FRAMEW**O**RK.
NETWORK.
CAREER.

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How the framework of a Graduate School propels junior research and contributes on an international level.

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BAMBERG GRADUATE SCHOOL OF SOCIAL SCIENCES
Author: Katrin Bernsdorff / Publisher: Thomas Saalfeld

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2012—2019

**BAMBERG
GRADUATE SCHOOL
OF SOCIAL SCIENCES**

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EDITOR'S NOTE

Who are the scientists at the Bamberg Graduate School of Social Sciences? What moves them to conduct research in the first place and what are the questions they are trying to find solutions for? What challenges are they facing and how do they find their voice as a junior researcher? And last but not least what has a Graduate School to deliver in order to support excellent research?

Artist Siri Hermansen told doctoral students during the visit of her exhibition (p. 154–161) that "what is more important than thinking is what makes you think". This reflects our aspiration as a Graduate School to provide a framework that allows emerging researchers to find their own voice as scientists. Therefore, thinking is not enough. It is the experiences that makes us think. A structured, yet personalized programme should nurture exceptional and stimulating experiences to bring doctoral research to the next level. The multi-disciplinary research environment intends to inspire all scientific members of the Graduate School, doctoral fellows, faculty members, and guest researchers, to go further, asking themselves questions that go beyond the boundaries of scientific disciplines.

Personal experience can be a primary driver why one endeavours to do research on a certain topic in the first place. Many doctoral students I asked told me that they chose their research topics driven by personal experiences, societal challenges they face or current societal developments they feel have an impact on their lives and how society is shaping. Fellows from all over the world are not uncommonly shaken by terror, extremism, discrimination, inequality, poverty, disadvantages or judgement. They all share and understand one's urge to research those life-defining surroundings.

They care. They want to utilise science as a vehicle to acquire insight into a problem and put it under a microscope in order to figure out the nature of the issue. They want to understand how decisions are made, how power and politics are established and treaties are negotiated.

They engage. The interviews with doctoral students for the Graduate School's research exhibition (p. 108–153) brought to light that almost all fellows got into research because they want to make a difference through their work and participate in bringing change: to their countries, the educational system (especially educational inequality), the upbringing of children, or the way policies and treaties are formed. Examples from established researchers like Herman van de Werfhorst—who told us in an interview (p. 30–33) that his study on educational inequality was recognized by

the Dutch parliament—show that research can have an impact. Doctoral fellows organize workshops and conferences to built think tanks and bring experts and scientists of different disciplines to the table. They intend to illuminate an issue from various angles for the purpose of gaining new perspectives and finding more holistic approaches to push their own research (p. 34–41).

Those activities are of utmost relevance to move science forward in general. Today's society is faced with a multitude of challenges and is grasping for scientists and engineers to provide solutions. In order to make progress, researchers must be globally minded and be willing to get out of their comfort zone, both academically and culturally. Doctoral fellows like Carsten Schwemmer (p. 64–65), Diana Steger (p. 26–29) or Thomas Dörfler (p. 194–199) are determined to constantly expand their horizon and gauging their research work. In the case of Carsten Schwemmer it even led to a temporary substitute assistant professorship due to his exceptional focus and training on textual data that now makes him an expert in the field.

A structural framework that supports and reinforces doctoral research projects covering all aspects of scientific, administrative, financial, and socio-cultural support is critical to their success. A stipend provides aspiring academics with the opportunity to focus full-time on their research and to have an independent research project, which is a first for many doctoral students at this point of their academic career. The Graduate School's programme, training, management services, and network prepares doctoral researchers in a myriad of ways—methodically and mentally—for their dissertation, the science itself, their career, and a smooth transition into the post-doctoral labour market. However, proper funding, like provided under the Excellence Initiative, is crucial to maintain the School's framework effectively, stay innovative, adjust to new developments, hence to be able to cater to the requirements of doctoral researchers in an ever-changing world.

This book covers the period of funding under the Excellence Initiative 2012–2019, a timespan that the Graduate School utilised to build a solid and scalable framework to propel junior research on an international level. It contains interviews with researchers who passed through the Graduate School, whether junior academics, who just got into research or established scientists who are on-going passionate about it. Plus, the publication presents essays that give insights into research projects and thematic analyses as well as the framework of the Graduate School. ■

DIRECTOR'S NOTE

The Bamberg Graduate School of Social Sciences is an active part of a relatively recent move towards structured doctoral training at German universities. Whereas doctoral work had traditionally been conducted—and overwhelmingly continues to be conducted—within the context of a chair, laboratory or funded research project, graduate schools demonstrate a commitment of universities to learn from good practice in other systems of higher education and to develop so-called 'structured programmes' for the support and training of doctoral students. In the German context, such programmes initially aimed to reduce the time needed for the completion of doctorates and boost overall completion rates, enhance quality management and develop appropriate formats for the teaching of subject-specific and general skills. Graduate schools funded under the German Excellence Initiative—such as the Bamberg Graduate School of Social Sciences—also embraced a commitment to developing transparent yet competitive procedures for the selection of doctoral students, opening up German doctoral studies to international students and encourage applications from groups that have traditionally been under-represented at the doctoral level. The Graduate School has an international advisory board to ensure that we always aim at the highest international standards and best practice elsewhere.

Unlike many other graduate schools in Germany, the Bamberg Graduate School of Social Sciences is multi-disciplinary. We supervise and support doctoral empirical and, to a much lesser extent theoretical, work in Political Science, Sociology, Psychology, Economics, Business Studies and Statistics across two Bamberg faculties, namely Social Sciences, Economics and Business Administration on the one hand and Human Sciences on the other. Hence the focus of training in the Graduate School has always been on empirical research methods and professional skills for doctoral fellows to master the methodological challenges of their projects and manage the transition to post-doctoral employment.

The Bamberg Graduate School of Social Sciences is one of the results of a significant increase in investment in research and higher education in Germany. The School has been very privileged to receive generous funding through the German Excellence Initiative between 2012 and 2019. It is likely to receive further grants from the Bavarian state government until 2026 so that many of the new formats and practices should be sustainable albeit at a reduced level in quantitative terms. Like in comparable places, this additional funding has provided Bamberg's social and human sciences with unprecedented opportunities to establish and develop a structured programme for the recruitment and training of doctoral fellows in the relevant disciplines. At the heart of our concept has been a scholarship programme. We awarded these scholarships competitively after regular international calls. In recent years, we moved to a system of one-year 'starter scholarships' to support doctoral fellows to apply for their own funds with established institutions supporting doctoral studies. The various scholarship schemes have allowed us to recruit many outstanding fellows and create a truly international research environment for German and non-German doctoral students able to focus on their doctoral studies without having to work to cover their living costs (which has been the traditional model in Germany).

The external funding allowed us to maintain a generous visiting-lecturer programme, a programme for doctoral and post-doctoral visiting fellows and the hosting of many international events of outstanding quality such as the Winter School in Methods and Techniques of the European Consortium for Political Research (2015-2020) or the Summer Institute in Computational Social Sciences (2019). This enhanced the external recognition of doctoral studies in Bamberg's social and human sciences. Not least the funding was essential in creating a community of doctoral fellows and established scholars internally—in their own dedicated building on Bamberg's campus at Feldkirchenstraße.

These resources provided a framework for senior scholars and doctoral fellows—both are members of the Graduate School—to develop a structured programme that has generally met the requirements of a high-quality structured approach to the training and support of doctoral students, which is tailored to the very different needs of each doctoral fellow. The Excellence Initiative allowed the Graduate School to expand its capacity for subject-specific supervision through the creation of three temporary 'junior professorships'. One further professorship focusing on the teaching of methods and research design was made permanent by the University of Bamberg. The main characteristic of the structured programme at the Graduate School is a supervisory agreement (Betreuungsvereinbarung) and an Individual Research and Training Plan (IRTP). Both documents are quite typical of modern graduate schools constituting a formalized agreement between doctoral fellows and their supervisory committee (of usually three senior scholars) identifying any training needs on an individual basis and agreeing on a training programme that aims to address these needs. One main characteristic of the Bamberg programme has been that the individual doctoral fellow's research project is the starting point for the identification of training needs rather than setting a standardized training programme. The gradual completion of this training programme and the attainment of milestones for the progress of the doctoral work are monitored—and, if necessary, adjusted—regularly in a structured conversation between doctoral fellows and supervisors.

One further characteristic of the Bamberg programme has been the fact that doctoral fellows have participated actively in its development and enhancement. This includes an active Student Council with representation in the Graduate Schools's Executive Committee. The Student Council made a major contribution to the enhancement of quality in the Graduate School, amongst others, through regular topical surveys amongst doctoral fellows. Doctoral fellows have been actively involved in the organization of internal and international conferences, workshops and other forms of mutual support such as the recent establishment of a 'writing retreat'. Generally, we have sought doctoral fellows to take as much ownership of the programme as feasible.

A further important part of the programme has been that it provided a framework for the inclusion of doctoral students at a crucial world-class research institute in Bamberg, the Leibniz Institute for Educational Trajectories (LIfBi). Amongst others, LIfBi hosts and manages the National Educational Panel Study (NEPS). This has given the Graduate School's doctoral fellows specializing in empirical educational studies as well as the sociology and economics of education unrivalled access to primary data and know-how as well as a potential destination for a post-doctoral career for sociologists and psychologists in the field of empirical educational research.

Beyond training doctoral fellows methodologically for their dissertations and related work, we placed considerable emphasis on the development of professional skills (including teaching skills) helping our graduates to compete more successfully in the post-doctoral labour market. This labour market is relatively varied, ranging from positions in higher education and research institutions, national and international governmental and non-governmental organizations to positions in the private sector. Through the establishment of an alumni network, we seek to monitor the career destinations of our graduates. This feedback is evaluated in periodic reviews of our activities and informs the enhancement of the Graduate School's programme. ■

RESEARCH AREAS

This chapter uses a miscellaneous approach to cover the broad spectrum of the Graduate School's multi-disciplinary research areas and their linkup to the issues today's societies are facing. After an overview and the specification of the School's four thematic areas including the landscape of research interests and topics, the chapter provides some exemplary insights into research projects, scientific exchange, and interdisciplinary thinking. The discipline of Sociology is represented by Diana Steger's research project helping to build an IQ App as well as an interview with Herman van de Werfhorst who even makes a case for Sociology as a research field. Political Science is represented by Javier Martínez Cantó's tailored workshop on party organization. Interdisciplinary thinking is consolidated by a workshop on "Attitudes and Information" bringing political scientists and sociologists together, followed by three essays on state intervention.

The Graduate School's Research Areas – An Overview

Words: Thomas Saalfeld and Katrin Bernsdorff
Data: Matthias Gescher, Djamila Marzai, and Johannes von Dorrien

> The Bamberg Graduate School of Social Sciences combines a multitude of personalities and research projects on a multi-disciplinary and international level.

In the disciplines of Sociology, Political Science, Educational Science, Economics, and Psychology the Graduate School fosters and promotes the next generation of researchers in their methodologically oriented studies. We combine an individualized programme that enables the development of excellent research projects as well as a tailored platform for the exchange with researchers from all over the world.

Research at the Graduate School tackles some of the most crucial social, economic, and policy challenges facing open, knowledge-based economies and societies in a globalizing world. These include individual, socio-structural, and institutional conditions for life-long learning as well as societal, economic and institutional sources of variability (and inequality) in cognitive development and educational attainment. Other examples are the ability, opportunity, and incentives to constantly update knowledge and skills in an increasingly uncertain economic environment and labour market or the design of suitable social and political institutions promoting the development of key production factors such as human capital in a globalising economy as well as democratic political institutions promoting the effective production of collective goods and democratic accountability in complex multi-level systems.

Problems of this nature cross the traditional boundaries of academic disciplines. Therefore, the Graduate School brings together sociologists, psychologists, educational scientists, political scientists, economists, demographers and statisticians from across two faculties of the University of Bamberg (Social Sciences, Economics and Business Administration and Human Sciences and Education).

The School's research is organized around four thematic areas (Pillars):

<u>1:</u> Education, Personal Development and Learning from Early Childhood to Adulthood
<u>2:</u> Educational and Social Inequality Across the Entire Life Course
<u>3:</u> Changes in Human Capital, Labour Markets and Demographic Structures and their Impact on Social Structures in Modern Societies
<u>4:</u> Governance, Institutional Change and Political Behaviour

While each of these Pillars has its own substantive focus, they are also interdisciplinary and linked: <u>substantively</u>, by an interest in the challenges facing open knowledge-based societies; <u>theoretically</u>, by approaches focusing on the interaction of structures and human agency, with an emphasis on institutions; <u>methodologically</u>, by a shared commitment to theory-driven and empirically rigorous approaches; and last but not least <u>educationally</u>, by a shared experience of the benefits of a structured yet flexible programme.

Currently, most doctoral research projects are located in the disciplines of Sociology and Political Science. However, the Graduate School's landscape of research interests and topics cuts across all disciplines of social sciences.

Sociology

34 %

Sociology and Demography
Sociology of the Family
Educational Sociology
Sociology of Labour Markets
Social Anthropology
Computational Social Science

Political Science

34 %

Political Behaviour
Political Economy
European Politics
EU Politics
Comparative Politics
International Relations

Educational Science

12 %

Educational Sociology
Educational Psychology
Economics of Education
Social Inequality

Psychology

9 %

Political Psychology
Educational Psychology
Organisational Psychology

Economics

11 %

Empirical Microeconomics
Developments Studies
Labour Economics
Economics of Education
Political Economy
Organisational Behaviors
Statistics and Econometrics

—> The Graduate School's research disciplines and the proportional distribution of doctoral researchers (July 2019)

_ THE FOUR THEMATIC AREAS

Pillar 1: Education, Personal Development and Learning from Early Childhood to Adulthood

How are competencies developing in the kindergarten and school-age? What do children and young adults learn, and when do they learn it?

In addition to such typical research questions at the individual (micro) level, principal investigators and doctoral researchers in Pillar 1 also investigate the role of institutions and their impact over time. For example, how do formal institutions such as kindergartens and schools influence the development of competencies amongst children and young adults?

What factors do parents consider when choosing a particular kindergarten, an elementary or secondary school for their children to attend, and with what effect? How do families, non-formal and informal environments shape the development of children? The Graduate School provides an excellent research environment for this type of longitudinal educational research from early childhood to adulthood as the University of Bamberg has a critical mass of senior researchers in this area and hosts or coordinates a number of leading research projects such as the National Educational Panel Study (NEPS), BiKS, PERLE, SNAKE and eduLIFE.

Research in Pillar 1 deals with the psychological and pedagogic conditions of learning and personal development in knowledge-based societies, focusing on all stages from early childhood to adulthood.

Smartphone-based assessment, Intelligence assessment, Psychometric modeling // Interplay of motivational and cognitive abilities in childhood, Measurement of cognitive abilities, Sex differences in scholastic achievement, Latent variable modeling (SEM, IRT) // Metacognition, Child development, Metacognitive Therapy (MCT), Social/cultural cognitive theories, Cognitive development, Childhood, Counseling, Cognitive Behavioural Therapy (CBT), and care practices // Educational psychology, Educational assessment, The role of teachers and parents in students' learning, Aptitude testing of cognitive and psychological development of students // Early childhood research, Development and assessment of cognitive competencies, Influences of temperament // Child development, especially social and language development // Handwriting, Writing process, Writing development // Response formats in psychological assessment, Item Response Theory, Response biases, Methods for analyzing longitudinal data, Dark Triad of personality (Narcissism, Psychopathy, Machiavellianism) // Plausible values estimation // Gender difference on math achievement, Latent analysis, International assessment // Early learning environment and later developmental outcomes, Early Childhood Development and education, School readiness, Measurement design in assessing children's psychological characteristics // Global education, Education for sustainable development, Science and technology Education, Teacher professionalization, Epistemology, Sociology of knowledge, Qualitative interpretive methodology, Campbell paradigm // Teachers' assessment literacy, Reading comprehension, Educational evaluation, Teachers' educational knowledge, Teacher education, Competence development // Teacher education, Sociology of education; Educational trajectories, Higher education, Learning environments, Quantitative research methods // Early childhood, Social inequality, Social-emotional competence //———————————————

Pillar 2: Educational and Social Inequality Across the Entire Life Course

While Pillar 1 has a focus on educational processes in early childhood, kindergarten, elementary school and progression to secondary school, researchers in Pillar 2 deal with inequalities in educational achievements and choices across the entire life course. The major focus of doctoral research and of the structured programme provided for students in Pillar 2 is on the extent and origins of inequalities in education.

Why do class-specific differences in competence development and educational decisions continue to exist? How do they develop over the educational career? Which processes contribute to a decreasing or an increasing impact of social background over the life course? Why do we observe variation in these regards across educational systems?

In addition, Pillar 2 takes up questions on ethnic inequalities in education. Why do immigrants and their children in many cases face difficulties at school? How do social and ethnic inequalities interact? In a third stream of research, Pillar 2 addresses the returns on education over the life course both in terms of labour market success and mobility processes as well as with regard to non-economic returns such as well-being, health, social contacts, and involvement into society.

Researchers in Pillar 2 deal with inequalities in educational achievments and choices across the entire life course.

Sociology of education, Social stratification and inequality //
Higher education, Social inequality, Quantitative research methods
// Private education, Horizontal dimensions of educational
inequality // Social and ethnic educational inequality, social
networks and social capital, segregation, quantitative methods
// Migration and integration, Social identity, Ethical inequality
// Educational and labour market research, Higher education,
Social inequality, Rational choice theory, Advanced data analysis
// Early childhood education, Examination of family learning
environment // Higher education research, Sociology of the
internet and online-research // Social and ethnic inequalities
with a special focus on education, language attainment and
rentention, survey methodology, quantitative methods, Response
bias in survey research // Sociology of education, Discrimination,
Stereotypes and prejudice, Theories of action, Analytical sociology,
quantitative methods and methodology, Philosophy of science
// Microeconomics, Human decision-making, Public policy,
Economics of education // Maternal labour supply, Non-cognitive
skills, Peer effects, Returns to early education, International
comparisons of education systems // Satisfaction study, Education
in life course, Theory of science // Relationship between education
and health during the life course, Educational trajectories,
Social inequality during the life course // Conceptualization and
measurement of socio-spatial contexts, Systematic decision-making
// Migration related effects on educational attainment, Ethnic
educational inequalities, Sociology of integration, Development of
competencies //

Pillar 3: Changes in Human Capital, Labour Markets and Demographic Structures and their Impact on Social Structures in Modern Societies

Most industrial societies have witnessed a pervasive increase in social inequality during the past three decades. Yet, this trend and its social mechanisms are still not sufficiently understood by social scientists. Researchers in Pillar 3 thus address questions such as the following:

Do changes in the labour markets of modern societies (e.g. through increasing international competition or flexibilisation) increase social inequality? In what way are social risks accumulating over the life course under different labour-market regimes? To what extent do imbalances of supply and demand of human capital across generations explain rising levels of social inequality? Do demographic changes such as declining fertility and increasing life expectancy increase or decrease social inequality? To what extent are specific forms of social inequalities mitigated or exacerbated in different welfare state regimes? What is the role of migration for social inequality in modern societies? How can we explain regional disparities in unemployment?

Principal investigators in Pillar 3 aim to familiarise doctoral students with the state-of-the-art of research on human capital, labour markets, and demography, both in theoretical and methodological terms. At the same time, utilising life course analysis as well as international comparisons, doctoral researchers are supported to produce innovative insights into the still largely unexplored interactions of education, work, demography, and social inequality.

Unemployment, Employment instability, Labour market spillover on families, Family dynamics, Gender inequalities, Quantitative and longitudinal research methods // Family policy, Gender inequalities in paid and unpaid work, Social inequalities and mobility in education and labour markets, Gender and welfare attitudes, Quantitative research methods // Fertility decisions, Cross-cohort developments, West and East Germany, Female employment, Gender roles, Event history analysis // Family sociology, Familial division of labour in the course of the relationship, Methods of the empirical social research // Working conditions and health, Life-course transitions and quantitive methods // Migration and integration, Social and ethnic inequality with focus on labour market // Experimental economics, Behavioural economics, Economics of education, Empirical microeconomics, Programme evaluation // Labour market mobility // Educational inequality and social capital // Sociology and economics of education, Returns to education, Non-cognitive skills // Gender economics, Labour market outcomes, Policy analysis // Sociology of the life course, Retirement and pension policies, Migration and integration, Data linkage, Data privacy and disclosure // Global mobility, Workplace emotions, Cross-cultural psychology // Self-initiated expatriates, Human resources, Talent management, Human capital //

Pillar 4: Governance, Institutional Change and Political Behaviour

Processes such as individual educational trajectories, the dynamics of labour markets or other concerns of researchers of Pillar 1-3 are influenced by political decisions and institutions not only at the national, but also the subnational, supranational, and transnational levels. At the same time, such societal developments themselves may give rise to demands for political intervention and institutional change. The research of a number of the Graduate School's principal investigators focuses on governance in complex multilevel systems. Others have investigated how individual citizens or political decision-makers at the national level have responded to political and institutional choices beyond the nation-state.

What are the conditions for national policy-makers to meet popular demands and shape educational systems, labour markets and other policy areas that are increasingly constrained by transnational processes? How can elected democratic politicians be held accountable for developments they have little control over because they transcend national jurisdictions or are shaped by transnational developments? How do citizens respond to the perceived loss of democratic control in a globalising world? How can national governments be successful in recapturing the capacity to meet the demands of citizens through international institutions? What are the conditions for successful policy coordination in transnational governance structures?

In addressing questions of this type, researchers in Pillar 4 face considerable methodological challenges as they are dealing with the complex interaction of three tiers—the individual, state, and transnational levels—requiring a multi-level perspective.

Critical security studies, Security governance, Transformation
of security, Insecurity, Theories of international relations //
Political economy, Youth unemployment, European integration,
EU politics // Political parties, Political elites, Electoral behaviour,
Presidentialization of politics, Legislative politics // Banking
union, European financial market regulation, European integration
theory, EU institutions, Qualitative research methods // Agent-
based modelling, Game theory, Social epistemology, Rationality,
Bargaining theory, Complex systems dynamics // Comparative
politics, Coalition theory, Cabinet stability, Analysis of roll call
votes in the German Bundestag, Quantitative research methods //
Design and interaction of international institutions, International
negotiation and summit diplomacy, Foreign policy analysis, Civil
war // Anti-immigrant attitudes, Islamophobia, Xenophobia,
Social groups // International organizations, International conflict
and security issues // Political representation, especially with
regard to citizens of immigrant-origin electoral systems Political
Parties, Intra-Party politics, Manifestos, Text analysis, German
and Scandinavian politics // EU institutions, esp. European
Commission and Parliament, Informal negotiations processes,
Rise of populism and Euroscepticism // Computational social
sciences, Natural language processing, Political sociology,
Social media communication, Ethnic minority studies, Machine
learning, network analysis // Comparative politics, Representation,
Legislative and electoral institutions, Coalition governments //
Voting behaviour and Political attitudes, Political parties and
party systems, Multi-level politics, Regionalism, Nationalism and
identity, British and Scottish politics // Stereotypes, Prejudice and
discrimination, Implicit stereotypes, Cognitive biases, Electoral
politics, Candidate selection, Political psychology // Economic
sanctions, Economic power, International relations theory //
Urban theories, Urban development, Socio-political factors
influencing urban growth and land-use change, Complexity theory,
Urban sprawl, Tourism studies // Substantive representation of
immigrant-origin individuals by members of the UK parliament //
Regional integration, European governance, European integration
theory, regionalisation and regionalism, Higher Education policy //
Contemporary migration, Transnational society //⸺⸺⸺⸺⸺⸺⸺

_ SOCIOLOGY

When Knowledge Becomes Research

THE RESEARCH PROJECT OF **DIANA STEGER**
Interview: Theresa Schmitz
Campaign: Katrin Bernsdorff

Our doctoral student Diana Steger has, in cooperation with the University of Ulm, developed the IQ-App with which users can explore the depth of their knowledge through an IQ test, a personality test, and a general knowledge test—all for free and from the comfort of their own home or on the road.

The researchers, in turn, anonymously collect the user data to gain a better unterstanding what knowledge is comprised of. The project mainly aims to answer two questions: Is IQ testing on mobile devices even a viable alternative to more 'classical' testing? and: What is knowledge comprised of? In Psychology, children's and youths' intelligence have been extensively researched and it is clear that, at this age, knowledge is very homogeneous primarily due to similar schooling. Less is known about the composition of knowledge in adults, however.

To fill this research gap, the IQ-App was developed primarily by Psychologists and is thus based on relevant theories and concepts. Compared to commercial apps, the data collected is used exclusively for scientific purposes and will never be passed on to third parties.

The user, therefore, profits from scientifically funded questions, the immediate disclosure of differentiated results in the areas of IQ, general knowledge and personality and the completely anonymous collection of data. The IQ App is, however, also a great tool to explore the composition of one's own knowledge—to delve into new areas of expertise, to learn more about interesting topics and to explore unknown territory.

The Graduate School supported Diana's research project by creating a marketing campaign to attract users to the IQ-app and to promote the research project itself among the scientific community as well as to inform the general public. Initial briefings with Diana were held to understand the intention of the project and the relevant scope of the survey including focus groups. That information formed the foundation for the campaign.

The campaign was created as a multimedia approach and included posters, flyers, a press kit, a webpage, and several social media installations. The foremost intention of the campaign was to create a 'call to action' to use the app. Therefore, it had to gain attention, the message should be as easy to grasp as possible, and the app should be easily accessible. After several drafts, we decided to go with pineapples as a main visual. Why? Because everybody likes pineapples, right? So they do the job of grabbing the attention in the first place. The claim "How clever are you, for real?" (in German "Wie Schlau Bist Du Wirklich?" intended to spur curiosity. The QR code as well as citing the website of the app should provide instant access for the user. We also included some background information to assure the user that the test is free a charge and results will only be used for research purposes.

The campaign was spread in print and widely over social media. However, the campaign also focused on promoting Diana as a researcher and expert in her field. Therefore, we added interviews with Diana and a short bio.

IQ APP - TESTE DEIN WISSEN

EINE KOOPERATION DER UNIVERSITÄT BAMBERG UND DER UNIVERSITÄT ULM

BAMBERG
GRADUATE SCHOOL
OF SOCIAL SCIENCES

Wie Schlau Bist Du Wirklich?

LADE DIE IQ-APP AUF DEIN SMARTPHONE
Verfügbar für Android und iOS.

Spielen im Dienste der Wissenschaft

Die App besteht aus einem IQ-Test, einem Quiz mit Allgemeinwissensfragen und einem Persönlichkeitstest. Diese Tests werden in ähnlicher Form sowohl für Forschungszwecke als auch in der psychologischen Praxis zur Ermittlung der allgemeinen kognitiven Grundfähigkeit genutzt. Anders als bei traditionellen psychologischen Studien musst du aber nicht extra in ein Labor kommen: Du kannst die Aufgaben in beliebiger Reihenfolge auswählen und durchspielen – und das bequem von zuhause aus oder während du auf den Bus wartest.

Die offizielle Webseite zur App: https://www.iq-app.de

INTERVIEW

How did you get involved in this project?

D.S. We tied this project into previous works. We had read a dissertation that concluded that knowledge, in general, is a very important topic, but we actually know very little about it. Then we thought about how we can use modern technologies to help close this research gap. That is how we came up with the idea to turn the research into a game in an attempt to reach more people.

What interests you most about the app?

D.S. I think it's very accessible. It amazes me that people immediately understand what I'm doing so interesting discussions arise constantly. It is a topic that is of immediate interest to everyone and at the same time also very tangible. There are many people that like to play quiz apps or watch 'Who Wants to Be a Millionaire' on TV every Monday night so this topic and format appeals to them as well. Other areas of research often need a lengthy introduction for people to understand what it's about and why it's important.

What is the scientific side all about? Which questions are you aiming to answer?

D.S. There are two main questions we aim to answer. First: Is it even possible to measure knowledge in a psychological context with the use of an app? And second: Is it possible to gain a viable insight in this way or are we gathering large amounts of data that have nothing to do with knowledge? That is the methodological side: Is what we're doing meaningful? Content-wise we are trying to find innovative solutions to address unanswered questions about knowledge. In this context, we are focusing on, for example, the dimensionality of knowledge in adults.

We know quite a lot about knowledge in young adults. Here, knowledge is a relatively homogenous factor due to similar schooling. We can assume that, for example, a child that is good in geography will be good in history or languages as well. The theories also predict, however, that when we graduate high school and specialize in different areas, our knowledge

PROFILE
Name: Diana Steger (née Klose)
Field: Sociology
Country: Germany
Occupation: Doctoral Student at the Bamberg Graduate School of Social Sciences
Research Interests: Smartphone-based assessment, Intelligence assessment (esp. declarative knowledge), Psychometric modeling
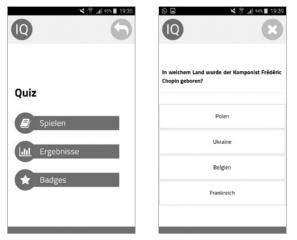
begins to split up. As of yet, we don't have any data to substantiate this theory. This is exactly the data we are attempting to collect.

What is special about this app? Why should users work with it again and again?

D.S. The primary reason to choose this app over others is that it is scientifically sound. We didn't just randomly choose questions; they are based on psychological theory and cover a wide variety of subject areas. On top of this, the app is free, and all user data is handled absolutely anonymously. We aren't a commercial app where users have to fear that their data will eventually be sold to other providers; we use the data solely for research purposes. That is also why the data is encrypted and is not traceable back to specific persons. These are the reasons for user to choose our app. Why they should keep playing is that it's a good way to learn more about oneself and one's knowledge. Perhaps users will discover subjects they are proficient in yet had never heard of before in this context. Or discover completely new subject areas that the app lets you learn more about. What is more, compared to commercial quiz apps, we provide users with a differentiated assessment upon completion of the tests—immediately and free of charge.

What is the process of developing this kind of app from the basic idea all the way to the scientific development of the app? Concentrating especially on the general knowledge test: What does the data collection process look like?

D.S. There are a few rules that govern what makes a good question—how it has to be posed, how it has to be phrased and what the answers need to look like. Mainly, the questions and the answers need to be posed clearly and in a comprehensible manner. Wrong answers have to be plausible enough so as to not give away the correct one right away without having read the question but also cannot be too hard. There is a large catalogue of criteria that governs how a good question or a good answer is posed. We composed the questions strongly based on these criteria. It is also important to include all categories equally and not heavily favour one. This requires a lot of research. We thought about issues such as: What belongs in the category biology? or How does this question fit a certain topic? But also: What questions do other quiz apps include? What have they missed? There are several authors that have narrowed down specific subjects significantly. We tried to build a certain synthesis to authors like this while not leaving anything out. We finished this off by considering different vocational sectors and how we can incorporate the knowledge of this sector into the quiz. There are sectors that are heavily overrepresented in most quizzes, most often the classical "school subjects". In our quiz, we included knowledge that someone in the technical sector would have or that someone running a household would have. We tried to figure out what there is to know about this world in general.

—> Screenshot of the IQ-App

A short outlook: Do you already have first results or predictions?

D.S. We don't have any robust findings as of yet. For this, we need more participants in order to increase our data set. We have, however, found that we are able to differentiate between various sectors. This correlates with previous findings. We can identify certain strengths and weaknesses in a person's knowledge. Just because one person has perfect knowledge of one field does not mean he/she has perfect knowledge in all fields and vice versa. We can definitely identify a threefold division between natural sciences, social sciences and humanities that can be divided into subcategories. Participants that are more interested in humanities, for example, will also be more interested in the corresponding subcategories.

And concerning methodology? Has smartphone-based testing proved successful?

D.S. What we can clearly see is that we are producing an extremely interesting dataset that sets itself apart from any other datasets produced by 'traditional' psychological testing. Our dataset is very unique. This also means that classical methods of analysis don't work which poses quite some difficulties in terms of evaluating the data it provides. But that is also what makes it exciting! We are delighted about how well the app works and welcome any and all constructive feedback. The app is constantly evolving; we are currently working on weeding out small mistakes in spelling or such that snuck its way in and might add some questions to the general knowledge test. It is a fascinating project and I am really looking forward to the final results!

Do you have a final statement for potential users? Why should they immediately go to their App- or Google Play Store and download the app?

D.S. You can learn a lot about yourself, you can surprise yourself by discovering what you are capable of and what potential lies in you—and we want to help you on this journey. ■

_ SOCIOLOGY

It Is The Best Field There Is. As Long as We Stay Honest.

AN INTERVIEW WITH **HERMAN VAN DE WERFHORST**
by Katrin Bernsdorff and Theresa Schmitz

"It [sociology] is the best field there is!" Our guest lecturer Herman van de Werfhorst is so sure of this statement that he has spent his whole life studying the way societies take shape and how we influence them.

He also enjoys influencing his student's perceptions of society: "I think sociology is a field that changes your mind, changes your vision of things immediately. I am teaching a second-year bachelor's course and I conclude the course with: 'I'm sorry that I've changed your world view forever.'"

After very short detours into policy science and educational science, Professor van de Werfhorst has dedicated his life to studying sociology, specifically inequality and education. With great success: His study on educational inequality in the Netherlands gained vast media coverage and led to a renewed debate on educational policy in the Netherlands in general.

Several of the team's recommendations were even entered as amendments in the Dutch parliament. This is why he specialized in inequality in the first place: "I'm always interested in topics that are relevant from a societal perspective, not only from a sociological perspective. That's why I think I study inequality because it's clearly related to all kinds of policies and regulations. I think it's the field that is interesting to me because it allows me to speak not only to sociologist or economists but also to policymakers and people in the society because they have an opinion too. [...] I think they [the politicians] can learn a great deal from social sciences. At least many of them are concerned about the same issues as we are. So I think it's useful to keep talking to them and to constantly feel some sort of urge, not on a daily basis, but at least regularly, to go out into the 'real world' so to say, with the things we found and the interpretation of society as we have it."

Beyond this, Herman van de Werfhorst is the director of the Amsterdam Centre for Inequality Studies and an aspiring blogger. "Although I should do it more [...], I like doing it. It's the perfect medium, not necessarily my personal blog [...]. But the idea of blogs with academic content like short research papers, very short posts with some graphs or some results is very useful for the debates. [...] We can just write a brief paper on an issue rather than waiting half a year or a year before an article gets published. One of my blogs, for example, was cited in a letter of the minister to the parliament—just my blog on a website somewhere deep in the University of Amsterdam's system. That was nice. But don't get me wrong, of course, your graduate students also need to write papers!"

"I believe in the naivety, the pureness of the science."

— Herman van de Werfhorst

Looking at the streamlined path of his academic career, he himself is sometimes surprised. "I didn't plan. Even when I was a PhD student I never would have thought I was going to become a professor." But pursuing an academic career became all about his belief of what science is as a profession. "[I believe in] the naivety, the pureness of the science. It's only about the content not about the message really. So I think that it's ultimately about the truth. Well, whatever you consider the truth. But not about something else, like political games. Politicians are completely different from scientists. It's a really different species almost. So in that sense, I think science is much nicer and the people overall are more honest and sincere."

