The Small Compendium

Introduction to the techniques of scientific work

Main topic: social sciences

3. Edition (September 2017)[1]

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1. HOW TO FIND A TOPIC AND LITERATURE REVIEW

An important part of social studies is the critical discovery of topics on the basis of proper literature review. This builds the foundation for things like presentations, term papers or a thesis (see chapter 2. and 3.). The first steps towards these accomplishments are the development of a research question as well as to research and prepare the relevant literature. These preliminary steps are outlined as follows.

1.1. DEVELOPING A RESEARCH QUESTION

The most important thing of each academic endeavor (i.e. presentations, handouts, term papers) is firstly the development of a precise research question. The logical structure of any scientific product should be based on the research question. Here are some helpful steps:

- Develop ideas (brainstorm, mind map)
- Define problems: e.g. deficits in the explanations of current scientific work, testing theories, theories as an object of critique, investigation of new phenomenas.
- Look at questions from different perspectives, specify them as narrowly as possible and elaborate on them.
- When doing *empirical work* (see 3.2) the research questions are always developed in the in relation to the analyzed or collected data.
- Practical advice: Discuss your research questions with your fellow students and talk to your lecturers!

In particular, the concrete formulation of the research question can be difficult. The following table gives you an orientation how to specify your question (*assembled after* Grieshammer et al. 2012: 176f).

Criteria of specification	Concrete possibilities of specification
Selected aspect(s)	
Limit the timeframe	
Limit the location (cities, countries, institutions, …)	
Focus on: under special consideration of ...	
From the point of view of a discipline and/or the research method	
Limit your sources	
Focus on specific theories, researchers	
Establish relationships or comparisons	
Emphasize individual cases and examples	
Highlight something new	
Give an overview	
Specify the practical relevance	

1.2.   DOING RESEARCH

Literature research is the search for texts that are relevant to the research question or the problem context, and includes research in the library and in various databases (OPAC, Springerlink, J-Store, Google Scholar, etc.), in which in particular texts of more recent date are accessible.

In **empirical social research**, research always implies a simultaneous search for relevant data sources / accesses.

Classification of literature

For the evaluation of the found literature the following table offers an aid (*assembled after* Stykow et al., 2012: 198).

Who is the author?	
Questions	*Information sources*
- Is he person competent in this field? - Did they publish more on this topic? - Is her/his work cited by other scientist?	- Blurb and preface (book) - Author details (journal articles, personal websites) - Bibliographies, databases and their bibliographies, links from as many other websites as possible, scientific search engines.
Who published the document?	
Questions	*Information sources*
- At which publisher did the book appear – is it professionally recognized? - Did the text appear in an academic journal? - Which organization is responsible for the website -value neutral and trustworthy?	- Bibliography and recommendations in textbooks, course outlines, existing works - Category "peer reviewed" in subject databases - Integrated in the website structure "Legal Notice" or "About this website"
Is the document content wise and formally structured according to scientific criteria?	
Questions	*Information sources*
- Are sources named and references given for every argument? - Is the information used up to date? - For online resources: Is the website maintained and updated regularly?	- Books: latest edition? - Yearbooks and statistics: newer material available online? - Date of the last update? - Check links – do they (still) work? - Check contact details: Full name, credible institution, reputable e-mail address?

Note: There is a distinction between scientific and non-scientific literature. Examples of non-scientific literature include Wikipedia, Twitter, YouTube, journalistic articles and popular literature. Especially for current references, it may still be helpful to refer to such sources. This is legitimate, as far as the origin of the information is pointed out and this is critically questioned.

1.3.   SCIENTIFIC READING

Scientific literature is not read like a novel from beginning to end (except for the texts used in reading seminars) - nobody has got that time. First, a first rough outline has to be worked out, what can be found in the book or essay to be read - which problem they focus on and what can be expected as a result. For this, the table of contents, structure, possibly summaries are looked at or even individual passages flown over: playful browsing is a serious introduction to get to know the structure of presentation and argumentation.

