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Last updated: January 2020

Recommendations for Paper Writing in the: 'Introduction to International and European Politics' Class

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The following recommendations have been compiled since the winter term 2012/13 and are based on my personal experiences in teaching courses at the Institute of Political Science at Otto-Friedrich University of Bamberg. The target group is all students writing a paper in the 'Introduction to international and European politics' class. The content of these recommendations will be taught in class as well. I would like to thank MacKenzie Swain for copy editing the English version of these guidelines.

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1. Objectives of Paper Writing

During Proseminar courses offered by the Chair of International Relations, students have to write two research papers. The first paper is often also a first for students in their course of study. As a result, we have decided that papers will be comprised of only five pages, which is significantly shorter than a typical term paper.

We instruct students to write two papers, because the writing process will contribute to the three major seminar goals.

First, students should familiarise themselves with the theory-guided perspective on international relations. The discipline of International Relations requires a certain way of thinking which is fundamentally different from how social phenomena are typically analysed in school. By writing a theory-guided paper on a self-chosen topic, the students will be able to practice theory-based analysis.

The second goal of the paper is to familiarise students with using scientific language. Students will learn that precise wording is an important factor of constructing convincing arguments. Precision is not only reached through careful diction, but also through a logical flow and order of statements. The limited length of the paper helps students concentrate on the essential arguments and ignore unrelated information.

The third goal is to train and apply scientific working techniques. All science is the attempt to understand an unexplained or unknown phenomenon on the basis of established scientific knowledge and principles. With the help of literature discussed in the *Proseminar*, students will be able to meet the formal standards of scientific writing. Since quoting and citing are important elements of scientific writing, students will learn how and when to use them.

2. Topic and Research Question

Every paper that students create during their studies must include a subject or topic, and a research question. Although subject and research question are different concepts, first year students frequently treat them interchangeably. Therefore, it makes sense to explain the difference between the two terms and provide a brief definition.

The subject of a paper is an abstract reference to what is being studied. For instance, when dealing with the topic *Poland's accession to the EU*, the reader knows that the paper will deal with both Poland and the EU. However, this subject might cover a wide array of interesting subtopics. This can be easily illustrated by referring to the previous example: A paper may focus on the consequences of Poland's EU accession for voting coalitions in the Council. A paper may, however, also focus on the development of labour migration after the opening of the borders. Consequently, a topic must be as concise as possible to provide a clear idea of what will be studied in greater detail.

To achieve this precision, the research question further limits the scope of the paper. The research question narrows down the subject to a single aspect, while simultaneously representing the *raison d'être* of the whole paper. The research question justifies the effort spent on writing the paper and has a decisive influence on its quality. Since the whole argument should aim to answer the research question, it must be as concrete and precise as possible. The research question must explicitly mention the *dependent variable* for an accurate, convincing, and efficient answer. If the research question does not mention the dependent variable, it will lack a clear focus for your research. Without, the paper would merely include text rather than arguments.

Although scientific research questions have to satisfy the criterion of relevance, the *Proseminar* is primarily designed to be an introductory course to the theoretical discussion of social phenomena in the realm of international and European politics.[1] Hence, research questions typically arise from the theories and theoretical approaches which the students have learned in class. We do not expect students to discuss unexamined empirical or theoretical problems. Nevertheless, we still expect all papers to include an analytical research question.

The development of a sound research question will be illustrated below by using the sample topic of the N*on-Proliferation Treaty*. Based on this subject, a poorly constructed research question will be formulated which is then improved upon step by step. In doing so, the reader will learn about the characteristics of a well-designed research question and how to avoid common mistakes.

Step 1 – A very bad research question:

The Non-Proliferation Treaty after the end of the Cold War

First of all, this sentence does not constitute a question, because it lacks a question mark. In your essay, it will be expected that your research question always includes this punctuation mark.[2] Generally speaking, the above sentence is merely a statement about the Non-Proliferation Treaty. This statement does not limit the scope of the essay, because this sentence is quite broad and could cover too many different aspects about the Non-Proliferation Treaty after the end of the Cold War.

Step 2 – A bad research question:

What is the Non-Proliferation Treaty?

