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Recommendations for essay writing in the: 'Introduction to international and European politics' class

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The following recommendations have been compiled since the winter term 2012/13 and are based on my personal experiences in teaching courses at the Department of International Relations at Otto-Friedrich University of Bamberg. The target group is all students writing an essay in the 'Introduction to international and European politics' class. The content of these recommendations will be taught in class as well. For assisting me in translating the recommendations to English, I would like to thank Melissa Rary.

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1. Objective of Writing an Essay

Within the Proseminar students will be expected to write two essays, each about a different topic. The essays are expected to be five pages long, which is significantly shorter than a seminar essay and it often constitutes the first written work a student produces during their studies.

There are three goals to keep in mind while writing this essay. Firstly, the student shall be introduced to the theoretical thinking in the discipline of International Relations. This way of thinking is different than the way the view of social phenomena is taught in schools. Through this written essay over a self-selected topic, the student will be able to practice a theory-based analysis.

The second goal of the essay is to improve the expressiveness of the language. The students learn that precision of wording is an important part of a convincing argument. Precision is not only reached through word choice, but also through a logical, sensible connection. The short length of the essay helps a student to concentrate on the essentials and ignore unnecessary information.

The third goal is the application of scientific techniques. Science means the attempt to understand an unexplained or unknown phenomenon on the basis of knowledge, taking into account generally valid assumptions. With the help of the scientific literature discussed in the Prosemiar, students will be able to work on these topics themselves. In order to trace the reasoning of the arguments at hand, to have the ability to make reference to outside influence and to prove the origin of references and facts, sources must be correctly cited.

2. Topic and Research Question

Every paper written by students during their studies entails a subject, or topic, as well as a research question. Both concepts are frequently treated interchangeably by first year students. Therefore, a definition is provided below to explain the difference between the two terms.

The subject of a paper comprehensively describes the respective object of study. For instance, when dealing with the topic *Poland's accession to the EU*, the reader knows that the paper will deal with both Poland and the EU. However, the subject matter might be very broadly defined which can easily be illustrated by referring to the given example: On one hand, the paper may deal with the consequences of Poland's accession to voting coalitions in the Council when it comes to questions of agricultural policies, whereas, on the other hand, it may also deal with the effects on crime statistics in the border area after the opening of the border. Thus, the topic must be focused as much as possible to provide a clear explanation on what shall be studied in detail.

To achieve this, the research question performs an important selection function. It serves to narrow the subject to a single aspect and at the same time to represent the *raison d'être* of the whole paper: the research question justifies the expended effort and decisively influences the quality of the essay because the whole argument shall aim at answering the research question. This is why it must be as concrete and precisely formulated as possible, so that a convincing answer can be provided both accurately and efficiently.

Normally, it is expected that scientific research questions meet the criterion of relevance.[1] However, the Proseminar, in which students are asked to write an essay, is designed as an introduction to the theoretical discussion of social phenomena in the realm of international and European politics. Hence, research questions usually arise from theories and theoretical approaches that students have learned in class and do not refer to empirical or theoretical problems. Nevertheless, an analytically motivated research question is expected. This explicitly excludes purely descriptive research tasks as inappropriate.

The development of an analytical research question will be illustrated below by using the sample topic *nonproliferation treaty*. Based on this subject, a very bad research question will be formulated which is then improved step by step. In doing so, the reader will learn about the features of a well-designed research question and how to avoid common mistakes.

Step 1 – A very bad research question:

> *The nonproliferation treaty after the end of the Cold War*

First of all, this sentence does not constitute a question because it lacks a question mark. In your essay it will be expected that your research question always entails this punctuation mark.[2] Generally speaking, the above sentence is merely a temporal limitation of the topic *nonproliferation treaty*. It does not perform a useful selection function because the issue at stake is broad and could cover too many different aspects.

Step 2 – A bad research question:

> *What is the nonproliferation treaty?*

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

Step 3 – A marginally better research question:

> *How can one explain the emergence of the nonproliferation treaty, and why is it not effective?*

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[1] For an extended discussion of relevance, see for example Gerring, John and Joshua Yesnowitz (2006): A normative turn in political science.