In order to decide whether and how intensively the book/article should be worked through, it is necessary to apply in a further phase one's own criteria and questions that are actively taken up with the text, what could be of significance for one's own work. This, in turn, depends on the fundamental research question. Only then can the planned and literally self-confident reading be possible without losing the orientation in the abundance of information and the complexity of arguments. The actual reading is always real work that demands attention and concentration - for hours and without external animation; Everyone has to find their own method. If in doubt, a sustainable less is better than an unproductive more: 'books cannot be eaten'.

In order to mentally 'digest' read texts, the presented information must be comprehended in their context and the arguments put forward must be understood: therefore, it is always necessary to reflect and often re-read. For the reading work not to remain fruitless, but the knowledge being secured, it must be imprinted in the head. Basically, it helps to simply repeat the material, either by writing down (there are many techniques such as notes and excerpts on index cards, for example, or in a separate database). The repetition can also be done in your mind or in conversation with others. A higher form of memorizing is to scrutinize what has been read critically - and technically justified.

1.4.   EXCERPT

To secure the read, it is helpful to work with the text. This may include: notes, (colored) marks and above all <u>excerpts</u>. An excerpt is a summary of the main thoughts of a text (essay, book, etc.). When writing the excerpt, the reader proceeds as follows: When reading, he/she identifies the question, the main thoughts, hypotheses, results, etc. of a text and transmits them coherently into the excerpt. The following form is useful:

- Header: Author, Year, Title, Source (e.g. Stark, David (1992): The Great Transformation? Social Change in Eastern Europe. In: Contemporary Sociology 21: 299-304.)
- Short section on what is the text about (i.e.: question for research, 2-3 sentences)
- Summary of the main thoughts, hypotheses, results (as running text or in bullet points). This may include literal citations; For important thoughts, note the page number for later citation.
- Possibly your own opinion/criticism

The excerpt is always written in the present tense. It should be as short as possible and as long as necessary. For example, a five-page excerpt to a six-page text does not make sense.

The excerpt should be written in such a way that the readers understand even after some time, what is actually being said and that the excerpt (or sections of it) can be incorporated easily in another text (such as the term paper, bachelor or master's thesis). For this purpose, care should be taken to formulate the excerpt in your own words. Literal citations and key messages

from the original text must be clearly identified and documented with source and page information.

For long-term projects, such as a thesis, it may be helpful to work with a bibliographic management program (such as Citavi or EndNote).

2. SEMINAR ACTIVITIES

Within your seminars a number of things are expected of you besides a lively engagement in the discussion. Those are among other things a presentation and a corresponding handout as well as to take notes. These will be discussed shortly in the following.

2.1   PUBLIC SPEAKING AND PRESENTING

A presentation is not simply a verbal summary of the particular text that is to read for this seminar session! Instead, assume that everybody in your class has read the text and strive to stifle a discussion among the group.

Preparing the presentation, you should consider these three points.

Content

- Reduce your text to the main message(s), i.e. explain the most important terms, theoretical concepts and statements of the text.
- Be mindful of the topic of the seminar or event you are speaking at. Try to establish links to other topics that were already discussed here.
- Use examples to make your message comprehensible. This is the latest point at which you should start to draw from additional literature and sources and go beyond the basic text.
- Try to argumentatively develop a (critical) conclusion. Make clear where and how you link to the text.
- Prepare questions or theses for the discussion in the group (see 3.2.).

Structure

- Develop a red line (introduction, main part and conclusion). Think about how you want to start, what you want to share about the text, which examples you want to bring forward and how you want to end.
- Quickly introduce the structure of the presentation at the beginning, e.g. on one slide.
- Using a variety of different formats (slides, multimedia presentations etc.) can be helpful to establish a clear and recognizable structure.

Presentation

- A presentation should be limited to the given time frame. Thereby, it is considered one of the tasks in itself to work through a complex topic in the given time.

- Try to speak freely and clear (appropriate volume, clear pronunciation, as less as possible reading). To help to stick to the time limit, to speak freely and to develop a logical line of argumentation it is helpful to prepare by going through your presentation <u>out loud</u>.
- Media e.g. PowerPoint should not be used for the sake of themselves, but always support what is said. The slides should be built up. Try to keep them as "simplistic" as possible (not too much text).
- Clarify at least a week prior to your presentation with your lecturer whether a beamer is available.

