you study?

- **A case study** focuses on a single entity (e.g., a person, group or organization, event, action, or situation).
- **A cross-case study**, as the name suggests, is typically focused on cross-case variation and includes multiple cases.
- The more cases there are, the more is the level of abstraction.
- The fewer cases there are, and the more intensively they are studied, the more a work merits to be called a case study.
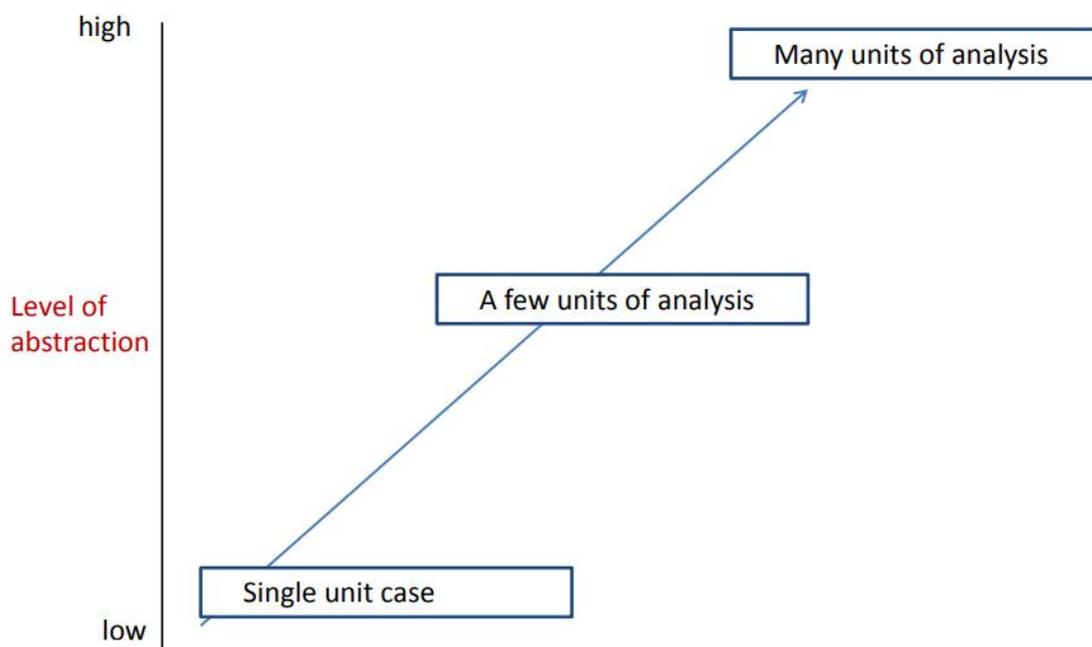
There are seven major types of cases[1]:

1. Typical cases confirm a given theory;
2. Diverse cases illuminate the full range of variation on X, Y or X/Y;
3. Extreme cases have an extremely unusual value on X or Y;
4. Deviant cases deviate from an established cross-case population (the "black swans");
5. Influential cases have established and influential configurations of X's;
6. Most similar cases are similar in all variables except X1 and Y;
7. Most different cases are different on all variables except X1 and Y.

---

[1] Seawright, Jason, and John Gerring. "Case selection techniques in case study research: A menu of qualitative and quantitative options." *Political research quarterly* 61, no. 2 (2008): 294-308.

Moving from theory to argument

4) ARGUMENT
- Form thesis from evidence
- Find implications for theory

1) THEORY
- Understand prevailing theory

2) HYPOTHESIS
- Form hypothesis from theory and research question

3) EVIDENCE
- Test hypothesis using evidence
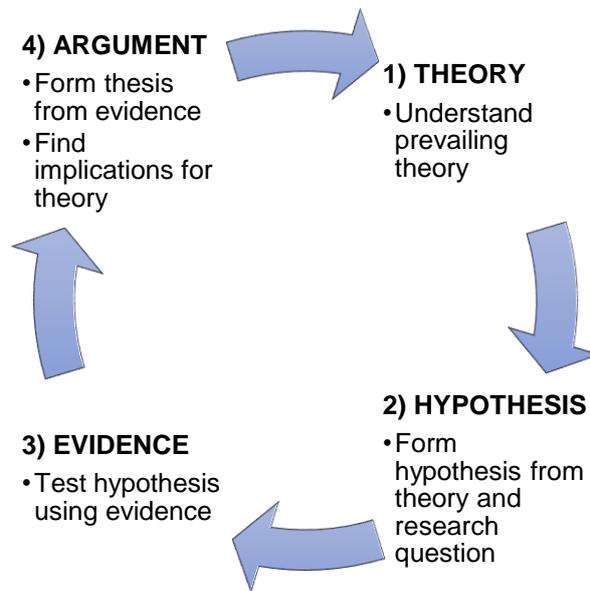
Theory has a pivotal role in social science. Theory is a general explanation for empirical phenomena. Theories generally have some support for their arguments in the real world. Theories are explanations for *why* and *how* things happen as they do. We can test whether a theory is right or wrong, using an empirical approach.