As straightforward as his path to becoming a sociology professor was, the values and ethics which guide his research are equally clear: "It's not our task to say this [a specific policy] is better than that. That's a political discussion. The only thing we can say is: "If you do one thing, then this might be the downsides to that or this might the positive sides to that." And that's how you do it. I do have an ambition, not to be completely value-free, but at least to present the work as if it was value-free."

Besides the mentioned study on educational inequality in the Netherlands, Professor van de Werfhorst has secured a vast amount of (research) grants for the University of Amsterdam. However, he does not put so much effort into the applications just to further his career. His main goal is to bring in large grants to support his department at the university. "I'm more interested in my group's position rather than my own career. We have different groups in Sociology in Amsterdam.

I came from a group that was very small and marginal. One professor retired at some point and I was able to replace him with someone more from my field rather than his field. That really helped to shape the group. We were two professors and now we hired a third one last year. So we have three full professors in our group and we have about 25 people. It gave us a much stronger position and that has always motivated me. I like to take on grants because it's good for the group, it builds the group and it improves your position within the university—also outside the university. You get a more clear focus of your research and it's visible now that if you want to study educational systems, people think of Amsterdam as a place to go and I think that's nice." ■

_ POLITICAL SCIENCE

Leaders. Candidates. Activists. The Dynamics of Party Organization

A RESEARCH WORKSHOP

Words: Javier Martínez Cantó and Katrin Bernsdorff

> The Graduate School provides doctoral students with organizational and financial resources to create their own research workshop, tailored to their scientific needs. They are encouraged to invite experts in their fields and draft their own outline for the workshop. Doctoral students are involved in planning and organizing the event, ranging from the thematic framework to financial aspects as well as guest management, marketing or event management.

The workshop "Leaders, Candidates. Activists. The Dynamics of Party Organization" was designed to bring together experts from Europe and beyond to discuss recent challenges and developments in the field of party organization and to give young emerging scholars an opportunity to engage in formal and informal discussions with senior scholars. The format differed from traditional workshops in the sense that we resisted the temptation either to pre-arrange a specific programme or to send out a general call for papers. Instead, we were keen for invited experts to discuss their assessments of the state of the (sub-) discipline as it is reflected in their own research priorities.

THEMATIC FRAMEWORK

Political parties are important links between civil society and state. Changes in the structure of societies and states have had strong implications for political parties. New parties have emerged, others disbanded. Yet others seek to adapt their organizations to an ever-changing social, economic, and political environment.

It is, therefore, necessary for the scholarly community in this area regularly to take stock of the state of research on party organizations, jointly to identify emerging themes and share results of recent research. As Schattschneider famously wrote: "Modern democracy is unthinkable save in terms of the parties". However, in advanced industrial societies at the edge of the Great Recession political parties face countless challenges, both old and new.

On the one hand, our societies are more diverse and connected than ever. On the other, people are affected by increasing economic stagnation and inequality. Parties face the challenge of reshaping their role and modus operandi for citizens to still conceive them as useful. After years of stability until the 1970s, we have witnessed the emergence of many new parties almost out of thin air: Podemos in Spain, the AfD in Germany or the 5-Star-Movement in Italy are just a few recent examples.

At the same time, a number of parties were strengthened that had been considered extremely minor some years ago. Syriza in Greece, for example, increased its share of the vote from 4.6% in 2009 to 35.5% and is leading the government in 2015. The UK Independence Party transformed from a single-issue party to a party that attracted the largest number of votes of all British parties in the 2014 elections to the European Parliament. The French Front National and the Sweden Democrats are further cases in point. Conversely, other parties have passed from a preeminent role to a marginal position like the Greek PASOK or the Italian Forza Italia or Democrazia Cristiana. The increasing electoral volatility all across Europe is forcing parties to reshape their link with their grassroots, voters, the state and the citizens. Some parties have opted for enabling more actors to decide on their candidates and policies. The German and Spanish social democrats asked their members about draft coalition agreements before they joined the respective coalition governments. While this may still be extraordinary, party primaries for candidate selection have passed from being the exception to

almost the rule. For instance, the British Labour Party, the French Socialists and the Italian Democrats consulted citizens when selecting their candidates for top positions.

Meanwhile, new parties seem to emerge whose organisation seems to empower their grassroots and simultaneously revolve around a charismatic personality that seems to embody the party. Some of them, such as the 5-Star-Movement and Podemos, also encourage new ways of participation though online tools that challenge the traditional role of party members. The scholarly community needs to take note of these changes and frame them in the bigger picture.

It is, therefore, necessary for scholars in this field to regularly take stock of the state of research on party organisations, jointly to identify emerging themes and share results of recent research. This workshop serves as a platform to discuss recent challenges and developments in the field of party organisation. For this purpose, participants will discuss, amongst other topics: the role of current party leaders, minority representation and candidate selection, how parties formulate policies, the changing role of party members and the structures that shape them, how parties act within institutions and how they campaign. Additionally, this workshop is an opportunity to give young emerging scholars a chance to engage in formal and informal discussions with senior scholars as well as with one another and to build interpersonal bonds.

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COLLABORATION

The workshop was mainly organized by our doctoral fellow Javier Martínez Cantó. His research focus is on Political Parties and Electoral Behaviour.

The workshop was a collaboration of the Bamberg Graduate School of Social Sciences represented by Javier Martínez Cantó and Thomas Saalfeld and the Standing Group "Parteienforschung" represented by Uwe Jun. The keynote was held by Andre Krouwel from VU University of Amsterdam. ■

_ INTERDISCIPLINARITY

Attitudes and Information

A RESEARCH WORKSHOP WITH AN
INTERDISCIPLINARY APPROACH

Words and Concept:
Katrin Bernsdorff, Isabel Winnwa, Gundula Zoch

Profiles and Interviews:
Raphaela Brümmer, Theresa Schmitz

The workshop "What People Know and Think: The Role of Attitudes and Information in the Process of Political Decision-Making and Policy Use" was intended to be an interdisciplinary concept from the very beginning. It should bring researchers from different disciplines including political science, sociology, psychology, and philosophy together in order to start a debate on the topic and to bridge some research gaps each discipline is facing on the matter.

The first meeting to conceptualize the workshop already brought to light that political and sociological scientists speak different "languages" and the same term can be used in different contexts and therefore, concludes in different interpretations to both of them. Quickly, it became clear that it was of the essence to establish some common ground and find a way to transfer a cohesive workshop context to the participants in order to make this workshop a successful and fruitful event.

The setup of the organizing team, consisting of a political scientist (Isabel Winnwa), a sociologist (Gundula Zoch) and an even-handed business economist (Katrin Bernsdorff), was ideal to properly tackle the challenge. Keywords that should attract participants of both scientific areas and even experts who work in other fields were negotiated, and a mission statement for the workshop was formed.

Prior to the event, we asked the participants which role attitudes and information play in their research and work. The idea behind this short collection of thoughts was to establish some common ground among all participants. The answers were printed in the programme. In result, participants were able to put every presentation in an adequate context of the presenting researcher and his/her background. Therefore, discussions could go straight to the point and deliver an in-depth approach.

INTERDISCIPLINARY CONCEPT

What impacts individual use of social policies? And how are policies decided upon in the first place? Which role do attitudes and information of population and policymakers play? Over the past decades, many European countries have increasingly invested in social policies to facilitate the combination of employment and family. However, previous social science research has, on the one hand, focused on the structural and institutional level of policy-making, comparing policy decisions over time and across countries to decipher patterns, similarities or differences. On the other hand, studies have predominantly investigated whether changes in family policy, such as parental leave legislation and the provision of state-subsidized childcare services, have removed disincentives to female labour supply. However, less is known about the role of attitudes and information when it comes to political decision-making and use of implemented social policies.

To-date, the influence of attitudes and information on the use of family policies such as formal childcare services or length of leave take-up, particularly for fathers, is well assumed. However, only a few studies

provide empirical evidence on how individual attitudes, as well as relevant information on availability or access conditions, may moderate the individual use of policies. Moreover, only a few studies have investigated whether and through which channels family policy legislation may also alter social attitudes and norms in the short-term. Against the well-documented background of socio-economic disparities in use as well as the heterogeneous impact of family policies on parental employment behaviour, this rather comes as a surprise.

There is an equally important research gap with regard to the role of information and attitudes in the process of political decision making itself. Yet it can be assumed that attitudes and the availability of information have a significant impact on actors and decision-making processes. Again, there is not much research on how attitudes of population and political actors, as well as information through media and other channels, might affect party and government positions on social policy, and family policy in particular. Little

is known especially about how this influences actors' subsequent strategies in policy-making processes. Family policy has long been a key concern for national governments and is increasingly important to policy-makers in the European Union. However, research has not sufficiently explored how attitudes, such as national work-care norms, affect policy-makers positions and strategies and alter the European process of family policy-making.

We wish to connect researchers of different disciplines and methodological backgrounds in a workshop to discuss these questions and see how we can jointly improve research: on the importance of attitudes and available information in the context of access and use of social policies as well as the decision-making process of such policies on the national and European level. Our workshop aims to encourage a debate about where the research stands, what current theoretical frameworks, as well as methods, can and cannot achieve and where our research should head.

Isabel Winnwa
Institution: Bamberg Graduate School of Social Sciences, University of Bamberg
Research Field: Political Science
Research Interests: EU policy-making, EU institutions

"I think both concepts play an important role in my research on negotiation dynamics in the European Union. The attitudes of policy-makers shape their perception of the issues they discuss and steer negotiations in a certain direction. The availability or lack of information about the issues, and interestingly also about the attitudes of others towards the issue, have a similar impact on negotiation dynamics. After all, policy-makers are humans, their decision-making performances are based on their capabilities, both emotional and cognitive. This makes European policy-making a complex process of actors debating perceptions and attitudes within a context of limited information. My intent is to disentangle these dynamics and understand how the multitude of individual perspectives is merged into a coherent, mutually acceptable policy decision."

Gundula Zoch
Institution: Bamberg Graduate School of Social Sciences, University of Bamberg
Research Field: Sociology
Research Interests: family policy, ECEC provision, female labour market participation and employment biographies, gender inequalities in paid and unpaid work, social inequality, quantitative research methods

"My research focuses on the impact of social policy interventions on social inequalities across the life course. Both attitudes and information play an important role as they influence access, use and hence the outcomes of various policies. For example, parental employment decisions and take-up of family policies such as parental leave or formal childcare depend on parents' work-care preferences and information on available policy support as well as relevant access conditions. At the same time, policy take-up itself might induce individual attitude to change over the life-course. Therefore, available information, as well as individual attitudes, seem to play a crucial role to understand the impact of social policy interventions on socio-economic inequalities."

Which role do attitudes and information play in your scientific work/research?

Till Grüne-Yanoff
Institution: Royal Institute of Technology (KTH), Stockholm
Research Field: Philosophy
Research Interests: Philosophy of science, decision theory, formal models of preference consistency and preference change, discussion of the evaluation of evidence in policy-making

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"I am interested in how preferences and other motivational attitudes are modelled in the social sciences. In particular, I investigate how one can model preference change, both as a descriptively accurate as well as a normatively valid model. I am also interested in how preferences can be the basis for normative judgments about a person's (or a group's) well-being when these preferences are not fully rationally formed or contain mistakes from flawed reasoning or biased deliberation. This might open up an opportunity for policy intervention and it raises interesting questions about how well-being (in this case as the objective of the policy intervention) can then be determined."

Carlo Barone
Institution: Sciences Po Paris
Research Field: Sociology
Research Interests: Social inequalities in education, labour market returns to education and the role of education for social mobility in dynamic and comparative perspective, educational policies and policy impact evaluation, the validation of educational and occupational classifications for comparative social stratification research, quantitative data analysis and experiments in educational research

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"I make information experiments where I try to correct information biases to assess their effects on educational inequalities."

Michael F. Meffert
Institution: Leiden University
Research Field: Political Science
Research Interests: Motivated information processing and political decision-making, how voters select and are affected by political information, negative campaign information, political decision-making, coalition politics

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"Information is the currency of politics, determining influence and power. In my research, I try to understand how individual citizens perceive politics, form expectations and attitudes, and make their decisions by investigating the interplay of external or contextual information sources, internal predispositions, and situational processing goals. External messages from institutions, social groups, media, and personal networks prime and activate individual predispositions such as core beliefs, social identities, and other existing cognitions and affective reactions. The immediate processing goal, basically 'accuracy' or 'defence', along with a more or less automatic reliance on heuristics, then determines how they shape the attitudinal outcomes."

Bernd Schlipphak
Institution: University of Münster
Research Field: Political Science
Research Interests: Public opinion toward international and domestic actors, elite communication, political psychology

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Mostly, I have been, and still am, interested in the effect of elite communication on citizens' attitudes. Currently, I focus on the interface between international and domestic politics in this regard—how do elites frame international/global politics in order to sustain or gain domestic support for their policies? More specifically, I am analyzing whether and how governing/populist elites are able to threaten citizens into becoming more conservative and into supporting authoritarian policies by referring to threats from beyond the nation-state. To fully explain what is going on, I combine elite cueing approaches from political communication with social psychology research on the effects of threat and risk perception.

Tereza Cahlikova
Institution: University of Lausanne
Research Fields: Public Administration
Research Interests: Public administration reform, citizen participation, digital democracy, public policy-making, factors that impact e-participation introduction

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"The attitudes and perceptions of public officials and politicians seem to play a decisive role in the process of public sector digitalisation in Switzerland. Lack of political support is at present a deal-breaker for initiatives falling under the scope of e-Participation and e-Democracy. Positive attitudes to digital initiatives seem to be connected, on the one hand, to education and professional background and, on the other, to personal ambition of particular actors that wish to profile themselves as « pioneers » in the field. The facilitation of access to public services and decision-making for citizens comes only as a secondary argument. It is likely that a change in paradigm is necessary in order to introduce e-Democracy and e-Participation in a more coherent and efficient way. In the framework of my research, the questions related to attitudes that are to be answered are two-fold: What are the best possible ways to measure and analyse attitudes and how are the latter formed."

Pia Schober
Institution: University of Tübingen
Research Field: Sociology
Research Interests: Social and family policy interventions early childhood education, care quality and child development, the role of information and knowledge for policy take-up, quantitative longitudinal data analysis

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"In my research field of family sociology, it is widely recognised that attitudes, for instance towards parental careers and childcare arrangements, vary considerably between different population groups within and across countries. By contrast, differences in levels of knowledge or information have received less attention are frequently ignored in the theoretical and empirical analysis. Even though there are still many open questions regarding the social change in attitudes and interdependence with institutions, in my view the research gap is even greater with respect to the roles which knowledge and information transmission play for the choices individuals make over the life course."

Caren Tempelman
Institution: SEO Amsterdam Economics
Research Field: Economics
Research Interests: Health inequalities in labour force participation, determinants of (non) take-up of welfare benefits, distribution models for social security and health insurers, costs and benefits analysis as well as policy evaluation and impact analysis

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My research often focusses on individuals. Attitudes and information play an important role as they influence individual behaviour. For example, the effect of labour market policies highly depends on a persons' motivation and take up of benefits is conditional on people knowing allowances exist.

Agnes Blome
Institution: WZB, Berlin Social Science Center
Research Field: Political Science
Research Interests: Comparative politics and social policy, women in politics and gender inequality, determinants of welfare policy change in modern European welfare states, the role of norms and public opinion in policy making, integrating qualitative and quantitative methods

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"In my research, we look at people's attitudes as one factor influencing policy-making. In other words, in contrast to studies that find that attitudes change as a consequence of new policies, we assume that policy-makers respond to (changed) attitudes in the population."

Daniel Rasch
Institution: Ruhr-University Bochum
Research Field: Comparative Politics
Research Interests: Political decision-making, framing, political communication, mixed methods research political decision-making, framing, political communication, mixed methods research

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"I recently finished my PhD on the role and effects of information and frames for decision-making in the European Union. More precisely, the effects of information and frames used by lobbyists to convince European decision-makers to adopt the lobbyists' goals into policies. I am currently working on a book with Routledge that will cover this aspect. I haven't work with attitudes so far but I am planning to start a bigger research project on information, frames and attitudes in regard to the recent challenges to security policy and how it is communicated between society and political leaders in different countries." ■

THREE ESSAYS ON STATE INTERVENTION

"When the State Intervenes" was the topic of the Graduate School's third annual conference, which led to the creation of the following essays. The interdisciplinary conference is organized by doctoral students for doctoral students. It is open to doctoral researchers from all over the world providing them with a stage to present their work and exchange useful feedback and ideas. The essays were written by four doctoral students of the Graduate School: Simon Christoph (Sociology), Agata Maria Kraj (Psychology), Diana Steger (Sociology), and Isabel Winnwa (Political Science).

IS TERTIARY EDUCATION PUTTING THE FUTURE OF LABOUR MARKETS AT RISK?

BY SIMON CHRISTOPH

Without a doubt, education is one of the most important dimensions of status attainment. It has an immeasurably higher influence on an individual's life chances and future access to the labour market than any other kinds of factors or resources. Against this background, this essay will discuss whether the role of higher education will and should remain as important in the future. Considering restrictions of length and complexity that the topic imposes, I will discuss this by referring primarily to the German labour market, since it is the biggest labour market within the European Union. At first glance, it might sound counterintuitive that higher education might not be as important as is often assumed, especially because the OECD continues to reprimand Germany for its low share of academics, but I intend to show that there are good reasons to doubt that Germany needs higher degree graduates. If the trend we currently observe continues in the future, we might be faced with a situation in which the supply of the so-called 'specialists' exceeds the labour markets' demand for them, rendering them and their expertise superfluous, and, in turn, leaving a large number of highly skilled workers professionally inactive.

In the course of educational expansion, which can be observed in all highly developed countries (though not to the same extent), society has become increasingly more qualified. Nevertheless, at the same time, many European countries still struggle with high unemployment rates, and, in some cases, also a severe problem with youth unemployment. Although not as pronounced in Germany, the question arises how this trend will continue. It is a widespread truism, which has been repeatedly proven empirically, that higher education generally protects one from unemployment. Although this seems to be true in Germany for the most part, the unemployment rate for academics has increased steadily within the last five years, although it still remains comparatively low. However, statistically speaking, people in Germany become more highly educated year after year, and university graduates are still fairly well protected against job losses.

Does this, consequently, mean that the more university degrees one obtains, the better? Well, let's have a look at European countries with a high proportion of university students. For example, in every country in the EU where the amount of people with tertiary education is higher than in Germany, the unemployment rate in the tertiary sector is higher than in Germany. Putting the unemployment rate of the tertiary sector in relation to the overall unemployment rate of each country, the UK, Lithuania and Hungary are the only countries that have a lower proportion of unemployed higher educated individuals than Germany (for details and illustration, see

In every country in the EU where the amount of people with tertiary education is higher than in Germany, the unemployment rate in the tertiary sector is higher than in Germany.

figure 1). This implies that an increase in the number of students is likely to correspond with rising unemployment rates over time. Nevertheless, using mere descriptive statistics is not the ideal solution, as it neglects the complex interaction between educational systems and labour markets. My intention here, however, is not to draw conclusions from these data, but rather to illustrate my rationale and the preliminary evidence supporting it.

You might be wondering whether my argument is relevant, given the well-known shortage of specialized workforce on the German labour market. Shouldn't Germany "produce" as many graduates as possible to reverse this situation? In that respect, it is very important to clarify that not everyone who holds a university degree is a specialist—to be precise, a specialist within the public and political debate is nearly always a person who is an expert in one of the so-called STEM-subjects. But what about all the other possible fields of work for university graduates? To keep things simple, let us consider my alumni friends, who graduated with non-technology-related degrees. Are there enough jobs for them at the moment? Well, the answer is, as usual, it depends. Some of them indeed found a job relatively quickly (e.g. those who stayed at the university and now work as research associates), but the others, who currently work at various companies, had to search for a position for quite a long time, while working all kinds of temporary jobs, even though most of them had good grades and/or a lot of internship/professional experience.

Such observations are seemingly quite common and have been extensively documented in the scientific literature. However, upon closer inspection and a few minor exceptions aside, a pattern emerges behind the job searching activities of such young graduates. Namely, they are all highly motivated at the onset of their search, applying for the best positions they could possibly hope for, but over time, they progressively lower their expectations, so that by the time they actually do find a job, it is far from the ideal they had hoped to land in the beginning. Of course, everyone heard those university teachers and professors, who warned us at the beginning of our studies that it is not very easy to find a job if you're majoring in sociology, political science, communication science or the like. It is a typical argument that there are very few job advertisements explicitly looking for these graduates. However, there is one problem with these warnings: when you are young and idealistic and have just begun your studies, you usually do not care about your future career prospects. Why? Because the internet is full of examples of exciting-sounding job titles for social and cultural scientists, and experts from the humanities, including "opinion and market researcher", "public relations

We don't need people who just study for the sake of studying. Education, after all, is not exclusively the domain of universities. They only provide highly specialized knowledge and skill training, which are not useful or desirable for all of us.

manager", "advertising specialist", "human resources manager", or "marketing manager"[1]. Based solely on these examples, yes, one could conclude that at the moment there are certain positions out there with a very high demand for academics.

These jobs, however, are highly competitive. The labour market offers a large variety of positions with flexible and generic job descriptions that can be performed by graduates from a number of different majors. The consequence of such a state of affairs is that these jobs are highly coveted and difficult to attain (e.g. this applies to jobs suitable for business scientists, communication scientists, psychologists, social scientists, humanists, mathematicians, etc.). This highly competitive environment necessitates that only the very best can prevail.

All in all, competition between graduates of different fields of study is clearly recognizable and, therefore, has to raise the following questions: will the increase in our society's higher education levels continue to such a degree that there will be less demand for the same amount of university graduates than today (except for technology-related graduates)? Will this end in the progressive marginalization of less educated people by highly educated people, who will, henceforth, be performing the jobs of the formerly less educated? What can the less-educated then do? Will there be enough (new) jobs for them? Will the labour market regulate this by itself? A glance at the overall unemployment rate—and especially an international comparison of the overall unemployment rate—can help answer this question. In short, it doesn't seem very likely.

Considering that there are already a number of bottlenecks in the employment market for academics, including the fact that part-time work and temporary contracts are common phenomena, not only at universities, where they are considered standard, an improvement seems barely conceivable. Have we reached an impasse? What can we do to overcome it? My impression is that education, especially higher education, has a mighty—and almost incomparable—importance in our society.

Allow me to add a personal example at this point: When I began studying Sociology, everyone without an academic background looked up to me, and I always had the feeling that they thought I have a bright future ahead of me and will earn much more money someday than they do. Well, this could still be true, but I think the actual demands of the labour market for a lot of the scientific disciplines are often dramatically overestimated among the wider population (to generalize: the ones without a specific job profile). I

PROPORTION OF THE OVERALL POPULATION THAT GRADUATED IN THE TERTIARY SECTOR, AGE GROUP 30-34:

Germany: 31.4%
Croatia: 32.2%
Hungary: 34.1%
Greece: 37.2%
Latvia: 39.9%
Austria: 40.0%
Slovenia: 41.0%
Poland: 42.1%
Spain: 42.3%
Estonia: 43.2%
France: 43.7%
Belgium: 43,8%
Netherlands: 44.8%
Denmark: 44.9%
Finland: 45.3%
UK: 47.7%
Sweden 49.9%
Ireland: 52.2%
Cyprus: 52.5%
Luxemburg: 52.7%
Lithuania: 53.3%

PROPORTION OF UNEMPLOYED IN TERTIARY SECTOR, AGE GROUP 25-64:

Germany: 2.5%
Hungary: 2.7%
UK: 2.7%
Luxemburg: 3.6%
Austria: 3.7%
Lithuania: 3.7%
Netherlands: 3.9%
Sweden 4.0%
Poland: 4.1%
Belgium: 4.2%
Denmark: 4.5%
Estonia: 4.7%
Finland: 5.1%
Latvia: 5.1%
France: 5.8%
Slovenia: 6.0%
Ireland: 6.1%
Croatia: 9.0%
Cyprus: 10.8%
Spain: 13.8%
Greece: 19.1%

would probably not be exaggerating if I said that studying tends to be viewed as a panacea for most problems in our society. Hasn't anyone ever given you the advice to "Study! Do something worthwhile with your life, so that you don't have to worry later"? While true in principle, I would say the problem is that many young people study because it simply seems like something that they have to do. And if they don't have any clear career aspirations, they study whatever sounds interesting to them, simply for the sake of studying.

This is precisely where we need to reexamine the society's deeply held systems of beliefs. Has the increasing academisation of training professions, for example, really opened up the right path? Considering the increasing number of university graduates, and the difficulties posed the complex and demanding structure of the labour market they have to navigate, I think we should shift our focus and encourage people to focus more on disciplines the different sectors of the labour market currently lack, but really need to thrive. The technical sector requires particularly highly educated people, for instance. However, we will continue to require increasing numbers of caregivers, educators, tradesmen, artisans, etc., which means we need to make sure that they receive fair payment and respect for their work, thus increasing the attractiveness of such professions. And this should definitely not be read as a plea for less education: we definitely need experts in non-technology-related fields, but we don't need people who just study for the sake of studying.

Education, after all, is not exclusively the domain of universities. They only provide highly specialized knowledge and skill training, which are not useful or desirable for all of us. Trade schools and vocational training, with their different focus, also prepare young people for their entry into the labor market. In my opinion, we need an educational system that will not only equip its graduates with specialized, subject-related knowledge but one that will give them a sense of purpose. An educational system, which will indicate the multitude of paths that young people can take; that will take into account the current needs of the labour market, and help hone the young professionals' goals against this backdrop. ◼
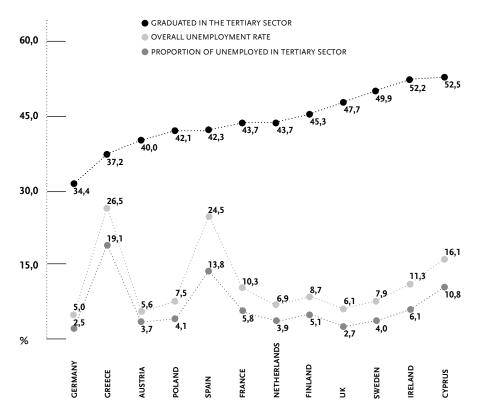
FIGURE 1: GRADUATES IN THE TERTIARY SECTOR, OVERALL UNEMPLOYMENT RATE & PROPORTION OF UNEMPLOYED IN TERTIARY SECTOR, 2014

Source: Eurostat Database: http://ec.europa.eu/eurostat/de/data/database, checked on 22.06.2016, unfortunately there are no better corresponding age groups.

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[1] Marketing and advertisement has the highest academia unemployment rate (Bundesagentur für Arbeit, 2013), what can be seen as an obvious indicator for how many graduates want to work in this area and that there already is a surplus of these graduates on the labour market.

ON THE PERILS OF SOCIAL MINDLESSNESS

BY AGATA MARIA KRAJ AND DIANA STEGER

OPPRESSION HAS NO LOGIC —JUST A SELF-FULFILLING PROPHECY, JUSTIFIED BY A SELF-PERPETUATING SYSTEM.

— Gloria Steinem

People are social animals and have a natural tendency to form groups. From an evolutionary perspective, this was likely an adaptation that allowed our ancestors to protect themselves more effectively from predators and potential villains. And although our reality has changed immensely since the times of Lucy the Neanderthal, our instinct to form communities has remained and continues to profoundly shape all of its aspects.

How far we have gone since then is quite striking when we look back at the achievements of our society, including the technological and engineering advancements, or the cultural and societal accomplishments. Yet, despite all the innovations and changes, in some ways, we are still like our ancestors when it comes to our mindset and, if we learned anything from Charles Darwin, it is that changing this will require quite a bit of time, but also some effort on our part.

The purpose of this essay is to outline certain cognitive and motivational mechanisms that, for better or for worse, guide us in our daily lives and our interactions. Most importantly, we focus on whether or not there are ways for us to adapt or modify them when we recognize they no longer serve us.

One of the clearest demonstrations of our communal past is exemplified by a line of social psychological studies indicating that people's concept of self, the personal identity they create for themselves, is very much intertwined with the types of groups that they belong to. Psychologists maintain that everyone has multiple selves, which are related to the different social contexts they operate in, and different group memberships they possess. Those multiple selves can be defined as individual perceptions of the features that define the group and make it a coherent whole. Different social contexts are likely to temporarily increase the salience of, or activate in psychological lingo, particular identities that make a person feel, think, and act in line with the demands of the situation. Therefore, our individual notions of who we are stem in part from the kinds of groups that we belong to.

The downside of the motivational perspective described above is that maintaining such an outlook is likely to result in behaviors that favor the group we belong to, or in-group, at the expense of the out-group, the group we are not members of. This happens even when people are artificially assigned to so-called minimal groups, that is groups distinguished by characteristics as meaningless as the colors of their shirts or preferences for certain types of candy!

Even such simulated circumstances instigate what is called in-group favoritism and compel people to act in ways that boost their self-esteem through placing

their in-group in a more positive light and derogating the out-group at the same time, based on an arbitrary dimension.

But what does all this mean, you might ask? Are we inherently flawed for trying to sort the people, the events, and the things we encounter into categories? Not at all! It's an absolutely normal, and, most importantly, a very useful cognitive strategy to deal with the myriad of stimuli that we encounter every minute of every day, potentially more so than ever, considering how many personal devices a statistical consumer uses. Categorization is a cognitive tool that people use in order to quickly make sense of the world around them. Without such shortcuts, the simplest decisions would likely take us ages, and our functioning in the society would be seriously compromised.

They do, however, come with a caveat—stereotypes. While they can be positive or negative in nature, they nevertheless do not allow for the possibility of seeing the out-group members as individuals with their own preferences, personalities, talents, or even vices for that matter. And before you know it, you begin to effortlessly place people in neat, black and white categories, which either evoke empathy and understanding or only instigate condemnation instead. Such a tendency becomes more pronounced when groups are forced to compete for scarce resources, as is emphasized by the line of research, which takes an economic perspective on the matter. This competition oftentimes gives rise to ethnocentrism and nationalism and may instigate outgroup stereotyping and behaviors that would normally be frowned upon, or downright condemned by our moral code. The fear of the other, or sometimes simply the unknown, begins to permeate many people's thinking, precluding empathy towards and commiseration with the out-group. Different customs,

Such a tendency becomes more pronounced when groups are forced to compete for scarce resources, as is emphasized by the line of research, which takes an economic perspective on the matter.

traditions, language, even cuisine, serve as reminders of their otherness and make it difficult to see how similar people are deep down. Because, at our core, we all wish for the same things—to be loved, appreciated, cared for, fed, and to have a roof over our heads.

To some degree, the apparent unwillingness to show empathy can also be justified by our limited cognitive capacity. After all, we simply cannot empathize with everyone we encounter and attune ourselves to the suffering of the whole world. And, the further away the suffering is from us, the easier it is to keep it out of sight and out of mind. The problems begin when it appears right in front of our doorstep. Even a cursory glance at the current events gives us plenty of illustrations of the mechanisms we have just described. The coverage leading up to the Brexit referendum, and its aftermath, present us with a discourse filled with animosity towards immigrants. Such sentiments are also very much a part of the rhetoric concerning the influx of refugees that Europe is struggling to solve now. Both discourses contain elements of more than mere xenophobia, of course, and partially play on people's fear of an unstable economic future. Many people dread the high unemployment rates and the constantly increasing costs of living and are apprehensive about the influx of immigrants, who might put a further strain on the economy, and potentially "steal" jobs away from the locals.

Such fears are oftentimes exploited, not only by the media, which are becoming more sensationalist than ever but also by different political actors and institutions. As Gloria Steinem's timely quote in the beginning of this essay points out, discrimination is perpetuated by a system that allocates its resources in asymmetrical and unjust ways. Particularly the far right-wing and populist parties know how to use fear mongering tactics to whip votes in their favor, turning different societal groups against one another, under the auspices of creating a better, more just society. In reality, however, much like any of the other actors who wield power in their hands, their goal is to maintain the status quo and the privilege that they have come into.

Having said that, what can we do? How can we remedy the situation? Let us not give into this disenchanted view of the status quo. There are a number of ways that the problems of discrimination can be tackled on the macro level. Legislation is one very powerful means to do that. Introducing quotas to combat the persistent underrepresentation of women and ethnic minorities in parliaments. Constitutional amendments guaranteeing equality for all members of the society, regardless of their gender, sexual orientation, ethnic or religious backgrounds, to name a few, give people who are discriminated against a legal basis to demand better treatment. Equally important, working towards social equality and the redistribution of resources and power should be a priority for countries seeking to diminish discriminatory behaviors. If history is any indication, support for extremist parties is highest at times of economic turmoil, giving them leverage to fuel people's fears of poverty and hardship. In the process, such parties picture themselves as the only viable alternative to set things right, and, more often than not, provide scapegoats to be blamed for the adversities and austerity. Jewish people in Nazi Germany, Polish immigrants in the UK or refugees from Syria in Europe are all illustrations of such political propaganda that come to mind.

But what about the things that we can do in our everyday lives? The sense of powerlessness that ordinary citizens, individuals like you and us, the

Wherever men or women are persecuted because of their race, religion, or political views, that place must—at that moment—become the center of the universe.

- Elie Wiesel

authors of this essay, feel in the face of inequality and oppression, can potentially be remedied, albeit through effortful action on our part. Research indicates that stereotypes can be particularly resistant to change. Even in the face of clear evidence that a particular categorization is untrue, rather than disconfirm it altogether, people tend to form subcategories for the particular instances negating it. So, for instance, a woman who is very dominant, or an Asian person who is not good at math, will be classified as exceptions and put into special categories of "dominant woman" and "Asian not good at math". This leaves the broader stereotype immune to disconfirmation.

While this may sound grim, we firmly believe that the first step towards any sort of change happens through awareness of the issue. Yes, our cognitive processing is selective and might lead to particular biases, but the more we stay mindful of this, and the more we catch ourselves falling into such traps, the easier it will become to steer clear of these pitfalls. Of course, we do not always possess the capacity to do that, but, as with anything else, baby steps can have a powerful effect. Furthermore, this awareness should also extend to our knowledge that we share more similarities than differences. Language, cuisine, customs, dress code, are only the tip of the iceberg, most visible to us, but obscuring the true universal values that motivate our existence and our pursuit of happiness, and avoidance of suffering.

One of the most effective ways of bringing two groups together, which have a history of animosity caused by competition for scarce resources (think for instance: Schroedinger's immigrant, the paradox that immigrants are going to steal the in-groups' jobs, while at the same time, live off social benefits), is to create superordinate goals for both groups. In other words,

make both groups work towards the same goal that is more important than any goods that they may have been fighting for before. Social movements, be it those promoting LGBT rights, social equality, or women's rights, are very important in this respect, as they serve as a link between the individual and the governmental actors within the society. They have the power to raise awareness, and point out the illegitimacy of the status quo and make the creation of a new social order conceivable - conditions absolutely vital for instigating positive changes. They also have the capacity to put forward crystallized interests for each group, which facilitates mobilization and collective action.