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

For providing a reasonable answer to this research question, an analytical argument will be necessary. Still, the research question comprises two problems which must be deliberately avoided. Firstly, the question includes two separate questions. On the one hand, it asks how the development of the nonproliferation treaty can be explained. On the other hand, it questions its effectiveness. Thus, the research question is not formulated precisely enough and cannot perform a proper selection function. It might be impossible to provide a reasonable answer within the framework of an essay, comprising only five pages.

Secondly, the research question already includes a statement on the effectiveness of the treaty of nonproliferation: it is not effective. The question therefore contains a normative element and the provision of an intersubjectively reasonable answer is unlikely.

Step 4 – A sufficient research question:

How can one explain the creation of the nonproliferation treaty?

This question may sufficiently perform a selection function. It is clear that the following argument will have to focus on the conditions contributing to the creation of nonproliferation treaty and make it feasible after all – and this is the only possible argument. However, the chosen formulation leaves the question of which conditions are more relevant for its development open to interpretation. Is it interdependence between the great powers? Is it the pacifist nature of American government in mid-1960s? Or has a divine spark touched upon the hearts of the leaders of nuclear-weapon owning states? In order to improve the selection function of the respective question in this regard, a further adjustment is appropriate:

Step 5 – A very good research question:

How can one explain the creation of the nonproliferation treaty by using a regime theoretical perspective?

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

The previous paragraphs should have made clear what elements are important for designing a good research question. Nevertheless, at the beginning of the work process, students often struggle with questions of how to find a suitable subject and which direction a research question should point to.

When asked to write an essay for the Proseminar, students should follow two suggestions to find a suitable research question: Do not think too complicated and conduct a theory test. One of the goals pursued by writing an essay is to introduce students to the theory-driven mindset of International Relations. The assignment is not about producing innovative research findings, but merely a matter of practicing learnt theories and to generally apply them. This is why theory testing on a chosen case study is ideal to improve analytical skills.

The identification of an appropriate testing case relies upon an understanding of how a given theory explains a specific outcome and of what kind this outcome is. Hence, the first step in formulating a research question is the selection of a theory. In the second step one can purposefully look for sources dealing with the dependent variable.

After having identified an appropriate research question, it is strongly recommended to briefly discuss it with the course instructor. By doing this, potential problems can be identified early and eliminated in the initial phase of the working process.

3. Planning the Structure of the Text

The structure of an essay is always derived from the research question. The text must be consequentially structured to give an answer to the research question in the most reasonable way. Here, the substantial structure of the text must be mirrored by the formal structure.

The following section provides a description of a default essay structure comprising an introduction, a body, and a conclusion. All parts follow a classical inner structure in the same way it would be necessary to conduct a theory test. It is strongly recommended to use this structure as a template. Even when it is necessary to use a different outline because of the research question, this template should nevertheless serve as a point of orientation. Most elements, such as the development of the research question *must* be found in *every* essay.

3.1 The Introduction

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

A common introduction concisely introduces the reader to the subject of the essay. The purpose of this outline is to locate the question in a reasonable context, to outline a problem or to describe an empirical phenomenon. In any case, the research question must be derived from the introduction to the subject matter and must also be spelled out explicitly.

The section following the introduction outlines how the research question is going to be answered. The work order of an essay must be analytically motivated and thus reference to a theoretical approach or a theoretical concept must be made. It must be ensured to briefly explain why a chosen theory or concept is applicable to answer the given research question.

The last part of the introduction includes an outline of the whole argument. Here, *the common thread* is formulated and it is important to ensure that the essay exactly proceeds as described in the introduction. It is not unusual that the content of the introduction is adapted during the working process. In this case, consistency is important.

3.2 The Main Analytical Part

The main part of the essay comprises about two and a half to three pages. It serves to answer the research question by formulating several logically sequential steps of reasoning. The classical main part consists of two distinctive parts – the theoretical part and the empirical part – each of which must be provided with an appropriate sub heading.