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 is 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. Depending on your research question, what type of data do you need to consider: quantitative, qualitative, or a composite of both?

QUALITATIVE	QUANTITATIVE
Analysis based on facts in narrative form	Analysis using a mathematical examination
Historical accounts and historical records (e.g., constitutions, laws, personal narratives)	Statistics (e.g., surveys, economic data) Econometrics, mathematical modeling

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 is a short, direct sentence that summarizes the main point or claim of an essay or research paper.

Conceptualization & operationalization

You need to explain key <u>concepts</u> that are related to your topic.

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.

EXAMPLE NO.1

Research question:
Why do people love sports?

Conceptualization:
What does it mean "to love sports"? Is it about watching or about doing?

Operational definition No. 1:   *Operational definition No. 2:*
The % of life spent doing sports. The % of life spent watching sports.

EXAMPLE NO. 2

Your topic: Democracy

Your issue: The quality of democracy in developmental states

You want to study contradictions and limits of developmental states with a focus on democracy in South Korea. Hence, you have developed the following *research question:* How does the developmental state influence democratic development in South Korea?

You will need to conceptualize and operationalize two things (1) developmental state and (2) democracy.

Conceptual definition 1: Development state is a model of capitalism, where the state has autonomous control over the economy.

Operational definition 1: A developmental state is characterized by having strong state intervention, as well as extensive regulation and planning.

Conceptual definition 2: Democracy is a form of government in which the people have the authority to choose their governing legislation.

Operational definition 2: There are many concepts of democracy (coming from different theories), and thus we can develop many operational definitions of democracy:

- a country holds a free and fair multiparty election;
- constitutional law guarantees freedom of speech, press, assembly, and religion;
- there is no verifiable suppression of political participation and expression;
- there is gender equality.

Focusing on the depth and quality of democracy, you can argue that one of its essential characteristics is citizens' participation in political processes. Then, you can operationalize democracy through citizens' participation in political activities and debates, social inclusion, and civil society involvement.

As a result, you will be looking at the relations between the developmental state and the involvement of citizens in political processes in South Korea.

Your *operational question* will be the following: Does the developmental state increase or decrease the involvement of citizens in political processes in South Korea?

Summary

Guideline	Step 1: Ask Good Questions	Step 2: Test Hypotheses	Step 3: Develop Argument
Do the basics	Ask an open-ended (this will often involve a focus on cause and effect)	Define concepts and variables clearly	Read and use scholarship on the topic
Be original and informed	Ask a question for which you do not have an answer decided before research	Use scholarly theories to form hypotheses, not just your own ideas	Make meaningful claims, not just laundry lists of what matters
Examine evidence	Ask a question for which evidence is available to test the hypothesis	Be aware of biases and rely on evidence (not assumptions)	Use evidence and opinion to back the claims and arguments

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

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

STEP 2: Choose your literature & data

Primary vs. Secondary sources

Primary sources

- created during the time period being studied or were created at a later date by a participant in the events being studied (e.g., memoirs).
- 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 time period.

Examples of primary:

- Historical and legal documents;
- Speeches, diaries, letters, and interviews;
- Datasets, survey data, and all other sorts of statistical data;
- 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.

Be careful with newspapers and other media. Newspapers can be treated as both secondary and primary sources, depending on your research question. All newspapers article provide not only facts but also has an opinion interjected. Because of these characteristics is why 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.

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 catalogs, 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., journal articles, working papers of NGOs and think-tanks, blogs.*

Data sources

Choose the data carefully. **Think about the data you need and why you need them.**

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?
- Were 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,
- – IMF International Financial Statistics,
- – OECD Statistics,
- – Penn World Tables,
- – Pew Research Center,
- – World Values Survey Data-Archive,
- – National Identity database, "Making Identity Count" project.

You might also want to check national statistic 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).

Summary

Be creative and search for primary sources that best suit your research. Consider using like Mendeley, Zotero, EndNote, or other 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:

1. Not anonymous;
2. Written by a scholar or a group of scholars;
3. Published through a peer-review process;
4. Has a list of references;
5. Uses formal language and scholarly terms/ concepts to discuss the topic;
6. Has an abstract (for journal articles).