> **Note**: These guidelines are especially for presentations that are oriented around one main text. There are also presentations on case studies (a country, an event, …). For such presentations will be the under "content" (1) mentioned own literature research even more important (see 1.3). The structured summary of different line of thoughts from varying texts presents here one of the main challenges. The notes to "structure" (2) and „presentation" (3) remain valid.

2.2   HANDOUT

Depending on the given specifications a handout should be distributed. The formal guidelines are:

- Name of the presenter, title and number of the seminar, date, name of the lecturer and topic
- Maximum 1-2 pages
- Includes main content and theses of the presentation, including the according references
- List open questions
- List the used literature
- **Note:** A handout is <u>not</u> a copy of a PowerPoint presentation.

2.3   PROTOCOLL

Protocolling during your seminars and lectures aims to structurally portray the thoughts and arguments that were raised during a seminar. A good protocol helps to follow the line of thought, structures what has been said and supports oneself to put arguments in relation to one another. Therefore, taking notes should capture what has been said, in a manner so that people absent could understand the main message. You should note down results, responsibilities or connect arguments to people. You should not, however, note down your own opinion.

Taking notes during lectures

- Only start to write when you understood the thought
- Capture main ideas (key terms, names)
- Leave room for later additions
- Keep it as short as possible and as long as needed. Use meaning full key terms.

- Formal details (name of the seminar, participants or absence of participants, lecturer, author of the protocol, date, place, time, topic and agenda)
- Present tense and subjunctive
- Formulated in bullet points, neutral and compact language
- Diligence to fofrm and content (spelling, consistent layout, clear indication of who said what)
- Mark logical steps by paragraph
- **Note:** Formulate and transfer your protocol soon after the fact so that you still remember well what has been said.

3. TERM PAPERS AND THESES

3.1 PLANNING THE WRITING PROCESS

Always plan your writing process first! The following table (own illustration) provides an overview of what a typical schedule for writing a paper or thesis can look like.

Phase	*Individual steps*	*Days* [1]
Preparatory phase	• Explore the topic. First cycle: research – critical reading of important texts • Collect and compile questions and select a research question, design a preliminary thesis and first outline • If applicable: draft preliminary introduction and conclusion • For empirical papers: assess the data situation and/or accessibility of your field of research. Select appropriate research methods for data generation and/or analysis and/or evaluation	5 (3)
Gathering and evaluation of material	• Second cycle of further reading and research, excerption of texts • Modify and refine your research question • Plan your argumentation step by step, structure your paper detailing the significance of its individual chapters • For empirical papers: generate/collect and analyze data	15 (4)
First writing phase	• Write a rough draft • Research and read additional material	21 (5)
Rest period/ vacation	• Take a break from writing	4
Revision and rewriting	• Complete your first draft, specify and define your line of argument, (re)arrange the text structure and components, write second draft • Further researching, reading and checking if needed	21 (3)
Editing and Proofreading	• Finalize layout, formalities, final correction • Print and bind your paper, if required	4 (1)

[1] The given time estimates in days refer to theses and to term papers (in parenthesis) respectively.

3.2 RECOMMENDATIONS

For all phases, besides reading and writing, it also helps to talk to others (such as fellow students) about your work.

Procedure

Problem and Research Question: Decisive for the success of a scientific project is the precise formulation of a problem and the resulting research question(s). What should be investigated exactly? Which aspects are (and why) put in the focus? Which theses can be formulated? These considerations are at the beginning of every scientific work.