This sentence constitutes a research question, but yields a descriptive answer. The question is scientifically irrelevant, because an answer can be found on Wikipedia.

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[1] For an extended discussion of relevance, see for example Gerring, John and Joshua Yesnowitz (2006): A Normative Turn in Political Science.

[2] Alternative formulations of research questions without a question mark are possible as well (for example: The aim of this paper is to examine…). Still, the question mark version is strongly recommended here, because it explicitly shifts attention to the very nature of the question and, consequently, the demand for an answer.

Step 3 – A marginally better research question:

> *How can one explain the emergence of the Non-Proliferation Treaty, and why is it not effective?*

To provide a good answer to this research question, an analytical argument will be necessary. Still, the research question contains two problems which must be avoided.

First, the question includes two separate questions. The first part of the question asks how the development of the Non-Proliferation Treaty can be explained, while the second questions its effectiveness. Thus, the research question is not formulated precisely enough and cannot narrow the scope of the paper enough. It might be impossible to provide a reasonable answer within the framework of an essay of only five pages.

Second, the research question already includes a statement on the Treaty's effectiveness. Therefore, the question contains a normative element and the result of a comprehensive answer is unlikely.

Step 4 – A sufficient research question:

> *How can one explain the creation of the Non-Proliferation Treaty?*

This question may sufficiently narrow the scope of the paper's topic. It is clear that the following argument will focus on the conditions contributing to the creation of the Non-Proliferation Treaty and solely on these conditions. However, the chosen formulation leaves the question of which conditions are more relevant for its development open for debate. Is it interdependence between the great powers? Is it the cooperative nature of American government in mid-1960s? Or has a divine spark touched upon the hearts of the leaders of nuclear-weapon owning states? In order to improve the question by narrowing the scope to filter out additional debatable outcomes, a further adjustment should be made:

Step 5 – A very good research question:

> *How can one explain the creation of the Non-Proliferation Treaty by using a regime theoretical perspective?*

A research question stated this way can perform the selection function very well and additionally includes a clear direction for the essay. The question implicitly includes information about the independent variable (regime theoretical perspective); thus, the question will shed a light on the conditions of formation, which the essay will then focus on.

The previous paragraphs should have made clear what elements are important for designing a good research question. Nevertheless, in the beginning of the work process, students often struggle with finding a suitable subject and what direction to guide the research question.

When asked to write an essay for the *Proseminar*, students should follow two suggestions to find a suitable research question: Do not overcomplicate and conduct a theory-based test. One of the goals of writing an essay is to introduce students to the theory-driven mindset of

International Relations. This assignment is not about producing innovative research findings, but rather practicing applying theories discussed in class to relevant case studies. Therefore, theory testing using a self-selected case study is the ideal way to improve one's analytical skills.

The identification of an appropriate case studies relies on an understanding of how a given theory explains a specific outcome. Hence, the first step in formulating a research question is selecting a theory. As part of the second step in designing a research paper, one should begin to decisively search for sources which discuss the dependent variable.

After deciding upon an appropriate research question, it is strongly recommended to briefly discuss it with the course instructor. In doing so, potential problems can be identified early and eliminated in the initial phase.

3. Planning the Structure of the Text

The structure of an essay is always derived from the research question. As a result, the essay must be organised to answer the question in the best way possible. For a research paper, one must follow a formal structure.

The following section provides a description of a standard essay structure comprising of an introduction, body, and conclusion. All sections should be structured to help further your theory-based analysis. It is strongly recommended to use this structure as a template. Even when it is necessary to use a different outline due to the nature of the research question, this template should still be helpful to guide your writing. Many elements discussed in this guide *must* be found in *every* essay. For example, one must have a properly developed research question for a good research paper.

3.1 The Introduction

The introduction of an essay should be about one to one and a half pages long and usually serves three main functions: it introduces the reader to the topic of the essay, outlines the context in which the research question is going to be answered, and provides a short summary of how the sections of the paper are organised.

A common introduction briefly introduces the reader to the subject of the essay. Through the introduction, the reader should be able to determine your research question and have a brief introduction to the problem or phenomenon that you are going to examine. The research question must be explicitly stated in the introduction and accurately reflect the subjects addressed in the essay.