NEVER USE WIKIPEDIA AS A SOURCE.

STEP 4: Structure of your thesis

Title

You need an original title for your paper.

- Eye-catching: Make the readers interested in your work.
- Make it easy to read.
  - If your title contains verbs, always make sure they are in active, rather than passive voice.
    - Good: *How does popular culture shift deeply-held cultural attitudes towards women in South Korea?*
    - Bad: *Is the shift of deeply-held cultural attitudes towards women in South Korea caused by popular culture?*
- Concise writing: Long headlines are confusing.
- Accurate: Give your readers a clear idea of what they are going to read in your paper.
- The title is the first words that your readers see. However, you should work backward. Write your paper as the first step, but the title as the last.

Writing introduction.

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

The introduction should answer the following questions:

- What issue are you going to study?
- What does this issue matter? What is its social, political, cultural, or economic significance?
- What is your research question? Why is your question worth asking?
- What cases will you use? How will these cases help you to answer your question?
- What data will you use? How do your data sources help you to answer your question?
- What is your theory? Do you have a raw hypothesis?

Thesis statement

Present your thesis statement in the introduction.

How do you answer your research question? 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…*

Remember that the thesis statement is not a description or a summary.

– This is a thesis statement: *This paper argues that countries with an abundance of natural resources tend to have less democracy if they have week institutions.*

– This is **not** a thesis statement: *In this paper, I will describe political institutions in oil-exporting authoritarian countries.*

Developing your argument

In the body of the paper, develop your argument, supporting it with evidence.

For an essay, your analysis should be divided into sections rather than presented in a solid block. Use as many sections as you need.

For a thesis, you should divide your analysis into chapters and further break them down into sections (2-3 per chapter).

Start with **a literature review** (500-1000 words in an essay, 1000-1500 words in a thesis), that 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?

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

Then, identify a **theory** that informs your analysis and explain your **methodology** (500-1000 words in an essay, 1000-2500 words in a thesis).

- **In this section, you need to describe how you conceptualize and operationalize your key terms. Provide clear and precise definitions for all major concepts.**
- You also need to explain what data you collected and how do you analyze it.

The rest of your paper should present your **analysis** (2-3 sections / 1000-1500 each in an essay, 2-3 chapters / 1500-2000 each in a thesis). These sections/ chapters help you to build your key arguments.

Writing conclusion

The conclusion must summarize your findings AND answer the "so what" question.

- The conclusion summarizes your findings. Essentially, you need to remind your readers how you developed your analysis in the body of the paper.
- You also need to restate here your entire thesis that you presented in the introductions. However, you 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 this issue matters? Why is it worth studying?

Abstract & 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.

Appendix & glossary

For a thesis, add an appendix and a glossary of terms, if needed.

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.

A glossary and appendices are optional. If you are not sure as to whether or not to include a glossary and appendices, ask your supervisor for advice.

Table of contents

For a thesis, a detailed table of contents is required.

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.

Students are encouraged to learn about the capabilities of their word processing software (e.g., MS Word), with most software programs being capable of automatically generating a table of contents if specific style codes are included throughout the text of the paper.

Tables, figures, and illustrations:

- If your thesis has tables, you need a List of Tables.
- If your thesis has figures and/ or illustrations, you need a List of Figures and Illustrations.
- Tables, figures, illustrations must be numbered consecutively, either 1, 2, 3, or with the chapter number included, e.g., 3.1., 3.2., 3.3, etc. Tables and figures must have a note describing their main details as well as data sources.

Basic requirements

Word count

Word count for a thesis: 7.000-10.000 words (without references, glossaries, appendixes, abstract).

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

For an essay, the word count is determined by the assignment. A regular essay is between 2.500 and 4.000 (without references).

Structure

The basic structure of your paper:

– Title page (title, name, department, university, supervisor's name, year)

– An original title

– Abstract and keywords

– Table of content

– Introduction that includes a thesis statement

– Chapters that are further divided into sections (2-3 per chapter)

– Conclusion

– Reference list

– Appendix (if needed)

Formatting

Type your paper, with 1,5 spacing and 12-pt font in Arial or Times New Roman. Remember to include page numbers!

Language

1) Use Grammarly (https://www.grammarly.com/) or similar **advanced writing tools** for grammar checking and spell checking.