Thesis and Hypothesis: Thesis means translated 'assertion', while hypothesis can be rendered 'insinuation'. "Hypotheses are those statements that have not yet been reviewed as to whether their claims [or imputed] facts also correspond to the facts "(Alemann / Forndran 2002: 93, own translation). Different types of hypotheses can be distinguished; it does, for example, make a difference whether the existence of something is assumed, e.g. the existence of black swans (this would be a so-called existential hypothesis) or whether a relationship between objects or facts is asserted, e.g. that black swans occur only in hot regions. In the latter case, a distinction must again be made between so-called correlation hypotheses and causal hypotheses. For a correlation hypothesis, it would be assumed that black swans occur only in hot regions, without any presumption of why this is so. In the case of a causal hypothesis, it would be said that black swans are found only in hot countries because it is hot there; between the heat and the black of the swans, therefore, not only an observable, but a causal connection would be assumed (for the different types of hypotheses see Alemann / Forndran 2002: 93-94).

Empirical work vs. Literature: For both empirical and literary based papers, an examination of relevant scientific literature is required to determine the state of art. Likewise, it is important for both forms of work to be methodical. An empirical paper or thesis uses one (or a combination of several) methods of empirical social research to either prove previously established hypotheses or to arrive at new well-founded theoretical statements (and finally a theory) by researching empirical reality, Literature based papers are all other works that develop their arguments exclusively by reference to relevant scientific literature, but can also, quite independently, go beyond the literary sources used and develop own lines of argumentation on base on the previously established literature.

Methodical procedure: How exactly does the work proceed, that is to say: how should the research question be dealt with? Is data used or collected and what are the best practices for doing so? Methodological Approach: While empirical social research has a multitude of methods (roughly classifiable in qualitative and quantitative methods), every scientific work of a method makes use in the broad sense of *a planned procedure to gain knowledge*. Good methodology is always characterized by systematics (that is, the individual steps are coordinated with one another and each have their function oriented towards the research objective) and intersubjective traceability. The latter is important so that others can understand the respective procedure and criticize if necessary.

Literature research: On this basis, the literature research is started. Selection and scope of the literature are "guided" by the research question(s). Usually there is a further clarification or modification of the problem. So, consider problem formulation and literature study more than mutually reinforcing rather than strictly sequential processes. Without the consistent reconnection of the research to your problems and questions, you may risk drowning in a flood of literature or overlooking important literature. In empirical work, the literature research and data

collection, or their evaluation and analysis, form parallel processes. Since from the data develop new problems and the literature sharpens the view for the data.

Structure of your paper: This is derived from the research question. A good structure is characterized by the fact that the reader can recognize the puzzle your work tries to address and the direction of the argument (the procedure and the leading theses). Also, be careful not to choose too many subchapters.

Thesis and Exposé: B.A. and M.A. theses can be based on their own empirical research as well as on a purely literary work. As a rule of thumb, the presentation of an exposé is recommended to secure the commitment of your supervisor(s) (1-2 pages, plus provisional table of contents). This is done <u>after</u> a discussion with the lecturer about the topic of the planned work.

Lecture-free time: When planning, keep in mind that during the *lecture-free time*, the teachers are conducting research themselves and it may be difficult to organize an examination board.

Regarding the length of your paper

The art of scientific work is to argue precisely and succinctly within a given framework. Although the formal presentation is important, the focus of efforts should be on the elaboration of the argument.

The following information is to be understood <u>without</u> title page, structure, bibliography and appendix.

- **Term-paper BA:** approx. 10–15 pages (approx. 3.500 words). Group work at least 20 pages
- **Term-paper MA**: approx. 15 pages (approx. 5.000 words)
- **Bachelor thesis**: 30–50 pages (approx. 12.500 words)
- **Master thesis**: 60–80 pages (approx. 17.500 words)

Criteria of quality for scientific papers

✓ Choose a socially and scientifically relevant topic; done in coordination with the lecturer → make it **interesting**!

✓ Clear problem definition, research question(s) and thesis(s) → make it **precise**!

✓ Reasons for the limitations of your scope and your work must be convincingly explained → make it **transparent**!

✓ Knowledge of and sovereign work with the current state of art regarding your research question and topic on the basis of a literature review → make it knowledgeable!

✓ A scientifically based, independent view is explicitly called for → make it **reflected**!

✓ Stringent reasoning, the individual steps of your argument must be comprehensible, build on each other and be empirically or theoretically sound → make it **plausible**!

✓ Well-chosen structure and appropriate balance between the individual parts → make it structured!