In the theoretical part of the essay the theory, the theoretical approach or the theoretical concept, used to answer the research question is initially introduced. The intellectual challenge is to reproduce someone else's line of thought with one own words and to isolate the necessary information for the own argument accurately. Mostly, the theoretical part includes brief summaries of the used theoretical concept, of the main proposition, of the causal mechanism and also introduces the independent, the dependent and intervening variables.

When assessing the theory section, the instructor mainly puts an emphasis on three issues. Firstly, the presentation of the used theory must be correct and consistent. For example, more often than not students mix up the dependent and the independent variable in their analyses. This is a clear indication that the main proposition of a theory has not been understood and that the subsequent empirical analysis will not be reasonable.

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

Thirdly, it will be expected that the used theory is summarized in one's own words. For making traceability of the research process possible, it is necessary to identify other author's statements and arguments and indicate their origin. However, creating a collection of quotes must be avoided at all costs.

It is recommended here that no literature is used as auxiliaries when writing the theory section. It is better to formulate the theoretical concept from memory and in the way that you think is appropriate. Only after the writing, the text should be checked against primary sources, be corrected, and provided with appropriate references. By following these instructions, it can be ensured that the central argument has been understood and that it has become clear which variables will play a central role in applying the theory. When the central message cannot be summarized after reading and editing the text, more efficient reading strategies are necessary.[3]

Following the theoretical part is the empirical part in which the previously outlined theoretical argument is applied to an empirical sample case. Here is the place where the actual theory test is performed. It is important to make sure that no new theoretical elements or definitions are to be introduced in this part of the essay. All necessary concepts and instruments must be provided in the theoretical part.

The purpose of applying a theory is that it allows for inference of predicting what kind of observations are to be expected in the real world. These observations are called *observable im-*

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

plications and “[a]ny theory that does real work for us has implications for empirical investigation; no empirical investigation can be successful without theory to guide its choice of questions.“[4] Thus it appears that the empirical analysis must be conducted through the “lens of the theory”. For example, when testing Robert O. Keohane’s regime theory on “the creation of the Kyoto Protocol”, the empirical part of the essay must include inter alia a reference to the interests of the actors and the character of the interdependencies. This need arises from the fact that interests and interdependencies are central features of Keohane’s argument.

Overall, it must be made sure that the argument is logically consistent and comprehensible. This also means that reality shouldn’t be “bent into shape”. It is quite conceivable that a theory is not applicable to a particular case or that actual observations contradict the *observable implications*. There can be various reasons for these kinds of results, but they must not be discussed in detail. However, it is expected that at least an educated guess is made about why expectations do not match reality.

3.3 The Conclusion

The main function of the final part is to give an answer to the research question, formulated in the introduction. The conclusion should be designed in a way that makes it possible to obtain an answer to the research question without having to read the entire analysis. Therefore, a well-written conclusion not only establishes a link to the introduction and the research question, but concisely summarizes the results. Additionally, it must be outlined in a few sentences how the student has managed to provide the answer. This implies that the structure of the essay must be briefly discussed.

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

3.4 General Advice for Writing

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

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

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

The microstructure of a text is the subdivision of sections into paragraphs. Ideally, each paragraph should reflect the structure of the Introduction-Body-Conclusion scheme and should include a single argument. To illustrate the merits of this kind of text design, the reader may refer to the first two sections of this very piece of writing (pages three and four). The structure of the text within the section "Objective of Writing an Essay" is composed out of four paragraphs, each separated by a larger spacing.[5] When regarding this rule, the reader's eye can navigate the text very quickly. Furthermore, such an internal structure of the paragraphs facilitates text skimming. The text is structured in a way so that the content can be understood by only reading the first sentence of each paragraph. Last but not least, such a thorough planning of the text forces the author to express herself precisely and thus helps the reader's understanding.