The section following the introduction outlines how the research question will be answered. Due to the analytical nature of the essay, reference to a theoretical approach or concept is required to support your argument. Therefore, it is necessary to briefly explain why a chosen theory or concept is applicable to answer the chosen research question.

The last part of the introduction should include an outline of the whole argument. Here, *a common thread* is formed and it is important to ensure that the essay proceeds exactly as described in the introduction. It is not unusual that the content of the introduction may be altered during the working process. In any case, consistency is important.

3.2 The Main Analytical Part

The main part of the essay should comprise about two and a half to three pages. The body of the essay should answer the research question logically and thoroughly. The standard construction consists of two distinctive parts—the theoretical part and the empirical part—each of which must have an appropriate sub heading.

The theory section of the essay outlines the theory, the theoretical approach or the theoretical concept, that is used to answer the research question. The intellectual challenge is to reproduce someone else's line of thought with one's own words and to correctly isolate the necessary information for your own argument. The theory section should include a brief summary of the theoretical concepts, the central arguments, the causal mechanism, and the independent, the dependent, and intervening variables.

When assessing the theory section, the professor will mainly look for the following three elements. First, the description of the theory used must be correct and consistent. For example, sometimes students might mix up the dependent and the independent variable in their analyses. This mistake is a clear indication that the main proposition of a theory was not understood and that the subsequent empirical analysis will not be correct.

Secondly, the theory section should only refer to arguments that are necessary to answer the research question and contribute to the overall argument. Digressions, even if they provide interesting information, must be avoided.

Thirdly, it is expected that you summarise the theory in your own words. In order for the research possible to be traced through the essay, it is necessary to identify other authors' statements and arguments and specify their origin. However, creating just a collection of quotes must be avoided at all costs.

It is recommended here that no literature should be directly used when writing the theory section. It is better to formulate the theoretical concept from memory and in the way that you think is appropriate. Only after the writing, the text should be checked against primary sources, be corrected, and provided with appropriate references. By following this suggestion, it can ensure that the central argument has been accurately understood and that is clear which variables will play a central role when the theory is applied. If the central message cannot be summarised after reading and editing the text, then practicing more efficient reading strategies would be beneficial.[3]

Following the theoretical part is the empirical part where the previously outlined theoretical argument is applied to an empirical sample case. Here is where the actual theory test is

[3] Students should principally take notes, underline important arguments and concisely summarise the key message of a text in one to three sentences. When reading becomes part of the profession, the learning of efficient reading strategies is essential, e.g.: Kump, Peter (1999): Breakthrough Rapid Reading.

performed. It is important to make sure that no new theoretical elements or definitions are introduced in this part of the essay. All necessary concepts for your argument must be provided in the theoretical part.

The purpose of applying a theory is to allow for predictions of the kind of observations that are expected in the real world. These observations are called *observable implications* and '[a]ny theory that does real work for us has implications for empirical investigation; no empirical investigation can be successful without theory to guide its choice of questions.'[4] Thus, the empirical analysis must be conducted through the 'lens of the theory'. For example, when testing Robert O. Keohane's regime theory on 'the creation of the Kyoto Protocol', the empirical part of the essay must include, *inter alia*, a reference to the interests of the actors and their interdependencies. This need stems from the fact that interests and interdependencies are central features of Keohane's argument.

Overall, it must be made certain that the argument is logically consistent and comprehensible. This also means that reality should not be manipulated to fit the theory. It is quite possible that a theory is not applicable to a particular case or that actual observations contradict the *observable implications*. There can be various reasons for these kinds of results, but they should not be discussed at great length. Rather, it is expected that at least an educated guess is made about why your expectations did not match reality.

3.3 The Conclusion

The main function of the final part is to give an answer to the research question, which was formulated in the introduction. The conclusion should be designed so that it is possible to obtain an answer to the research question without having to read the entire analysis. Therefore, a well-written conclusion not only establishes a link to the introduction and the research question, but concisely summarises the results. Additionally, there must be an outline of how the student answered the research question. This implies that the structure of the essay must be briefly discussed.