✓ Transitions should be used to link section and enhance the readability of your text → make the reader **happy**! (…and you of course)

✓ Write the paper yourself and list all aids/sources you might have used → do it **yourself**!

3.3 STRUCTURE OF YOUR PAPER

Here you will find the main structural points of a thesis. Some are presented in more detail on the following pages.

- **Title page:** University, or institute, title of the course, semester of the course, name of the teacher, title of the thesis, author of the paper, course of study, number of semesters, matriculation number and e-mail address
- Abstract
- **Table of contents**
- Table of pictures and tables used
- List of abbreviations
- **Introduction**
- **Main body (usually several chapters)**
- **Ending**
- **Bibliography**
- Appendix
- **Declaration of Authorship**

*(Bullet points in **bold** are obligatory)*

Abstract

An abstract is recommended for B.A./M.A. theses and contains the problem/research question, roughly the procedure and the most important result. An abstract is approximately 200 words for term papers and about 500 words for final papers (B.A. and M.A.) and is prefaced to the thesis.

Table of contents

- Structures the line of argument in the paper
- Meaningful headlines that mark a new step in the argument

- A maximum of three numbered hierarchical levels (whereby each text under these bullet points should be no more than 1,5 pages)
- In-depth assessment of relevance before introducing unnecessary sub-chapters.
- Use a numerical system
- The introduction is the first page, numbering starts at "1"

Introduction

An introduction identifies the problem and justifies the selection of the research question(s), this means it must always contain an answer to why the author has just selected specifically this/these question(s) from other possible options. Each introduction roughly announces the structure of the argument and thus the main structure of the paper.

At the same time, a good introduction embeds the chosen research question into a larger context. One possibility could be e.g. a more general theory or time-diagnostic debate to which a contribution should be made; other possibilities could be to make a contribution to a subject-specific discussion, to an empirical progress of knowledge or to the solution of a practical problem.

An introduction always also formulates an objective of the work, i.e. it explains to the reader what one intends to show with this text. It thus always contains a first formulation of the thesis/hypotheses and already indicates the result of the work. Often, therefore, the introduction is written last. In the end, make sure that you keep your promise, otherwise change the introduction again.

The headline is usually "Introduction", but may also be linked to a substantive heading "Introduction: ......".

Main Body

The structure of the main part depends on the research question and the topic: What needs to be clarified first in your argument comes first. It is divided into several chapters and is not titled "main body". A clarification of central terminology takes place in the theory section, further terms that need to be defined are explained upon their first appearance in the text.

In general, the beginning of the main part offers a discussion of relevant theories and concepts that serve to narrow, clarify and verify the investigation question or the plausibility of the hypotheses. A discussion of theories and concepts must lead to the specification and/or differentiation of the research question(s), a good theoretical part always has a function and is not limited to the reconstruction of existing theories and concepts. You do not have to be committed to a theory, but can combine existing theories or weigh these up against each other.

The "theory chapter" is generally followed by a substantiation of the selected examination method. The focus is on the presentation and discussion of the research results or - more generally - on the development of the "core issue" (derived from the research question). This part of the paper must also show the largest extent compared to all other parts. It is advisable to write short summaries at the end or at the beginning of a subchapter in order to make following your line of argument easier for the reader. The presentation of the research results should establish a continuing reference back to the original question and the theses.

Some formal hints

- Tables or figures should never be left uncommented (they can also be placed in the appendix, then the text must refer to the appendix).
- Each figure, table, etc. has an over- or under signature as well as an indication of source.
- Authors are never introduced with academic titles. It is customary to initially name the first and last name and then during further references to omit the first name.
- The employment of the author is only to be mentioned if it is substantial for the argument you are trying to build (for example, with partisan non-academic representatives). Academics are usually introduced only by name and possibly as representatives of a scientific field, school, theory tradition, etc.

Summary

In summary, one should not try to summarize all results completely. Focus on the central findings and relate them to the investigation question or problem definition. Explain again the gain in knowledge of your work. Self-critically refer to questions that have remained open and outline the limitations of your results. A "round" conclusion often includes an outlook. Here you could refer to socio-political consequences or the continuation of the scientific debate.