This brings us back to the need for social equality, and the inevitable relinquishing of power that the haves will be required to do on behalf of the have nots. Most crucially, as the recently passed Elie Wiesel hints at with his profound quote, we cannot afford to look away from the injustice. We must find the strength in ourselves, as individuals and societies, to pay full attention to the instances where discrimination takes place and where our help and empathy are needed. Even if the group we belong to might not share our opinions, at times we must take the risk and step out of our comfort zone, to honor the thoughts and feelings compelling us to act.

Seeing how powerful an influence the mechanism of social comparisons described earlier can exert, we know that it is a lot to ask to support the out-group rather than to preserve our own privileges. Yet, this might just be the kind of social and human achievement that could clearly distinguish us from our stone-age ancestors. ■

Notes: "The psychological concepts, theories, and research findings we refer to were checked against the information provided by a popular textbook by Thomas Gilovich, Dacher Keltner, and Richard E. Nisbett called "Social Psychology", Ronnie Janoff-Bulman's "Shattered Assumptions" regarding the discussion on stereotype disconfirmation as well as a website concerning social identity theory maintained by the University of Twente: https://www.utwente.nl/cw/theorieenoverzicht/Theory%20Clusters/Interpersonal%20Communication%20and%20Relations/Social_Identity_Theory/."

SAFETY, FREEDOM, RULES...
WHAT DO WE EXPECT FROM A STATE?

BY ISABEL WINNWA

What is the role of a state? An important question, which occupies the minds of politicians, entrepreneurs, lawyers, scientists and population alike. There are many possible answers, and the question can be approached from many sides: there is the empirical angle, which would focus on what the state actually does - the policy, the law-making, the politics, the decisions taken by elected officials, etc. And then, there is the normative dimension, which focuses on what we actually expect from a state. In fact, we could bring both dimensions together, if we first asked ourselves what is expected of a state and then investigated what it did. From an individual point of view, our most basic expectation would probably be that a state provides us with rules and guidance for our public life and ensures the protection of our private one. Public life includes our workplace and everything that happens in the public sphere. Private life includes family, personal activities, privacy. All this should be done in the general interest and reflect the collective will, thereby being fair and equitable. This does not, however, fully answer the question concerning the expectations we have towards a state. What does providing guidance for the public and protection of the private sphere actually mean? In politics, this means making and shaping the law, regulating what can and cannot be done - both in public and in private life. In economics, it means providing a framework for a well-functioning economy. From a legal point of view, the state is to ascertain that everything is in order and that the rules are being respected. On this macro level, objectivity is key. The state should remain impartial and immune to personal preferences as much as possible.

We see that, in theory, the competence of a state to create, apply, and change rules can be extensive or restrictive. There is no general agreement on what people expect from the state: the more liberal you are, the less you would expect a state to interfere both with public and private life; the more protectionist you are, the more you expect the state to intervene not only reactively, to solve problems, but also proactively, through different kinds of rules, policies, and guidelines. Every citizen might have a different notion regarding this matter, and the aggregate individual preferences of the people often tend to be very inaccurate. Simply put, the population does not have a clear-cut collective will and therefore does not give a clear mandate for what the role of the state should be. This is what Carl Gustav Jung meant with his "camouflage", which provides a loophole, a window of opportunity, for those who are in power. If you have a wide range of possibilities and no clear mandate, you benefit from a large amount of discretion. This applies to all domains of the state, but it is most visible in

THE STATE IN PARTICULAR IS TURNED INTO A QUASI-ANIMATE PERSONALITY FROM WHOM EVERYTHING IS EXPECTED. IN REALITY IT IS ONLY A CAMOUFLAGE FOR THOSE INDIVIDUALS WHO KNOW HOW TO MANIPULATE IT.

— Carl Gustav Jung

politics, economics, and law. Because there is no clear definition of what we expect from a state, there is also no general rule of what its role should be.

Let's start with politics, a domain with plenty of power-wielding actors, mainly known as the politicians and policy-makers. Let's consider two recent examples as an illustration of my argument. In Europe, we have been facing a sudden influx of migrants, which has challenged our understanding of the concepts of immigration and national borders. European states have responded quite differently to the situation. In these contexts, the concept of a state refers primarily to the current political elite and its select interests. The Eastern European countries strongly advocated a restrictive policy, closing borders and refusing a quota system for a fair distribution of migrants. Other European states, such as Germany, have adopted a more liberal approach, which resulted in a highly polarized European public opinion and an increase in fascist and extremist tendencies across the whole continent. This could lead us to the conclusion that the state did not act according to people's expectations. Another prominent example is the fight against terrorism, increasingly relevant to the European people since the attacks in Paris, Brussels, and Nice. The states are expected to protect their citizens, but the people strongly disagree as to what measures should be used for this purpose: some want closed borders, others do not; some want data storage, others are strongly against it. Again, the public opinion is polarized and the decision is left to those currently in power.

Perhaps we should have begun our discussion with the economic perspective, as the business and finance sectors have arguably become much more important than the political sphere, and state affairs are mostly dictated by economic matters. The global banking crisis has occupied politicians', as well as economic experts' and citizens' attention ever since it first hit

in 2007. Individual banks had to be bailed out at first, and, eventually, even an entire country—Greece. Decisions involving large sums of public money and significant breaches of state sovereignty were made without public consent—be it in Germany, or in Greece. Understandably, this also greatly polarized the public: expectations went from forgiving Greece's debt and putting a solidary European safety net in place to letting the Greek economy fail, and even excluding the country from the Eurozone. Ultimately, decisions were made by very few select actors, and they made many ordinary citizens very unhappy.

The law always seems to be the least exciting object of discussion, and wrongly so. As Foucault so eloquently pointed out, the state possesses a huge legal power over its population by the simple fact of being able to decide over crime and punishment. Deficiencies and malfunctions in the legal system might be less obvious to the untrained eye, but their consequences can be truly dire. Let's just focus on one example: racial profiling. Caucasians are not incessantly required to produce their IDs, visas, or residence permits. They are not harassed by police patrols or, worst of all, shot dead because of their skin color. But these things happen every day. The law seems to be on the side of the fair-skinned members of the population. Non-whites are more likely to be accused of crimes than white people - and more likely to die of police violence. Little has been done on the state level to remedy the situation. And sadly, this issue also strongly polarizes the public opinion, as the majority of the privileged citizens do not see an immediate need for state intervention in favor of protecting the citizens of ethnic origin. Once again, the issue is left to the goodwill of those in power.

Admittedly, this is a very general and maybe also somewhat biased description of what has been and is being done in the name of the state. But even if different examples were picked, the question always

THE STATE IS NOT A BIG CARING, PROTECTIVE LEVIATHAN, BUT A CAMOUFLAGE FOR THE INTERESTS OF THE MOST POWERFUL GROUPS.

remains: is this what we expect? Certainly, not always. A safe assumption, given the decrease in voter participation and the general dissatisfaction with politics, the grievances against greedy businesses, the corrupt finance sector, and the complaints about malfunctioning legal systems. We seem to be unhappy with the state, either because it does too much, or because it acts too little on behalf of its citizens, or simply makes the wrong decisions in their opinion. Yet, we still seem to be quite attached to the idea of a nation-state. So much so that we increasingly demand for it to be protected from potential threats. This is nicely reflected in the current debate about 'Brexit' and the future of the European Union. The British people have, by a slim majority, voted to exit the European Union. The main argument of the leave camp was that, if Britain gets its sovereignty back, the British state could take decisions, which are more favorable to its people. Half of the British fervently supported this, the other half did not. And now that they are actually bound to exit, the leave camp has acknowledged that most of the promises were not likely to be upheld and most of the leading politicians shied away from the responsibility of seeing 'Brexit' through.

This seems to be a good moment to circle back to one of the main questions raised in the beginning: what do we expect from state? And by now, it should be abundantly clear that there is no clear-cut answer to this. The "we" does not have one will, but many. And to paraphrase Carl Gustav Jung again: the state is not a big caring, protective Leviathan, but a camouflage for the interests of the most powerful groups. Jung also seems to be right when he says that we expect everything from state and more often than not, we blame it for any kind of failure. We blame the state for failing in school, losing our job, paying too much tax, not having a place to put our kids when we work, not being safe from terrorist attacks. But do we want

to profoundly change the education system? Provide for stricter employment laws and regulate business more rigorously? Decrease public spending or live on credit to be able to lower taxes? Legislate on whether or not parents should be encouraged to return to work immediately and use child-care services? Allow the authorities to screen, use and store data to monitor potential serious criminal offenders? The somewhat defeatist conclusion is that there will always be two sides to the proverbial medal that is the role of the state. To get what we want from the state, we often have to accept quite a few things that we actually did not bargain for. The slightly more optimistic one is that we can have a say in defining the role of the state. As regards politics, however, limited our power as people might be, once we have cast our vote, we actually get to elect those who represent us and if we think carefully about what we expect from the state and what this entails, our vote will matter: majorities and policies can change. In economics and law, direct influence by the population at large is slightly more difficult, but let's not forget that often we are leaders ourselves, at present or in the future. We, or the people we know, are the CEOs, judges, hedge fund managers, policemen and -women of today and tomorrow. Thinking carefully about what we expect and how we define our role will impact how we perceive and shape the role of the state. ∎

CAREERS IN ACADEMIA

There are several aspects that are relevant for a successful career in academia. Even though every career path is an individual one, there seems to be an overlap of aspects that can drive a career. Among them: networking, a solid publication record, and the ability to strike your work as relevant to others. These aspects might form a basic recipe to successfully apply for positions or research grants. This chapter will shine a light on strategic career planning, on how to attract proper funding for a research project as well as on the importance of publications in science including the example of a book project as well as how the 'right' book can make a career for a lifetime.

_ CAREER PLANNING

How Networking and a Solid Publication Record Can Lead Into a Professor's Chair

AN INTERVIEW WITH **CARSTEN SCHWEMMER**
by Madalena dos Reis Gonçalves

From August 2018 our doctoral fellow, Carsten Schwemmer got the unique chance to work as a substitute Assistant Professor for Social Science Data Collection and Analysis at the University of Konstanz for one term. In an interview, he tells us about how he managed to get the job and the experiences he made.

How did you manage to get the position as a substitute Assistant Professor in Constance?

C.S. I guess it was a combination of networking, teaching experience for advanced methodology and my publication record. Andreas Jungherr, the professor I substituted, used to work in Bamberg (before I started working here). We first met at a computational social science conference and from my limited experience, these social connections are important for academic careers. Faculty members from Constance also liked my research focus on textual data and related teaching experience, which is something they were looking for to enrich their methodology education. At last, I managed to publish some papers in good social science journals, which was surely helpful for getting the position.

In what way did your work in Constance differ from what you do in Bamberg?

C.S. The largest differences were related to teaching. The Political Science Department in Constance is one of the leading departments for quantitative methodology in Germany (and maybe even Europe?). For that reason, students attending methods courses were selective and very motivated, ranging from bachelor students to PhD students. Of course, we also have many motivated students in Bamberg, but the difference was still noticeable for me and helped me to further improve my courses.

How did this experience benefit you personally?

C.S. Being a substitute assistant professor in Constance, even if only for one term, was a very worthwhile experience for several reasons. As I plan to stay in academia (at least for now), having made this experience will probably be helpful for finding good job opportunities after I finish my PhD.

What I also learned from the experience is that commuting long distances can be stressful and waste a lot of lifetime. Constance is a beautiful place, but hard to reach. Having loved ones in Bamberg, I commuted to Constance almost every week, which is about a 7 hours trip by train and/or bus if nothing goes wrong. This was doable for one term, but definitely not for a longer period.

Most importantly, I got to know many remarkable scholars and students. I also came in contact with people from the awesome non-profit association CorrelAid, for which I gave a data analysis course. Overall, I learned a lot from being substitute assistant professor in Constance and would a highly recommend others to make similar experiences if given the opportunity.

"I managed to publish some papers in good
social science journals, which was surely
helpful for getting the position."

— Carsten Schwemmer

Strategic Career Planning

A DISCUSSION ROUND
Interview: Ansgar Hudde
Editorial Concept: Katrin Bernsdorff

> The discussion round was organized and hosted by doctoral fellow Ansgar Hudde during the 04. Annual BAGSS Conference. Ansgar Hudde took the chance to gather academics who are further along in their career to tap into their experiences and individual recipes they used to shape their careers.

GUESTS:
Joscha Legewie, Yale University, United States.
Field: Sociology

Samuel R. Lucas, University of California-Berkeley, United States.
Field: Sociology and Social Justice

Ruud Luijkx, Tilburg University, Netherlands.
Field: Sociology esp. Social and Behavioural Science

Thomas Saalfeld, University of Bamberg, Germany.
Field: Political Science

Stefani Scherer, University of Trento, Italy.
Field: Sociology

HOST:
Ansgar Hudde, University of Bamberg, Doctoral Fellow at the Bamberg Graduate School of Social Sciences. Field: Sociology

INTRODUCTION:

Good strategy in academic career planning is a skill that we can–like most other skills–learn by first: trial and error, second observing successful people and trying to understand what made them successful, or third chat with as many successful people as possible, and ask them about their personal experiences and observations. With this discussion round we want to do the third: bring together a number of successful academics and have them talk about their experiences in academia; about which factors contributed to their own success and also which (strategic) errors they have made, and how they learned from them.

On the question of whether career planning should really be strategic...

Stefani Scherer: If you go to the mountains and you're going to climb up, you know where you are heading to, more or less, but you're not completely certain. You simply walk and step by step you proceed. I knew where I wanted to arrive, I didn't take any decisions in the strategic context and I'm not so much convinced about the idea that you can have that much of a strategy.

Samuel R. Lucas: My way might not work for somebody else, I know. For me, I am trying to get through a series of questions because I have curiosities about the world. I ask how can I get answers to those questions in the time I have. That's what I'm trying to do.

On different factors that influence the recruitment process...

Stefani Scherer: Trento hired me because I had competencies that I acquired outside of Italy that they simply lacked. Of course, these were also political decisions to invest in quantitative research.

Joscha Legewie: I guess that publications played a role but more importantly there was a person at Yale who pushed for me throughout the recruitment. I didn't know that he was one of the anonymous reviewers of my papers and got very interested in my work through that. So, this wasn't a network connection, but still, people who know of you through your work can help. They probably wouldn't have hired me without him. So, these kinds of things come together at a specific point and time.

On deciding if the manuscript meets one's expectations...

Samuel R. Lucas: I'm confused about the idea that I have this paper that I don't think is very interesting. If I have a comment in my head in a conversation and I don't think it's very good, then I don't say it. So, it should be that way for papers. If you have a paper and you think it makes a contribution, then you submit it. If you don't think it makes a contribution, then you decide whether it is close to making a contribution by putting a little more work into it, such as reading some literature, then you do that and afterward submit it. If you don't think it's ever going to contribute, you leave it.

Joscha Legewie: I could have made my life easier for some of these papers by saying I send them somewhere else and don't go through such a long period, but

I think if it works out you get the reward for it in the end.

Samuel R. Lucas: I give my students what I think is a humanly doable standard to meet and when it comes back they've got something that you have to be a superhero to meet. Obviously, it's because they are committed to doing good work, but I'm afraid that nothing ever gets submitted because you can always do better. So, you have to get to this place where you can be pretty vigorous questioning the quality of your work, but not so vigorous so that you never submit. It's a tricky thing and ideally, you have supervisors who can help you say, "yes, this is ready". Ultimately, the goal is to be able to decide for yourself if the paper is something that would further the discussion.

On making the right decisions at the right point in your career...

Thomas Saalfeld: As a shorter-term strategy for getting things published you have to make the judgement what is possible and opportune at the time. Published articles will almost inevitably have a narrow focus. In the longer term, I'm not sure whether it is possible to build a career that is both professionally gratifying and competitively successful, because at one point, when applying for senior jobs, appointing committees will ask: 'What is this person known for? What is their distinctive profile?' And this is not just about the number of publications, but possibly also about a focus on substantively interesting research and teaching agenda. There are now so many graduates leaving graduate schools with three, four or even more decent publications. So, appointing committees will inevitably fall back on the additional distinguishing features to make judgements. So, yes, I think in the short-term you need to secure your first proper job—and for that, a certain amount of pragmatism is probably necessary, but at some point, you want to be known as an expert in a broader area that is perceived to be interesting in the academic community. You shouldn't forget that.

Joscha Legewie: It is important to think about the stage of your career. When I know this is the last year of my PhD and I know I have to apply for jobs then I'm less likely to do something risky such as submitting to a journal that has a reputation of taking a year for the review to get back to me. So, it plays an important role at what stage you are. [...] People fall into two kinds of traps. They either sit on things for too long and do not make the experience of sending papers out, or they are too quick without putting in the proper work. People continue to have these problems later in their career and I don't think that it's something unique to PhD students.

On managing efficiency and motivation over time...

Thomas Saalfeld: At the beginning of your career, you can afford to be very single-minded, and I think this leads to really efficient work as far as written output is concerned. You get the maximum out of the energy that you are investing in. The paradox is this: The more secure you get and the more help you seem to receive from support staff, the more inefficient you may get. This is because there are so many different jobs you have to do at the same time—teaching, research, administration, public dissemination—and very often you're not trained to do them. Today I sometimes feel I'm completely inefficient. Although I know what to tell my graduate students on this topic, for me, there are just so many competing demands on my time.

[...] In the long run, our 'business' works, because we are intrinsically highly motivated, and we need to be driven to an extent by a certain amount of passion for our field of study. Universities are necessarily bureaucratic organizations that sometimes seem to be intent on limiting that space for us, but fundamentally, if you want to maintain motivation for a long time then you need to be passionate about your subject.

On differences in generations...

Thomas Saalfeld: Single-authored work used to be very important; but when I speak to my young colleagues now, I advise them to think with whom to collaborate in co-authorships. This includes finding out what complementary skills potential co-researchers and co-authors can bring to the collaboration, as well as in what way you can combine them so that you produce something jointly which you couldn't do on your own.

Ruud Luijkx: I finished my PhD after I was an assistant professor, which was quite typical in Tilburg then and I think also in Germany. Usually, it is not possible nowadays because you have to go to graduate school et cetera. I mean in England there are still many people of the older generation without a PhD.

On finding your personal career path...

Joscha Legewie: One problem with the academic world is that academic jobs are often seen as the only successful career path. Many attractive jobs are not academic and don't force you to move around the world. The geographical flexibility, that is often required, is a pain for family life. Yes, many people end up being lucky and it works out, but for others, it continues to be a problem because mobility is forced into the system and at the same time the system tells you that only certain career paths are defined as success. That's a big issue for a lot of people. If we would help PhD students to find non-academic jobs as much as academic jobs, this becomes less of a problem. It also requires us to think about and train our students' skills that are valued both inside and outside of academic jobs.

Samuel R. Lucas: Life is too short to force yourself into a career path. Different things work for different people. Yes, this sounds very much like the world is a perfect place and everything works out, but I do have hope that people find their path. ■

_ RESEARCH GRANTS

The Researcher and the Project
Must Match

AN INTERVIEW WITH **MICHAEL GEBEL**
by Katrin Bernsdorff

| Michael Gebel, one of our faculty members, was awarded the prestigious European Research Council Starting Grant amounting to 1.4 million Euro.

He earned the grant for his longitudinal study "The Socio-Economic Consequences of Temporary Employment: A Comparative Panel Data Analysis (SECCOPA)" where he aims to provide a novel understanding of the socio-economic consequences of temporary work. With this Starting Grant, the ERC targets talented early-career scientists under the 'Excellent Science' pillar of Horizon 2020, the EU's research and innovation programme.

In an interview, Michael Gebel tells us about his motivations behind applying for an ERC grant, the challenges he faced and how he combined his personal experience with a mix of different ideas to create this one overarching research project.

What drew you to Sociology and especially to labour market sociology?

M.G. When I grew up, Germany experienced mass unemployment and was called the "sick man of Europe". This raised my interest in understanding labour market issues, but I also became interested in related sociological and economic topics. As sociology and economics were not covered in secondary school, I wanted to take on this challenge during my university studies. At the University of Mannheim, I had the chance to follow courses of leading scholars in sociology and economics and to work as a student assistant on topics of labor market research and quantitative data analyses. I finally decided to do a PhD in sociology because sociology is well-positioned in comparative studies. I particularly love studying aspects of an international comparison. I enjoy learning about the varieties, but also the similarities, of individual life courses in different cultural, institutional, and structural settings.

How did you know you had an idea with the potential to make an important contribution to your scientific field?

M.G. Many concerns have been raised about temporary employment in political and scientific debates. So, I knew that this is a hot topic. I discovered several shortcomings in the literature that I wanted to address. For example, not only comparing temporary jobs to permanent jobs, but also to the alternative of unemployment. I wanted to investigate various socio-economic consequences to get a comprehensive understanding and use panel data to model the dynamic processes at the individual and the household level as well. Finally, I wanted to extend European-focused comparative research by incorporating Canada, the United States, South Korea, Japan, and Australia. Consequently, it was not the one brilliant idea, but the mix of several ideas that makes SECCOPA an important contribution. And I knew that I am the right person to do this given my specific skills and experience. The researcher and the project must match.

When did you know this idea was ripe for funding and why did you choose to apply for an ERC starting grant in particular?

M.G. Developing the SECCOPA research idea was a very long process. I always think a lot about new research ideas, discuss it with my research associates, and like to make strategic plans for the future. So, I had the SECCOPA idea in my mind and was just waiting for the right moment and funding initiative. At the same time, since becoming eligible, I planned an ERC application because I wanted the challenge and to face the tough competition for this prestigious grant. However, as I was successful in getting two large grants in 2015, I decided it would be better to wait with my ERC application. That meant the last application round was the appropriate moment.

What difficulties did you come across?

M.G. The preparatory work helped me a lot in writing the proposal. Moreover, I gained a lot of experience through writing grant applications and acting as a reviewer for funding agencies and journals. I am also glad that Rick Glöckner from the Research and Transfer Division of the University of Bamberg supported me continuously. However, I also faced problems. There were strong administrative

burdens with my two ongoing research projects EXCEPT and TEW-CCA and I had to spend much time coordinating the work of the 80 researchers from 13 countries that are involved in the two projects. I also had a full teaching load. Consequently, I had to spend even more time working in my office in the late evenings and on weekends than usual. When preparing the grant interview, I became worried upon hearing that other applicants received extensive private coaching. But, finally, I think it is also good news that one's application can succeed without the applicant getting amenities such as private coaching or deductions from the teaching loads.

What was your strategy before receiving the grant and what is your strategy for the next five years?

M.G. Since the start of my PhD, I have been very much engaged in comparative and collaborative research and attended many conferences worldwide to get connected and well-known. Next to doing European comparative research, I have crossed European borders doing research on the Middle East, the Caucasus, and Central Asia. Right now, I am in Taipei doing collaborative research on Taiwanese panel data. Working internationally is really exciting. In addition, I worked hard on publishing diverse topics, getting several research grants, often acting as a reviewer, and teaching many courses. So, I would say I followed a quite diversified strategy to get established and this is also what I want to continue doing in the future. Additionally, my specific strategy for the next five years is to fulfill the expectations of ERC, which is to do excellent research. I have to spend much more time on research again and I am very much looking forward to it. I hope to find the right support and get enough freedom to fulfill the expectations of the ERC.

■

It Pushed Me to Put My Thoughts on Paper

AN INTERVIEW WITH **JAVIER MARTÍNEZ CANTÓ**
by Madalena dos Reis Gonçalves

Javier Martínez Cantó, one of our doctoral fellows, was recently awarded the IV Grant for Research "Llegat Pasqual Maragall 2018" with a project titled "Partidism and (of) Federal Loyalty in the Spanish Autonomous State". The winning project has been chosen from among 19 candidates by a jury formed of members of the academic board of the Fundació Catalunya Europa.

What inspired you to analyse parties and federal loyalty in the Spanish autonomous state?

J.M.C. In my dissertation, I study the sub-national level as a strategy for capturing greater variance on political parties' behaviour that the one we can observe on national politics due to the lack of possible cases. However, during the process of data collection as long as I was reading more on parties acting at the sub-national level, I became increasingly interested in the sub-national dynamics per se. Interestingly, the same set of countries I use in my dissertation, Spain, Germany and Canada, present different institutional settings regarding federalism and decentralisation. That fact pushed me to think why federalism seems to "work" quite well in Canada and Germany but not so well in Spain. That reflection was the beginning of the research project as it pushed me to think on the possible underlying conditions for this outcome. In the project, I build in previous literature to propose that what happened in Spain is that the informal intra-party relations were more important for decision-making processes between the national government and the sub-national governments than the formal institutional relations. In the project, I will study three cases were this fact may be observed, namely during the processes of sub-national government formation, government stability, and bargaining processes between the national and sub-national governments.

When did you know the idea was ripe for funding and why did you choose to apply for the "Llegat Pasqual Maragall 2018" grant in particular?

J.M.C. I had this idea on my mind for quite a long as a possible short-term research project. However, it was discovering the call for the Llegat Pasqual Maragall 2018 grant that pushed me to put my thoughts on paper.

This grant is awarded to young researchers in honour of the former Catalan PM and mayor of Barcelona Pasqual Maragall to work on one of the topics Maragall himself reflected on during his time in public office. One of those topics is federalism and the construction of multi-level governance both within Spain and within

the EU. The fact that one of the topics fitted so well with my original idea greatly encouraged me to apply.

What difficulties did you come across?

J.M.C. I think one of the main challenges when writing grant proposals, especially if it's one of your first ones, is to keep the balance between desirability and feasibility. On the one hand, you would like to inquire about the many different aspects of your idea and go very in deep into each different issue. However, time is limited, and you should be able to the grant committee something feasible to complete during the period they propose.

What is your strategy for the next year?

J.M.C. Right now, my main challenge is to combine the finishing of my dissertation with the start of my new project. Fortunately, I won't start with the new one till next November, so I have some time for planning.

_ PUBLICATIONS

The Importance of Publishing in Science

A solid publication record can become a valuable commodity for a researcher when it comes to applying for a position or to fund the next research project. Implementing research and publishing results is crucial for a career in science. Therefore, it is of utmost relevance to doctoral researchers to strategically communicate their scientific work from an early stage in their career. Publishing results of research projects in peer-reviewed journals enables the scientific community to evaluate the findings themselves. It also allows other researchers to repeat the 'experiment' or build on it to verify and confirm the results.

The Graduate School offers doctoral students a package of workshops and trainings which cover the whole process from strategizing, planning, writing, and submitting research results to build up to successful publications.

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QCA Is Really Gaining Traction in the Social Sciences

AN INTERVIEW WITH **LASSE GERRITS**
by Madalena dos Reis Gonçalves

Lasse Gerrits, one of our faculty members, published a book about the evaluation of complex infrastructure projects using Qualitative Comparative Analysis (QCA) together with Stefan Verweij from the University of Groningen. With their book Lasse Gerrits and Stefan Verweij aim to show researchers how the method could be used in practical situations.

What drew you to the field of Governance of Innovative and Complex Technological Systems?

L.G. The realization that the social sciences have a lot to say about what technology is and how it works, the profound understanding that your average politician or policymaker knows very little about technology, and a healthy obsession for everything complex.

What inspired you to write a book about the usage of Qualitative Comparative Analysis (QCA) in the evaluation of complex infrastructure projects?

L.G. Two things, really. First of all, we've met a lot of practitioners from the world of policy evaluation and they all seem to recognize that the classic methods they use are more or less obsolete. At the very least, those methods can highlight what went wrong but fail to explain why it went wrong. So, those people may evaluate a bunch of long-running infrastructure projects that have gone off the rails, and the minister gets fired. There is absolutely no connection between the actual causes of the problems with those projects and the solution. Part of that is a political game, of course. But it is also due to crude methods that

can't explain much of what is going on. So that was the first thing. The second thing is that Stefan and I had been granted a research project to tailor QCA for infrastructure evaluation so we had ample time to tease out how QCA could be put to work. Mind you, this was not a theoretical exercise. We used the method in various ways in actual evaluation research to find out what would work. And we found that it is a method that can do more justice to the complexity of infrastructure projects than more common methods. So, taking these two things together, writing a book was a no-brainer.

How did you know you had an idea with the potential to make an important contribution to your scientific field?

L.G. Did I? I'm not sure. I think that the value of the book is, first of all, in the way we show researchers and evaluators alike how the method could be used in practical situations. Our intended audience is the

person sitting in front of a heap of raw data going 'now what?' This book is there to help this person. The one thing we stressed in the book is how QCA addresses complexity, which is often mentioned but rarely explained. On top of that, we have made the argument for using qualitative data and have shown how such data can be processed. This is not an entirely novel argument but it is a counter-voice to the current trend in QCA to use the method exclusively for quantitative data. We sure hope that more researchers will be convinced of our argument and will also start using qualitative data.

What difficulties did you come across?

L.G. I guess that the biggest challenge was to present everything in an accessible manner to a broad audience. The literature on QCA is often loaded with jargon, especially the jargon from set theory, which most newcomers will find daunting. So we wanted to avoid that as much as possible. We put the practical examples front and center and tried our best to keep things traceable. We even established a reading panel to make sure that we wouldn't get caught up in the jargon. They did a great job of keeping us on track.

Do you already have plans for further research using QCA?

L.G. Certainly. There is much scope for that and QCA is really gaining traction in the social sciences. We are proud to be able to contribute a bit to that rise.

■

Pick Up the Pieces and Go On
—The Engineering Way

AN INTERVIEW WITH **GEORGE TSEBELIS**
by Katrin Bernsdorff

The path of George Tsebelis to publishing his first book is a great example that sometimes there is more than one extra mile necessary and that one has to master the art of dealing with rejections to get the job done. However, one book can, in the end, make your career for a lifetime. George Tsebelis' "Veto Play" is to date one of the most relevant research on game theory in politics and beyond.

Identifying problems and finding the solutions—every endeavour and career step of George Tsebelis is motivated by this simple, yet fundamental, motto. He traces this back to his strong background in engineering: "What engineers do is that they learn to solve problems, and that is what you do when you are doing research. [...] Academia is a series of puzzles. Once you see it that way, you need to address them in 'the engineering way'. If someone tells an engineer: 'There is no building here. Can you build a building that fits this space?' You can't say that you can't do it, you have to find a solution."

Currently, Tsebelis is Anatol Rapoport Collegiate Professor of Political Science at the University of Michigan. His path here was a rather intricate one. The academic career of the Greek-born researcher began with an undergraduate degree in engineering in Athens and an undergraduate degree in political science in Paris. Here, he discovered that he was studying political science "the American way"—using a game-theoretical approach. In France, his advisors told him that if he wanted somebody to understand his work, he would need to go to the United States.

Reviewers of his work were even more critical in their rejections: "The people who were judging my papers, the experts of France, were saying: 'We don't recognize this. This is American political science and should, therefore, never be published in any journal that has anything to do with reality.'" Feeding on this rejection, he first stayed in Paris and received a doctorate in mathematical statistics from the Pierre and Marie Curie University. Having obtained the necessary tools to solve the problems he was interested in and the ability to solve them his way, he moved to the US and received a doctorate in political science from Washington University in St. Louis.

"I was very interested in politics because I was an activist when I was young [...]. I had started reading game theory books and how they apply to political science and I wanted to do that. When I was in France I asked my advisor: 'Can you help me understand that?' and he said: 'I don't know.' And I said: 'You are the most famous lecturer in France. If you don't know it, who does?' And he said: 'In France, nobody. You have to go to the United States.' And so, he put the perspective in my mind and I then started wanting to go to the US and do the things I was interested in and which I could only find there."

He has framed a rejection letter from a journal in his office at UCLA, to show to his students how brutal the rejection experience can be. He uses it as a tool to show how a rejection can be used as a driving force for a bigger success (in his case a book). Tsebelis' trajectory has taught him that "You don't hit a winner on your first try [...] but you need to have the perseverance to continue". Trial and error have coloured his entire

career. Discovering that studying the EU instead of only France increased not only his knowledge of a more diverse range of countries but also presented a much larger pool of opinions and problems, he began applying his knowledge to EU countries—this being the only conscious career decision he ever made, he maintains. His 'trial and error' method is one of the core components of his success: "If you get rejected once but you believe in (your idea) then you can submit it again and ultimately, ideas last. If you have a good one, then you are fine."

"So, you have to know that it is a very competitive business and you can get very unkind comments some of the time. Anyway, you have to pick up the pieces and go on."

Finding topics of study has never been a problem for Tsebelis. Constantly on the lookout for potential problems—be it joining selection committees or being a committed teacher—the first step of being a researcher is having an eye for problems. And then,

"If it is a big problem and you have found a solution —that is success."

— George Tsebelis

regardless of the impact of the results or its effect on his or others' previous beliefs, solving it is his top priority. On one occasion, he addressed the problem of the paradox of non-voting. His belief was that voting makes absolute sense, but the paradox is that a single vote has very little impact, therefore voting is not rational in rational choice theory. Having found the answer, he approached his advisor who asked him to explain it to him and consequently, write a paper outlining his solution. However, having solved the problem at hand, he had no interest in writing a paper: "I've solved the problem, there's no need to write it down." Having written the paper upon persuasion by his supervisor, it was rejected from a number of different journals. One rejection came with a note: 'Ask the author whether I can use the idea because I am writing a paper and could really use the idea'. Tseblis concludes: "That is a big advantage of the whole field, that ideas last. And if you have a good idea then you are fine. Even if they don't recognize it immediately."

Yet, there is more to success than having the right idea and the perseverance to get it published. To become a well-known researcher, Tsebelis had to master translating the complexity of his ideas into an understandable language. Trying to understand essentially how political institutions work, in his first draft of "Veto Players" he came up with a rather complicated way to find the common link. When approaching his colleagues, they shrugged their shoulders saying 'What are you talking about? This is completely incomprehensible and why are you wasting your time doing something that no one understands?'

Tsebelis got the message: "They were telling me that it's difficult. They don't care whether it's right or wrong, it's not understandable and they said I must have another way to express it, so people will understand so they know how things work. And then I got the idea for Veto Players. And I expressed the same thing in a much more understandable language and that was a big idea. Because it united things that other people understood as separate. Like presidentialism or parliamentarism, bicameralism or unicameralism, few parties or many parties or things like that. Everybody understands that, and this is probably the most well-known idea that I had." ■

BUILDING BRIDGES ABROAD

Commitment might be one of the most relevant aspects to be able to build bridges abroad. It can take years until a successful and fruitful collaboration is established. Besides the intention of both parties to collaborate with each other, it requires a very well thought out concept clearly stating intentions, expectations as well as resources and responsibilities. Commitment to honour the agreement is what brings the collaboration to live. This chapter reflects on three collaborations of the Graduate School: with the University of Trento, the University of Aarhus, and the ECPR Winter School. Besides institutional collaborations, the networks built due to research stays or field research of our doctoral students also play a vital part in the academic exchange of the Graduate School. Therefore, this chapter includes several interviews with doctoral students regarding their research abroad.