After having presented the answer to the research question, it should be briefly related to a wider context. The easiest way to do this is to draw a conclusion or to provide a prediction. Especially when drawing a conclusion, normative statements must be carefully avoided.

3.4 General Advice for Writing

When planning the structure of the essay, it is worth following two pieces of advice. It has already been emphasised that the formal structure must reflect the content of the essay. This structure should be reflected in both the macro- and the microstructure of the text.

The macrostructure of a given text is divided into several distinct sections, which correspond with the three main parts, the introduction, body, and conclusion. Each of these parts serves its own purpose and should be separated from the others. To navigate quickly within the text, sections must be identified by using headings.

[4] King, Gary; Robert O. Keohane and Sidney Verba (1994): Designing Social Inquiry, p. 29.

The microstructure of a text is the sections that are divided into paragraphs. Ideally, each paragraph should reflect the structure of the Introduction-Body-Conclusion pattern and should include a single argument. To see the benefits of this kind of writing, the reader can refer to the first two sections of this packet (pages 3 to 6). The text written in the section 'Objective of Writing an Essay' is composed out of five paragraphs, each separated by a large spacing.[5] By using this system, the reader's eye can navigate the text very quickly. Furthermore, such an internal structure of the paragraphs allows for the reader to skim the text. The text should be structured in a way so that the content of the paragraph can be understood by only reading the first sentence of each paragraph. Last but not least, such a thorough planning of the text forces the author to express their argument precisely which helps the reader's understanding.

In conclusion, it must be ensured that both the micro- and the macrostructure of the text provide a coherent overall picture. The chain of reasoning must be formulated both reasonably and comprehensively so that the reader can understand the train of thought. When a text contains frequent repetitions or reference to arguments only introduced later in the text, this is indicating of a flawed logical structure.

4. Scientific Standards

The need to follow the scientific standards ensures a proper record of one's own research process. Every researcher must provide the sources they have used in their own work so that other researcher may replicate the process and are able to judge the validity of the original research results themselves. A good research design always refers to pre-existing knowledge. Researchers conduct their own research based on pre-existing knowledge because it is impossible to substantiate any single argument or fact. Arguments that refer to what is considered established knowledge are 'outsourced' to other texts. Hence, the process of following the scientific standards can provide a logical and well-founded argument for a research paper.

In order to avoid plagiarising, all reasons, origins of facts, quotes, and outside thoughts must be cited from the original source. In general, there are two types of quotations: the citation and the indirect quote.

4.1 The Citation

The citation (also called 'direct quote') is an exact duplicate of passage from another author. It is used when a direct statement shall be used in your own text. Citations should be used sparingly and must have quotations marks around it. It is important to ensure that spelling and punctuation match the original text. If the original has a spelling or punctuation mistake, it must not be corrected. Instead, it should be labelled with [sic!]. Words that have been

[5] Alternatively, it is also possible to use a hanging indent at the beginning of every new paragraph.

correctly written according to older spelling rules are not to be marked false. This is especially relevant in the case of German spelling rules prior to 1996.

Short citations are 'continuously integrated into the text', whereas longer citations are separated from the text.

> In this case, citations are not in quotation marks. Instead, they constitute a separate paragraph, which is indented left and right and has a line spacing of 1. The font size must be reduced by one point. Citations are indented when they are longer than about four lines. Block quotes should not be put in italics, no matter the length of the citation. Only when the original quote puts words in italics, the citation must be in italics as well. The following note must be added then: (emphasis in the original).

All changes made to a citation must be marked:

- Omissions are indicated by either [...] or (...). However, the meaning of the cited passage must not be adulterated.
- If you choose to *emphasise* part of a quote, it is written in italic and must be indicated [own emphasis].
- Additions [within a citation] that improve comprehensibility or facilitate grammatical integration in one's own text are put in square brackets.
- Citations in a foreign-language must be translated into English and be labelled as a translation: [own translation]. Yet, English quotes can be integrated into a German text without translation.

4.2 The Indirect Reference

Indirect references are the most common type of citation which refer to a corresponding argument from an alien thought. This can be a single argument, an entire line of argument or even a whole source. Paraphrases are not put in quotation marks, but they must always be labelled as another author's thought. The line between direct and indirect citation is not defined selectively and depends on the context of the usage. As a general rule, borrowing more than three words from another authors should be labelled a direct citation.