The conclusion should <u>never</u> be called "final". Common are "Summary", "Summary and Outlook" or "Conclusion". A combination with a title is possible.

Bibliography

In general, the incorporated literature must go beyond the compulsory literature discussed in the seminar and must include own research. **Important**: Implement a formal standard consistently (see chapter 3.4.)

Appendix

The appendix is used to document the working principles (tables, questionnaires, transcribed interviews, etc.). Further advice can be found in the B.A. or M.A. colloquia.

Design and layout of final papers

Scientific publishing means adapting to the specifications of a publisher. Term papers are considered a preliminary exercise, so we recommend the following standard practices:

- A4 and one-sided printing
- margins: right & top 2,5 cm, bottom 2 cm; left 3 - 4 cm
- 1,5 - line spacing
- Font: Times New Roman at font size 12 (with line spacing "Exact" = "16pt") or Arial 10 (with line spacing "Exact" = "13pt")
- Full justified text (including hyphenation)

Declaration of Authorship

Each written work contains a signed statement confirming that the work was done independently. This statement will be attached on an extra sheet at the end.

Template

Declaration of Authorship

I hereby certify that I the presented term paper on the topic of:
_____ was written independently and with no other help than the indicated sources. Those parts, which resemble other works word by word or by meaning, are marked in every single instance through the naming of the source, also the used secondary literature, and the reliance on those arguments is clearly indicated. I further declare that I have not submitted this thesis at any time in order to obtain a degree/mark.

_____
Place and time, signature

3.4 ROCEMMENDATIONS FOR PROPER CITATION

Attention: All sources that have been used in writing a thesis or paper must be cited. This also applies if a text or theory is not referred to in verbatim (by direct quotation), but indirectly.

Direct quotations are word for word copied passages of a book, essay, or other source, identified by quotation marks. If a quoted passage contains another quote, it is to be signified by single quotation marks (' '). The reference to the source either follows immediately after a quotation or at the end of the sentence. Ensure that quotations are not used in a meaning distorting way. Deviating citation from original source is possible, this should however be indictated as follows:

- omissions are indicated with square-bracketed dots [...]
- parts of a quotation can be emphasized (usually in italics), these have to be indicated at the end of the quotation by (emphasis added by the author, emphasized/highlighted by the author) in brackets, possibly with an abbreviated author name (emphasis added by the author, N.N.)
- errors that originate from the source of a quotation can be marked with (sic!) following in brackets
- your own additions or supplementations can be added in square brackets [xxx], if they are necessary to assure the comprehensibility of a quotation

Various different citation methods are commonly used in German social sciences and humanities. To simplify, one can generally differentiate between an "American" and a "German" citation style. Unfortunately, a number of combinations have come into fashion that can prove it

difficult for students to cite sources without making mistakes. Therefore, we strongly recommend using the "American" citation style, as it is simple to apply without citation errors. The most important rule when citing sources is to use one citation style consistently. A comprehensive introduction to citation and different citation styles can be found in Wagner (2009: 455f).

American citation style

This citation style utilizes a short citation version within a text. The end of a quote is directly followed by a parenthesis containing – in this order – the author's name, year of publication, followed by a colon and the page number. Additionally, a detailed citation of the source has to be given in the bibliography.

Direct quotation

- one author (Weber 1920: 77)
- two authors (Marx/Engels 1876: 34-35)
- more than two authors (Müller et al. 1987: 57)

Indirect quotation / paraphrasing

Example: For Weber, for example, the connection between capitalism and Protestantism is evident (see Weber 1920: 55-57). (Punctuation marks are usually placed after the parenthesis).

Citing more than one source: If several sources are cited, they must be separated by comma in case of identical authorship, or by semicolon in case of different authors (Weber 1920, 1923, 1927; Marx 1867). If a citation is not only in reference to a source in general, but to its specific content, the exact number of pages must always be mentioned, regardless of whether direct or indirect quotations are used.

Citing within a running text: If you have already explicitly referred to an author's name and specific work within a running text, this source can be cited by just giving the year of publication and page number in parenthesis: Weber (1920: 45) indicates that ....