2) Using vague terms makes your writing imprecise and may cause people to interpret it in different ways. **Always try to be as specific as possible.**

Taboo	Example	Alternative
Stuff	People are concerned about their stuff	People are concerned about their (belongings/possessions/personal effects)
Thing	The report presents many things	The report presents many (details/findings/recommendations)
A long time, a while	This topic has interested researchers for a long time	This topic has interested researchers for more than 30 years

3) You avoid using words and phrases that fall into the following categories:

– Jargon (i.e., "insider" terminology that may be difficult for readers from other fields to understand)
– Clichés (i.e., expressions that are massively overused, such as "think outside of the box" and "at the end of the day")
– Everyday abbreviations (e.g., photos, fridge, phone, info)
– Slang (e.g., cops, cool)
– Gender-biased language (e.g., mankind)

4) Avoid using **contractions** (e.g., don't, can't, it's).

– BAD: Abe **didn't** gain the support of Japanese public opinion for making constitutional changes that would allow Japan to play a more significant military role.
– GOOD: Abe **did not** gain the support of Japanese public opinion for making constitutional changes that would allow Japan to play a more significant military role.

5) Avoid **extensive nominalization and passive voice**.

Nominalizations are nouns that are created from adjectives (words that describe nouns) or verbs (action words).

Henry Hitchings, "The Dark Side of Verbs-as-Nouns." The New York Times, April 5, 2013:

> *Nominalizations give priority to actions rather than to the people responsible for them. Sometimes this is apt, perhaps because we don't know who is*

responsible or because responsibility isn't relevant. But often they conceal power relationships and reduce our sense of what's truly involved in a transaction. As such, they are an instrument of manipulation, in politics and in business. They emphasize products and results, rather than the processes by which products and results are achieved.

For more information, see 5-minute TED talk about "zombie words" by Helen Sword: https://www.youtube.com/watch?v=dNlkHtMgcPQ.

- BAD: We should take into consideration several factors. [7 words].
- GOOD: We should consider several factors. [5 words]

- BAD: The analysis of how the COVID-19 outbreak impacts economic development in South Korea was conducted.
- GOOD: We analyze the impact of the COVID-19 outbreak on economic development in South Korea.

Passive voice is your enemy! The active voice makes your writing more energetic, more direct, and more engaging. Importantly, it often makes your sentences confusing because it is not clear who is acting.

For more information read: https://www.grammarly.com/blog/passive-voice/

- BAD: Newspapers are censored. [Who censored newspapers?]
- GOOD: The authoritarian leader censored newspapers.

- BAD: China's new diplomatic strategy has been condemned. [Who condemned China's diplomacy?]
- GOOD: American experts condemn China's new diplomacy.

- BAD: It is argued that the concept of national identity is complex and includes many layers. [Who argues that?]
- GOOD: Gilbert Rozman argues that the concept of national identity is complex and includes many layers.

MISTAKES WERE MADE.

EVERY POLITICAL EVER

Look at this quasi-canonical example of the passive voice. "Mistakes were made," – that is what politicians say when trying to avoid responsibility. Who did mistakes? We don't know!

Use passive consciously and creatively. Pay attention to how and why other people use passive voice.

6) Academic writing is usually unadorned and direct (some might call it "boring").

 This means that you should **avoid dramatic vocabulary**:

–   adverbs of frequency (such as *always* and *never);*
–   superlatives (terms that indicate something is of the highest degree, such as *the best*);
–   intensifiers (words that create emphasis, such as *very*)

Those may also not be accurate – are you 100% sure that something is *perfect* or *never* happens? These terms sometimes (rarely!) add value, but try to use them sparingly.

Taboo	Example	Alternative
Always, never	Researchers always argue that	Researchers (frequently/ commonly / typically) argue that
Perfect, best, worst, most (or any other superlative)	The perfect solution to the problem	(An ideal solution/one of the best solutions) to the problem
Very, extremely, really, too, so (or any other intensifier)	This theory is extremely important	This theory is (important/ critical/ crucial)
Beautiful, ugly, wonderful, horrible, good, bad	A review of the literature yielded many good articles	A review of the literature yielded many relevant articles
Obviously, of course	The results obviously indicate	The results indicate
Naturally	The participants naturally wanted to know	The participants wanted to know

References and quotations

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.

We suggest all students use Chicago-style citations.

For more information: https://www.chicagomanualofstyle.org/tools_citationguide.html

If, for whatever reason, you want to use another citation style (e.g., APA or MLA), you must request confirmation from your supervisor via email.

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 using Turnitin (https://www.turnitin.com/). After that, all works will be reviewed by supervisors.

Plagiarism means using the exact words, opinions, or factual information from another person without giving the person credit. Plagiarism is the equivalent of intellectual robbery 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 the 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:

1. Learn to distinguish your arguments from other researchers' arguments and turn this into a habit;

2. Keep track of ALL sources you consult in your research – consider using like Mendeley, Zotero, EndNote, or other software;

3. 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).