4.3 The Secondary Reference

Secondary citations should be avoided and are mentioned here only for thoroughness. Citing second hand sources may be allowed only in exceptional cases. Generally available literature, must be cited according to the original source. However, literature that is difficult or impossible to access in Bamberg (e.g. a very distinct leaflet of the communist commune of Paris from 1871) may be cited from secondary sources by adding 'quoted from:'. Interviews conducted by authors of a primary source shall also be treated as a primary source.

4.4 Footnotes vs. In-Text-Citation—A Question of Style

To label the sources used in the text, reference can be made to two different citing styles: The 'classic' version with footnotes or the Harvard referencing system with in-text-citations.

When using the classic variant, a short title of the respective source is indicated in the footnote. Whereas when using in-text-citations, the source is indicated within the text.

Both kinds of reference systems have pros and cons. However, in-text citations are most commonly used in International Relations. Students may choose which style they want to use in their essays. Nonetheless, it must be noted that a consistent way of referencing is assessed as part of the final grade. Therefore, mixing up of the two styles within a single essay will lead to a poorer grade. No matter what kind of reference system you ultimately choose, a comprehensive list of references must be included at the end of the essay (see section 5).

Footnotes

When using footnotes for referencing, the source is listed in the footer section of the paper. Within the essay text, the reference is indicated by a superscripted Arabic number. Unlike in the Harvard referencing system, the footnote must be inserted after the full stop of the sentence. Since footnotes separate references spatially from the body text, it is also possible to add minor remarks and comments.[6] The formal requirements for formatting footnotes must be followed (see section 6).

A source indicated in the footnote follows this default structure:

[29] Surname, first name year: short title, page number.

[29] Keohane, Robert O. (1984): After Hegemony, page 55.

This standard structure of footnotes is always used when referring to a direct citation. Indirect references may be extended by prefixing the abbreviation 'cf.' (short for 'confer') A footnote is always ended with a punctuation mark, because it contains a sentence. Subtitle, publisher or information on contributors should not be mentioned.

The default structure can be altered under certain conditions:

- Reference to a source that was written by more than one author:
  Up to three authors may be mentioned in footnotes. However, usually the abbreviation '*et al.*' is used when more than two authors need to be mentioned.
- Referencing a source comprising of more than one page:
  Reference that also includes the next page: pages 3-4.
  Reference that is comprised of more than two pages: pages 3-10.
- Sources from the internet may be specified in footnotes. The date of the last access should be included.

In-Text-Citation

As indicated by its name, referencing by in-text citation is done by integrating the source into the text. References are always inserted right before the punctuation mark at the end of a sentence. Put the source in parentheses and follow the standard citation structure:

[6] Example: A similar definition of the concept of social mechanism can be found by Hedström and Swedberg (1996), p. 299.

(Author's surname year: page)
(Keohane 1984: 14)

In some cases, it is necessary to alter the default structure:

- Reference to a source with two authors:
  (Keohane & Nye 2011: 45) or
  (Keohane and Nye 2011: 45)
- Reference to a source with more than three authors:
  (Wittkopf *et al*. 2007: 17)
- Reference to a source of an author that has been previously used and the sources come from the same year:
  (Moravcsik 1995a: 611)
  (Moravcsik 1995b: 157)
- Reference to a whole book:
  (Keohane 1984)
- Reference to an author who has written something similar to what you have written:
  (cf. Keohane 1984: 51)
- Reference to more than one source from the same author (different years):
  (Keohane 1984: 51, 1991:22)
- Reference to more than one source (different authors):
  (Keohane 1984: 51; Moravcsik 1995: 611)

There is a special case when using in-text citations for internet sources that all writers must be aware of. When the author of the source is known, the citation follows the standard rules. When the author from the internet citation is unknown, the citation can be a brief reference. It must be sure that the short reference is retrievable in the bibliography via a URL.

(theguardian01 2014)

When one uses in-text citations, the URL should never be in the text. Instead, the addresses must be listed in the bibliography.