_ COOPERATIONS

INTRODUCTION

Collaborations play a vital part in the Graduate School's programme and the exchange in research, whether for single events or long-term cooperation. Initiated by Professor Steffen Schindler of the University of Bamberg and Professor Stefani Scherer of the University of Trento, we have developed what we refer to as the "Trento Model", a long-term cooperation, which includes a regular exchange of delegations of doctoral fellows and professorial members in the fields of educational and labour market sociology. This involves joint workshops in Bamberg or Trento, research stays at the respective other university, co-tutelle supervision and a joint Masters programme in empirical educational science, which connects to the Graduate School's doctoral programme. Over the past years, the cooperation has been very successful, with yearly visits of delegations and research stays. The "Trento Model" also provided the structural foundation to cooperate with the University of Aarhus.

TRENTO COOPERATION

2017 A delegation of our doctoral researchers went to Trento to kick off our cooperation with the Doctoral School of Social Sciences at the University of Trento (Italy). An initial joint workshop gave doctoral students from both institutions the opportunity to present parts of their doctoral research.

2018 The second joint interdisciplinary Graduate Conference took place at the University of Trento (Italy). Participation is open to PhD students from all programmes of the Graduate School and DSSS, as well as from International Studies (UniTN), from NASP at Università degli Studi di Milano and doctoral students in Sociology from Tilburg University and Universitat Pompeu Fabra. The Graduate Conference covered topics in the areas of Development Economics and Local Systems, Economics and Management, and Sociology and Social Research

2019 The third joint doctoral conference was held at the University Pompeu Fabra (Barcelona) bringing together PhD students from four institutions: Universitat Pompeu Fabra, the Doctoral School of Social Sciences (DSSS) of Trento University, the Bamberg Graduate School of Social Sciences and the School of Social and Behavioral Sciences of Tilburg University.

... to be continued.

BUILDING BRIDGES ABROAD: THE COOPERATION OF THE BAMBERG GRADUATE SCHOOL OF SOCIAL SCIENCES AND THE UNIVERSITY OF AARHUS

Words: Ulrich Sieberer

Encouraging early contacts and cooperation with scholars outside of Germany is an important part of the Graduate School's training programme and internationalization efforts. In today's academia, international networks are an essential asset for Early Stage Researchers. A structured graduate school provides an ideal framework for fostering such networking beyond self-initiated contacts with individual researchers. Thus, the Bamberg Graduate School of Social Sciences has initiated and sustained institutional cooperations with similar institutions across Europe (University of Trento, Italy; Pompeu Fabra, Spain; University of Aarhus, Denmark). This article describes the collaboration with the University of Aarhus.

The University of Aarhus is one of the most renowned universities in Northern Europe and regularly gains recognition for its research output in international rankings. Its strength in the social sciences makes the university a particularly attractive partner for the Graduate School. Building on personal contacts, the two institutions started a more formal collaboration in 2018, which has since been extended with various meetings and workshops. In particular, we have established and sought to extend research collaboration, offer joint graduate teaching, and foster networking and exchange opportunities among Early Stage Researchers. While both institutions share many substantive and methodological interests, they each have particular areas of expertise that create complementarities to be exploited.

In research, collaboration has thus far focused on political science and the study of early childhood. In January 2019, we held a first joint workshop at the Bamberg Graduate School of Social Sciences dealing with issues of political representation and party politics. This workshop gave PhD students and academic staff from Aarhus and Bamberg the opportunity to present ongoing work and discuss potential collaborations. It clearly demonstrated the potential for future substantive collaborations that are

C O L L A B O R A T I O N

currently explored by individual researchers. Second, we are in the process of establishing collaboration with the TrygFonden's Centre for Child Research, an interdisciplinary research centre at the University of Aarhus, whose research interests are closely aligned with educational research at the Graduate School and the Leibniz Institute for Educational Trajectories (LIfBi) at the University of Bamberg.

In graduate teaching, we collaborate mainly with regard to methodologically oriented courses. In June 2019, Professor Derek Beach from Aarhus taught a PhD course "Case Selection and Generalization – Variance- and Case-based Strategies" at the Graduate School, which nicely supplemented our teaching programme on research design and qualitative methods. In October 2019, a similar methods workshop in Aarhus will be open to members of the Graduate School. Furthermore, doctoral projects can be supervised jointly with colleagues from Aarhus allowing both sides to profit from complementary expertise in the two institutions. The first dissertation following this model was successfully defended at the University of Bamberg in 2018.

Last but certainly not least, institutional cooperation facilitates networking and exchanges among doctoral students and postdoctoral researchers. In the past, two PhD students from the Graduate School spent several months as Visiting Fellows in Aarhus, which greatly profited their respective research projects. In the future, such exchanges will be strengthened in both directions. In the same spirit of networking and exchange between Early Stage Researchers, joint workshops are initiated and planned primarily by students based on their own interests allowing them to gain important experience in organizing academic events. Currently, different working groups are planning events on experimental methods, Open Science, and Immigration. ■

AARHUS COOPERATION

Goals:

+ Building up social networks for Early Stage Researchers
+ Gaining experience in organizing scientific events (for both ERS and Post-Docs)
+ Opportunity to be a visiting fellow in Aarhus or get a visiting fellow of interest to Bamberg
+ Gaining Expertise in research fields / methods that has no strong focus in Bamberg, yet.
+ Joint projects, research collaborations or even joined funding applications.
+ Co-tutelle: joined supervision of doctoral projects

Timeline:

Summer 2018
Exchange of first cooperation ideas by the Graduate School's director Thomas Saalfeld and Christoffer Green-Pederson from the University of Aarhus

September 2018
A delegation from the Graduate School visits Aarhus—presenting and explaining the respective PhD programmes, finding joint interest in research fields, discussing first collaborations between PhD candidates and preparing the list of participants for the next meeting.

January 2019
An Aarhus delegation in Bamberg: Joint meeting with senior researchers and management, including research presentations (for further collaborations) as well introduction of programmes in Bamberg (LIfBi/NEPS).

June 2019
Derek Beach from Aarhus University gave a workshop about Case Selection and Generalization – Variance- and Case-bases strategies in Bamberg.

October 2019
Opening a similar workshop in Aarhus for PhD candidates in Bamberg free of charge.

Summer Term 2019
Regular meetings with Prof. Ulrich Sieberer (faculty member), Julian Hohner (Course coordinator) and several PhD candidates were established to foster future plans to create Joint-Workshops. Current ideas: Workshop on Online Survey Experiments, Immigration and Open Science.

... to be continued.

Networking and Acquiring Methodical Skills Equals Hard Work and a Good Time

THE COOPERATION OF THE BAMBERG GRADUATE SCHOOL
OF SOCIAL SCIENCES AND THE EUROPEAN CONSORTIUM
FOR POLITICAL RESEARCH

Words: Katrin Bernsdorff

Building bridges abroad can be established from inside-out or outside-in. The collaboration of the European Consortium for Political Research (ECPR) located in the UK and the Bamberg Graduate School of Social Sciences brings researchers from all over Europe and even international students to Bamberg to participate at the Winter School for Methods and Techniques once a year.

The Bamberg Graduate School of Social Sciences is privileged to host the ECPR's Winter School in Methods and Techniques for the last three years and will continue the collaboration in the future. With 50 courses and roughly 500 participants, the event is a considerable success every year.

Led by a team of diverse, experienced, and internationally known instructors, participants are supplied with the methodological skill set needed to start their academic careers while our interesting plenary programme gives them the opportunity for all-important networking. This is achieved in the form of intensive and interactive small-group workshops, Brown Paper Bag sessions, and opportunities for informal exchanges. The ECPR's Winter and Summer Schools are characterized not only by the participants' and instructors' diverse social scientific backgrounds but also by their varied origins.

Professor Benoît Rihoux from the University of Louvain in Belgium, one of the academic patrons of the ECPR methods school summarises the Winter School:

> "The Methods School is not only about 'technical'
> training, it's also about thinking about one's research,
> about networking, exchanging experiences, and enjoying
> a relaxed atmosphere. Working hard and having a good
> time is not incompatible. I [always] look forward to having
> a good, hard-working time in Bamberg!"
>
> — Benoît Rihoux

Participants and members of the Bamberg Graduate School of Social Sciences give some insights:

Lucas Geese, an associate member of the Bamberg Graduate School of Social Sciences and ECPR Winter School 2017 participant tells us: "I'm doing the course on Bayesian Inference with Susumu Shikano. There's a good mix of theoretical background and application. Before, I was studying this topic just for the fun of it but turns out to have real, practical relevance for my PhD studies."

Ai Miyamoto, ECPR Winter School 2016 participant, added: "I took part in the 'Handling Missing Data' course and I really liked it! It was very helpful because I am currently dealing with the challenge of missing data for my research. Since our instructor was acquainted with the NEPS data I am working with she could also reply to questions regarding the data."

Mirijam Böhme, ECPR Winter School 2016 participant, said: "I took the 'Qualitative Interviewing' course. The instructor gave many helpful examples and spoke about the experiences she gained when working together with Master and PhD students. During the course, we did a lot of practical exercises, conducted an interview with other PhD students on 'Social Capital' and even received feedback on the interviews. So, we learned a lot!"

WINTER SCHOOL
in Methods
& Techniques

AT THE BAMBERG GRADUATE SCHOOL OF SOCIAL SCIENCES
FIND OUT MORE AT **WWW.ECPR.EU**

ecpr

**BAMBERG
GRADUATE SCHOOL
OF SOCIAL SCIENCES**

—> Promotional Campaign initated by the Graduate School (Concept and Design: Katrin Bernsdorff)

Let's Be Rigorous in Our Methods, Whichever One We Choose

AN INTERVIEW WITH **BENOÎT RIHOUX**
Interview: Theresa Schmitz

We talked to one of the academic patrons, Benoît Rihoux, about what makes the Winter School special, what makes Bamberg the perfect host, and what he personally aims to achieve here.

What is special about the ECPR Winter School in Methods and Techniques?

B.R. There are several important aspects, which are shared both by the Winter School and the Summer School, as really this is an integrated Methods School, all year round. First of all, it is designed to be all-encompassing. Many varieties of research are presented—qualitative, comparative, quantitative methods, etc. In most method schools around the world, there is often an emphasis on a given 'family' of methods (typically: more qualitative, or more quantitative methods) because this is seen as the 'best' way to do research. However, there are multiple views of methods in the social sciences. Our view is: 'Let's be rigorous in our methods, whichever one we choose.' So that is what we aim to do.

Secondly, the Winter School is non-profit. We aim to financially break-even of course but the mission is really to make methods training as accessible as possible to the maximum number of people. This is especially important for self-funded students, mainly from Eastern or Southern Europe where funding for additional training and mobility is not necessarily available.

Thirdly, the Winter School is a place where people develop career skills. Not only the attendees but also the instructors. We strive to find a wide diversity of instructors from different backgrounds. This means we don't only invite "big names". Often, we invite young, very motivated instructors, post-docs or such. They might not yet be as established but they really burn for their respective courses and projects. We want to target colleagues that are committed to the mission of teaching rigorous methodology to a demanding and motivated public.

What makes Bamberg in general and the Graduate School of Social Sciences of the University of Bamberg specifically a suitable host?

B.R. From a technical standpoint, it is practical that we can concentrate all the activities in one single building. People are in the same facility, spend their breaks together and can exchange what they've learned in their courses; they can also socialize, create links in general, which is very important for network- and career-building. So, it is large enough but still, everything is in one building.

From a content perspective, there is a local critical mass of people who teach and are specialized in various methods. At the Graduate School, and around, there are many professors and students who work rigorously with numerous methods. This is of course also cheaper because they do not require travel costs, and this again helps our mission to keep the enrolment fee as low as possible as to make the Winter School accessible to all.

Bamberg as a city is great because it is relatively small and cosy. I personally think this is a great advantage. After the course sessions, during the social events, you spontaneously bump into people in the city centre and that is just nice. Of course, it's not Berlin, or Paris, or London, etc. but people don't scatter when the daily academic activities are over, which is great for socializing and networking.

What are you personally hoping to achieve this Winter School?

B.R. I definitely have long-term goals. In two keywords I would say: social contact and innovation. Social contact in the sense that we are building a community here. It's not only about professional networking, personally I have developed real friendships. It's a platform where you can sit together at dinner or over a coffee or beer and discuss all kinds of topics, academic or non-academic.

Innovation in the sense that the Winter School is not about replicating knowledge but to help develop methodological innovations and to push the participants to think about what methods are about. It sounds ambitious but I am proud of the fact that we are expanding frontiers. ∎

_ RESEARCH STAY ABROAD

INTRODUCTION
Words: Katrin Bernsdorff

Research abroad whether in the form of a research stay or as field research was one of the utmost benefits of the funding under the Excellence Initiative. It allowed doctoral students to pursue research topics which required research trips and are, therefore, often not possible to accomplish due to the expenses necessary.

Field research, as well as research stays, are a perfect opportunity for doctoral students to hone their skills to quickly adapt to unforeseen situations, deal with rejection and scepticism, and learn how to negotiate their way to get results. Often the outcome of the trip does not reflect the initial expectation for various reasons. They didn't get the interviewees they wanted or the number of interviews they needed, or they figured out that the method they intended to use doesn't work under the circumstances they find on-site, or the initiated collaboration didn't work out the way it was supposed to, and so on. Therefore, doctoral researchers have to figure out how to make the results of the trip a valuable asset for their project, even if it is solely for the realisation of the experience itself and what they have learnt, whether according to their skills or according to their research or both.

The Graduate School heavily supports doctoral researchers in their plans to do research abroad. Before each trip, the researcher has to submit a proposal to the School's executive committee including a statement of his or her supervisor. The proposal has to explain the purpose of the trip, outline the intended outcome and the effect for the research project as well as state the estimated costs for the trip. The administration helps with calculations, travel planning, advance payments or reimbursements, statements for visa applications as well as to solve problems appearing at hand.

Over the years the Graduate School managed to build some of its most successful collaborations such as collaborating with the University of Aarhus or the University of Trento on the foundation of research stays by its doctoral students among other aspects.

The following interviews with doctoral students reflect on their research stay or field trip abroad and the experience they gained from it. ■

Operating on the Bleeding Edge

AN INTERVIEW WITH **CHRISTOPHER KEARNEY**
by Madalena dos Reis Gonçalves

> Our doctoral fellows have many opportunities to do research abroad. At the beginning of 2019, our doctoral fellow Christopher Kearney took the chance to do a research stay in England. In an interview, he tells us about the experiences he made during the stay.

At which university or institution did you spend your research stay? Did you work on a specific project?

C.K. I spent my research stay at the Centre for Ideology and Discourse Analysis at the University of Essex. This stay was a little unusual, I only stayed for six weeks due to family reasons. That said, I had two principal goals in mind for my stay: First, I wanted to talk about the use of corpus linguistic within the Essex School of Discourse Analysis, and second, have my methodological and analytical framework scrutinized by the originators of my theoretical approach.

In which way did the research stay inspire and enrich the work on your dissertation project?

C.K. First of all, it was highly encouraging to see other scholars who not only work in my tradition but operate at the bleeding edge of it. It was as such no accident that I went to Essex; my branch of discourse theory and analysis originated from there. Seeing that the centre has a number of PhD students that struggle(d) with similar issues as much as I do was quite a relief; I do not really have any colleagues to talk about such concrete in-depth issues. So being able to stick to "our" jargon was a pleasant change. Furthermore, the University of Essex has a rather formal supervision system that, among other things, involves a so-called "panel meeting" during the spring and autumn term, if memory serves me right. These are relatively long meetings with one's supervisors in the course of which a submitted paper is discussed and the appropriate steps fleshed out. While it is probably somewhat annoying for everybody involved that a written report on that meeting needs to be submitted to the faculty office afterwards, I was pleasantly surprised with how hands-on and concrete the suggestions for improvements were.

To what extent was the research stay beneficial for your academic career?

C.K. Compared to most other academic communities, the Essex School of researchers is a relatively small group, and getting into contact with people grappling with the same issues is, therefore, more important than ever. A specific outcome of my stay was being invited to the centre's research conference at the end of May 2019. ∎

Doing Research and Experiencing Different Cultures Is the Most Wonderful Thing for Me

AN INTERVIEW WITH **YI-JHEN WU**
by Madalena dos Reis Gonçalves

> Yi-Jhen Wu, who had her research stay in China at the City University of Hong Kong talks about the project she is working on and gives insights about the benefits the stay provides for her career and her personal life.

At which university or institution did you spend your research stay? Did you work on a specific project?

Y.J.W. Currently, I am staying at the City Hong Kong University (City U) and I am working on a topic related to response styles and item response theory with a City U's professor and her collaborator.

In which way did the research stay inspire and enrich the work on your dissertation project?

Y.J.W. In my dissertation, I applied 'The Programme for International Student Assessment (PISA)' to do content-related research. Apart from that, focusing on PISA data triggers me to be interested in other research ideas, which are response styles and survey design. Thus, having a short-term stay at the City U inspires me to expand the scope of my dissertation, such as understanding response styles in PISA. Additionally, my dissertation focused on East Asian students' learning behaviour, which includes Hong Kong students as well. Taking this opportunity to do a research stay in HK, I can deeply understand an educational system and a learning environment in HK, which gives me a chance to reflect and reassess what I have done in my dissertation.

To what extent was the research stay beneficial for your academic career?

Y.J.W. During a research stay, I have a lot of discussions with linguists, psychologists, and psychometricians. Through discussion, I broaden my knowledge and understand how to collaborate interdisciplinarily. Thus, I believe that this research stay will help me develop a better research idea and conduct an interdisciplinary research effectively in the future.

Which aspect of the research stay appealed to you most?

Y.J.W. The topic of response styles is the most appealing to me. Additionally, the experience of the local culture is also fascinating to me. Generally speaking, the combination of doing research and experiencing different cultures is the most wonderful thing to me!

Did the research stay benefit you personally?

Y.J.W. Yes, it really benefits my personal growth and development. This research stay provides me with a lot of chances to meet scholars from different backgrounds, which help me identify myself and develop better communication skills.

How did the Graduate School support you during your research stay?

Y.J.W. Prior to the research stay, I think the biggest support from the Graduate School is that it offers me a great deal of autonomy, which motivates me to do research in other countries. During the research stay, the staff of the Graduate School is really supportive with assisting me to deal with the administrative procedure for preparing the defense, which let me have fewer worries about the preparation for the defence. Thus, I really appreciated what Graduate School has done for me! ■

Similarly Minded Scientists

AN INTERVIEW WITH **AGATA MARIA KRAJ**
by Madalena dos Reis Gonçalves

Some of our doctoral fellows are undertaking more than one research stay. One of them is Agata Maria Kraj, who stayed at UC Davis in California and Universitat Pompeu Fabra, Barcelona in Spain. In an interview, she tells us about the experiences she made during the time she spent abroad.

At which university or institution did you spend your research stay? Did you work on a specific project?

A.M.K. I did two research stays, one at the University of California, Davis, and another one at the University of Pompeu Fabra in Barcelona, Spain. In both cases, I was working independently on different parts of my dissertation and using the experience to connect with researchers who have the knowledge and expertise in the subjects I investigate in my thesis. Thus, during my time in Davis, I prepared the experimental part of my dissertation while working under the supervision of Prof. Amber Boydstun, whose previous work has focused on experimental framing research. While at UPF, I finished the analysis of my interview data and had the pleasure of working closely with Prof. Veronica Benet-Martinez, who is a renowned (political) psychologist.

In which way did the research stay inspire and enrich the work on your dissertation project?

A.M.K. My research stays allowed me to meet similarly minded scientists from different countries and different academic disciplines. During both stays, I was motivated to present and discuss my research in the respective departments' colloquia and meetings, during which I got valuable feedback on my ideas. At the same time, I was also able to become familiar with fellow PhD's projects, learn about their perspectives, and explore new theoretical and methodological traditions. Thanks to those experiences, I was able to take a fresh look at my own work and become clearer about the direction in which to develop it.

To what extent was the research stay beneficial for your academic career?

A.M.K. I think they were immensely important for my career, for two reasons. Firstly, as I already mentioned, I have met wonderful international researchers, who have been a source of inspiration for me, not only to explore new theories and learn new methods and use them in my work, but also to think about my

work differently and look at it from a different perspective. Secondly, and more importantly, the research stays have allowed me to build a supportive network of scholars, who give me feedback on my ideas and my writing, which is immensely important during one's PhD. My work and ideas have gained much more exposure thanks to my research visits, which, I believe, is incredibly important for my future in academia.

Which aspect of the research stay appealed to you most?

A.M.K. I cannot stress that enough: travelling to new places and meeting academics from different countries and disciplines is an incredibly enriching and inspiring experience. I wanted to become familiar with different academic cultures and learn new ways in which researchers can present and exchange their ideas. It has definitely kept me motivated to persevere and power through the difficulties that one inevitably encounters during one's PhD. In general, I am a big believer in changing up one's routines every once in a while, and so I noticed that my productivity was enhanced during my research stays. While I took the time to explore new places and socialize with people, I found that, paradoxically, working in an environment devoid of my usual distractions really helped me focus on the tasks at hand.

Did the research stay benefit you personally?

A.M.K. Of course! I met fascinating people, many of whom I am happy to call my friends now. I got to explore beautiful California, with its stunning landscapes and alternative lifestyles, and wander around the streets of Barcelona, soaking up its artistic air. I tasted new cuisine, listened to different music, learned to adopt a Zen attitude towards flight delays and cancellations... All of these experiences have shaped who I am today and have helped me grow as a person.

How did the Graduate School support you during your research stay?

A.M.K. None of this would have been possible without the Graduate School's unwavering support. I received generous financial assistance for both of my research stays, which helped me cover the additional expenses associated with finding a place to stay, travelling, etc. I was also guided through the application procedure for each visit and received a lot of help with the administrative part of the experience, which, as we all know, can be a little tricky at times. Additionally, even though I was away, I regularly kept in touch with my supervisor, Prof. Thomas Saalfeld, and with the Graduate School's office. Their flexibility and openness made it easy for me to reach out whenever I had any issues during my research stay, for which I am incredibly grateful. ∎

_ FIELD RESEARCH ABROAD

Are Private Schools a Viable Alternative in the Kurdistan Region of Iraq?

A REPORT BY **HISHYAR HASSUN**
Interview: Theresa Schmitz

For nine weeks, our doctoral student Hishyar Hassun traveled to Iraq to conduct fieldwork for his doctoral dissertation: "The Development and Factors of Private Schools Choice in KRI". His main purpose was to find out more about the private schools in the Kurdistan Region of Iraq and why parents chose this relatively new style of schooling for their children.

As the development process of private schools is a rather new phenomenon in the Kurdistan Region of Iraq (KRI), there is a lack of studies focusing on this region. Therefore, I had to travel there in order to collect data on the numbers of private schools, students' enrolment as well as the teachers working in private sector and the characteristics of these schools in general.

The fieldwork was conducted over the course of nine weeks in KRI. One of the obstacles was to obtain accurate data about the private schools. Therefore, I had to first visit the General Directories of Education in each city - Duhok, Erbil and Sulaimaniyah—to collect accurate data about private schools. Second, for conducting a survey with parents who send their children to private schools, I had to visit all the private schools in Duhok, Zakho and Akre districts to ask for their cooperation in establishing contact with the parents.

With the help of three assistant researchers, personal interviews and telephone interviews were carried out with 268 parents to gather data about the factors influencing parent's choice of private schools in KRI. The target group were parents who have children in the first, second and third grades of primary schools in districts and sub-districts in Duhok city. Several obstacles impeded the fieldwork, such as some private schools not cooperating in getting me in touch with the parents or travelling to meet parents who live in remote districts. However, I could manage to conduct enough interviews to provide a good sample for my study.

A SHORT TALK WITH HISHYAR AFTER HIS FIELD RESEARCH

At what point was it clear that you would have to go to Iraq to collect the data? Was it clear from the beginning?

H.H. It was clear from the beginning of my research study that I would have to go to Kurdistan Region of Iraq to collect data because I knew that no data were available about the private schools in KRI and I would have to do interviews to investigate the factors influence parents for choosing a private school.

How forthcoming were the parents in general? Where they surprised/curious to learn about your project?

H.H. In general, most of the parents I interviewed were happy to cooperate and were enthusiastic and even many parents wanted to talk more about different issues related to private schools they chose for their children. However, as I mentioned some private schools didn't want to cooperate.

How did your experience during these nine weeks influence your doctoral thesis? Did you learn new information about your thesis?

H.H. I got more information during visiting private schools by having a close look at the schools building conditions and the different education systems used by each private schools. Also, I discovered that there are some other private schools in Duhok city which I didn't know about because they were not in the list that was given to me by the directory of education in Duhok city. ■

Speak With Utmost Clarity

AN INTERVIEW WITH **MARTIN ACHEAMPONG**
by Madalena dos Reis Gonçalves

Some dissertation projects require doing field research abroad. Thus, our doctoral fellow Martin Acheampong, who is investigating legislative representation in Africa, recently went to Ghana to personally collect data for his research. In an interview, he is talking about the experiences he made.

At what point was it clear that you would have to go to Ghana to collect the data? Was that clear from the beginning?

M.A. As many of us may be aware, legislative representation is a terribly under-researched subject in African democracies. I, therefore, started out knowing about the data challenges I was likely to face. Gathering fresh data for the project was not a question that was in doubt from the very onset. It was thus clear that I needed to conduct some interviews in Ghana.

Did the field research benefit you personally?

M.A. Of course it did! Doing fieldwork itself comes with a whole package of soft skills to the researcher. I did not only develop the competence of successfully negotiating interview access but also had to learn to deal with difficult respondents and manage awkward interview scenarios. Additionally, one has to learn to speak with utmost clarity devoid of scientific terminologies and also deal with positionality issues. In all, not only my research project but also my personal skill as a researcher benefitted from my stay in Ghana.

How did the Graduate School support you during your field research?

M.A. In many ways! First I had the opportunity to present my interview guide at the weekly colloquia, where I received very useful feedback. So, I went to the field with an already refined guide. Also, thanks to the Graduate School, my flight, accommodation and all additional expenses were generously funded. The administrative office was also very supportive in making my travel arrangements stress-free. While in Ghana, I constantly relied on the unflinching support of my supervisor, Prof. Dr. Thomas Saalfeld, who was always ready to skype with me whenever a difficult situation reared its head. Overall, my fieldwork wouldn't have been possible without the assistance I received from the Graduate School. ■

VISUALIZING RESEARCH

Communicating research results effectively is as important as the research itself. Nowadays, research foundations like the DFG provide funds not only for research projects but also for the marketing of the results and findings. They support the idea that research should be accessible to the public, ranging from other scientists to private and governmental institutions and to the general public. Hence, communicating research was part of the Excellence Initiative. The Graduate School created and established new marketing formats like a research exhibition and even incorporated the philosophy into its visual identity. This chapter delves into the visualisation of research in the context of communication by exploring the concept of the research exhibition, an example of artistic research as well as the making of the visual identity of the Graduate School.

_ THE RESEARCH EXHIBITION

In Essence
—Personalities in Science

A RESEARCH EXHIBITION
by Katrin Bernsdorff

> A series of nine portraits of doctoral students with an insight into the process of their research presented in a contemporary exhibition format.

__ ABOUT THE EXHIBITION

The Graduate School provides a framework for research realization and furthermore, aims to promote the works and the researchers themselves. To showcase their work, we developed the concept of a research exhibition where the individually designed research portfolios are featured next to the researcher's portraits.

The interplay between academic work, portrait photography, and contemporary graphic design creates a new perception by reflecting the research itself and the researcher behind it. This project invites the audience to look at the work from a different angle. Showcasing the research also means the audience has the opportunity to experience its trajectory and the researcher's thoughts behind it. This exhibition further reveals the privilege to present the Graduate School in the variety of its facets—to convey who we are, what we do and what we stand for. It promotes interdisciplinary exchange and strengthens the awareness of the Graduate School within the university, academia, and scientific exchange in general.

The inaugural display of the exhibition took place during the 38th Congress of the German Sociological Association (GSA) from 26th to 30th of September 2016 in Bamberg. Thereafter it was open to the public until 10th of October 2016. From March till September 2017 the exhibition was invited to a second showing at the Leibniz Institute for Educational Trajectories in Bamberg. The exhibition was on display for the third time for the festivities of the "Deutschlandstipendienfeier" from 26 October to 17 November 2017 at the University of Bamberg.

__ NINE PORTRAITS AND INTERVIEWS

The researchers' portrait consists of two parts: a large-format photograph and a research showcase, both printed on brushed aluminum, 100 x 120 cm each. The photograph is a portrait, shot in black and white, during individual photoshoots. Each participant had his or her own appointment. Simultaneously, they had to think about their topic for the research showcase. We were aiming for an 'experimental poster'. There were no rules (almost).

We were on a quest for initial thoughts, concepts or results that capture the idea behind their research in order to push the boundaries of presenting research work.

Since this format of a research exhibition has not been done before, there was no example the participants could rely on. Although we made a mock-up of how a portrait and showcase could look like, they could hardly imagine the final outcome. They had to trust our vision and the process we provided. It took a lot of courage and trust of each participant to get involved because they knew that the final result would be visible in public. In order to establish some basis for the portrait and the showcase they had to think about: What is the essence of my research? What makes it special to me?

Individual appointments were made in August and September 2016 to shoot the portraits and to discuss the concept of each research portfolio. The photo shoots consisted of pre-shoots and a final shoot. During the pre-shoots, we carved out the image of each participant that resonated the most with them on how they

saw themselves in their current state as a researcher. In the final shoot, the lens captured the essence of it.

In order to be able to design the showcases, we had several meetings with each participant to learn as much as we could about their research projects and their motivation behind it. This is where the exhibition showcases differ from a regular research poster: While the poster usually focuses solely on the research work, the showcase adds a second level which consists of the personal aspect of the researchers' motivation. Both elements get connected with the aid of the graphic design. Accordingly, drafts of the showcases were created and circled back and forth until we had a visual match of both elements. For example: The circular construction of Yi-Jhen's showcase, yet with a floating appearance of singular aspects represents her vision of the continuous renewal of education in a globalized world, also based on the personal impact that living in various areas in the world and experiencing different cultures had on her. Henning's showcase focuses on evolution, whether regarding his research project from the initial to the then-current state or regarding his personal one through the experiences he had, e.g. through traveling, represented by the red dots on the map. Melanie's project involves a lot of coding that also resonates with her personal way of thinking. Therefore, we asked her to write some parts of the showcase in code and the overall visual is based on elements of coding structures.

Additionally, we asked the portrayed doctoral researchers three questions to grasp their personalities. Their answers were printed on large textile banners and were also displayed at the exhibition.

As a résumé: The exhibition became, however, field research in itself regarding the context of experimenting with a different format on how to present research while utilising graphic design and the personal motivation beyond a researcher's work to make research accessible to the general public. ■

—> Unpacking and installation of the exhibits

// RESEARCH EXHIBITION "IN ESSENCE —PERSONALITIES IN SCIENCE" AT THE UNIVERSITY OF BAMBERG

III

FOR

cross-cultural educational
researchers, cognitive
psychology researchers,
educational policymakers

COMPARING

EAST
Taiwan, Singapore,
China, Japan, South
Korea, Hong Kong,
Macau

math performance
learning strategies
student's cognitive
skills

WEST
U.S.A., Canada, UK,
Ireland, Australia,
New Zealand

**GLOBALIZATION
IMPROVES
EDUCATION**

#**renew**education**continuously**

CULTURE
VALUES
COMPETITION
IDEAS
ACCESS
KNOWLEDGE

GLOBALIZATION
PERSONAL IMPACT

AIM

increase competitiveness
of citizens in the
global market, improve
educational systems,
develop best practice
methods, cultural
exchange through best
practice exchange,
establish education as
a lever for culture, help
policy makers reform
education

USING

interest-comparative
education and
applied statistical
models
+ PISA

─ student learning behaviour
─ teacher instruction
─ school climate

Yi-Jhen Wu

EDUCATIONAL PSYCHOLOGY

─> Research and Words: Yi-Jhen Wu / Photography, Concept and Design of the Showcase: Katrin Bernsdorff / Interview: Theresa Schmitz

Yi-Jhen Wu

INTERVIEW

WHAT IS YOUR IDEA OF HAPPINESS IN RESEARCH?

When I do research, I feel that I am not bounded by anyone or anything. I can think of any topic related to education in which I am interested. While enjoying freedom, I have to figure out something independently. Although working independently is not easy, once I figure it out, knowledge belongs to me, and no one can take it from me. Figuring something out is challenging, yet it makes me enjoy it. **Therefore, I think happiness in research is that I have a lot of freedom to do my own work, keep gaining new knowledge and always face new challenges.**

IN WHICH SITUATION HAS PUSHING THE BOUNDARIES HAD A SIGNIFICANT EFFECT ON YOUR RESEARCH?

Probably collecting data across countries. Collecting data across countries was not easy but rather complicated. However, nowadays, it is more simple as there is a lot of communication and collaboration across cultures and countries. This allows me to have more opportunities to access diverse information and insights.

WHICH CURRENT ISSUE THAT SOCIETY IS FACING MOVES YOU THE MOST?

Poverty! Poverty forces a lot of children to fall short of their peers who come from affluent families. Nowadays, children of affluent families have more resources to learn than children of families from lower classes. Therefore, the rich are growing richer, and the poor are growing poorer. An assessment could help children to get rid of poverty. **Through an assessment, teachers, parents, and schools know the weaknesses children have so that they can come up with solutions that improve children's performance.** Therefore, creating a fair assessment is the motive to make me move fast in order to help children get rid of poverty.

PROFILE

Country: Taiwan

Field: Educational Psychology

Dissertation Project:
The Application of Latent Class Analysis on Western and Eastern Students' Math Performance in the 2012 PISA

Education:
Master of Science, Florida State University,
Major: Educational Psychology -
Measurement and Statistics

Bachelor of Business Administration,
Soochow University (Taiwan),
Major: Actuarial Science

Web:
www.uni-bamberg.de/bagss/yi-jhen-wu

III

ECONOMIC POLICY PERFORMANCE

FRAKTIONEN MODEL SHOCKS EARLY ELECTIONS

CURRENT

NAMENTLICHE

DATA WORK

ABSTIMMUNGEN VOTE

BUNDESTAG

TERMINATION

ELECTION

THE DYNAMICS OF
GOVERNMENT
TERMINATIONS
IN PARLIAMENTARY
DEMOCRACIES:
TOWARDS A BETTER
THEORETICAL AND
EMPIRICAL UNDERSTANDING
OF THE CAUSES OF EARLY
CABINET
BREAKDOWNS

ECONOMY

BARGAINING

TERMINATION

RESEARCH

SHOCKS

POLICY

Henning Bergmann

INITIAL
PROPOSAL

MODEL
COSTS ECONOMIC

COALITION DATA

POLITICAL SCIENCE

—> Research and Words: Henning Bergmann / Photography, Concept and Design of the Showcase: Katrin Bernsdorff / Layout: Raphaela Brümmer / Interview: Theresa Schmitz

Henning Bergmann

INTERVIEW

WHAT IS YOUR IDEA OF HAPPINESS IN RESEARCH?