If an identical source is cited multiple times directly in sequence, one can also cite by using (ibid.: page number). Example: first mention (Meyer 1991: 26), second mention of the same source (ibid.: 31). Please be aware, however, that between such citations, neither different authors, nor different sources by the same author may be cited.

Footnotes

In the American citation style, footnotes are only used sparingly and solely for the continuation of an argument or an empirical finding. Quotes within footnotes are cited as shown above in the American citation style.

Bibliographical references without any further context do not belong into footnotes. More extensive citation information, that would go beyond the normal extent of a text or disrupt it, may be included in a footnote, but only with a verbal introduction: "This problem has been dealt with in more detail in Müller (1993), Meyer (1964) and Schulze (1987)."

If interviews have been conducted for a scientific paper, they are usually cited in a footnote as well. Usually, the name and functional description of the interviewee as well as the place and date of the interview are given, for example: author interview: Peter Müller, chairman of the building trade union XY, Hamburg, 02.08.2017. Please take note, that the citation of interviewees may only be made with their consent! If personal information of interviewees has to be anonymized, it is often advisable – in consultation with the interviewees – to resort to a functional description, for example: author interview: management member of a construction union, Hamburg, 02/08/2017.

Abbreviations for citation

- Ibid = ibidem (lat.), in the same place
- et al. = et alii, et aliae: and others (if more than two authors)
- qtd. in = quoted in (for secondary quotes)
- f. = following (one following page)
- ff. = consecutive (multiple following pages)
- anon. = anonymous
- ed. = edition
- no. = number
- p., pp. = pages, pages
- vol. = volume

Tip: You can also use the citation formats of widely acknowledged scientific journals as a reference for your citations and reference list, for example: Kölner Zeitschrift für Soziologie und Sozialpsychologie (KZFSS, Cologne Journal of Sociology and Social Psychology) or Politische Vierteljahresschrift (PVS, Political Quarterly). Both journals are accessible with the university library account).

Plagiarism

Plagiarism includes the omission of suitable references when using phrasing or particular wording of someone else and/or their arguments and lines of thought (see: http://plagiat.htw-berlin.de/). Plagiarisms are usually discovered and prosecuted accordingly! The following forms of plagiarism occur:

Text plagiarism	• Literal quotation without reference to the source(s) • Literal quotation presented as indirect quotation, giving the impression that the adopted passage is formulated by the author instead of the author of the original source
Plagiarism of ideas	• Indirect quotation without reference to sources • Adoption of syntheses without reference to sources; e.g. an author pretending to have come to the conclusion by themselves that there are three models of X in the literature
Translation plagiarism	• A text or passage is translated from another language and passed off as the author's creation • Literal translation passed off as the author's paraphrases
Plagiarism of quotations	• Adoption of a quote from a secondary source with reference to the primary source, without referencing the secondary source. If quotations are taken from a secondary source, they ought to be checked as far as possible and provided with reference to the secondary literature: Weber 1920: 22, qtd. in Kaesler 2006: 10.

References

Similar to the different citation styles, there is also a variety of reference styles. Regardless of the style used, it is very important to consistently use only one style within a thesis or term paper. You will find a possible reference style exemplified below.

It is standard practice to sort bibliographical references to monographs, journals articles, anthologies, etc. by the surnames of the author, followed by their first names. Titles such as professor or doctor, however, are not listed! Additionally, if several publications of the same author are cited, they have to be ordered by year of publication, with publications from the same year additionally marked alphabetically. For example:

- Meyer, Otto (1990): Title ...
- Meyer, Otto (1991): Title ...
- Meyer, Otto (2001a): Title ...
- Meyer, Otto (2001b): Title ...

If a publication has been written by more than one author, all authors will be listed in the same order as stated in the publication!

- Meyer, Otto; Müller, Klaus and Wagner, Stefanie (1990): Title …

The bibliography is usually <u>not</u> divided into subdivisions like monographs, anthologies, etc. All scientific sources are listed together and in alphabetical order. The following table provides an overview of bibliographical references of different types of sources (monograph, essays from anthologies, journal articles, etc.).