As a note, the use of in-text citations and using footnotes together is not completely prohibited. In this case footnotes should not be used to indicate references, but should contain additional information. However, if this information is relevant for reasoning, then it belongs in the text. The use of footnotes in this manner is the only exception to mixing in-text citations and footnotes.

4.5 What Must be Documented

Every sources used during the research process and added to the essay must be documented. Although every student has heard this sentence often, there still can be uncertainty about what needs to be cited and what does not. The reason for this is that the term 'outside sources' or anything that is not your own original though can lead to different interpretations. These interpretations are narrowed down here:

- The use of a direct quotation must always be cited.
- Specific facts that are presented as evidence for own arguments or interpretations must also be cited.
  For Example: The share of the military budget of the United States on the world's military spending is about 43 percent. (SIPRI 2011: 9).
- Paraphrases and summaries of other arguments must always be cited from their original source.
- Certain (normative) ideas or opinions, regardless of whether this is accepted or not, must always be cited.
  For Example: According to Moravcsik, the EU does not suffer from a democratic deficit when compared to other existing democracies (Moravcsik 2004: 336 f.).
- Technical terms should only be cited if they are not yet established in political science. Therefore, the use of the term *regime* for an international cooperative agreement should not be cited. However, if the meaning of a term is provided with its own definition or usage by an author, then technical terms have to be quoted.
- The subject-specific general knowledge of a discipline shall not be cited. The knowledge that is taught in textbooks and introductory lectures is assumed to be known. For instance, a citation is not necessary when talking about a statement that neorealists are of the opinion that relations between states are characteris'ed by anarchy. Yet, you must not copy text from textbooks. Quotes from a textbook must be tagged as well.
- Statements and thoughts might be so trivial that they are not worth citing. For example, the first sentence of this section, *Every sources used during the research process and added to the essay must be documented*, can be found in dozens of study regulations and books on scientific methods.
- Basically, the more original an idea or argument, the newer a formulation or evaluation, or the more elegant linguistic formulation is, the greater the justification not to use a citation.
- In addition, the following applies: In case of uncertainty, it is better to give one source too many than one source too few.

4.6 Plagiarism

According to §5(3) of the Examination and Study Regulations for the Bachelor Degree of Political Science, students are required to create a reference system through a bibliography to identify the use of alien intellectual property properly. Plagiarism is the not-cited use of alien intellectual property in one's own work. In this sense, the paraphrasing of a text or passages or the use of another's ideas, facts, and arguments without indicating the original source is defined as plagiarism.

If there is any reason to suspect that there is plagiarism in a submitted essay, the paper will receive a grade of insufficient (5.0) as a result. The student will also receive a grade of 5.0 for the *Proseminar* and is considered to have failed the course.

The Examination and Study Regulations for the Bachelor's Degree in Political Science (as amended on September 19, 2019) formulated this in § 13(4) as follows:[7]

> If you try to influence the outcome of an examination by deception or the use of non-approved tools, the grade given will be insufficient (5.0). The violation shall be determined by management or supervision as well as by the examiner or, in doubt, by the examination committee. If deception in the form of plagiarism is detected by the examiner or in doubt by the examination committee, the work in question will also be evaluated as insufficient (5.0). Plagiarism occurs in particular if relevant contents are used or translated from other works without specifying the source from which is taken. Upon discovery of plagiarism by the examination committee, they may in severe cases or in repeated violation specify that the examination in question is evaluated as failed permanently.

5. Creating a Bibliography

A bibliography arranged in alphabetical order must be included at the end of an essay. A bibliography contains detailed bibliographic data of all sources used in the essay and must be both complete and consistent in formatting. The word *used* refers exclusively to sources which were explicitly referred to in the essay. Sources that are read, but not mentioned specifically do not belong in a bibliography.

A bibliographic entry always begins with the last name of the author and ends with a period, as it contains a sentence. Bullet points, item numbers and other bullets in front of a reference are neither necessary nor useful. When the bibliographic entry is longer than one line, a hanging indent should be used from the second line or more.

The bibliography contains citations of all of the sources used in the essay, which are not part of one's own thoughts. For this reason, the list of literature receives no chapter numbering and is set in single line spacing.