A high degree of autonomy combined with an unlimited work contract.

IN WHICH SITUATION HAS PUSHING THE BOUNDARIES HAD A SIGNIFICANT EFFECT ON YOUR RESEARCH?

At some point, I realized that my initial proposal was too narrow to meet my expectations. Additionally, I had to deal with data problems concerning my main independent variables.

Thus, I reframed my project and decided to write a paper-based dissertation. This allows me to investigate coalition dynamics in a wider perspective.

*WHICH CURRENT ISSUE THAT SOCIETY IS
FACING MOVES YOU THE MOST?*

The ongoing fragmentation of societies into
so-called winners and losers of processes such
as globalization and social modernization
has implications for my research on
(coalition) governments. **In combination
with developments such as realignment and
individualization, party systems become more
diverse and less stable.**

Consequently, new government types are
formed, such as the three-party-governments
in Saxony-Anhalt and Berlin after the 2016
state elections.

PROFILE

Country: Germany

Field: Political Science

Dissertation Project:
The Dynamics of Government Terminations
in Parliamentary Democracies: Towards
a Better Theoretical and Empirical
Understanding of the Causes of Early
Cabinet Breakdowns

Education:
Diploma in Political Science, University
of Bamberg: Political Science (major),
Economics (minor), Methodology (minor)

Web:
www.uni-bamberg.de/bagss/henning-
bergmann

// PEERS MATTER.

SOCIAL ENVIRONMENTS AND ETHNIC EDUCATIONAL INEQUALITIES

use "{AVZ}**motivation**.dta", clear
describe

Overall_motivation
Understanding the world a bit better and uncovering mechanisms of observable phenomena.

Specific_motivation
Disadvantages in educational achievements of students of migrant origin to a substantive part are related to inequalities in social origin; but they often cannot be completely accounted for by socioeconomic conditions (e.g., Dollmann 2010; Segeritz et al. 2010; Siegert/Olczenka 2016). Does the kind and degree of social embeddedness contribute to this remaining achievement gap?

merge 1:1 ID using "{AVZ}**arguments**.dta"

fre general_considerations
1 Social environments like social networks or school classes may provide social capital (e.g., Coleman 1988; Lin 2001; Portes 1998) which in turn may prove valuable for educational success.
2 The question of how social environments shape competence development can be answered using a general model on learning (e.g., Chiswick/Miller 2001; Esser 2006).
3 This model relates investments in human capital to three bundles of factors, namely exposure, efficiency, and orientation (motivation).

fre peers_shape _...
1 Norms, values, and achievement standards [orientations]
2 The perceived and the available support [exposure]
3 The information available about the conditions relevant for educational success and about how the educational system works [exposure, orientations]
4 Language use and language learning opportunities [exposure]

fre social_embeddedness_and_group_ differences_in_educational_ achievements
1 Social and ethnic characteristics of the social environment may influence the quality and quantity of the resources available (e.g., Kroneberg 2008; Lin 2001).
2 Differences in these characteristics across immigrant groups are expected to translate into educational investments and eventual achievements (e.g., Heath/Brinbaum 2007; Kristen/Dollmann 2010; Van de Werfhorst/Van Tubergen 2007).

// Empirical **results**

graph use {AVZ}relevant_conditions.gph

/* + p < 0,10 * p < 0,05 ** p < 0,01 *** p < 0,001
Source: doi:10.5157/NEPS:SC3:2.0.0 | First and second wave of Starting Cohort 3, fifth graders. N = 3886. Multiple imputation(M=10). Reading comprehension competences are the dependent variable. Unstandardized regression coefficients from OLS regressions with clustered standard errors in parentheses. All models control for immigrant origin, sex, ISEI of parents, number of books, school type, cognitive skills as well as the ethnic composition of the friendship network and the ethnic, social and cognitive composition in class. */

graph use {AVZ}accounting_for_group_differences_in_ reading_comprehension.gph

TURKEY   POLAND   FSU

···· Initial Model   ¦···¦ Initial Model + social and ethnic compoasition

/* + p < 0,10 * p < 0,05 ** p < 0,01 *** p < 0,001
Source: doi:10.5157/NEPS:SC3:2.0.0 | First and second wave of Starting Cohort 3, fifth graders. N = 3886. Multiple imputation (M=10).
Reading comprehension competences are the dependent variable. Unstandardized regression coefficients from OLS regressions with clustered standard errors. Students belonging to the majority population are the reference category.
Social environment includes indicators for the ethnic composition of the friendship network as well as the ethnic, social and cognitive composition in class. All models control for sex, ISEI of parents, number of books, school type, cognitive skills. */

merge 1:1 ID using "{AVZ}**next_steps**.dta"
fre next_steps

1 Making use of the longitudinal data structure
2 Studying the possibly varying relevance of peer-related conditions for different educational cohorts
3 Considering mediating processes, e.g., via aspirations
4 Including additional immigrant groups and generation status

// Summary and **discussion**

ereturn list, all
e(title) : "Group differences at the beginning of secondary school are partly accounted for by characteristics of the social environment."
e(title) : "Peer-related conditions seem to simultaneously promote and constrain competence development; that is, operating processes seem to be, in part, developing in opposite directions."
e(title) : "Differences between migrant groups persist when considering peer-related conditions (not shown above)."
e(title) : "Problem: Indicators on the social environment were (partially) measured in the second wave, while the dependent variable was measured in the first wave."

save "{AVZ}PEERS_MATTER.SOCIAL_ ENVIRONMENTS_ AND_ETHNIC_EDUCATIONAL_ INEQUALITIES.dta", replace

Melanie Olczyk
SOCIOLOGY

—> Research and Words: Melanie Olczyk / Photography, Concept and Design of the Showcase: Katrin Bernsdorff / Interview: Theresa Schmitz

Melanie Olczyk —

WHAT IS YOUR IDEA OF HAPPINESS IN RESEARCH?

To work hard, get substantial results with relevance for society and an inspiring, respectful exchange about these results.

IN WHICH SITUATION HAS PUSHING THE BOUNDARIES HAD A SIGNIFICANT EFFECT ON YOUR RESEARCH?

 I consider—at least—three different research disciplines in my thesis, namely integration theory as well as school and neighborhood research. **The challenge was to not separately consider them, rather to find similarities and differences.** This integrative approach was absolutely pushing the boundaries for me.

WHICH CURRENT ISSUE THAT SOCIETY IS FACING MOVES YOU THE MOST?

The split of society with respect to migration and integration of refugees and foreigners. The kind of very emotional—partly hateful and uninformed— discussions of these challenges in society.

PROFILE

Country: Germany

Field: Sociology

Dissertation Project:
Ethnic Embeddedness and the Educational Success of Immigrants and their Descendants

Education:
Magistra Artium (Sociology, Polish Studies, East and Southeast European Studies), University of Leipzig

Web:
www.uni-bamberg.de/bagss/melanie-olczyk

III

> "Nearly everybody has personal experiences with being misjudged and unfair grading in school. But why is this? Going to the very heart of this topic is what led me to this field of research. I wanted to understand it more closely. And that's where I started."

trust
right   fair   accurate   appropriate   bias   educational decisions   awareness
gut feeling   informed   accurate

misjudgement   unfairness

judgement

TEACHER JUDGEMENTS ON STUDENT ACHIEVEMENT

"In my work I am looking at the very heart of educational decision making"

The Normative Part

• • •

Teaching is a profession. One feature of a profession is that lay-persons (i.e. persons who are not in this profession) trust the professionals in what they are doing — they trust in the teachers that their (educational) decisions and actions are right, good, fair, accurate, and appropriate.

The first normative part is challenged by a second 'empirical' part of the story. This is explained by scientific findings and also anecdotal evidence, such as NPR's article 'If Your Teacher Likes You, You Might Get a Better Grade' or The Conversation's article 'Teachers Show Bias to Pupils Who Share Their Personality'. Both articles reflect one part of my research, but also the "debate around the subtle biases teachers have about their pupils and how important it is to try and minimise their impact on children's progress through school" (Peter Tymms in the 'The Conversation' article).

To understand this challenge and its mechanisms, the idea was to go back to the psychological issues behind it. This also reflects my affiliation to the subject of Educational Research, which aims to combine multiple disciplinary perspectives of educational phenomenona.

The Questions

My work is mainly concerned with the judgemental process:

How do teachers come to their educational judgements?
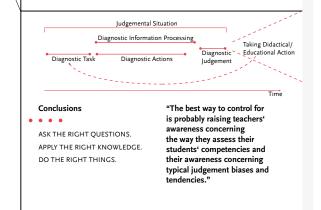
How do they extract information from a given universe of information?

Which information do they consider and use for their judgements?

The Innovation:

• • • •

Following a heuristic model of the judgemental process (which was also developed in my dissertation), the work combines field research (as it is close to and reflects teachers' everyday practical work) with experimental work in a simulated classroom to dig deeper into the processes of educational judgements, and to focus on the information processing and judgemental actions under non-distorted conditions.

Background

• • •

Every educational or didactical action undertaken by a teacher is preceded by an educational decision.

A teacher has to decide what to do next ('Which task do I give to student X next?', 'Do all of my students in class have a sufficient understanding of the basic knowledge so that I can move on in my curriculum?', etc.). This decision is based on judgements about persons, situations, etc. In order to justify the trust others have in professional teachers, we can expect that educational judgements are informed and accurate. Informed means here: Informed by relevant facts the teacher detected, and not by gut feelings only.

"This study points to the importance of balancing teachers' 'holistic' evaluations with standardized assessments, or at least assessments that aren't graded by a student's own teacher."

Tobias Rausch

EDUCATIONAL RESEARCH

awareness

Judgemental Situation
Diagnostic Information Processing
Diagnostic Task   Diagnostic Actions   Diagnostic Judgement   Taking Didactical/ Educational Action
Time

Conclusions

• • • •

ASK THE RIGHT QUESTIONS.

APPLY THE RIGHT KNOWLEDGE.

DO THE RIGHT THINGS.

"The best way to control for is probably raising teachers' awareness concerning the way they assess their students' competencies and their awareness concerning typical judgement biases and tendencies."

—> Research and Words: Tobias Rausch / Photography, Concept and Design of the Showcase: Katrin Bernsdorff / Interview: Theresa Schmitz

Tobias Rausch —

INTERVIEW

WHAT IS YOUR IDEA OF HAPPINESS IN RESEARCH?

I find happiness in research when I have the opportunity to share my thoughts, to discuss them with others and to get and offer perspectives from other fields of research. Furthermore, happiness arises when I have the feeling of being part of a larger story. **It is appealing to me as a young researcher to stand on the shoulders of all the giants that added to the current body of research for decades and centuries.** I am able to add my small contributions to this body of research so that I might be the one who has a slightly wider look on a topic and to push the boundaries of our field.

IN WHICH SITUATION HAS PUSHING THE BOUNDARIES HAD A SIGNIFICANT EFFECT ON YOUR RESEARCH?

Every moment of "Eureka" in my research activities—and there were quite a few so far—was a small step forward on my way of pushing the boundaries towards a greater understanding of the topics I am working on. It can happen anywhere and anytime: in the shower, in the mountains, during discussions with inspiring people, ...

The increasing complexity of our world is accompanied by a rise of simple and short, yet not always appropriate answers. **How can we deal with that? How do we teach the next generations to cope with that complexity and how do we find the right answers to this challenge?**

PROFILE

Country: Germany

Field: Educational Research

Dissertation Project:
Formation of Teacher Judgements on Student Achievement

Education:
Diploma in Pedagogy (Dipl.-Päd.), University of Bamberg

Web:
www.uni-bamberg.de/bagss/tobias-rausch

DISCUSSION BACKGROUND

In madrasas (religious schools), if any subjects other than religion are taught, students follow the books written by Muslim scientists dating back to 11th and 13th century (Fair, 2008) rather than the recent curriculum that is mainly written by non-Muslims. This itself shows and promotes the intolerance and hatred toward non-Muslims. Teachers hired by these institutions are usually graduates of madrasas which can only promote similar dogmatic views. Public institution students are more tolerant than madrasa students but less tolerant than private institutions. This is probably caused by the curriculum taught in public institutions involving certain material that is discouraging in promoting tolerance toward religious minorities (Rahman, 2004).

However, institution type does not show any influence on students' STERG (sympathy toward extreme religious groups) although the study expected that madrasa students might show high STERG (which is used as a proxy to measure participants' tendency to join these groups in future). These results are in line with the results from past research which has shown that the links between madrasa and militancy are weak. Fair (2007) examined the profile of 141 Pakistani militants involved in the regional terrorism and found only 17 of them to have attended madrasas while the rest attended worldly educational institutions.

Religiosity, whether weak or strong, remained a significant predictor of STERG across institution types (strong in private institutions, moderate in madrasas, and weak in public institutions). Religiosity is measured through individuals' exposure to religious media print and electronic. It is possible that mainstream media promotes radical Islam and hence promotes STERG among the masses.

RELIGIOUS INTOLERANCE, EXTREMISM AND SYMPATHY TOWARD EXTREME RELIGIOUS GROUPS AMONG STUDENTS ACROSS MADRASAS AND WORLDLY EDUCATIONAL INSTITUTIONS: **A CASE OF PAKISTAN**

THEORETICAL MODEL

Institution type

Religiosity

Religious tolerance — Respect, Freedom, Acceptance, Discrimination — Intolerance against religious minorities

Extremism
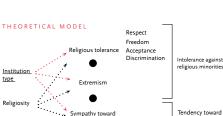
Sympathy toward extreme religious groups (STERG) — Tendency toward terrorist groups

SAMPLE AND INSTRUMENT

The sample included 264 students (male = 131, female = 133) from private institutions (N=94), public institutions (N=87) and madrasas (N=83), with ages ranging from 13 to 19 years (M = 15.20, SD = 1.56). The tool of the study is a self-report questionnaire, developed by the researchers. The study measured religious tolerance, extremism, STERG and religiosity. The data is collected on four aspects of religious tolerance: respect, freedom, acceptance and discrimination.

PAKISTAN

WHAT IS CAUSING INTOLERANCE AND EXTREMISM?
WHAT CAN WE DO AS SOCIAL SCIENTISTS?
WHAT ROLE DOES EDUCATION PLAY IN IT?
OUR STANCE: "EDUCATION IS THE MOST POWERFUL TOOL TO
DEVELOP POSITIVE CHANGE IN SOCIETY"
AND IT SHOULD BE USED TO DEVELOP RELIGIOUS TOLERANCE
AND MODERATION IN PAKISTANI SOCIETY
PAKISTAN IS A MULTI-ETHNO-CULTURAL-SECTARIAN-RELIGIOUS **COUNTRY** AND
THAT IS WHAT MAKES IT SPECIAL
LET'S ENJOY IT!

INTRODUCTION
PAKISTAN IS FACING TWO MAIN CHALLENGES CONCERNING
SECURITY IN THE COUNTRY: TERRORIST ATTACKS ON CIVILIANS,
AND THE GROWING VIOLENCE AND TERRORISM TARGETING
NON-MUSLIMS AT THE HANDS OF SOCIETY AND EXTREME RELIGIOUS GROUPS

RESEARCH QUESTION AND EXPECTATIONS
WHAT IS THE ROLE OF EDUCATIONAL INSTITUTIONS IN THE DEVELOPMENT OF RELIGIOUS
INTOLERANCE, EXTREMISM, AND STERG AMONG STUDENTS?
ON THE BASIS OF THE DIFFERING CURRICULA, INSTITUTIONAL ENVIRONMENTS
AND TEACHERS, MADRASA STUDENTS ARE EXPECTED TO BE LEAST TOLERANT,
MORE EXTREME TOWARD RELIGIOUS MINORITIES
AND TO HAVE HIGHER STERG THAN THEIR COUNTERPARTS.
WHAT IS THE ROLE OF INDIVIDUALS' RELIGIOSITY IN DETERMINING RELIGIOUS INTOLERANCE,
EXTREMISM AND STERG AMONG STUDENTS ACROSS EDUCATIONAL INSTITUTIONS?
AFTER INSTITUTION TYPE, RELIGIOSITY IS EXPECTED TO BE THE PREDICTOR
OF RELIGIOUS TOLERANCE EXTREMISM AND STERG

DISCUSSION
THE STUDY FOUND THAT, AS EXPECTED, MADRASA STUDENTS ARE MORE INTOLERANT AND
EXTREME TOWARD RELIGIOUS MINORITIES THAN THEIR COUNTERPARTS.
IT IS BECAUSE THEIR CURRICULUM IS MAINLY BASED ON ISLAMIC DOGMA, WHICH IS GROUNDED IN LITERATURE THAT PROMOTES
THE CONSERVATIVE INTERPRETATION OF QURAN, HADITH (SAYINGS OF PROPHET), AND OTHER RELIGIOUS BOOKS.

RECOMMENDATIONS
—EDUCATION CAN BE USED FOR THE DEVELOPMENT OF A "MODERN ISLAMIC STATE"
CURRICULUM REFORMATION OF INSTITUTION TYPES IS THE ULTIMATE SOLUTION
TO THE PROBLEMS DISCUSSED IN THIS STUDY.
HOWEVER, THE REFORM SHOULD BE SLOW IN ORDER TO
INTEGRATE DIFFERENT RELIGIOUS SCHOLARS INTO THE PROCESS.
RELIGIOUS AND MODERN WORLDLY EDUCATION,
FOR INSTANCE, THE GOVERNMENT SHOULD INTRODUCE MADRASAS THAT TEACH BOTH.
FOR EXAMPLE, **THE RIGHTS OF MINORITIES**
TEACHES AMONG ALL INSTITUTION TYPES SHOULD HAVE TRAINING REGARDING
THE DEVELOPMENT OF RELIGIOUS TOLERANCE, **MORAL VALUES,**
AND MODERATE **ISLAMIC VIEWS** THAT PROMOTE **HARMONY AND PEACE.**
THE GOVERNMENT NEEDS TO GO **"BACK TO BASICS"** OF WHEN PAKISTAN WAS CREATED.

PAKISTAN
11TH OF AUGUST, 1947
FOUNDER OF PAKISTAN, MUHAMMAD ALI JINNAH, IN HIS FIRST PRESIDENTIAL SPEECH ON THE 11TH OF
"...I AND YOU WILL FIND THAT IN COURSE OF TIME HINDUS WOULD CEASE TO BE HINDUS...
AND MUSLIMS WOULD CEASE TO BE MUSLIMS, NOT IN THE RELIGIOUS SENSE,
BECAUSE THAT IS THE PERSONAL FAITH OF EACH INDIVIDUAL,
BUT IN THE POLITICAL SENSE AS CITIZENS OF THE STATE."
AUTHORS: SABA HANIF, MAHID HASSAN ALI, FAIZA SHAHEEN

Saba Hanif
EDUCATIONAL PSYCHOLOGY

—> Research and Words: Saba Hanif / Photography, Concept and Design of the Showcase: Katrin Bernsdorff / Interview: Theresa Schmitz

Saba Hanif

INTERVIEW

WHAT IS YOUR IDEA OF HAPPINESS IN RESEARCH?

I would be very happy if my research could contribute to giving a positive direction to society and would result in social cohesion and the wellbeing of the masses. **My happiness in research lies in changing society through education to make it a better place to live.**

IN WHICH SITUATION HAS PUSHING THE BOUNDARIES HAD A SIGNIFICANT EFFECT ON YOUR RESEARCH?

I believe the biggest decision of leaving my country for doing doctoral studies in a totally different one had the most significant effects not only on my current research but also on my whole research career.

Terrorism. **The terrorism my country is facing presently has moved me the most, particularly the terrorism that is attacking education and minorities in Pakistan.** The recent mass terrorism incidents have shaken me inside and I was very saddened by them. Then I decided to research it, to understand where this intolerance and extremism is coming from because this is how we can help society as researchers.

PROFILE

Country: Pakistan

Field: Psychology

Dissertation Project:
Distal and Proximal Indicators of Teacher Effectiveness as Predictors of Students' Mathematics Competence in Germany (Grade 5-7)

Education:
Master in Early Childhood Education, Institute of Education and Research, University of the Punjab, Pakistan
Master in English Literature, University of Sargodha, Pakistan
M. Phil. in Education, Institute of Education and Research, University of the Punjab, Pakistan

Web:
www.uni-bamberg.de/bagss/saba-hanif

// PRESENTATION OF THE SHOWCASES BY THE PARTICIPANTS DURING THE FINISSAGE OF THE EXHIBITION
from left to right: Christopher Kearney (Translator), Agata Maria Kraj, Tobias Rausch, Isabel Winnwa, Saba Hanif, Melanie Olczyk, Henning Bergmann, Yi-Jhen Wu (Participants in the exhibition), Katrin Bernsdorff (Host)

15,590
CHILDREN

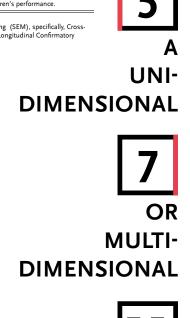"FOR ACADEMIC AS WELL AS OTHER PERSONAL SUCCESS, I PERSONALLY BELIEVE, ONE HAS TO WORK ON ONESELF BECAUSE IT IS NOT EASY AND PRACTICAL TO CONTROL EXTERNAL FACTORS. THE MAIN BASE OF MY RESEARCH ON SELF-REGULATION WAS THIS PERSONAL PHILOSOPHY IN ADDITION TO THE GAP IN THE EXISTING RESEARCH. NOW IT HELPS ME TO EMPIRICALLY UNDERSTAND HOW THIS COMPETENCE DEVELOPS, INCLUDING IN MY OWN CHILD."

3
IS SELF-REGULATION

5
A UNI-DIMENSIONAL

7
OR MULTI-DIMENSIONAL

11
CONSTRUCT

?

INTRODUCTION

Self-regulation: ability to adjust one's cognition, emotion, and behavior in order to meet both intrinsic and extrinsic demands.

Emotional regulation: "monitoring, evaluating, and modifying emotional reactions, especially their intensive and temporal features, to accomplish one's goal" (Thomson, 1994, p. 27).

Behavioral regulation: the ability to monitor attention and inhibit behavior in favor of goal achievement.
The development of self-regulation is crucial, especially for academic achievement of children.

Effects of external factors on the development of self-regulation such as family, peer, school... etc. studied. However, the intra aspect of the development of self-regulation within the child, between emotional and behavioral regulation, is rarely studied.

RESEARCH QUESTIONS

Is self-regulation a uni- or multi-dimensional construct?
How stable are emotional and behavioral regulation from age 3 to 7?
Do emotional and behavioral regulation have bidirectional developmental effects from age 3 to 7?
Do emotional and behavioral regulation at age 7 distinctly predict academic achievement at age 11?
Does behavioral regulation mediate the relationship between emotional regulation and academic achievement?

DEVELOPMENT OF EMOTIONAL AND BEHAVIORAL SELF-REGULATION AND EFFECTS ON ACADEMIC ACHIEVEMENT IN CHILDHOOD

METHOD

Sample:
15,590 children
born in 2000 in the Millennium Cohort Study (MCS), UK.

Measures:
Parents reported on the emotional and behavioral regulation of children. Academic achievement was based on teachers' evaluation of children's performance.

Analysis:
Structural Equation Modelling (SEM), specifically, Cross-lagged Panel Analysis and Longitudinal Confirmatory Factor Analysis (CFA).

RESULT

Self-regulation is a multifaceted construct because emotional and behavioral regulation show unique developmental patterns.
Both emotional and behavioral regulation showed fair stability from age 3 to 7, with beta ranging from .57 to .78.
Both emotional and behavioral regulation developmentally effect each other. The effect of emotional regulation to behavioral regulation was more pronounced than the reverse direction, which could be because of the developmental primacy of emotional regulation (Blair, 2002).
Behavioral self-regulation at age 7 substantially predicted academic achievement (beta = .43) later at age 11 even after controlling for SES.
However, emotional regulation at age 7 had a very small direct effect on academic achievement. Nevertheless, it had a significant indirect affect on academic achievement via behavioral self-regulation.

CONCLUSION

Interventions that aim to improve academic achievement of children through self-regulation should incorporate distinct activities that promote both emotional and behavioral regulation.

Ashenafi Edossa
PSYCHOLOGY

LATENT CROSS-LAGGED MODEL WITH AND WITHOUT SOCIO-ECONOMIC STATUS

Note. ER = emotional regulation, BR = behavioral regulation, AA = academic achievement, numbers in variable labels (3, 5, 7, 11) indicate age of the children in years. All parameters are standardized. The parameters on the left side of the slash are without controlling for SES, on the right controlled for SES.

—> Research and Words: Ashenafi Edossa / Photography, Concept and Design of the Showcase: Katrin Bernsdorff / Interview: Theresa Schmitz

Ashenafi Edossa

INTERVIEW

WHAT IS YOUR IDEA OF HAPPINESS IN RESEARCH?

Happiness in the process of research varies from phase to phase. In the beginning, happiness and excitement start when you find new and interesting questions that fit your academic as well as a personal interest. Accomplishing the tasks in the consecutive phase of the research is a source of happiness. **Most importantly, you find happiness when you overcome the challenges you face in the process of your research and you finally see the impact it has on the intended target group.**

IN WHICH SITUATION HAS PUSHING THE BOUNDARIES HAD A SIGNIFICANT EFFECT ON YOUR RESEARCH?

Well, the process of doing research has never been a straight line. As research in social science tries to solve complex phenomena scientifically, the research itself follows some complex paths. For instance, in the beginning, my dissertation project was planned to be entirely conducted using NEPS data. Some aspects of the variables were not available in the dataset. After exploring the dataset, I was on the verge of changing my topic. However, suddenly an idea of combining projects from different datasets popped up in my mind, and this idea was supported by my supervisor. **The paper presented in this showcase wouldn't have become a reality, hadn't we solved the problem with this alternative.** This challenge helped me gather experience with multiple datasets and contexts.

WHICH CURRENT ISSUE THAT SOCIETY IS FACING MOVES YOU THE MOST?

Children and youths are challenged with both opportunities—the ever swiftly growing information technology—and the danger of artificial disasters such as war and poverty. This is pushing many accompanied and unaccompanied children to the industrialised world. **The development of children under these difficult circumstances and in the context of the era of information technology moves me most.** This phenomenon needs to be investigated scientifically as it requires children's resilience and self-regulatory skills.

PROFILE

Country: Ethiopia

Field: Psychology

Dissertation Project:
Developmental Interplay between Self-Regulation and Academic Achievement. Emotional Regulation, Behavioral Regulation, and Metacognition
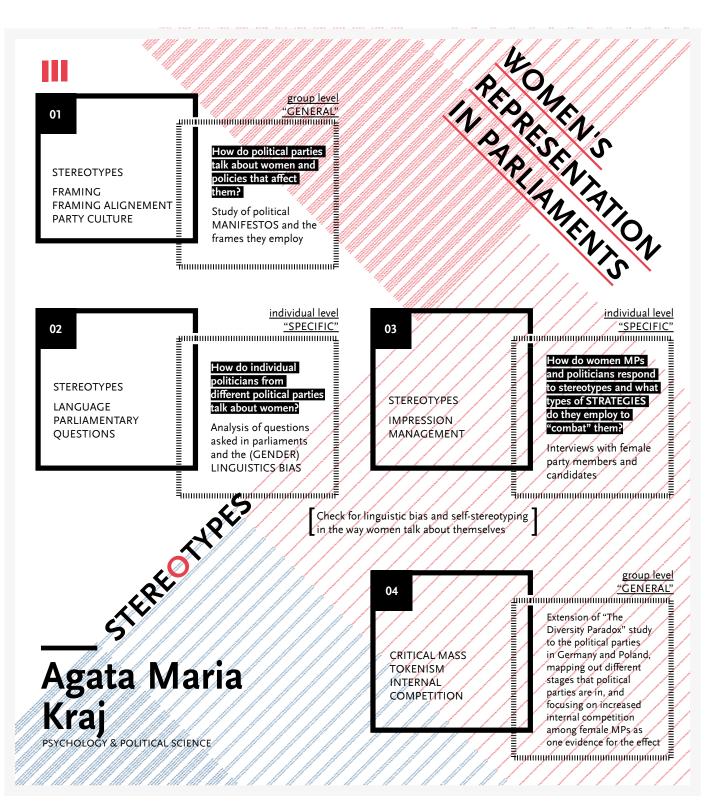
Education:
Master of Arts in Counseling Psychology, School of Psychology, Addis Ababa University
Master of Philosophy in Childhood Studies, Norwegian Center for Child Research, Norwegian University of Science and Technology (NTNU)

Bachelor of Arts in Psychology, School of Psychology, Addis Ababa University

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WOMEN'S REPRESENTATION IN PARLIAMENTS

III

01

STEREOTYPES

FRAMING
FRAMING ALIGNEMENT
PARTY CULTURE

group level
"GENERAL"

How do political parties talk about women and policies that affect them?

Study of political MANIFESTOS and the frames they employ

02

STEREOTYPES

LANGUAGE
PARLIAMENTARY
QUESTIONS

individual level
"SPECIFIC"

How do individual politicians from different political parties talk about women?

Analysis of questions asked in parliaments and the (GENDER) LINGUISTICS BIAS

03

STEREOTYPES

IMPRESSION
MANAGEMENT

individual level
"SPECIFIC"

How do women MPs and politicians respond to stereotypes and what types of STRATEGIES do they employ to "combat" them?

Interviews with female party members and candidates

[Check for linguistic bias and self-stereotyping in the way women talk about themselves]

04

CRITICAL MASS
TOKENISM
INTERNAL
COMPETITION

group level
"GENERAL"

Extension of "The Diversity Paradox" study to the political parties in Germany and Poland, mapping out different stages that political parties are in, and focusing on increased internal competition among female MPs as one evidence for the effect

STEREOTYPES

Agata Maria Kraj
PSYCHOLOGY & POLITICAL SCIENCE

—> Research and Words: Agata Maria Kraj / Photography, Concept and Design of the Showcase: Katrin Bernsdorff / Interview: Theresa Schmitz

Agata Maria Kraj

INTERVIEW

WHAT IS YOUR IDEA OF HAPPINESS IN RESEARCH?

I'm not sure I found it yet. It's a crash course in humility and letting go of one's ego, which makes for a bumpy ride. Now that I think about it, though, I suppose I feel happiness in research when I am able to exchange ideas freely, across national, cultural and institutional boundaries, allowing me to experience different ways of perceiving the world and, ultimately, building bridges over those differences. Not to mention, being able to read books for a living is probably the coolest job you can imagine—like being a librarian, but with less dust to deal with and more traveling involved.

IN WHICH SITUATION HAS PUSHING THE BOUNDARIES HAD A SIGNIFICANT EFFECT ON YOUR RESEARCH?

My research is about pushing boundaries, about escaping preconceptions and building new ways of being, as individuals and as societies. Working in academia also forces me to push my personal boundaries, all the time. As I said, it's an exercise in becoming more open, about learning how to speak up and persevere, about responding to criticism with humility and gratitude. It's also about paving a way for yourself in an industry of sorts, which is still very much a men's game, and based on rather rigid hierarchies in many aspects. And the networking—so much networking. This, by the way, makes for a grim realization that oftentimes, it's not one's merit and aptitude that allows one to succeed in academia. It's also very much about knowing the right people who can propel you forward.

WHICH CURRENT ISSUE THAT SOCIETY IS FACING MOVES YOU THE MOST?

Inequalities, definitely. The continued and systematic discrimination of certain groups across modern societies. The growing animosity towards what is unknown and unfamiliar, manifesting itself, for instance, in hatred towards immigrants or anyone not complying with some arbitrary standards (which is being fueled and abused by some political actors, too, these days).

While some cultural differences make communication between groups more challenging, underneath it all, on the most basic, human level, we all have similar needs and aspirations. That's what we should be focussing on–similarities between us, not differences and what divides us.