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

4. Following Scientific Standards

The need for following scientific standards arises from the necessity to ensure a proper record of one's own research process. Every researcher is obliged to render account of the sources she has used in her own work, so that other researcher may replicate the process and are able to judge on the validity of research results themselves. Additionally, a good research design always refers to pre-existing knowledge. Hence, it must be made clear on which outside arguments the own research is based upon and what the new insights are that are contributed. In this regard, following scientific standards can be understood as a process which provides a statement of reasons.

To comply with the obligation to state one's reasons, the origin of facts, quotes and outside trains of thought must be documented by citing the source from which they are taken from. In general, two types of quotations can be distinguished: the citation and the indirect quote.

4.1 The Citation

The citation (also called "direct quote") is an exact literal takeover of the passage of another author. It is used when a pointed statement or a special formulation shall be used in one's own text. Citations should be used sparsely and are put in quotations marks. It is important to ensure that spelling and punctuation match the original text. If the original has a mistake in this respect, it must not be corrected but labelled with [sic!]. Words that have been correctly

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

written according to older spelling rules are not to be marked false. This is especially relevant when considering German spelling rules prior to 1996.

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

> In this case, citations are not in quotation marks. Instead, they constitute a separate paragraph, which is indented left and right and has a spacing of 1. The font size must be reduced by one pt. Citations are indented when they are longer than about four lines. It is not allowed to put citations of any length in italics. Only when the original puts words in italics, the citation must be in italics as well. The following note must be added then: (emphasis in the original).

All changes that are made to a citation must be marked:

- Omissions are indicated by either [...] or (...). The meaning of the cited passage must not be adulterated.
- An own *emphasis* must be indicated [own emphasis].
- Additions [within a citation] that improve comprehensibility or facilitate grammatical integration in one's own text are to be put in square brackets.
- Foreign-language citations must be translated into English and be labelled as translation: [own translation]

4.2 The Indirect Reference

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

4.3 The Secondary Reference

The secondary citation should be avoided and is mentioned here only for reasons of thoroughness. Second hand citing may be allowed only in exceptional cases. Literature, which is generally available, must by cited according to the original source. However, literature that is difficult or impossible to access in Bamberg (e.g. a very distinct leaflet of the communist commune of Paris from 1871) may be cited from secondary sources by adding "quoted from:". Interviews conducted by authors of a primary source shall be treated as a primary source.

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

To label the sources used in the text, reference can be made to two different citing styles: The "classical" version with footnotes and the so-called in-text-citation, also known as Harvard referencing system. When using the classical variant, a short title of the respective source is indicated in the footnote, whereas when using in-text-citation, the source is indicated within the text.

Both kinds of reference systems have pros and cons, even though in-text citation is most commonly used in International Relations. Students may choose which style they want to use in their essays. However, it must be noted that a consistent way of referencing is an assessment criterion. Hence, a mixing up of the two styles within a single essay leads to poorer grade. No matter what kind of referencing system has been finally chosen, a comprehensive list of references must be included at the end of the essay (see section 5).

Footnotes

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

A source indicated in the footnote follows this default structure:

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

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

This default configuration of footnotes is always used when referring to a direct citation. Indirect references may be extended by prefixing the abbreviation "cf." A footnote is always terminated with a full stop because it contains a sentence. Subtitle, publisher or information on contributors must not be mentioned.

The default structure can be altered under certain conditions:

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

In-Text-Citation

When using in-text citation, references are – as indicated by its name – incorporated into the text. References are always made right before the punctuation mark at the end of a sentence. The source is in parentheses and follows an underlying standard structure:

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

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

In some cases, alteration of the default structure might be necessary:

- Reference to a source with two authors:
  (Keohane & Nye 2011: 45) or
  (Keohane and Nye 2011: 45)
- Reference to a source with more than three authors:
  (Wittkopf et al. 2007: 17)
- Reference to a source of an author from which one is using more than one source from the same year:
  (Moravcsik 1995a: 611)
  (Moravcsik 1995b: 157)
- Reference to a whole book:
  (Keohane 1984)
- Reference to an author who has contributed something important to the same topic:
  (cf. Keohane 1984: 51)
- Reference to more than one source from the same author:
  (Keohane 1984: 51, 1991:22)
- Reference to more than one source (different authors):
  (Keohane 1984: 51; Moravcsik 1995: 611)

A special case in the use of in-text citations of sources from the internet must be specified. When the author of the source is known, the citation follows the standard rules. When the author from the internet citation is unknown, the citation can be a brief reference. It must be sure that the quick reference is retrievable in the bibliography via a URL.