The following list contains citation information and examples about various types of literature. Under the respective source, which is how it should be found in the bibliography, there are comments which need to be considered when formulating the citation. However, the exact format of the citation is a matter of style. In the examples below, the surname of the author is in small capitals, the year of publication in parentheses, and the name of a journal is in italics. This formatting style may be adjusted at will, as long as it is applied consistently.

Monographs:

KEOHANE, ROBERT O. (1984): After Hegemony. Cooperation and Discord in the World Political Economy. Princeton: Princeton University Press.

——— (1986): Neorealism and Its Critics. New York: Columbia University Press.

KEOHANE, ROBERT O. AND JOSEPH S. NYE (2011): Power and Interdependence. Boston: Longman. 4th ed.

[7] Please note: As there is no official translation of the respective study regulations, the following translation should not be considered as legally binding. Only the original German text is legally binding.

The bibliographic details of monographs must follow this pattern:

> Surname and first name(s) of the author (without academic title), year, reference title incl. subtitle, place of publication, publisher, edition (only from 2nd edition).

When a source has multiple authors, all names must be fully written out. The ordering of the names must be taken directly from the source and not changed. The abbreviation *et al.* is not used when listing the names of authors in the bibliography.

If multiple sources by the same author are cited, the name can be replaced in the second citation with ———. The sources are then sorted in ascending order in accordance to the year of publication. If a cited author is referred to in co-authorship as well, the citation is treated as a source from a new author. At the first mention of the author, the authors' names must be completely written out. In reference to multiple authors, it is possible to give the first name before the last name for the second author. It is important to keep consistency in mind.

If different sources of the same author are from the same year, the years are marked with small alphabetical letters. The alphabetical system needs to be taken into account when citing within the text. For Example: see Keohane, Robert O. (1991a; 1991b).

Editorials and Editions:

ART, ROBERT J. AND ROBERT JERVIS [Eds.] (2009): International Politics. Enduring Concepts and Contemporary Issues. New York [a.o.]: Pearson Longman, 9th ed.

The bibliographic citations of editorials and editions are similar to that of monographs. However, after the author's name, the additional [eds.] is inserted. Editorials and editions will be referred to only if the entire work is mentioned. If only a reference is made to a section or specific article within the work, then the source must be specified as a contribution to a collected edition.

Contribution to a Collected Edition:

NIEMANN, ARNE AND PHILIPP C. SCHMITTER (2009): Neofunctionalism. In: Antje Wiener and Thomas Diez [eds.]: European Integration Theory. Oxford [a.o.]: Oxford University Press, 2nd ed., pp. 45-66.

The bibliographic details of articles in collected editions must follow this pattern:

> Surname und first name(s) of the author (without academic title), year, reference title. In: name of the publisher, title and subtitle of the collected edition, publication city, publisher, edition (starting at the 2 edition), page numbers (from-to).

In essence, the reference of a collection of articles or journal editions differs only in two ways from the citation of a monograph. First, the publisher and the edition must be mentioned, and the page numbers of the contribution must also be cited. Unlike the listing of authors of edited collections, a maximum of three of editors shall be named. If more than three editors contributed to the work, only the first editor is named and the others are abbreviated with *et al*.

In the *Proseminar* students are often confronted with editorial contributions because most of the textbooks used in the course are in this style. For this reason it is important to note that textbooks must always be cited according to the latest edition. Furthermore, it should be noted that the page numbers of older editions often differ from those of more recent editions. In this case, the source that was actually used should be the only one cited.

Journal Article:

STONE SWEET, ALEC AND WAYNE SANDHOLTZ (1997): European Integration and Supranational Governance. In: *Journal of European Public Policy*, Vol. 4, No. 3, pp. 297-317.

The bibliographic details of articles in scientific journals must follow this pattern:

> Surname and first name(s) of the author (without academic title), year, title of the article. In: name of the journal, volume, number of the issue, page number(s) (from-to).

Newspaper Article:

TOMUSCHAT, CHRISTIAN (2011): Wenn Gaddafi mit blutiger Rache droht. In: *Frankfurter Allgemeine Zeitung*, Issue 69 from 23.03.2011, page 29.