PROFILE

Country: Poland

Field: Political Science/ Political Psychology

Dissertation Project:
Structural and Psychological Determinants of Women's Success in Elective Office
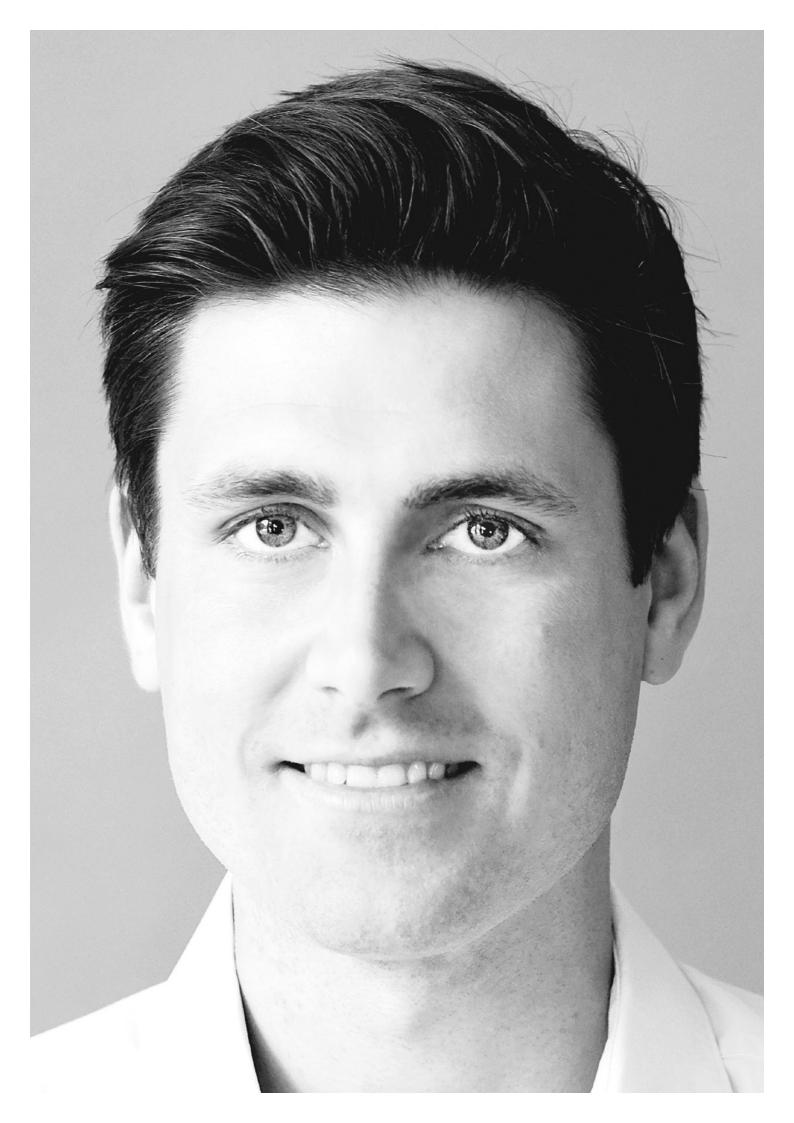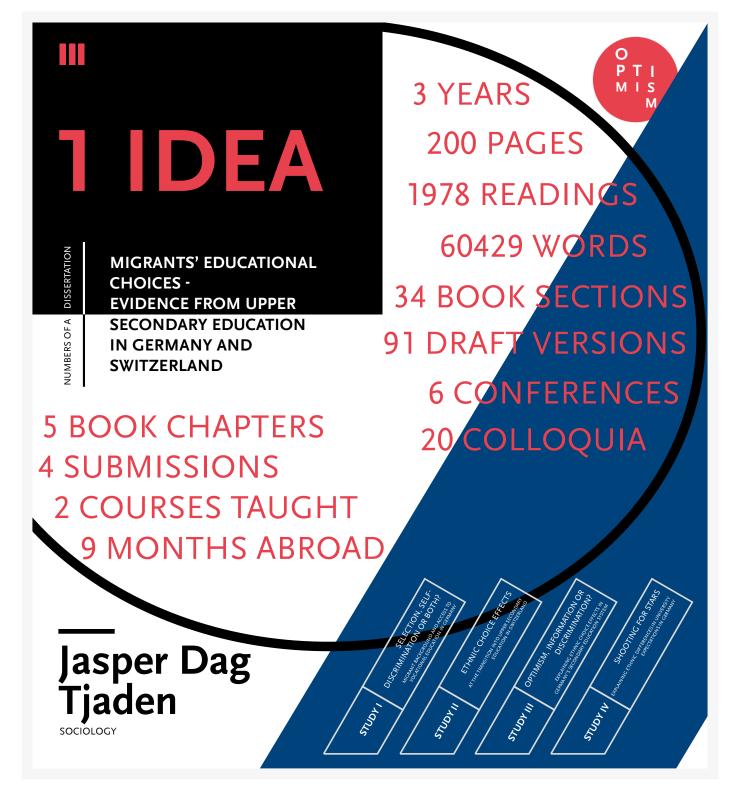
Education:
Master of Arts in Global Visual Communication,
Jacobs University Bremen, Germany

Bachelor of Arts in Integrated Social and Cognitive Psychology, Jacobs University Bremen, Germany

Web:
www.uni-bamberg.de/bagss/agata-maria-kraj

1 IDEA

III

NUMBERS OF A | DISSERTATION

MIGRANTS' EDUCATIONAL CHOICES -
EVIDENCE FROM UPPER SECONDARY EDUCATION IN GERMANY AND SWITZERLAND

3 YEARS
200 PAGES
1978 READINGS
60429 WORDS
34 BOOK SECTIONS
91 DRAFT VERSIONS
6 CONFERENCES
20 COLLOQUIA

5 BOOK CHAPTERS
4 SUBMISSIONS
2 COURSES TAUGHT
9 MONTHS ABROAD

OPTIMISM

Jasper Dag Tjaden

SOCIOLOGY

SELECTION SELF-DISCRIMINATION OR BOTH?
MIGRANT BACKGROUND AND ACCESS TO VOCATIONAL EDUCATION IN GERMANY
STUDY I

ETHNIC CHOICE EFFECTS
AT THE TRANSITION INTO UPPER SECONDARY EDUCATION IN SWITZERLAND
STUDY II

OPTIMISM, INFORMATION OR DISCRIMINATION?
EXPLAINING ETHNIC CHOICE EFFECTS IN GERMANY'S SECONDARY EDUCATION SYSTEM
STUDY III

SHOOTING FOR STARS
EXPLAINING ETHNIC DIFFERENCES IN UNIVERSITY EXPECTATIONS IN GERMANY
STUDY IV

—> Research and Words: Jasper Dag Tjaden / Photography, Concept and Design of the Showcase: Katrin Bernsdorff / Interview: Theresa Schmitz

Jasper Dag Tjaden

INTERVIEW

WHAT IS YOUR IDEA OF HAPPINESS IN RESEARCH?

At first sight, these two things have little to do with each other. Research is not about happiness unless you are researching satisfaction as your topic of interest.

Research is about advancing our knowledge about a puzzle. Solving the puzzle has little to do with fun. However, the process of conducting research can often lead to the personal happiness of the researchers involved. Discovering interesting results, measuring something in novel ways, getting a paper published, receiving helpful comments at a conference. All these experiences are happiness-inducing.

IN WHICH SITUATION HAS PUSHING THE BOUNDARIES HAD A SIGNIFICANT EFFECT ON YOUR RESEARCH?

Ideally, research always pushes the boundaries because, **in the end, you are conducting your research to unfold something new, something beyond previous boundaries of thinking or evidence.** The process of conducting research pushes the researcher to his or her own boundaries at times.

WHICH CURRENT ISSUE THAT SOCIETY IS FACING MOVES YOU THE MOST?

For me that is clear. Migration and its consequences for receiving societies, the migrant and sending countries. **This issue will surely stay on the political agenda for the rest of my life.** As we are living in a more globalized world, we actually know very little about how to shape migration and its related processes in a way to benefit all. This is where I want to make a contribution in the future.

PROFILE

Country: Germany

Field: Sociology

Dissertation Project:
Migrant's Educational Choices: Evidence from Upper Secondary Education in Germany and Switzerland
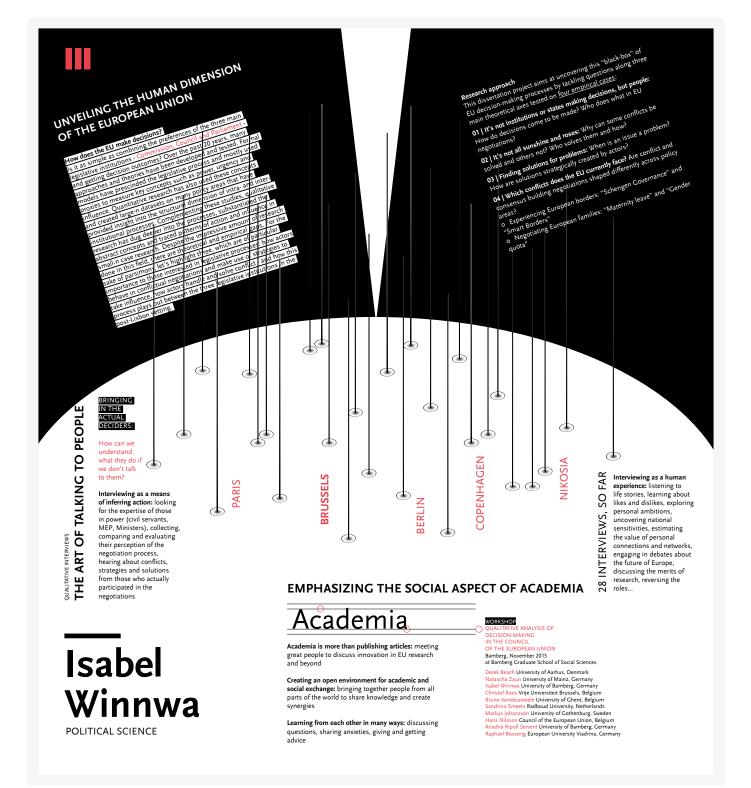
Education:
Master of Science in European Studies, London School of Economics and Political Sciences

Bachelor of Arts Degree in History and Communications,
Freie Universität Berlin

Web:
www.uni-bamberg.de/bagss/jasper-dag-tjaden

UNVEILING THE HUMAN DIMENSION OF THE EUROPEAN UNION

How does the EU make decisions? Is it as simple as combining the preferences of the three main legislative institutions - Commission, Council and Parliament - and getting decision outcomes? Over the past 20 years, many approaches and theories have been developed and tested. Formal models have prescinded the legislative process and mostly used proxies to measure key concepts such as power, urgency and influence. Quantitative research has also used these concepts and created large-n datasets on many policy areas that have provided insight into the structural dimension of intra- and inter-institutional processes. Complementing these studies, qualitative research has dug deeper into the processes, substantiated the abstract concepts and traced patterns of action and influence in small-n case research. Despite the impressive amount of research done in this field, let's highlight three, which are of particular importance to those interested in legislative processes: how actors behave in conflictual negotiations and make use of strategies to take influence, how actors handle and solve conflict, and how this process plays out between the three legislative institutions in the post-Lisbon setting.

Research approach
This dissertation project aims at uncovering this "black-box" of EU decision-making processes by tackling questions along three main theoretical axes tested on four empirical cases:

01 | It's not institutions or states making decisions, but people: How do decisions come to be made? Who does what in EU negotiations?

02 | It's not all sunshine and roses: Why can some conflicts be solved and others not? Who solves them and how?

03 | Finding solutions for problems: When is an issue a problem? How are solutions strategically created by actors?

04 | Which conflicts does the EU currently face? Are conflict and consensus building negotiations shaped differently across policy areas?
- o Experiencing European borders: "Schengen Governance" and "Smart Borders"
- o Negotiating European families: "Maternity leave" and "Gender quota"

Isabel Winnwa
POLITICAL SCIENCE

QUALITATIVE INTERVIEWS

THE ART OF TALKING TO PEOPLE

BRINGING IN THE ACTUAL DECIDERS:

How can we understand what they do if we don't talk to them?

Interviewing as a means of inferring action: looking for the expertise of those in power (civil servants, MEP, Ministers), collecting, comparing and evaluating their perception of the negotiation process, hearing about conflicts, strategies and solutions from those who actually participated in the negotiations

PARIS

BRUSSELS

BERLIN

COPENHAGEN

NIKOSIA

28 INTERVIEWS, SO FAR

Interviewing as a human experience: listening to life stories, learning about likes and dislikes, exploring personal ambitions, uncovering national sensitivities, estimating the value of personal connections and networks, engaging in debates about the future of Europe, discussing the merits of research, reversing the roles...

EMPHASIZING THE SOCIAL ASPECT OF ACADEMIA

Academia

Academia is more than publishing articles: meeting great people to discuss innovation in EU research and beyond

Creating an open environment for academic and social exchange: bringing together people from all parts of the world to share knowledge and create synergies

Learning from each other in many ways: discussing questions, sharing anxieties, giving and getting advice

WORKSHOP
QUALITATIVE ANALYSIS OF DECISION-MAKING IN THE COUNCIL OF THE EUROPEAN UNION
Bamberg, November 2015
at Bamberg Graduate School of Social Sciences

Derek Beach University of Aarhus, Denmark
Natascha Zaun University of Mainz, Germany
Isabel Winnwa University of Bamberg, Germany
Christof Roos Vrije Universiteit Brussels, Belgium
Bruno Vandecasteele University of Ghent, Belgium
Sandrino Smeets Radboud University, Netherlands
Markus Johansson University of Gothenburg, Sweden
Hans Nilsson Council of the European Union, Belgium
Ariadna Ripoll Servent University of Bamberg, Germany
Raphael Bossong European University Viadrina, Germany

Isabel Winnwa —

INTERVIEW

WHAT IS YOUR IDEA OF HAPPINESS IN RESEARCH?

Constantly finding new interesting questions to think about. **Challenging my own paradigms and preconceived beliefs about my topic and research area and discovering that new insights actually make thinking about my project so much more exciting.** Solving a problem in a creative way after talking it through with colleagues and mentors. Discussing all kinds of topics with colleagues in and outside of the Graduate School. Realizing how much I've evolved and grown as a researcher and as a person when looking back on the past two years. Hearing about topics in political science and other fields of social sciences I'm not at all familiar with through my colleagues and relishing in the experience of learning something new almost every day.

IN WHICH SITUATION HAS PUSHING THE BOUNDARIES HAD A SIGNIFICANT EFFECT ON YOUR RESEARCH?

Pushing my own boundaries has actually had the greatest impact on my research. I have been educated in a particular way, basically been taught a certain way of thinking and have stuck to it. I approached my dissertation project with this knowledge and these preconceived beliefs, only to realize that I can actually go much further by questioning them, even those I considered unchangeable. **The best example would probably be the idea that people are rational and therefore act rationally, in life and in politics. In reality, they don't.** Questioning this concept helped me approach my topic differently and made me focus on observing and explaining how people actually behave, instead of just trying to validate some assumptions.

WHICH CURRENT ISSUE THAT SOCIETY IS FACING MOVES YOU THE MOST?

It's a difficult topic to approach, but I would probably say "identity", more in the sense of national identity than personal identity. It's highly controversial now, especially in Germany, in the context of the migration and refugee crisis. I have observed that in Germany, as well as in other European states, people are reverting back to ideas and concepts I would have thought, or rather hoped, to be obsolete by now. There are movements like PEGIDA or political parties like the AfD, where people group together and racialize the concept of identity, emphasize in-group out-group divisions between "real Germans" and "foreigners". It really pains me that quite a few Germans once again somehow get the idea that we are a superior culture and ethnicity. It polarizes and divides society, but actually very little is done about it.

I try getting personally involved, discussing with those people, trying to argue for a non-violent and conciliatory approach to the challenges we're facing, especially the migration and integration challenges. It's not very successful, I must say. I'm getting increasingly angry at people's unwillingness to question their stereotypes and prejudices about foreigners. But I'm also very disappointed in the lazy attitude of those Germans who actually are liberal and tolerant etc., but just can't be bothered to engage in debates with people holding these extremist views or take action to confront these hate movements. I mean, should we, young people, academics, liberal-minded citizens, just sit back and watch while others monopolize the concept of identity and turn it into something ugly and hateful? **Are we mainly social scientists and therefore observers, or young citizens and therefore in charge of shaping the society we want to live in?**

PROFILE

Country: Germany

Field: Political Science

Dissertation Project:
Staging Policy Fiascos: Unveiling the EU's Strategic Game with Policy-Making Failure

Education:
Double Master at Institut d'Études Politiques de Paris (SciencesPo Paris) and London School of Economics and Political Science:
Master of Arts European Affairs, SciencesPo (Master 1)
Master of Science Politics and Government in the European Union, LSE (Master 2)

Bachelor of Arts in French Cultural Science and Intercultural Communication. Minor in Comparative Literature and European Studies, Saarland University

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_ EXHIBITION CREDITS

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Leibniz Institute for Educational Trajectories
University of Bamberg

Concept, Photography, Design of the showcases:
Katrin Bernsdorff

Interviews:
Theresa Schmitz

Assitants:
Raphaela Brümmer (Exhibition concept and design)
Moritz Stober (Technical Assistant)
Dominique Buchalik (Technical Assistant)

Print:
Hahn Media
Hausdruckerei, University of Bamberg

_ **ARTISTIC RESEARCH**

DREAMING IN THE STONEBED VALLEY

Artistic researchers who create artworks based on a scientific context have to master the presentation and visualization of their findings as an art form. In collaboration with Internationales Künstlerhaus Villa Concordia Bamberg, doctoral students and professors of the Graduate School visited Siri Hermansen's exhibition "Dreaming in the Stonebed Valley" that was on display at Villa Concordia. The visit was supposed to give our doctoral students insight into a different mindset where an artist works as a scientific researcher. Hermansen shows how the lines between art and science can become indistinct.

What Is More Important Than Thinking Is What Makes You Think

AN INTERVIEW WITH **SIRI HERMANSEN**

Exhibition Visit and Artist Talk
In Collaboration with
Internationales Künstlerhaus Villa Concordia

Interview: Katrin Bernsdorff
Words: Sarah Siemeister and Katrin Bernsdorff

What is more important than thinking is what makes you think. Siri Hermansen cultivates this idea by investigating social issues and their economic, cultural, and environmental changes. The Oslo-based artist uses the approach of an artistic researcher with an intimate aesthetic.

Siri Hermansen was born in Geneva, Switzerland in 1969 and now lives and works in Oslo, Norway as a filmmaker, photographer, and installation artist. She finished her bachelor's degree (BFA) at Parsons School of Design in Paris, France where she also graduated (MFA) from the Ècole nationale supérieure des beaux-arts (ENSBA) in 1997. Years later in 2016, she acquired her doctorate on "The Economy of Survival" from The National Artistic Research Fellowship Programme (KHIO) in Oslo Norway. Through her artistic practice, Hermansen is investigating unforeseen effects in societies that are undergoing deep economic, environmental, or political changes. Her work offers unusual micro-perspectives on contemporary methods of survival and processes of adaption from societies that are considered as uncertain zones. Her artistic research method resembles a form of shared anthropology where the outcome of the material is dependent on the interrelations created on location and the artist's personal experience of the place. In the last ten years, Hermansen's work has been focused on places that have gone through large processes of change either politically, environmentally, culturally, or economically. She has been interested in what change constitutes, what does it look like visually when upheavals take place that affect a substantial amount of people in places that have been overexposed in the media like Chernobyl or Detroit.

For one of her first projects in her career as an artist, Hermansen published photographs of the abandoned Russian mining town of Pyramiden (The Pyramid) in Lapland. As a consequence of Perestroika, mining activity at Pyramiden ended abruptly in 1996. After many decades of coal extraction, all human activity in the little community of around 1000 inhabitants ceased in the course of just three months. As a child of the cold war, Hermansen found the Pyramid to be a prime example of life in a communist country. "My way of working, my motivation to go into this large-scale, politically difficult conflictual territorial places is based on my background, on my family. I was raised in a very politically engaged family, my father was working for the government." Hermansen was curious to investigate the aspect of communism as a social environment and how it is to be a person living in a Communist country. She documented what stroke her as extreme on the individual, private level, and in its public spaces—photographs of abandoned, yet still intact, living areas as well as the monumental architecture serving as a landmark to the socialist/communist high culture.

Hermansen's next project shifted thematically from the results of abandonment to the results of destruction. In 2012, Hermansen travelled to Chernobyl for her first activity as part of her doctoral thesis. Struggling at first to find a working angle to document the event, she then let herself be navigated from a subjective perspective of two men still living in the "zone". This micro perspective allows an insight into the large-scale problem. The method serves as the underlying narrative for her film "Chernobyl Mon Amour". She was heavily criticised for boiling the catastrophe up again. However, the focus of her film is not on the catastrophe itself, but around the catastrophe. The project centers around Hermansen's meetings with two state-employed guides, Dennis and

Maxim. Following their subjective perspectives and relationship to the zone, the project touches on the mysterious ability of both man and nature to adapt to the radioactive air. The film discovers that paradoxical realities can live side by side in the human body and mind, as well as in nature and that this is in itself is a survival strategy. One of the guides revealed to her that Chernobyl was his paradise to him, and this sentenced shaped her PhD project as a whole. She realized that if you speak with people and take their word seriously, you can find a part of reality which is outside of reason somehow, but which is still human.

On the total opposite of the spectrum lies her following film project "Land of Freedom" on Detroit, since it sheds light on capitalism. The film explores what can grow out of the financial catastrophe that has ruined 'The Motor City', Detroit, during the past decades. The industrial and financial collapse has dramatically changed a city that was once one of the most booming cities in the United States. Detroit was a proven symbol of the success of capitalism and was at the forefront in terms of the development of a black middle class. In sharp contrast, Detroit today is one of the most unproductive and under-privileged cities in the United States. Crime, poverty, unemployment and a collapsed health and educational system are evident everywhere. Hermansen lived with a group of urban farmers, participated in their daily life activities, filmed everything and talked with them about life, death, and love. It is important to her to share her experience from the depth of herself in talks like the Graduate School's exhibition visit, even if it means revealing a lot of herself as a person.
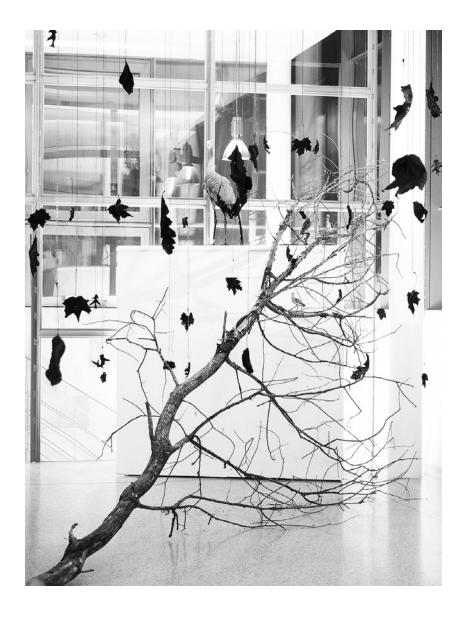
Siri Hermansen's solo exhibition "Dreaming in the Stonebed Valley" at Villa Concordia is an amalgamation of works stemming from her research stay in Jerusalem in 2014 as well as her artistic fellowship at Villa Concordia, Bamberg in 2016. The shown works of "Dreaming in the Stonebed Valley" combine photography, film, and installation. They offer a micro-perspective into the territorial conflict of Israel and Palestine reflecting the impact on cross-border commuters and the breeding-sites of birds. It took Siri Hermansen over a year to transform the results of her research in Jerusalem into an artwork. Hermansen is very thorough in taking her time to think and feel, and decide—to find the best approach to artistically express the situation she experienced at the scene of event: "What I am dealing with in all my artworks is survival strategy and how people adapt to these catastrophes. Therefore, it is important to me that I don't make a mistake."

During her fellowship in Bamberg Hermansen transformed the feeling of depression she experienced in Jerusalem into an installation. In love with the river Regnitz, she took many walks alongside and started to collect leaves and even a tree from the park next to the river. She hand-painted the leaves black and arranged them in an installation to visualize her emotions of loneliness and depression from Jerusalem. Although the installation rooted in an emotion, Hermansen used again her method of artistic research to connect the found objects in Bamberg to the building activities on the Westbank taking away the land of migrating birds. ■

I've been very interested in [Gilles] Deleuze, who is talking about how feelings can be a catalyst for deep thinking. While I observed myself being desperate in Chernobyl, not finding what I was looking for, I really followed my gut feeling and he says that **what is more important than thinking is what makes you think** and things that make big impressions on you make you think and react. I have cultivated the idea of this emotional side–how this makes me think. I've trusted it more and more. I trust that what I am seeing will also be interesting to others. I make choices based on this emotional aspect–of course mixed with thinking and politics–but I try to really be. I don't want to moralize in my art. I want the people who see my art to make up their own mind. This is really important to me. This is my ethics.

— Siri Hermansen

Millions of migration birds pass the Westbank on their way to and from their Euro-Asian breeding ground twice a year for thousands of years. The extensive urbanisation of rural areas destroys the natural habitat where migratory birds have followed their distinctive routes and used as their nesting and breeding grounds. Those migratory birds have become symbolic for peace, prosperity, and humanity.

The installation was inspired by the dead tree Alexander is watering in the beginning sequence of Andreij Tarkovsky's film "The Sacrifice".
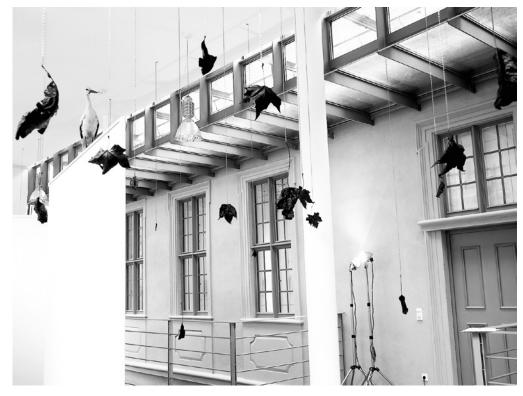
Photographs of the "Stonebed Valley", the sleeping camp of Palestine workers who commute to Jerusalem for work. The sleepers are normal Palestinian family providers from Bethlehem working for Jewish employs in Jerusalem. The men come here at midnight to sleep in order to avoid the long and unpredictable morning queues with their jobs at risk for being late.

Nora Gomringer, the Director of Villa Concordia, discusses the exhibition with doctoral researchers.

Villa Concordia is an international artist's residency. Every year six German and six international artists live and work there for eleven months. They receive a stipend, are offered to use studio as well as exhibition space, and receive a budget for any materials they require to create their artwork.

_ VISUAL IDENTITY

Visual Identity

THE DEVELOPMENT OF THE GRADUATE SCHOOL'S
LOGO AND VISUALS
by Katrin Bernsdorff

> A visual appearance that resonates with the members of the Graduate School
> as well the School's external audience is a key ingredient to building a brand.
> Visual presentation can help to make science comprehensible with a design
> that simplifies, delights, communicates, and compels.

As an international Graduate School that is part of the Excellence Initiative, we want to be represented by a corporate design/identity that implies internationality and excellence in research. It should also reflect the two key aspects of the School's existence: its framework and its members.

The design was established in an in-house process. First, we identified four target groups of the Graduate School: 1) doctoral students, 2) faculty members, 3) potential applicants, and 4) the School's guests, collaborators as well as all interested external parties. The School's visual identity should cater to all four groups. An international doctoral research workshop ignited the use of the colour red, chosen from the university's corporate colour palette, in order to symbolize the fresh approach that the organizers were taking on a research issue. The amount of positive feedback took us by surprise, yet supported the intrinsically motivated idea to forge this new path. Based on red as the main visual we added black and a light grey as accompanying colours for a balanced and contemporary look.

The first draft of the logo consists of two elements: the tree red bars representing the institutional framework and the lettering of the School's name in black. The idea of the individual was represented by a red circle that was planned to be a design element separate from the logo at that time. We tested the effect of the logo thoroughly alongside mock-ups of posters and black and white photographs using test groups pulled from our four target groups. We obtained feedback from over 100 participants using questionnaires and conducted 26 detailed individual interviews. The approval rate for the new corporate design was 74% in an instant. However, people were so keen on the idea of the 'individual'. In consequence, we incorporated the symbol of the individual into the logo itself. Henceforth, the lettering contains one red letter—O—representing the individual.

With the logo and overall visual design approved, we built a full package of functional materials, providing a business package for professional presentations of all kinds as well as conference materials and even interior design using large-format signage and artwork.

Up until now, the new corporate design served the Graduate School well by resonating with the members of the School and also gaining recognition internationally. ■

__What represents a Graduate School to you in general?

Support / Guidance / Framework for Graduation & Career
20%

Access, Exchange (scientific, knowledge, social)
19%

Platform, Meltingpot, Networking, Collaboration
17%

Research
13%

Training, Intellectual Progress
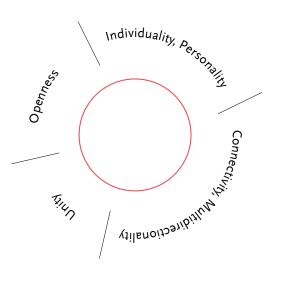## 13%

Atmosphere (dynamic, international, divers)
9%

Academic Institution
9%

__What does the framework represent to you?

Architecture,
Pillars / Columns
Foundation
Solidity, Strength
Connectivity, Networking,
People
Thematic Pillars
Career

__What do you associate with the individuals of the Graduate School?

Individuality, Personality

Openness

Connectivity, Multidirectionality

Unity

THE GRADUATE SCHOOL'S VISUALS DECONSTRUCTED

THE FRAMEWORK

SYMBOL

The Graduate School aims to offer a solid framework consisting of a scientific and administrative infrastructure to enable doctoral students in their research project.

THE INDIVIDUAL

SYMBOL

The circle embodies the individual. The framework focuses on promoting individual needs (tailorized programme), therefore the individuals who make up the Graduate School play a large role in this concept.

THE COLOUR
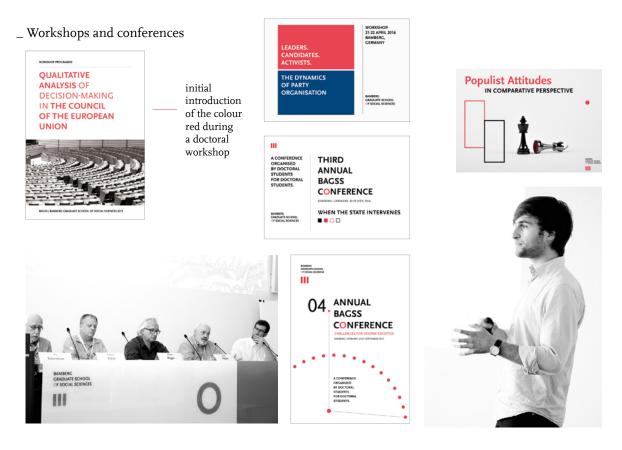
CMYK : 0/85/60/0
RGB: 230/68/79
HEX: #E6444F

The colour steems from the University's corporate design and range of colours, selecting red, grey and black. The red was initialy used during a doctoral workshop to represent the fresh research ideas the workshop was grasping.

THE LOGO

**BAMBERG
GRADUATE SCHOOL
OF SOCIAL SCIENCES**

_ Workshops and conferences

initial introduction of the colour red during a doctoral workshop

_ Presentation Templates

The School's "business package" consists of templates for research poster, PowerPoint presentations, letterhead, business cards, project flyer, or announcements allowing doctoral fellows to present their work in a consistent and professional manner throughout several media formats and on an international level.

THE IDENTITY

The basic concept of the visual design focuses on representing the Graduate School as an institutional framework, the individuals that form the school, and research as the common link.

_ Dissertation Templates

_ Getting one's dissertation into print finally writes the work of the doctoral student in stone. Therefore, it is a highlight to many fellows, especially after nerve-stretching late night work hours and sweat to meet the deadline. Usually, a dissertation gets printed in two versions, first for the student's advisory board and secondly as the publication of the work. We developed cover templates for each of the two scenarios. The review version has a cover that is simple, yet on point to the task. After the successful disputation, the dissertation gets printed for a second time. This time it is the publication of the junior researcher's work. We offer two templates to choose from for that matter to make the publication appear like a professional book. Interestingly, graduates of political science choose the option with the rectangles more often, while sociologists prefer the version with circles as the main image.

_ Promotional Materials

The Graduate School offers a full package of promotional materials ranging from poster templates, greeting cards, and conference materials like bags for document, pens or note pads.

—> The Graduate School's Corporate Identity / Concept and all designs: Katrin Bernsdorff

_ Photography

_ Photography serves as an integral component of the visual language of the Graduate School. Its purpose is to document the School's events first and foremost but also intends to resonate with the Graduate School's audience. Black and white photography offers a perfect balance for telling a story with timeless quality. Hence, it was the most convenient choice for the overall imagery of the Graduate School to set a focused and professional tone.

VOCATIONAL BIOGRAPHIES

The Graduate School is privileged to welcome renowned guest researchers and lecturers from all over the world. We installed the interview series "Vocational Biographies – The Research Talks" to go beyond their scientific expertise and give doctoral students the opportunity to get inspired by exploring myriad forms of careers, professional lifestyles, and approaches to science. The interviews demonstrate that often there is no straight line that brings out a successful career on the other end. Many academics, especially the renowned once, switch or tweak their field of research more than once and try out several positions until they find or create what fits their personality and interest. The series should encourage doctoral students to take the risk of experimenting with no certain outcome guaranteed, yet being the wiser and more self-conscious about their abilities and their research. In that sense, this chapter reflects on the careers of established researchers. In addition, we present the "Graduation Talks"—interviews with doctoral researchers who successfully managed their dissertation and hence, the first step of their career. Now, step by step they become the mentors, the supervisors, the teacher, the leaders in their fields, and ultimately to the next generation of researchers.

_ THE RESEARCH TALKS

Fundamentally, You Have to Do What You Are Passionate About.

AN INTERVIEW WITH **DANIEL DIERMEIER**
by Katrin Bernsdorff

> As a political scientist, professor, consultant, and provost of the University of Chicago Daniel Diermeier covers a broad spectrum of expertise and wears several heads in his day-to-day life. In this interview, he reveals the common thread of all his projects and how he manages his career and interests.

Let's start with your career: What drew you to your current field of political science? You started out in philosophy. When did the switch occur?

D.D. I was originally interested in philosophy, in high school already, before I began my studies in Munich at the LMU. I studied philosophy and logic; political science was my minor. I was mostly interested in political philosophy. After two and a half years I received a fellowship to study abroad and joined the philosophy PhD programme at the University of Southern California in Los Angeles. I very much enjoyed my time there but during this time, but I also realized that philosophy was not my long-term career. While I was in Los Angeles—I had begun this course in Munich—but mostly in LA, I took a class at CalTech, the California Institute of Technology, which was one of the leading centres at the time in using mathematical models to study politics, game theory, social choice theory...In particular, in the field of social choice theory, I saw a lot of similarities with the work that I had previously done in philosophical logic.

I liked the idea of making things that are usually pretty vague precise and I think this desire to make things that are vague and ambiguous precise has been a driver throughout my career. I graduated with a Master's degree from the University of Southern California, went back to Germany and got a Master's in political science with minors in philosophy and logic. I then applied to Graduate School and went to the University of Rochester in New York. Rochester, along with CalTech, was one of the hubs for rational choice theory in political science. After three years, I got a Pre-Doctoral fellowship at Northwestern at the Managerial, Economic and Decision Sciences Department and graduated a year later with my PhD from Rochester. My first job was at Stanford, in the Business School, which had a very strong political economy, rational choice group. That was my specialization so that is why I went there. I really loved that research orientation. However, I then also got interested in some management issues over time and went to Northwestern. Here I got engrossed in business and politics as well as crisis and reputation management which then became a major interest, especially on the teaching side. In this framework, I conducted executive education.

Then, two years ago, I became Dean of the Harris School of Public Policy at the University of Chicago. I've been doing this for almost two years but was recently appointed Provost of the University, which I will start on Friday, July 1st.

Congratulations. What are your tasks as provost?

D.D. A provost is the chief academic officer and chief budget officer of the University. US universities have a president and then a provost. In this particular

role, I have the responsibility for all academic affairs, the budget, and the allocation of other resources such as space. So, it's a broad area of responsibility.

When you head into a new position, do you start this venture with a mission or a vision?

D.D. Yes. I think you have to have a very clear idea of what you want to do. It sometimes takes some time to figure that out and you do not want to jump to conclusions. You need to spend some time understanding what the issues are. When I came in as Dean of the Harris School, I first spent two to three months talking to people, looking at the various materials, looking at the budget, looking at other background materials and it quickly became clear what had to be done and then we implemented that. I think this process is going to be very similar to the university. I am not remotely at a point where this path is completely clear or could be clearly articulated but I am confident it will be.

What do you want to achieve in this position?

D.D. The real challenge in a great research-oriented university in the American model, a private university that is its own entity—which is obviously completely different from German or European universities that are funded by the government—is that it is basically run like a giant organization. The University of Chicago, if you put everything in, including the management of the national laboratories, the medical center, etc. is roughly a 5,4 billion dollars a year entity. It's really like you are running a very large non-profit. The revenues have to work; the expenses have to work. There are very significant managerial challenges to succeeding. What this means for great universities is that you are running a mission-driven organization: Its mission is to create great research, great teaching, and have great direct impact. Everything else, the whole administrative structure, has to be set up and designed to support that core mission. Some issues need to be addressed, some aspects need to be improved and others just need

organizing but that is what we are going to do. Many great universities still operate with an administrative and financial model that is a bit outdated and is not quite as efficient and effective as it should be. So, I will look at my responsibility there as being in maintaining the values and cultures of the University as well as its high standards of quality while at the same time trying to improve the underlying management and administrative structure to be commensurate with the academic mission and to be able to support that mission in an integrated and sustainable way.