Monograph
Author surname, name (year): Title. Subtitle. Series Volume. Place of publication: Publisher or publishing company.
Journals and articles from anthologies
Author surname, name (year): Title. Subtitle. In: Author surname, name (ed.): Title of anthology. Subtitle of anthology. Series Volume. Place of publication: Publisher or publishing company, page numbers.
The first names of the editors of anthologies containing a publication cited this way are usually stated first: *Meyer, Otto (1990): Title ... In: Bernhard Müller (ed.): Title ...*
Magazines & Newspapers
Author surname, name (year): Title. Subtitle. In: Magazine or newspaper. Volum year, number of issue, page.
Online documents
Author surname, name (year): Title. Subtitle. Title of the online journal. Volume year, num-ber. <complete URL> <Date: Date of publication> <Accessed: Date>
Encyclopedia & dictionaries
Author surname, name (year): Title. Subtitle. Scale. Place of publication: Publisher or pub-lishing company.
Maps
Author surname, name (year): Title. Subtitle. Scale. Place of publication: Publisher or publishing company.
Data sources
If you use generally accessible data for analytic purposes, e.g. videos, data sets, movies, news-paper articles, etc., these must also be cited separately.

3.5 LITERATURE RECOMMENDATIONS – TECHNIQUES OF SCIENTIFIC RESEARCH

English

Della Porta, Donatella, and Michael Keating, eds. (2010): Approaches and Methodologies in the Social Sciences: A Pluralist Perspective. Reprinted with corr. Cambridge: Cambridge Univ. Press.

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Flick, Uwe (2018): Designing Qualitative Research. 2nd edition. The SAGE qualitative research kit / edited by Uwe Flick ; 1st volume. Los Angeles, London, New Delhi, Singapore, Washington, DC, Melbourne: SAGE.

Robson, Colin, and Kieran McCartan (2016): Real World Research: A Resource for Users of Social Research Methods in Applied Settings. Fourth Edition. Chichester: Wiley.

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van Evera, Stephen (1997): Guide to Methods for Students of Political Science. 1st ed. Ithaca, NY: Cornell University Press.

German

Alemann, Ulrich; Forndran, Erhard (2005): Methodik der Politikwissenschaft. Stuttgart: W. Kohlhammer.

Bänsch, Axel (2003): Wissenschaftliches Arbeiten. München und Wien: Oldenburg.

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Grieshammer, Ella; Liebetanz, Franziska; Peters, Nora; Zegenhagen, Jana (2012): Zukunftsmodell Schreibberatung. Eine Anleitung zur Begleitung von Schreibenden im Studium. Baltmannsweiler: Schneider Verlag.

Rost, Friedrich (2008): Lern- und Arbeitstechniken für das Studium. Wiesbaden: VS Verlag.

Schlichte, Klaus (2005): Einführung in die Arbeitstechniken der Politikwissenschaft. Wiesbaden: VS Verlag.

Stykow, Petra; Daase, Christopher; MacKenzie, Janet; Moosauer, Nikola (2012): Politikwissenschaftliche Arbeitstechniken. 2. durchgesehene Auflage. Paderborn: Wilhelm Fink.

Theisen, Manfred (2002): Wissenschaftliches Arbeiten. Technik – Methodik – Form. München: Vahlen.

Wagner, Christoph (2009): Wissenschaftliches Arbeiten im Studium: Wie schreibe ich eine Hausarbeit? In: Lauth, Hans-Joachim/ Wagner, Christian (2009): Politikwissenschaft: Eine Einführung. 6. überarb. Aufl. Paderborn (u.a.): Schöningh.

4. SUSTAINABILITY

We ask you to work ecological when compiling term papers, B.A.- and M.A. theses. As long as the responsible lecturers did not say otherwise, you should proceed as follows: Recycled paper, two-sided printing and simple binding. For term papers it is sufficient to use staplers (no plastic files), for B.A. theses a simple paper binding is enough (no hard cover). After consultation with your lecturer you might also hand in your paper digitally.