The bibliographic details of articles in newspapers must follow this pattern:

> Surname and first name(s) of the author, year, title of the article. In: name of the newspaper, number of the issue, date of publication, page number(s) (from-to).

For articles that appeared in newspapers or magazines, the name of the author may not be available. In cases where certain bibliographic details are not available, the source needs to be restructured to fit within the citation structure. The author can instead be changed to newspaper or publishing institution name. The basic principle is that the reader must be able to identify the source by using the provided information.

Internet Source:

BROST, MARC; MARK SCHIERITZ AND WOLFGANG UCHATIUS (2013): Verrechnet! *http://www.zeit.de/2013/27/staatsverschuldung-rechenfehler-thomas-herndon* [13.07.2013].

The bibliographic details of sources from the internet must follow this pattern:

> Surname and first name(s), year, title of the article, given URL, date of last access.

For articles from the internet, it is very common that bibliographic information is not fully available. If this is the case, the source must be adjusted, similar to the case with newspaper articles. It is important again that this adjustment is carried out uniformly.

If the essay is written using the in-text citation, it may be necessary to supplement the citation of an internet resource with a short reference. More information can be found in section 4 of this tutorial.

International Treaties and Acts

International treaties and acts—such as the treaty of Amsterdam or the Council Directive of June 25, 1987 on roll-over protection structures mounted in front of the driver's seat on narrow-track wheeled agricultural and forestry tractors—must not be listed in the bibliography. A reference to the right source in the text is perfectly adequate as proof. Yet, legal comments on these sources must be correctly listed.

6. Formal Layout Requirements

The essay layout must be in line with the following requirements:

- Paper: White paper according to DIN A4; printed single sided
- Length: Approximately five pages (without bibliography)
- Font: Times New Roman, Arial or another serious standard font. When using Times New Roman, font size must be 12 pt and 11 pt when using Arial. The font size of other fonts must be adapted respectively.
- Spacing: 1,5
- Margin: Approximately 2 cm on all sides
- Alignment: Justified
- Footnotes: Font size 10 pt (Arial 9 pt), justification, spacing: 1, serially numbered
- Page numbers: Centred or flushed right on the bottom of the page

Unlike in term papers, a title page or table of contents is not required for the essay. It is perfectly adequate to insert a header including information on person and course, on the first page. The title can be inserted centred above the heading of the introduction.[8] An example:

[8] The essay title must be adequate and not too long. It should be noted that the title is not to be confused with the research question. The research question belongs to the introduction and not to the title.

Chair of International Relations
Proseminar: Introduction to international and European politics (winter term 2019/20)
Instructor: Dr. Kevin Urbanski

Author: John Smith
Degree course: BA Political Science
Semester: 1 Submitted: 31/03/2020

The Emergence of the Nonproliferation Treaty – A Regime Theoretical Analysis

1. Introduction

The treaty of nonproliferation is one of the most important international agreements in

On the last page of the essay, a formal and signed declaration on the independent production of the work must be included. Just like the bibliography, the Declaration is not part of the own argument, which is why it does not receive section or chapter numbering either. The spacing is single lined.

Declaration

I hereby declare that, in the course of the Proseminar 'Introduction to International and European Politics' in winter term 2019/20, I have written the essay titled 'The Emergence of the Nonproliferation Treaty – A Regime Theoretical Analysis' by myself. I have not used any other sources or auxiliaries than what is listed in the bibliography.

Bamberg, 31 March 2020
John Smith

Bibliography*

GERRING, JOHN AND JOSHUA YESNOWITZ (2006): A Normative Turn in Political Science. In: *Polity*, Vol. 38, No. 1, pp. 101-133.

KING, GARY; ROBERT O. KEOHANE AND SIDNEY VERBA (1994): Designing Social Inquiry. Scientific Inference in Qualitative Research. Princeton: Princeton University Press.

KUMP, PETER (1999): Breakthrough Rapid Reading. Paramus: Prentice Hall Press.

* Refers to references that are mentioned in footnotes, only. Examples from the text were not taken into account (this applies to footnote no. 6 as well).