With this venture, as well as projects or experiences you had before, how do you manage to get people on board for your ideas?

D.D. Great question, I think what you have to do to be an effective leader, certainly in a university context—it is also true in a corporate setting, but it is particular to the university setting—is that you have to set a particular vision and strategic direction. That is number one. Number two: You have to find the right people, put them in the right positions and motivate them and the third part is that you have to be able to execute. This means getting things done, putting the processes in place that help things move forward. Not everyone can be equally strong on all three, but I think to be effective you always have to be successful along these three dimensions to the best of your ability. And I should say: You cannot motivate people if you are not connecting with what they are passionate about and what they want to do but there also has to be a direction so there is a way to coordinate the various activities. This way you can reach a higher level of excellence than before.

"You cannot motivate people if you are not connecting with what they are passionate about..."

— Daniel Diermeier

Did you make calculated career decisions or in other words what guided you in your career path?

D.D. I always, from a very early age, wanted to be a professor. That was clear, that was my goal. My original plan was that I would be a philosophy professor but when it became clear that being a philosophy professor just was not the right path for me, I still loved the academic environment. That never changed. So, the next question just was: What will I do? I took a year, or rather half a year, to figure this out while I went back to Germany. I thought about economics and took a couple of economics classes; I thought about law...but finally, the original interest that I had had in political science was the strongest. It was really the question of how governmental institutions should be organized that stuck with me. As soon as I discovered that there was a way to think about this topic that was connected to my interest in formal modelling and economic reasoning, my interests were clear.

So, I guess there is an overall direction but when opportunities emerge you have to see how they fit into the path and integrate them. Sometimes you also have to be ready for something new. My decision to become Dean, for example, really took a while. I first had to really be clear about the task and see whether that was the next step in my life. But then once the decision is made, you have to go for it and try to find the best opportunity. One that is a good fit between what you want to do and what can be done.

You wear many hats. You are a professor, a teacher, a consultant, a leader...How do you manage, with all these hats, to stay true to yourself? Do you have an ethical framework for yourself?

D.D. Yes, I think there are many dimensions to

this. In my personal case: I have a variety of personal interests, that was clear to me from very early on so having the ability to wear many hats and be engaged in different ways is a pleasure for me, not a problem.

An ethical framework is, however, a very important one. First of all, there are some very fundamental aspects such as disclosure, conflict of interest and you have to be completely able to differentiate. You have to know: When am I wearing this hat, when am I wearing the other one? And whether there are potential problems when switching from one to the other. You cannot completely avoid them, but you have to manage them as well as you can. However, the fundamental, the most important, aspect, I think, is: What do you want your impact to be, how do you want to have an impact on the world? And for me personally, it became clear that this is mostly done through a variety of different channels, not just one.

When I work with a company I have to believe that what I am doing has a positive social impact and that it is done right; that it is done based on careful thinking and the best available research. On the other hand, when I am doing my research, I want it to be directed towards having a positive social impact as well. I was never really attracted to research for research's sake. It is great that people do that, and I love that but for me personally, the decision of quitting philosophy was really driven by that. I wanted to do something that had more of a practical impact. I had worked on a very abstract area and it did not suit my temperament particularly well but for other people, that's a different conversation. I think these are very personal choices about focus, diversity of interest, about which path you use to live a productive life and for me that always involved multiple things as far as I can think back. That has not really stopped fundamentally—just how I am doing it, the mix, how I am engaging in these different

paths has changed over time, but the multiplicity of the paths has stayed constant.

Concerning your advisory activities for large companies: How important is it for you to mix academia and the corporate world?

D.D. Well, I was a business school professor for twenty years so the whole point of being in a business school is to bridge that tension between academic rigor and practical relevance. If you do not want that, if you are not interested in that tension then you should perhaps be in an economics department for example. That was the whole point. Basically: How do you think about the type of work I was doing [consulting] in the context of business and politics? That is fundamentally what I did there in a variety of different ways. It sums up the very essence of being at a business school in that particular capacity.

How do you inspire your students as a business professor to become one of the world's 50 best business professors?

D.D. I think you always have to understand: Who is your audience? What are their interests? What are they thinking about? And if you are teaching PhD students that is completely different than teaching undergraduate students or professional students, such as business students. In Germany, again, this is quite different because the distinction is not so clear. In the US, PhD students want to be academics. So, for them, you are role models and measuring sticks which means they will see: How do I compare with this? How do I fit in? What are my strengths and weaknesses and how do I measure up? For a professional school student, for instance, an MBA student, you are not a role model. They do not want to be an academic. They want to run a company, or they want to run a non-profit

or whatever it is they are interested in. That means that what you provide them with has to be useful for their dreams, not for my dreams. And I was always very conscious of that and I had a lot of respect for that. I had a lot of respect for my students. I think what they were doing was difficult, challenging, and important. I came to the classroom with a question like: How is what I do important for what they want to do? And my whole teaching was structured around that. I used a lot of examples, I really tried to challenge them, right off the bat. My goal was always that they would walk out of the class and see the world with a different pair of eyes. Everything I did was based around that, fundamentally. In that sense, I do not think it was one specific approach or teaching technique but rather that my teaching was driven by this overall perspective.

How do you manage all your diverse activities? In preparation for this interview, someone asked me: 'A day only has twenty-four hours; he has so many activities and he also reads so much, how is that even possible?' So how is it possible?

D.D. The day only has twenty-four hours, that is true. Most importantly, you have to constantly rebalance and ask yourself what your priorities are. And these priorities will shift over time. When I was writing a book, a book for practitioners, this was my only goal, everything else was pushed aside. That does not mean you have to stop doing everything else, that is impossible. It is an 80/20 kind of thing where you are focusing 80 percent of your activity on your goal and that is what you are really pushing forward. The other tasks are just in maintenance mode. You do not want the plants to die but you are not going to put a lot of time and effort into them right now. And I constantly go back and forth with that. Right now, the administrative activities are obviously absolutely crucial. Other things are just scaled down—I do much less consulting, much less speeches, much less teaching, much less research and that is the right thing to do at the moment because there is a crucial moment, particularly when you start a new position, where you have a lot of opportunity to have an impact and you really really need to take advantage of it. And then things start to balance out

more somewhere down the line. That is number one: to be clear about what your priorities are at that time and then rigorously stick to them. There cannot be five priorities, it has to be two or three.

The second thing is that it is useful if your activities support each other. It would not be so useful for me to do one activity that has nothing to do with others. If I am doing something in one capacity which helps me in another one, it becomes like a synergistic whole. That is important too. And then, fundamentally, you have to do what you are passionate about. I am passionate about this, I do not play golf or have very time-consuming hobbies. I have interests that go beyond what I am doing but they can be adjusted and added to my current activities.

At the end of the day, you only have so many hours in a day, as you said, so you have to really put the work in, there is no way around it. You have to be very rigorous about priorities, about time management and about how you work with people. I have a lot of people that are part of my team and if your team is not effective, you cannot be effective. There is a lot of little things that have to go right but, fundamentally, the awareness that what you are doing is crucial, the prioritization and the connection between the different areas seem to be most important.

What inspires you? Where do you get new ideas from?

D.D. What inspires me? Oh, I get new ideas every day. What inspires me...I am trying to be as open as I can be on a daily basis. I try to learn as much as I can by talking to people. I have this wonderful experience right now because as provost you interact with every part of the university and I just love that. You meet archaeologists, you meet Chinese historians, you meet astrophysicists. Every time, I am in a conversation, I try to learn something, be open, and just really store it all. And if there is a problem or I cannot figure something out that I have been working on for a long time, or even if a new opportunity comes up, I can go back and say: Oh, what I learned in this conversation

was very useful and make the connection. Very often it is also useful to connect with the people. Then I have somebody that is an expert in this field that I know very little about and I can reach out and say: How does this work exactly? Can you explain it to me? So, it's all about connections of the ideas and of different schools of thought but it is also about the connection with people that really helps and allows you to continue the academic conversation on an ongoing basis.

Our doctoral students sometimes have three supervisors when writing their dissertations—all the while trying to find an independent voice in their research. It is sometimes a fragile situation for them. Do you have any advice, as an experienced negotiator, how to negotiate in critical situations to help them find their own voice?

D.D. I had three members of my dissertation committee as well. I had one main supervisor and two minor ones. In a dissertation context, it is very important that you have a very open and candid relationship with your supervisor. It is absolutely crucial that if you are not making enough progress, your supervisor will tell you. If your idea is stupid, your supervisor will tell you. If your supervisor believes that what you are doing is not going anywhere but you should rather try something else, he/she must tell you. And then the point is you have to be able to take the advice even if it hurts. That is the most important thing. To take the advice, evaluate it and use it to get better.

Any last advice?

D.D. The most important thing is that you choose a topic you are really, really interested in and can spend the next twenty to thirty years of your life researching. If you do not have that, it should not be your dissertation. The dissertation really drives your research agenda, not for your whole life, but definitely for the start of your career. That is number one. You have to be passionate about it. The second thing is that it has to be an important enough question. You can be passionate about something that no one else cares

about. That is not a good choice. Not for a dissertation. And the third thing is, is that you have to be honest to yourself whether you can get this done. If it involves massive data collection that takes fifteen years or if you simply do not have the tools to address this question, that is a warning sign. It does not mean you should not do it but if it is too big or it is not a good fit for what your capabilities are, you should really think about it. So those are the three things: Are you really interested? Is it an important question? And can you do it? ■

Nothing Is Anything Without Politics.

AN INTERVIEW WITH **BARBARA KOREMENOS**
by Katrin Bernsdorff

> Barbara Koremenos is currently Professor of World Politics at the Department of Political Science, University of Michigan. Her path to and within academia is anything but straightforward. Yet, coming from generations of risk-takers empowered her to strive towards her goals with passion, perseverance, and detail-orientation. Koremenos was the first to receive the National Science Foundation CAREER Award for research in international relations and law. Because of this, she was granted (early) tenure by the University of Michigan before ever having published a book and with only a handful of articles—an outstanding achievement, especially in the US where more often than not a book is deemed crucial to getting tenure.

Looking back, Barbara Koremenos says: "It was a very interesting, curvy route to get to where I am. Attending Graduate School and becoming a professor was something that I decided much later in life which I think can also be inspirational to some [...]. You don't have to figure it out right away. You can really do it at any point in life."

From a young age, Barbara Koremenos was interested in the world and curious to understand how it works. During middle school, becoming a diplomat seemed, for her, the obvious solution to tackle this vast matter, but it was still an unusual dream at the time for the granddaughter of mostly Greek immigrants to the US. "For a lot of Greek Americans of my generation, if they were to go to college the typical profession, especially for women, was a professional degree like a dentist, but not a diplomat or something that involved international politics."

"It's really the field political economy, economics and politics combined, that interests me."

— Barbara Koremenos

Feeling obliged to take over the family business that had given her so much, she decided to study economics which could be combined with her general curiosity of international affairs. She loved economic theory and at that point, politics was not on her radar—that is, until her first position as a research assistant at the Brookings Institution right after college. The Brookings Institution is a prestigious think tank in Washington DC that, should a democrat be in power, often acts as counsel to presidents of the United States. "I was working on international economics and that was always what I found most challenging—and most interesting. But at Brookings something clicked in my brain, like: 'Oh economics is too narrow, nothing is anything without politics'. I realized it's really the field political economy, economics and politics combined, that interests me."

However, her passion was not only to understand how the world works but also to get involved and make the world a better place, especially locally. Therefore, instead of considering Graduate School, she became a social worker in Chicago, freelancing as an editor in her spare time to make ends meet. In both jobs,

Koremenos was not satisfied with the structural organization, be it of a research paper or with the bureaucracy of social work. But she did not have the credentials to do something about it. She needed to educate herself on the topics, which was why she ultimately decided to attend Graduate School for a Master's degree in public policy.

This experience sharpened her perspectives on research: "I feel like being a bit older, maybe even coming from the background I came from, there better be a reason we are doing this [research]. I would not do just abstract theoretical things. I know that that can be very valuable but that did not make sense to me. I always wanted to make sure that what I did had real tangible relevance. But even though I wanted to be doing policy-relevant work, I felt I really needed to get my PhD, not to stop at an MA, collect data and get it all right."

"I always wanted to make sure that what I did had real tangible relevance."

— Barbara Koremenos

The recurrent theme in Koremenos' research is her unwillingness to give up and believe those that criticize her. "Social Science is messy and you cannot measure things easily. You always have doubters that say: 'That cannot even be measured, I do not believe it.' But at the same time, there were people who would say: 'We have been talking about these theoretical concepts for decades and no one has ever even tried to measure them, so good for her for trying to do it carefully and systematically'". She believed in her theory yet, was not able to prove it since no data existed that could back her up: "I do not want to pretend to know something if I do not have data to back it up."

Therefore, she decided to take a risk that would rule her life for over a decade: collecting the data she needed to prove her theory even though all those years of hard work could have, potentially, not corroborated her theory after all. "What I was doing was so new that I was willing to take risks and really commit to these moral convictions that I need to do it right. Even when people would say: 'You

can't do that', I wouldn't believe them. My father started out very poor and built a successful business and he kept taking risks, not stupid risks but very calculated risks. I think those are the moral reasons for why I embarked on something that I really would never have done otherwise."

Convincing people of the importance of international law is another defining theme in her academic career: "I had advisors telling me: 'You will not even get a job interview if you study the details of international law [...]'. But I said 'No I do not believe that. I think this is where the field needs to go'. They challenged me in an extremely important and positive way—that I needed to show how one detail of international law, a simple provision about how long a treaty could last, was important." She thus started with showing the importance of the duration of the nuclear non-proliferation treaty after the Second World War, illustrating how without the finite duration provision, the treaty would not have gotten off the ground. She then coded the duration of a random sample of international treaties and the results were a breakthrough for her. After that, she broadened her agenda to study monitoring, voting rules, punishment, withdrawal, etc. "It is really what we call baby steps. And I was always thrilled when it worked out. Obviously, you are always a bit nervous but that means there is integrity in what you are doing. I did not cook the data. But there is a bit of nervousness like: 'Ok is it going to work out here? Is it going to work out there?'"

Combining her life experience with her love for teaching, she comes to two conclusions on what doctoral students need to be successful: "One is a very romantic notion about your dissertation and the other one is really more practical: First, you need to be passionate, practically in love with your topic, because sometimes you will be the only one who believes in it. Second, you need to write at least fifteen minutes every day because then even if you have a very bad week, you have written for about two hours. And even if some of it is bad, some of it is good and you do not lose momentum. It is like keeping yourself in shape. You cannot climb Mount Everest if you do not train every day." ∎

Patterns of the Past, Trends of Today—The Analytics of Fear

AN INTERVIEW WITH **IRA KATZNELSON**
by Theresa Schmitz

Ira Katznelson on how history shapes current political trends.

I noticed that you are not only a political science professor but also a history professor. What makes this combination particularly relevant for you?

I.K. First it is, in part, a product of intention and accident. That is, as an undergraduate I studied history. But I applied to graduate school in political science because I wanted to be in a field that I thought was more germane and relevant to current things. I was about to start a PhD programme when I learned that I had won a fellowship to go to Cambridge, England. And in England, for reasons which are interesting to me but probably to no one else, I ended up staying, rather than for one year, staying to do my PhD. But there was no politics faculty in Cambridge at that time, so I did my PhD in history.

You went back to your roots.

I.K. Yes, I am completely unqualified as a political scientist.

That's hardly true.

I.K. When I finished my PhD, I only applied for jobs in political science because that is what I wanted to be. And by some miracle, I did get a job. My first job was at Columbia University, where I also teach now, although I have not been there consecutively. From the day I was hired, no one ever asked me whether I was truly qualified. So, my graduate education consisted,

I would say, of the dozen years after my PhD when I taught for four years at Columbia and then at the University of Chicago.

The faculty at Chicago was very close to each other. We each critiqued each other's work at seminars every week. And we took turns presenting work in progress, twenty-five of us, and at least twenty would show up each week. You really learn what the field is in that way. It was a form of merciless but comradely criticism. So, I think I actually became a political scientist only after I had been teaching for about fifteen or sixteen years even though I was teaching political science. When I came to Columbia twenty-years ago, and then again two years ago, I was recruited by politics but the history faculty asked me whether I would accept a joint appointment, so I live in both worlds and my students come equally from both departments.

And that combination has just always guided you in your work?

I.K. Yes, if I had to use two words to describe my work it would be—analytical history. That is, I tend to work with historical materials but try to use the sensibilities of social sciences to probe what I hope are interesting or significant questions.

Does your work reflect the issues that society is facing or is it the other way around?

I.K. I think the topics I choose, are, perhaps linearly, generated or shaped by contemporary events. I'll give you two different examples of my work: One, we currently live at a time of deep anxiety, even fear,

PROFILE
Name: Ira Katznelson
Field: Political Science, History
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"...be self-conscious about how to maximize the values you have in this relatively privileged way of being an adult in this world."

— Ira Katznelson

concerned with, for example, issues of terror or other matters. And I am very interested in fear as an analytical concept. How should we think about this systematically? Deep anxiety, risk, these are all close words but not identical. I have actually written a book that focuses on the period of the 1930s and 1940s in which the United States, and the Roosevelt and Truman administrations, was located in a zone of fear. Fear, having to do with dictatorships, whether in the Soviet Union or Italy or Germany. Fear because of economic collapse, because of capitalism. Fear because of war and violence, and so on. I hope the work I have done on the New Deal Era in America meets the test of history and historians, it is not just reading backwards, but the reason I wanted to probe that period was to better understand the analytics of fear. And I called the book "Fear Itself" which was the famous phrase by Franklin Roosevelt.

And the second example, which is, you could say, more current events driven, I wrote a short book called "When Affirmative Action was White". And it was written self-consciously by me as an intervention into public debates about race and affirmative action in America, a very controversial and very current issue. But the argument of the book, and it is again about the same period of the 30s, 40s, 50s, was that, because of the power of Southern members of the Democratic parties from states that practiced racial segregation at a time when the Democrats were a large majority, many aspects, even surprising aspects of social policy, had a racial dimension to them. One example, labour law, minimum wage law, union law excluded any farm workers or domestic workers, maids, and this was at the insistence of Southern democrats because that is what black people did in the South. Another example is the veteran's benefits. After the Second World War, soldiers got huge benefits in America for schools, housing, job training, job placement...but because the Southerners insisted that the implementation should be local, the racial dynamics of the South meant that black soldiers could not take advantage of many of these benefits. So, in that sense, affirmative action was white. And when you add that historical part of

the story into contemporary debates it actually changes the way the conversation proceeds. Those are two examples of how working historically either informs current debates or events or, in the case of the first example I gave, where current events help shape the way I ask questions about the past without trying to make the past just like the present.

Would you say you have a framework of personal ethics or values? You do say you write self-consciously on rather controversial topics. Do you have some kind of framework for choosing your work or is there anything you have not done because of certain moral reasons?

I.K. I wanted to go to Yale because I was going to go study with Robert Dahl, who was my hero. Robert Dahl, the political scientist, who wrote about democracy was an inspiration to me. People like him showed that it was possible to write about the largest questions of value about democracy, about equality, using the techniques of social science and doing so with empirical rigour and good evidence and good logical arguments. So, I have tried, I do not know that I always succeed, but I try to find subjects which are essentially about difficulties within the Western liberal tradition. And I think one of the subjects with which the Western tradition has had a lot of trouble, and continues to have a lot of trouble with, is the question of membership. Who gets to belong? People, who just look like us? People, who just worship like us? ...and so on. This question of membership sometimes takes the form of questions about race. So, one reason I have been interested in questions of race is that ultimately, I am interested in the capacities of the Western tradition of enlightenment, reason, liberality. I value that tradition, but I also understand that it does not always behave beautifully, and I am trying to work at the edges of that tradition.

You said you won a fellowship to go to Cambridge and it happened by chance that you did PhD in history. Would you say that there were some calculated career decisions you took, like going to Chicago? What do you

base those decisions on?

I.K. Yes, when I chose to move from Columbia to the University of Chicago, I chose it because, at the time, I thought the University of Chicago was the most vibrant, interesting, rich collegium of political scientists anywhere in the United States. It was actually not easy for me to leave New York because I am a provincial New Yorker. I was born there, I lived there. Chicago is a perfectly interesting city but is not New York. And eventually I made a decision, a judgement, to return to New York. However, as I have said earlier, I truly value the roughly dozen years I spent at the University of Chicago, which is a truly great institution.

Do you have any advice you could give our doctoral students on the verge of entering into the academic world? Perhaps something that you would have liked to have known while you were doing your PhD?

I.K. The main advice I give my own students, first when they begin their degree is: Work on things that you have some degree of passion for. Methods and rigor are very important but it should be about something that you really care about because that propels you. There are other things you could do in life but this one comes from within, a kind of self-generated set of purposes and interests. The great thing about this way to work is that - despite the fact that everyone in teaching knows there are all kinds of demands on your time and committees and bureaucratic and administrative things—it is an uncommonly free way to earn a living. We are paid to think, to teach to communicate, to learn...it's a great privilege. First, of course, it is not always easy to get an employment to give you that privilege but assuming that one makes that transition into academic life, then the main advice is not just to appreciate it but to be self-conscious about how to maximize the values you have in this relatively privileged way of being an adult in this world. ■

Freedom of Thought

AN INTERVIEW WITH **DONALD B. RUBIN**
by Katrin Bernsdorff and Mareike Bartels

Donald B. Rubin is the Professor of Statistics at Harvard University, where he has been a professor since 1983. He tells us about people who influenced him throughout his life, explains the importance of being creative in your work and gives some insights into his struggle with political correctness.

On how people can inspire you to change research fields...

D.R. It is right to say that many of my career decisions are somehow based on the people I met and who inspired me. I think I generally enjoy people. I enjoy talking to them, I enjoy exchanging ideas, and so I was probably quite driven by people I find it interesting to talk about ideas with. For example, my original change of fields from physics to psychology was at least in a hindsight created by a guy who I greatly admired. He was a physics professor at Princeton in my first year there. His name was John Wheeler, quite the famous guy.

On different structures in German and American universities…

D.R. Well, in the United States especially, there is more flexibility in the different kinds of courses you can take. There is much less concentration at the beginning. When we meet PhD students for instance, we find that students who have college degrees in Europe are much more specialised in their knowledge about that area than the ones in the United States. In the United States, if they are doing mathematics, they have taken some math courses, they have taken literature courses, they have taken drama courses, all in all lots of different courses. Whereas here, it is much more concentrated because your concentration often already starts when you are sixteen or seventeen years old.

So, having studied in the United States, you could take all of the information you gathered in physics and transfer it sort of to psychology. You were not so concentrated that it is all you know about. In fact, you are actually encouraged to take other courses outside the specialty. Hence, it was relatively easy to say: 'This is really interesting stuff, I have never been exposed to this before and especially at this level'. By "at this level" I mean in psychology people who had really interesting ideas and were interesting to talk to because in High School you do not have interesting psychology courses. You just have basic usual reading and writing. You do not have other fields that are of intellectual interest instead you pick those up that are offered. You expose them, you do not pick them up, you expose them when you get to college.

On building a framework of values and ethics during his career to guide his work…

D.R. I have never thought about it that way, but it is probably true. My father was a lawyer. He is one of four brothers—all of them are lawyers. It is easy to make jokes about them because they are always arguing things that often make no sense, but you have laws. You should either follow them—that is my family's attitude—or you should try your best to change them. But you do not want to sort of disobey them. It does not work in the long run, because everyone has their own values, and everything falls apart. You try to have the sort of structure you believe. Freedom is definitely one of them! Freedom of thought. I am not very

big at political correctness. I think most of this is kind of silly. That you try to have guidelines on how people should behave because somebody else may get offended. It loses a lot of humour. If you do not have a sense of humour about people, that can be pretty dull.

On why political correctness influenced his involvement with tobacco regulations...

D.R. Certainly in statistics it is probably easier to think about more recent topics than go back in time. I have been pulled into issues that I think are important. Sometimes they are out of a rebellion against this idea of political correctness. For example, I have been involved in tobacco regulations probably since the mid 1970s or something like that. And basically, the idea towards that is: 'You did not make it illegal?'.

Governments at least in the United States or in Canada cannot make it illegal because it is too profitable for the governments. You buy a pack of cigarettes and half the money goes in taxes. They make a fortune. It also has big economic benefits for governments. There is also no doubt that smoking causes disease, it creates shorter life, but it creates shorter life at the end of life. It typically is not so hard anyway. And people who die earlier never collect social security. So, the government makes even more money, it is too profitable for them to make it illegal. I am no fan of tobacco at all.

On the importance of creativity...

D.R. Literature reviews are overvalued because once you have read too much about a subject, it is very hard to be creative. So, try to think about: Here is the problem, what is really essential here? Not what people think is important. What is really essential? Be creative about it first. I would not start out doing literature review. I think it is highly overvalued. You read a bunch of things, thoughts other

people have had that may not have gone anywhere. So why do that? I think that it destroys creativity! If you get too enamoured of what people have done, it is really hard to see the novelty about it.

> "Literature reviews are overvalued because
> once you have read too much about a subject,
> it is very hard to be creative."

— Donald Rubin

On opening up to other areas to see what you are good at...

D.R. I think I am actually pretty good at assessing what people are good at and what they are not good at. I think it is often pretty difficult for a kid to understand that. Because when you are young, you are often very good at mathematics. Kids who are smart, can do maths. But that is because it is really easy to score. If you are musical prodigy, everyone knows this kid is talented! But if you are good in literature or social sciences, that is hard to judge.

I think when kids are young, they do not perceive what they are good at because they are comparing themselves to a bunch of people and do not have the bigger picture of what other possibilities are. Whereas, when you have been out there for long enough, you see what the other areas are. ■

Keep an Open Mind and Think Strategically

AN INTERVIEW WITH **SAMO KROPIVNIK**
by Katrin Bernsdorff

Samo Kropivnik talks about the importance of vigorous methodology and its usefulness in exploring new approaches in a wide range of fields.

Does your being from Eastern Europe influence your work?

S.K. Not really. Slovenia has never been too attached to the Eastern bloc. Yes, it was part of Yugoslavia, but we have always been considered as the most northern part with some exceptions, meaning that the educational system in our country has been different than in other parts of Yugoslavia. Borders were always open, never closed. It was common to exchange with our Austrian and Italian colleagues. I myself went to study in England three times without any problems, just financial problems. But we were really used to exchanging with other institutions. Our faculty, the Faculty of Social Science, was in fact formed as a political school of the Communist party. But after a few years of existence there was a break—an unpleasant break. The school became the centre of opposition. There is a long tradition of fighting against the governing ideology. Which was also different in Slovenia because it was always accepted that you think differently. As long as the leading ideology wins in the end, it is good to have thinkers—the ideology cannot exist without any opposition. And that opposition was, in a way, cherished and a lot of good ideas were adopted through the development of the system. That is probably why Slovenia was the first to leave the Yugoslavia agreement and always felt more European—always a bit closer in economy and education to the Western world and, culturally, to the Eastern and Southern parts. More Mediterranean than Eastern, I would say.

The reason I chose international relations as a topic of study many years ago is because, in this programme, it was possible to study Western political systems and political participation. It was a programme developed to compare different political systems. We went abroad to study how political systems work in different countries and we were able to compare them with ours. Debates were on an academic level. We were talking about political parties, political organizations, organized political interest, and so on. It was an interesting period to see how the system was transformed into something new.

Was there a point where you said you can barely keep up with all this change? It takes some time to research everything and the world is changing so fast now, is it even possible to keep track?

S.K. No probably not. Yes, the world is changing faster and faster and it is more and more complicated to research anything. That is why more exploratory methods, qualitative methods, are in use again even though they were discovered years ago. It is difficult to study the world through established models. You have to keep an open mind to different possibilities, you have to be pragmatic. You have to explore first and explain later. I feel that it is not as much explaining but more about exploring because we don't even know what the characteristics of today are, since we are already living in yesterday before we fully learn about today.

PROFILE
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So, you think methodology is a good framework to tackle this?

S.K. Methodology is important because even in our fast-changing world where soft methods are winning, at the moment, some logic has to be respected, there are frameworks. It is not that everything somebody sees, hears, and feels is a fact. It cannot be treated as evidence in scientific research. There is still structure there, there is still logic, but it is more open, and methodology is still holding these procedures in a certain framework that can be called scientific.

As a researcher, even as a teacher, do you build yourself a framework of personal values and ethics that guide your way of teaching and your work as a researcher? And if so, how do you manage to stay true to it?

S.K. Definitely. But it comes in different forms in different situations, it does not have a name. Let's say I know what I want to do and what I don't want to do. I have never joined any political party because, for part of my career, I studied political parties. In the years during the first elections, I published my first book on the history of elections in Slovenia. Why history? Because in the 1990s, 1992 to be exact, those were not the first elections in our history. There were elections in the Kingdom of Yugoslavia and even before that in the Austria-Hungarian Empire and I studied that in my MA work, and then later in my PhD. I have studied political parties from the very beginning. In a way, I know them inside out. I have studied their manifestos, but I never came close to any political party. I have friends from different political parties but one of my ethical principles is that no, I don't have a party. I believe I must not be attached to one if I want to study them. That's what I feel one has to avoid. In the context of marketing and communications, we have very clear notion of marketing. It is an exchange of promises and goods from which each part has to benefit. I have never conducted any part of research and I have never taught my students how to sell things. It is not about selling. That is what we say every day. It is about exchange. And from that exchange everyone benefits, the development of society evolves, the values of society are respected—its culture, individuals, health, sustainability. Everything. It is not about selling. That is how we teach marketing.

Do you have any advice for our doctoral students on the verge of entering into the academic world?

S.K. Keep an open mind. If you start your career in one field, it doesn't mean you will stay there forever. It is productive to move around a bit from field to field. I know it's more difficult because it's difficult to publish in different fields—that I am aware of. Learn from others, try to do new things, that's what science is about, and, most importantly, have fun doing that. Because if you feel that it is something that is frustrating you at every step, it is not productive, not for you as a person and not for academia. So, you have to find something that you like to do. It's not that difficult. Then you have to keep an open mind and explore different possibilities at each step.

What drew you to your current field of research of social sciences and especially methodology?

S.K. I'm not sure if there was a specific point but if so then it was quite early in my career, when I decided that I'm really interested in methods, first quantitative methods and later on more qualitative methods. I think it was then the first year of my study at the Faculty of Social Sciences when we started with lectures on statistics. My high school education was more on the mathematical specialization side and finally there was something more related to mathematics.

I was interested in social sciences which is why I went to study international relations at the time. But inside this field of study there was statistics that I found quite easy. I know most students find it complicated. The instructors noticed my interest and my ability and, already in my second year, recommended that I go to Essex to attend the ECPR summer school in research methods. So, I had an ability at the very early point of my studies to learn methods from the best. I returned to Essex twice during my four-year studies at the faculty and after I graduated in international relations I started working for the Department of Informatics,

well social sciences/informatics, and I assisted in teaching multivariate methods.

You are also active in marketing communications and PR. You have a very broad spectrum.

S.K. Yes, I started as a teaching assistant for multivariate methods, then I started to teach social science informatics in the same department. My next subject was methodology of political sciences in the Department of Political Science. So, I have been moving between departments within the Faculty of Social Sciences. And the third and current one is the Department for Marketing Communications and Public Relations.

How do these moves come about? Do you follow a special interest, or do you say you want to explore a certain theme using your background in methodology?

S.K. My moves were simultaneous with changes in my orientation towards methodology. First, it was just about methods, multivariate methods. Social science informatics was something I was asked to teach because of the situation at the faculty—the professor that taught this subject had died unexpectedly and I was the closest one that could step in. So, I taught this for about three years. Then younger people stepped in and I moved towards political science methodology. I was interested in this combination of theory and methods; to find and use methodology that is suitable for solving certain problems. But as studies developed in different directions—I still teach methodology at the Department of Political Science—more opportunities arose to use new, emerging mixed methods. This was most prominent at the Department of Communication, especially in marketing research. Marketing research is a very open field where you can—I don't want to say experiment—but where you try to catch up with the latest discoveries and trends in methodology. And that is where I feel more at home.

How do you find a balance between teaching and your multiple research projects?

S.K. Most of my life I have been teaching. Research is only a small part of my career. But regarding research, I have worked with very different teams of people. Not just inside social sciences, although I have probably already worked for every research centre at the faculty. I have worked with the Humanities faculty, with the Faculty of Arts, with anthropologists, the Faculty of Medicine...at the moment I am working with national specialists at preventing contagious diseases. We are developing a plan to launch certain communication actions to increase the level of vaccination with children. So very different themes. I have never covered a certain field for longer than, say, four years. That is the typical time period for a project.

If you decide to go into teaching, do you have to take certain career steps to get the opportunity to teach in multiple areas as you do? Is there even a career in teaching anymore?

S.K. Oh yes, it is becoming more and more difficult because most universities are becoming research universities, research is seen to be more important than teaching. But still, we are all aware that teaching is at the core of what we do. You cannot have a good university or a good department without a good pedagogy. And it's not just about teaching, I am also actually involved in changing the way subjects are taught at our university, in changing programmes and so on. Fifteen years ago, I was in the faculty management team that initiated the Bologna process. I was vice dean for six years, meaning I was still part of the team when we finished with developing teaching in the context of the Bologna reform. Now, for eight years, I have been chair of the university senate accreditation committee for the first and joint MA levels. So, it's not just about teaching but one has to study different ways of introducing new methods, new approaches, new contexts of teaching, and evaluate teaching processes.

Do you have a vision?

S.K. We are already working differently with different generations. More and more we depend on e-teaching. But I would still like to keep contact with students.

I don't believe it's possible to transform everything into computer mediated communication. There is a part where recorded lessons can come in handy. But definitely not in the evaluation part, definitely not at the end of the teaching process. All my courses are project oriented. Students are working on real life projects in marketing communications and public relations and on parts of research projects in political science. So, there is a lot about being in touch with students, there is a lot about students asking questions, answering questions, providing help on different subjects, and that cannot be done from a distance.

How do you choose your issues for your research?

S.K. It's a mixture of demand and offer. I don't think there is anything I would not work on. But of course, things that are new attract my interest more than established tracks of research. Now for some years I have been working on coding political manifestos. Not at the core, but how to use the data that has been produced over thirty or forty years. It started as an applied project, but we extended it on our own. Me and my colleague are still looking for new ways to explore, induce the pieces of data and what kind of pieces of information we can add to the databases to find new tracks of research. But this is, at the moment, or for the last four years, not financed. It is something I have found a real interest in.