>>> How to use quotation marks: https://www.grammarly.com/blog/quotation-marks/

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." [1] 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." [2]

[1] Rozman, Gilbert. "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, Singapore, 2018, p. 104.
[2] Ibid.

In this example, the original text is quoted directly, and that is why quotation marks surround all word-to-word excerpts. Further, relevant 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[1]. 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[2].
>
> [1] Rozman, Gilbert. "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, Singapore, 2018, p. 104.
> [2] Ibid.

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 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[1]. 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[2].
>
> [1] Rozman, Gilbert. "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, Singapore, 2018, p. 104.
> [2] Ibid.

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 40 words or more are considered **block quotations** and are formatted differently than regular quotations.

1. Block quotations start on their own line;
2. Block quotations are single-spaced;
3. Quotation marks **do not** surround block quotations;
4. The punctuation at the end of the block quotation goes **before** the citation;
5. 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." [1] 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.[2]

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

[1] Onuf, Nicholas. *World of our making: Rules and rule in social theory and international relations*. Routledge, 2012.
[2] Onuf, Nicholas. *Making sense, making worlds: Constructivism in social theory and international relations*. Routledge, 2013, p. 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 to 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." [1] 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." [2] They use inferential statistics that compares "the relationship between oil exports and suppliers' human rights policies." [3] 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" [4]. 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." [5] 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." [6] Bader and Daxecker conclude that China "have indirectly improved human rights in Angola through a welfare effect" [7] because Chinese loans helped to build a sophisticated infrastructure.

[1] Bader, Julia, 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), p. 774.
[2] Ibid, p. 775
[3] Ibid, p. 781
[4] Ibid. p. 784.
[5] Ibid, p. 780
[6] Ibid.
[7] Ibid.

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.

Summary: Checklist

Please read carefully and fill in this checklist.

		✓
Content & research	My paper has an original title.	
	I formulated an argument / thesis statement.	
	THESIS: I used 15 or more academic sources.	
	THESIS: Altogether, I have 20 or more sources.	
Organization & structure	I have an introduction, where I present my argument and an outline of my paper.	
	I have a conclusion that reflects my argument and how I developed it.	
	I divided the main body of my paper into chapters/ sections.	
	My paper has an abstract.	
Presentation	I wrote at least 7.000 words, but no more than 10.000 words (including references!).	
	I included the word count.	
	My paper is double-spaced with a 12-pt font.	
	My paper has a title page.	
	My paper has page numbers.	
Citations	I cited ALL my sources.	
	My references are clear and consistent.	
Quality of writing	I proofread my paper. Spelling and punctuation are correct.	
	I do not use contractions (e.g., *don't* and *shouldn't*) and other taboos of academic writing.	
	I do not cite Wikipedia.	

*Congratulations! If you check **ALL** the boxes, your paper is ready!*

Useful links

SOURCES & LITERATURE

- The no-Wikipedia rule:
  https://en.wikipedia.org/wiki/Wikipedia:Academic_use
- Finding Peer-Reviewed Sources:
  https://guides.library.ualberta.ca/research-writing
- Finding & evaluating information:
  https://guides.library.ualberta.ca/research-writing/finding-evaluating-sources
- Google Scholar search tips:
  https://scholar.google.ca/intl/en/scholar/help.html
- A great YouTube tutorial on Google Scholar:
  https://www.youtube.com/watch?v=6vSE-_iq7NE
- Primary vs. Secondary sources:
  https://libguides.ithaca.edu/research101/primary

REFERENCES

- Chicago-style citation quick guide:
  https://www.chicagomanualofstyle.org/tools_citationguide.html
- How to use quotation marks:
  https://www.grammarly.com/blog/quotation-marks/

PROOFREADING

- Grammarly:
  https://app.grammarly.com/

Title page template

FEDERAL STATE AUTONOMOUS EDUCATIONAL INSTITUTION

FOR HIGHER EDUCATION

NATIONAL RESEARCH UNIVERSITY HIGHER SCHOOL OF ECONOMICS

Faculty of World Economy and International Affairs

Maria Ivanova

No Future for Japan's Past? Collective Memory and Sino-Japanese Relations

Bachelor Degree programme: "HSE and Kyung Hee University

Double Degree Programme "Economics and Politics in Asia"

Field of study: 41.03.01 Foreign regional studies

If you are not sure what to write here, ask your supervisor!

Academic supervisor
Maria Petrova
Associate Professor
School of World Economy
National Research University Higher School of Economics

Moscow, 2020