As a scientist, whether in research or in teaching, do you have a way to measure the impact of your work? And if so, how?

S.K. Not really. Of course, we measure feedback from students, we have official evaluation forms, like you have. That's one way how I get feedback and I am satisfied, or not with some (laugh). Because my subjects are project oriented and, in the end, students present their projects and they are in touch with the people who practice from companies, that's probably the moment when you can see what you have done in a year.

_ THE GRADUATION TALKS

How Endurance and Commitment Can Open the Doors Into High Politics

AN INTERVIEW WITH **THOMAS DÖRFLER**
by Katrin Bernsdorff and Theresa Schmitz

Thomas Dörfler is an alumnus of the Graduate School. He started his postdoctoral career as a research fellow at United Nations University and their Centre for Policy Research in Tokyo. His dissertation was awarded the 2018 Hans-Löwel-Prize and the 2017 Dissertation Award of the UN Association of Germany. In this graduation talk, he describes his path into research and how he managed to find his "scientific style" with his dissertation.

Thomas, what drew you to your current field? And what interests you most about this field?

T.D. I'm a scholar of international relations and for the last years, I've been focusing on issues surrounding international organisations, particularly the United Nations Security Council. I've been interested in this topic since I started studying Political Science in Bamberg and, later, at Leiden University because it says a lot about different cultures and how the population of this planet can work together and live together. There are many issues in world politics and this has always fascinated me. Conflict and human rights violations, underdevelopment and climate change...that is why I began studying international organizations because they focus on what potential solutions to these global issues could be.

Was there a special moment, for example, you read something or heard a theory, and decided that this is the field you want to specialize in?

T.D. I've been interested in this subject for a long time, even before I started studying it scientifically. But the moment where I started developing a scientific

interest was in the second week of my bachelor's degree when I had to give a presentation on regime theory, which is one of the core international relations theories developed in the 1980s. It really fascinated me: How does international cooperation between states work, when does it work, when does it not work, why does it work, and so on. This was the moment when I realized that this is the direction I want to go in.

In my second semester, I participated in the University of Bamberg's National Model United Nations programme and with this practical experience, I was even more interested in what the United Nations can do about global problems. I was representing the Republic of Zambia, a country of the global south, in a committee in New York with about two hundred students. Representing our country and simulating international politics is how I got connected to the UN in my studies early on.

Yes, we saw that you stayed quite consistent all the way from the beginning of your studies to your dissertation topic.

T.D. Yes, indeed. People sometimes lose their interest after a while but luckily, I didn't (or haven't yet).

How exactly did you choose the research topic for your dissertation?

T.D. I knew that I wanted my project to revolve around international organisations, the United Nations particularly. Thomas Gehring, who became my supervisor, had done a lot of research on

committees, such as how committees in international organisations work and how the institutional structure of an organisation affects the policy decisions made. He basically brought me to the idea for my research project when he told me that there are certain kinds of committees in the Security Council, the so-called sanctions committees. I found them quite fascinating and started to further develop this idea. This case was particularly compelling to me. The decisions taken within these kinds of committees are very important to states; decisions taken there are about matters of international security, about "high politics". Thomas Gehring's work was a good starting point and my work was a great addition to what he had been doing. He had the initial idea and then, of course, I took over from there and developed the theoretical and empirical work connected to the project.

How did you manage to find your own voice within this dissertation? Maybe you can walk us through the process of your dissertation.

T.D. It all started out with this rough idea: Let's look at these committees, how do they work and how do they shape the decision making of great powers—China, Russia, the US, etc. In the beginning, I knew nothing about these committees so it was difficult to get into it. I asked myself: 'What do I do?'. I went to the literature in search for answers: 'What kind of scholars have worked on this? How did they work empirically? What kind of data did they use? Did they use interviews? How did they approach their subject? What is missing in the literature?', and so on. And this is where I started: mainly reading a lot. You always should develop your own style and research approach because all the subjects covered in the Graduate School are special and there is no 'one size fits all' solution. Having a rough theoretical concept in mind, I scheduled interviews with the diplomats that work in such committees, as a kind of pilot study. I chose one of these committees that covered sanctioning Al-Qaeda terrorists or suspected Al-Qaeda terrorists, and the questions were: How do sanctioned individuals get on the list? How do they get off the list? Basically, the procedural aspects behind these decisions. I went to New York for about six weeks in Spring 2012, so at the very beginning of my project, to meet with the diplomats who make these decisions. I conducted around thirty interviews during this trip. That is how I started. After that, I finished this first case study, then refined the theoretical concept and replicated the research approach for the other case studies of my dissertation.

So you mainly relied on expert interviews?

T.D. Yes, I did more interviews for the other cases but did not use them to the initial extent anymore because I had learned a lot already and knew where to look. I also had used the interviews to obtain information on where I could find new sources. Interviewees directed me to documents or where to find special material that I was unable to access from Bamberg. I interned at the United Nations Security Council for two months. That opened some doors as well. You could go to the colleagues working in the committees and just ask them directly. I was also able to attend a sanctions committee meeting as an observer, which is not open to the public, just to get a feeling for it. So, I was really in the middle of it all.

How important was having those interviews and meeting people, not only in the framework of your dissertation but also to establish connections and build a network to rely on later?

T.D. What's problematic about interviews is that these individuals, diplomats, or all kinds of interviewees, are very busy. They will only make time if they really want to help you or if they think they can get something out of it. And this second point was quite important in my case. At some point, I had already published an article and I sent it to the interviewees and got really good feedback. One of my papers was actually circulated within the Security Council as a must-read. Which is great. You can see that the work you're doing is also beneficial for professionals. I've been returning to New York every year and I still meet experts I interviewed or worked with, they remember me and surely, it's nice to know that my name is known to some degree. I've also been at the German Ministry of Foreign Affairs and they had a great interest in my work as well. I sent them my papers and we met for a two-hour discussion. It's beneficial in terms of career development, absolutely, no doubt about it. Yet, all of it is based on my research that is of interest to others.

You're going to Tokyo next, right? How did this come about?

T.D. When you know that you're about to finish —I got some final comments by my supervisors beginning of this year—then you know your financial support is running out and you need to look for new opportunities. I was introduced to the programme that I applied to by my second supervisor, Monika Heupel. She held the position that I'm now going to hold ten years ago. She pointed me to it and said she had a really good time there and that I should look for vacancies and apply. They did, coincidentally, have an open position. So, I took a few days and wrote my application, not knowing what my chances were. I had previously collaborated with my future supervisor on a book project and when I met him in February this

> "You can see that the work you're doing is also beneficial for professionals."
>
> — Thomas Dörfler

year, I asked him about this opportunity. He was quite positive and said that my profile is a good match and he encouraged me to apply so that really left me with no alternative but to apply. The position I'm going to have is a Postdoctoral fellowship at the United Nations University and their Centre for Policy Research. The United Nations University was created to give the UN system an academic background. I think previously their focus was on issues of environmental protection and sustainability but they have a new rector and his approach is to do more policy research because it is a political institution. But that was missing, so, a few years ago, he created the Centre for Policy Research. It's quite a new institution and it's somewhere between a university and a think tank. They do in-house consulting for all kinds of UN agencies such as the Department of Peacekeeping Operations, the Department of Political Affairs, Economic and Social Affairs, the UN Development Programme, etc. These agencies could, for instance, request background studies or policy advice which is what part of my work will consist of and on the other hand, I will be developing my own research project. It's a nice

balance between working in a think tank and having an academic career.

Do you already have an idea of the research project you will develop there?

T.D. Yes, I already touched upon it during my dissertation because I was working a lot on an Al-Qaeda committee. When I thought about my potential topic in Tokyo, this is what came to mind first. I'm planning on researching multilateral cooperation in counter-terrorism. There is a growing number of research on how spheres of international organizations overlap in an issue area forming of institutional complexes. This may create new opportunities but also new challenges for global governance. I would like to focus on a case that is particularly difficult because it touches upon international security, transnational terrorism. For instance, there is the ISIS, Islamic State, militias that fund themselves mainly through the exploitation of natural resources and trade in antiques or cultural heritage. I will look at how forms of cooperation between international institutions look like that

counter that source of income or even how we can potentially constrain terrorist organizations from getting income from these sources. That is the idea I proposed and I'm hoping I can pursue this. I'm also doing interviews in New York again and writing policy papers so it's close to what I did but it's also something new.

What kind of impact would you wish your work to have?

T.D. I think it already had two kinds of impact and this is also what I aim for. The first is obviously an academic impact in international relations theory and advancing the study of international organizations in the broadest sense. This is the academic side, the academic contribution. But there is also the policy practitioners' side. I mentioned the article that was passed around in the Security Council, so my work is of interest to people who work in the field. For instance, those who work on sanctions, involved in the debate on whether sanctions work and or not, also practitioners in the field such as law enforcement,

diplomats, foreign ministries and so on. It has been of some interest in the past and I hope it will be in the future.

What kind of influence did the Graduate School have on your dissertation?

T.D. Well, I think there are two fields in which the Graduate School was very important. One is the financial side in terms of financial and organizational support. I was a partly funded member so I didn't receive a scholarship but I used the funding to go to conferences and research trips. Also in terms of having your own office. This is crucial because obviously, you need to work somewhere. That was the institutional side.

But the Graduate School was also very important in terms of an intellectual community because it gave you, in regular instances, the chance to present your project to an audience that was not necessarily familiar with your topic. People from the outside would give you advice on how to restructure your work and question what you're doing, your methodology, your data, your approach in general.

The intercultural aspect is also very important. I can't really think of another place in a city like Bamberg where you can work with people from so many different backgrounds. That was fascinating. It was also a good place to get together and have a community of young academics. When writing your dissertation, you always write it for the first time so you don't know the dos and don'ts and there will be issues. There will be phases of frustration and it always helps to have good office mates to present your ideas

to, which can help you if you get stuck with a theory or your empirics. It was very important for me to have a place to say: Can I talk to you? I am stuck; can you give me some advice?

Did those internal conferences where you could present your work help?

T.D. I presented a lot in colloquia and internal conferences. I presented something at least once a semester. I usually tried to present a whole chapter of my dissertation so it gave me an impetus to finish one chapter of the dissertation every semester.

OK, so it gave you structure, that's interesting.

T.D. I think it was a good choice to do it that way, it's a lot of pressure but it also keeps you going. You always need to write something new or substantially revise your work and it's good to see what the feedback is. You're always working in your office, focusing on what you're doing and then suddenly you get feedback from someone who hasn't worked on the topic for six months and it's just impossible to write a dissertation without this kind of feedback. It just doesn't work. I don't know anyone who can write an academic book from scratch without any feedback, this is essential.

That would have been my next questions: How did you choose your supervisors and how was the work, the feedback?

T.D. I've known Thomas Gehring for a while because I was a Bachelor student here. He supported my application to Leiden University by writing a letter of reference and he was generally very supportive.

So, we knew each other for a while. I also wrote my bachelor thesis under his supervision, so he knew how I work academically. He had a vacant position that needed to be filled when I left Leiden, which was practical but I think we also work quite well in terms of our intellectual thinking. Of course, he had trained me but I think we share a lot in terms of how we see things and the research that we are interested in. That's very important for a doctoral student-supervisor relationship. I owe him a great deal for my dissertation, obviously. He was very supportive throughout the years. It wouldn't be the book it is without him. Clearly, he was very influential. You could always turn to him if you had issues: How could I approach this? What are the ways to improve the thesis?

Monika Heupel became my second supervisor. She had done research on UN targeted sanctions and the infringement of due process rights. She was an excellent mentor. Thomas Rixen completed a phenomenal PhD committee. He had the liberty to take a broader perspective on my work, which was extremely helpful because you tend to get stuck on the details at times. I am indebted to all three for their excellent advice and support.

How did you prepare for your disputation?

T.D. On the one hand, it's an easy job but, on the other hand, it's an extremely difficult job. It's an easy job because you're the one that's written all this so you're the one who knows your work best. On the other hand, it's extremely difficult to get four hundred pages into a twenty-minute presentation and picking out those aspects that you think are the best contributions to the field or those that stand out the most in your work. That was a challenging aspect. I asked myself what was revolutionary or a significant addition to the field. That's where I tried to lay the focus of my presentation and of the questions. You can't really prepare for the questions but you also don't need that much preparation if you've gone through the process. You will be very familiar with the type of questions you can expect. In the end, it was OK, it wasn't as scary as I expected. But that's probably the case for every examination you have. Simply go through your work, look at the points that you think stand out the most, that's a good strategy in approaching your defense.

Well, it was obviously successful. What advice would you give to doctoral students who are now in your shoes?

T.D. What I would recommend is that you need endurance and commitment. I think these are the most important qualities because all the other things can be solved along the way. It will be difficult if you're not fully committed and don't have the endurance to go through times where there are issues or when you get stuck. You need to be able to get over it. You also need to go out and talk to people. You need to get out and expose your results to the world. That's the only way to improve your work: Talking to people, presenting your work to others, getting feedback. This is where interesting things happen, not in your office. ∎

Social Involvement Was a Way to Retain My Inner Peace

AN INTERVIEW WITH **UTA BREHM**
by Theresa Schmitz

> Uta tells us how her upbringing influenced her research choices, how to speak up through social involvement, and about academia as an ivory tower and how she found her way to break through.

PROFILE
Name: Uta Brehm
Field: Sociology
Location: Wiesbaden/Germany
Occupation: Research Assistant at the Federal Institute for Population Research

What drew you to your current field and what interests you most about this field?

U.B. I am from an area in Germany (the former GDR) in which mothers have traditionally been working full-time, despite their family and household responsibilities. When I left for West Germany to study at universities, I realized fully how this behaviour runs contrary to that of most women here. Ever since I have been interested in how norms and policies shape mothers' reconciliation behavior—and how many women on either side of the spectrum perceive their way to be completely natural and condemn the other way strongly.

What motivates you to be socially involved, whilst writing your thesis and in general (pertaining to e.g. your work in the Student Council or your work with refugees)?

U.B. I quite literally cannot hold my tongue or keep still if I feel something runs against principles of social cohesion or fairness. That might sound somewhat noble but I'm afraid it's actually pretty strenuous for others. So, my social involvement was a way to retain my inner peace—by contributing to softening the so-called "crisis" in Germany's refugee experience and by communicating issues directly to the body in charge.

Does the interchange between academia and "the real world" take place and is it important?

U.B. Let me start the other way around: It is immensely important. What's the point in studying society from a position that is detached from it, both in terms of understanding behaviours and, in turn, communicating conclusions? I feel, however, academia is very often an ivory tower: people from a very specific group who work and live in a very specific environment aim to explain (to one another?) the lives of people from very different groups and very different environments. Honestly, I wouldn't know how to resolve this discrepancy, we are human ourselves after all. But I am very aware of the problem.

What is the next step in your career? Do you want to pursue an academic career?

U.B. I've already taken the next step: I'm working at the Federal Institute for Population Research now. I have the impression that this job enables me to pursue an academic career while being able to communicate important issues to the body in charge and thus beyond academia's ivory tower—and there you go, the circle to the previous questions is now complete. ■

Research as Fight Against Social Injustices

AN INTERVIEW WITH **SAIKAT GOSH**
by Mareike Bartels

> Saikat Ghosh talks about how his experience working in the public sector in India influenced his research topic, what triggered him to switch the focus of his academic studies, and what he is planning to do after defending his thesis.

PROFILE
Name: Saikat Ghosh
Field: Economics
Location: Bamberg/Germany
Occupation: Research Fellow at the Leibniz Institute for Educational Trajectories

What drew you to the topic of Early Childhood Education?

S.G. Although there are several policies for child development in India (and in many other developing countries), still, they are far from achieving their goal. A considerable number of children worldwide are still suffering from malnutrition, undernutrition, and poor learning environment, which in turn make them more vulnerable to poverty. Indian children are also suffering from different forms of child poverty which I have personally witnessed during my professional career as a policymaker in the public sector. I felt that there is a huge gap between policy

and practice, and not much is spoken in favor of very young children and their development. Children suffer from different forms of discrimination and unequal opportunities in access to early education. That was my motivation to bring these issues forward through my research.

You started your academic studies in economics and are now focusing on development studies. What triggered the switch?

S.G. It actually started when I was involved in State Public Service in India and dealing with several issues that were beyond economics only. There were issues that needed more elaborate knowledge not only of economics but also of social sciences in general. That is why I felt the need to expand my knowledge in that field and compare the issues from a more international perspective. Then I did my second Master's degree in development studies with special focus on poverty and social development.

What are your plans after successfully defending your thesis?

S.G. So far, I have worked both in academic and policy research. But personally, I would like to be a policy researcher where I can deal with issues that are more relevant to real life and can make a substantial impact on humanity. My future plan is to work for international development organizations and agencies which are devoted to helping the people from the marginalized section of the society and in need of support. As I know, there are plenty of such organizations in Europe, particularly in Germany, so my next plan is to find a suitable position in one of those. My goal is to serve humanity with all my expertise and knowledge as a researcher in social science. ∎

The Importance of Human Decision-Making

AN INTERVIEW WITH **MARTIN WIRTZ**
by Theresa Schmitz

> Martin Wirtz on decisions that go beyond individuals and the EU as a moving target.

PROFILE
Name: Martin Wirtz
Field: Political Science
Location: Aachen/Germany
Occupation: Project Manager for the City of Aachen

> "Many things in life are not just naturally given but are the result of human decisions."

— Martin Wirtz

What drew you to your current field and what interests you most about this research field?

M.W. Many things in life are not just naturally given but are the result of human decisions. Before this background, I find it extremely interesting to understand how, then, such decisions are made. This applies especially to those decisions that do not just concern individuals, but societies as a whole. That is what drew me towards the social sciences, and to political science in particular.

What fascinates you about the EU in particular?

M.W. Academically speaking, researching EU politics never gets boring, because the EU is a moving target: It changes permanently, and that always raises new and interesting research questions. This, partly, is the result of what also fascinates me personally about the EU: Not to take for granted what is already there and seems to be the natural state of things, namely a world of nation states, but to think about ways of cooperation beyond, above, and below this level of governance.

What is the next step in your career?

M.W. The next step has, in fact, already begun: I am researching and teaching at the Chair for the Governance of Innovative and Complex Technological Systems. This is fun because in a number of ways, it is very different from what I have been doing so far. At the same time, the EU is arguably a complex political system, one that is regularly used to regulate complex and innovative technological systems.

■

Simply Keep Growing as a Person

AN INTERVIEW WITH **AI MIYAMOTO**
by Olaf Seifert

> Ai talks about the role of motivation in education, the important lesson she learned during her dissertation and the decision to work in Germany.

PROFILE
Name: Ai Miyamoto
Field: Psychology
Location: Mannheim/Germany
Occupation: Senior Researcher at Leibniz Institute of Social Sciences (GESIS)

Why do you think motivation plays an essential role in education?

A.M. Motivation plays an essential role in education because it is a "drive" for us to learn and improve our knowledge/skills. Motivation also helps us "fight" against difficulties and challenges we face with our process of learning. I think that motivation is such a powerful tool we can use in order to keep achieving and... simply keep growing as a person!

What was an important lesson you learned in the process of your research and writing your dissertation?

A.M. The most important lesson I have learned completing my dissertation is "to stay strong, patient, and optimistic about future". Doing a PhD is not just about researching, writing, and submitting. It is about "understanding, communicating, and publishing". It's tough...but it's so worth it!

Since you considered working in many different countries worldwide, what made you decide on Germany in the end?

A.M. I have studied/worked/lived in Japan, Canada and Germany. For me, "where" or in which country I work does not matter that much, but "who" I work with and "what" I do with them matter VERY much. It is not the place I live in, but it's the people I meet and the things I do which make my life "boring and frustrating" OR "interesting and inspiring". The position I got at GESIS in Mannheim provided me with both, the people I love working with, and the topic I am fascinated about. That is the reason I decided to stay in Germany, at least for now...! ■

Judgments and Decisions

AN INTERVIEW WITH **TOBIAS RAUSCH**
by Theresa Schmitz

> Tobias Rausch gives an insight into why he put teachers' judgments and decisions under a microscope and works on bringing research results into practice.

PROFILE
Name: Tobias Rausch
Field: Educational Research
Location: Bonn/Germany
Occupation: Scientific Officer at the DLR Project Management Agency (German Aerospace Center)

What drew you to your current field and what interests you most about it?

T.R. Teachers are gatekeepers of the school system and with their judgments and decisions they can open up learning opportunities for their students—or lock them up. From this perspective, teachers are very important and powerful actors in the educational system. The major driver behind my decision to work on teacher decision-making was to understand how teachers build their judgments and decisions in order to provide the best support for their students' learning.

Based on your research, do you think teacher training needs innovation?

T.R. It would be good to raise pre-service and in-service teachers' awareness about their diagnostic processes based on the current body of research, in order to get more accurate and appropriate judgments. However, my field of research provides just one example among others for possible changes to teacher education and their further training. Today, we know a lot more about successful learning in schools than some decades or even years ago. Let's strive to bring these research results into practice more thoroughly! Let's transfer our findings to teacher education and to their further training! Let's develop teacher education and training towards a more evidence-based approach.

What is the next step in your career?

T.R. Currently, my academic work is guided by three main topics. First, I work in a project to enhance teacher education at the University of Bamberg. Together with my colleagues, we generate a database on pre-service teachers, which provides a vantage point for evidence-based development with regard to structure and content of teacher studies. Besides this service aspect, my main research topic here is the genesis and development of pre-service teachers' professional beliefs. Second, I am one of the contributors to a third-party funded research project in cooperation with researchers from the universities of Bamberg and Luxemburg. We aim to develop a tool for teacher assessment and training in the field of diagnostic decision-making. And, third, what would working in academia be without also being involved in teaching? I am happy to foster undergraduate students' understanding and learning in the field of psychology in educational contexts in my courses. ∎

_ GRADUATIONS

THE GRADUATES OF THE SCHOOL ARE:

2019

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Carsten Schwemmer, Computational Social Science
"Computational Methods for the Social Sciences: Applications to the Study of Ethnic Minorities."
Disputation: 18 September 2019.

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Daniel Sewasew, Psychology
"The Developmental Interplay of Academic Self-Concept and Achievement and the Role of Potential Moderators."
Disputation: 10 July 2019.

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Ansgar Hudde, Sociology and Demography
"Germany's High Childlessness in an International Context: Studies on Gender Role Attitudes and the Transition to Parenthood."
Disputation: 24 June 2019.

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Johanna Sophie Quis, Economics
"From K through 12 (or 13?) Students' Health, Well-Being, and Performance from Preschool to Graduation."
Disputation: 14 May 2019.

2018

Yi-Jhen Wu, Educational Psychology
"The Application of Latent Class analysis on Western and Eastern Students' Math Performance in the 2012 PISA."
Disputation: 13 November 2018.

Jan-David Freund, Psychology
"Temperament and Interaction Quality in the First Years of Life – The Longitudinal Interplay of Early Temperament and Maternal Interaction Quality in the Context of Unequal Psychosocial Resources."
Disputation: 09 November 2018.

Diana Schacht, Sociology
"Soziale Netzwerke von Migranten und deren Nachkommen – Beiträge zu Determinanten und Konsequenzen."
Disputation: 10 September 2018.

Ashenafi Kassahun Edossa, Psychology
"Developmental Interplay between Self-Regulation and Academic Achievement. Emotional Regulation, Behavioral Regulation, and Metacognition."
Disputation: 10 July 2018.

Isabel Winnwa, Political Science and European Politics
"Staging Policy Fiascos: Unveiling the EU's Strategic Game with Policy-Making Failure."
Disputation: 04 May 2018.

Ai Miyamoto, Psychology
"Disentangling the Motivation-Achievement Paradox of Immigrant Students."
Disputation: 24 April 2018.

Gundula Zoch, Sociology
"Expanding Public Childcare Services for Under-threes – An Empirical Investigation of Maternal Employment and Gender Ideologies in East and West Germany."
Disputation: 09 April 2018.

Saikat Gosh, Economics
"Unequal Opportunities in Early Childhood Education in India: A Demand Side Perspective."
Disputation: 13 February 2018.

2017

John-Paul Safunu Banchani, Political Science
"The Role of Functional Differentiation in the Governance of the Decision - Making Process of the African Peer Review Mechanism."
Disputation: 20 December 2017.

Irina Hondralis, Sociology
"What to Expect after you are Expecting? An Analysis of Mothers' Interruption Duration Return-to-Work Behaviour after Childbirth."
Disputation: 18 December 2017.

Simon Scheller, Political Science
"Democratic Decision Making - A Theoretical Analysis."
Disputation: 06 December 2017.

Sebastian E. Wenz, Sociology
"Discrimination in Education – Methodology, Theory, and Empirics of Teacher's Stereotypes, Prejudice, and Discriminatory Behavior."
Disputation: 23 November 2017.

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Anja Linberg, Educational Science
"Interaktion zwischen Mutter und Kind. Dimensionen und Bedingungen sensitiven Verhaltens in der frühen Kindheit."
Disputation: 29 September 2017.

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Malte Lübker, Political Science
"Redistribution: How Values, Voters and Institutions Shape the Secondary Distribution of Income."
Disputation: 20 September 2017.

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Angelika Rüb, Educational Science
"Legibility of Literacy Learner's Handwriting – An Empirical Study on Acquisition and Relevance of Legibility."
Disputation: 28 Juli 2017.

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Sonja Orth, Educational Science and Art Education
"Reflexion plastischer Schülerarbeiten im Kunstunterricht der Grundschule. Eine videobasierte Studie zu Reflexionsphasen im Kunstunterricht der Grundschule."
Disputation: 25 July 2017.

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Melanie Olczyk, Sociology
"Ethnische Einbettung und schulischer Erfolg von Kindern und Jugendlichen mit Zuwanderungshintergrund."
Disputation: 20 July 2017.

Anna Dechant, Sociology
"You – Me – Both of us? Insights into German Couples' Plans and Practices of Dividing Paid Work, Housework, and Childcare at the Transition to Parenthood."
Disputation: 03 July 2017.

Benjamin Taylor Rayder, Political Science
"Calculated Competitors or Ideological Bedfellows? A Comparative Analysis of the Policy Similarities and Differences between the National Democratic Party of Germany (NPD) and Die Linke in the Saxon State Parliament during the 5th Legislative Period, 2009-2014."
Disputation: 13 June 2017.

Tobias Rausch, Educational Research
"Maximising Realism or Isolating Causal Influences? Two Approaches to Teacher Judgement Accuracy Research."
Disputation: 22 May 2017.

Jasper Dag Tjaden, Sociology
"Migrant's Educational Choices: Evidence from Upper Secondary Education in Germany and Switzerland."
Disputation: 08 May 2017.

Martin Wirtz, Political Science
"Immune to National Interests? Potential and Limitations of Strategic Framing in the European Parliament."
Disputation: 28 March 2017.

Anja Kürzinger, Educational Science
"Unterrichtliche Determinanten der Schreibkompetenz in der Primarstufe – Wie wirken sich Aufgabenstellungen und individuelle Lernunterstützungen auf die Textqualität im Anfangsunterricht aus?"
Disputation: 20 January 2017.

Uta Brehm, Sociology
"A Life Course Perspective on Woman's Reconsiliation of Family and Employment."
Disputation: 18 January 2017.

Irene Haller, Political Science
"Die Integrationsdynamik des Europäischen Emissionshandelssystems."
Disputation: 18 January 2017.

Marion Fischer-Neumann, Sociology
"Social Identities of Immigrants – Bridges or Barriers for their Attitudinal Integration into Politics in Germany?"
Disputation: 09 January 2017.

Georg Lorenz, Sociology
"Self-fulfilling Prophecies in the Context of Ethnic Educational Inequalities."
Disputation: 09 January 2017.

2016

Tobias Linberg, Educational Science
"Kind und Kontext. Häusliche Lernumwelt und soziale Ungleichheiten im vorschulischen Sprachstand."
Disputation: 29 November 2016.

Saba Hanif (Mehran), Psychology
"Distal and Proximal Indicators of Teacher Effectiveness as Predictors of Students' Mathematics Competence in Germany (Grade 5-7)."
Disputation: 10 November 2016.

Frank Schröder, Sociology
"Distal and Proximal Indicators of Teacher Effectiveness as Predictors of Students' Mathematics Competence in Germany (Grade 5-7)."
Disputation: 04 November 2016

Daniel Schamburek, Comparative Politics
"Die Ansiedlung von Aufgaben in der Aufbauorganisation deutscher Landesministerialverwaltungen – Eine handlungsorientierte Erklärung von Organisationsentscheidungen über aufbauorganisatorische Arrangements am Beispiel der Migrations- und Integrationspolitik."
Disputation: 06 October 2016.

Bernadette Strobel, Sociology
"Sprachgebrauch im Migrationskontext: Muster und Bedingungendes Spracherhalts und seine Folgen für den Bildungserfolg."
Disputation: 29 September 2016.

Stefanie Herber, Economics
"Students' Performance and Behavior in Elementary and Higher Education: Three Essays in the Economics of Education."
Disputation: 08 August 2016.

Thomas Dörfler, Political Science
"Security Council Sanctions Committees: From Power-Based to Rule-Based Decision-Making?."
Disputation: 13 July 2016.

Christoph Homuth, Sociology
"Die Einführung des achtjährigen Gymnasiums und die Auswirkungen auf Bildungsungleichheit in Deutschland."
Disputation: 20 April 2016.

Anita Tisch, Sociology
"Beschäftigungsfähigkeit in höherem Erwerbsalter."
Disputation: 23 March 2016.

Matthias Mader, Political Science
"German Public Attitudes toward the Use of the German Military (Bundeswehr) Abroad."
Disputation: 11 March 2016.

2015

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Julia Dinkel, Political Science
"Die Proliferation regionaler Integrationsabkommen in Südamerika – Die Entstehung des institutionellen Komplexes und seine Konsequenzen."
Disputation: 17 December 2015.

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Doreen Zillmann, Sociology
"Von kleinen Lügen und kurzen Beinen: Selbstdarstellung bei der Partnersuche im Internet."
Disputation: 25 September 2015.

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Nora Müller (Skopek), Sociology
"Wealth as a Distinct Dimension of Social Inequality."
Disputation: 30 April 2015.

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Lisa Suckert, Sociology
„Die Dynamik ökologischer Märkte – Eine feldanalystische Betrachtung am Beispiel des Marktes für Bio-Molkereiprodukte."
Disputation: 02 April 2015.

2014

Raphael H. Heiberger, Sociology
"Die soziale Konstruktion von Preisen. Wie Kultur, Netzwerke und institutionelle Regeln Aktienkurse beeinflussen."
Disputation: 10 November 2014.

Christopher Schmidt, Sociology
"Betriebliche Faktoren der Beschäftigung Älterer – Theoretische Überlegungen und empirische Analysen zu Bestand, Eintritten und Austritten."
Disputation: 27 October 2014.

Matthias Dütsch, Sociology
"Mobilitat auf dem Arbeitsmarkt. Theoretische Konzepte und empirische Befunde zu Chancen- und Risikostrukturen im Erwerbsverlauf."
Disputation: 22 July 2014.

Mariana Nold, Statistics
"Behavior of Convergence in Logistic Regression Needs."
Disputation: 14 April 2014.

2013

Daniela Hochfellner, Sociology
"Labour Participation of Older Workers: Employment beyond Retirement and Old Age Poverty."
Disputation: 18 October 2013.

Axel Obermeier, Political Science
"Mechanismen institutioneller Dynamiken: Eine vergleichende Prozessanalyse der Entwicklung des ASEAN-Handelsregimes."
Disputation: 18 July 2013.

Eunike Wetzel, Psychology
"Investigating Response Styles and Item Homogeneity Using Item Response Models."
Disputation: 27 May 2013.

THE EDITOR IN CHIEF_

Katrin Bernsdorff joined the Graduate School in 2015 and currently serves as the managing director. She shaped the structure of the Graduate School by creating and establishing a new corporate design including the Graduate School's website and the online magazine "NOW _Research Talks" as well as reorganizing the administrative framework. Therefore, she worked with a completely new team to identify strategic priorities in the future, define short-, medium- and long-term roles and contribute to a sustainable future for the Graduate School.

THE PUBLISHER

Thomas Saalfeld is Professor of Political Science at the University of Bamberg and Director of the Bamberg Graduate School of Social Sciences. Prior to joining Bamberg in 2009, he held research and teaching positions at the Universities of the German Federal Armed Forces Munich, Dresden, Kent, and Bamberg. He was a Member of the Council of the German Political Science Association from 2015 to 2016 and joined the Executive Committee of the European Consortium for Political Research (ECPR) in 2018. Since 2015, he has been the local organizer of the ECPR Winter School in Methods and Techniques.

THE CONTRIBUTORS

Simon Christoph is a doctoral fellow and sociologist. He served at the Student Council and organized the School's Annual Conference in 2016.

Agata Maria Kraj is a doctoral fellow and pschychologist. She served at the Student Council, organized the School's Annual Conference in 2016 as well as several workshops.

Javier Martínez Cantó is a doctoral fellow and political scientist. He organized the School's Internal Conference (IBC) in 2016 and a research workshop.

Olaf Seifert was the Graduate School's coordinator for admissions and marketing. He managed to implement the School's mentoring programme.

Ulrich Sieberer is Professor of Empirical Political Science at the University of Bamberg. He is a faculty member of the Graduate Schools and member of the Executive Committee.

Diana Steger is a doctoral fellow and pschychologist. She served at the Student Council and was a student representative at the Excecutive Committee. She also organized the School's Annual Conference in 2016.

Isabel Winnwa was a doctoral fellow in the field of Political Science and organized the School's Annual Conference in 2015. Atfer finishing her PhD, she was the School's coordinator for quality management and reporting.

Gundula Zoch was a doctoral fellow in the field of Sociology and organized the School's Annual Conference in 2015. Atfer finishing her PhD, she took up a position at the Leibniz Institute for Educational Research.

THE ASSISTANTS

Theresa Schmitz, Mareike Bartels, and **Madalena dos Reis Gonçalves** supported the Graduate School's marketing department by conducting and editing interviews with doctoral students, faculty members and guests. They helped to build and maintain the online magazine "NOW _Research Talks" as well as the School's social media channels.

Amanda Ngin assisted in forming the Graduate School's visual language by becoming one of the main photographers shooting at events and interviews providing imagery for social media and the website.

Sarah Siemeister not only helped to maintain and improve the School's website. She also served as one of the final editors for this publication.

Raphaela Brümmer and **Dominique Buchalik** helped to reform the Graduate School's visual appearance and reforming the Corporate Design.

Matthias Gescher, Johannes von Dorrien, Djamila Marzai, and **Moritz Stober** assisted in the data management of the Graduate School. They helped to identify, analyze, structure and maintain data as well as create a variety of extensive reports depicting the Graduate School's statistical framework.

_ IMPRINT

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OF SOCIAL SCIENCES

BAMBERG, GERMANY. 49° 54' 27.72" N 10° 54' 17.46" E