(theguardian01 2014)

When one uses in-text citations, the URL shall never be in the text. The addresses should be listed in the bibliography instead.

As a note, the use of in-text citations using footnotes is not prohibited. In this case footnotes should not be used to indicate references, but shall contain additional information. If this information is relevant for reasoning, however, then it belongs in the text. The use of footnotes should be an absolute exception.

4.5 What Must be Documented

Every takeover in one’s own text must be documented. Although every student has heard this sentence often, there is nevertheless often uncertainty about what needs to be cited and what does not. The reason for this is that the term ‘foreign property’ can lead to different interpretations. These interpretations are narrowed down here:

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

4.6 Plagiarism

According to § 5 paragraph 3 of the Examination and Study Regulations for the Bachelor Degree of Political Science, students are required to automatically create audit services and to identify the use of foreign intellectual property properly. Plagiarism is the not-cited use of foreign intellectual property in one's own work. In this sense, the paraphrasing of a text or passages or the acquisition of formulations, facts, and arguments without indicating the original source is known as plagiarism.

If there is a reason to suspect that there is plagiarism in a submitted essay, this leads to the grading of insufficient (5.0). The Proseminar is also rated with a score of 5.0 and the student is considered to have failed for the first time.

The Examination and Study Regulations for the Bachelor's Degree in Political Science (as amended on October 01, 2010) formulated this in § 13 Paragraph 4 as follows:[7]

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[7] Please note: As there is no official translation of the respective study regulations, the following translation shall not be considered legally valid.

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

5. Creating a Bibliography

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

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

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

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

Monographs:

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

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

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

The bibliographic details of monographs must follow this pattern:

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

When a source has multiple authors, all names must be fully specified. The ordering of the names must be adopted from the source and must not be changes. The abbreviation et al. is not used when listing the names of authors in the bibliography.

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

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

Editorials and Editions:

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

The bibliographic citations of editorials and editions are similar to the monograph. After the author's name, however, the additional [eds.] is inserted. Editorials and editions will be referred to only if the entire work is meant. If only a reference is made to a post within the work, then the source must be specified as a contribution to a collected edition.

Contribution to a Collected Edition:

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

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

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

In essence, the reference of a collected edition contribution differs only in two ways from the citation of a monograph. Firstly, the publisher and the edition shall be mentioned, and the page numbers of the contribution must also be mentioned. Unlike the enumeration of authors in editorials, a maximum of three of editors shall be named. If more than three editors contributed to the work, only the first editor is named and the others are abbreviated with et al.

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

Journal Article:

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

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

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

Newspaper Article:

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

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

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

For articles that have appeared in newspapers or magazines, it may happen that a name of the author is not available. In cases where certain bibliographic details are not available, the source needs to be fitted into the used citing scheme. The author can instead be changed to newspaper or publishing institution name. The basic principle is that the reader must be able to identify the source by using the provided information.

Internet Source:

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

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

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

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

If the essay is written using the in-text citation, it may be necessary to supplement the citation of an internet resource for a quick reference. More information can be found in section 4 of these recommendations.

International Treaties and Acts

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

6. Formal Layout Requirements

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

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

Unlike in term papers, no title page or table of contents is required for the essay. It is perfectly adequate to insert a header, including information on person and course, on the first page. The title can be inserted centered above the heading of the introduction.[8] An example:

Chair of International Relations
Proseminar: Introduction to international and European politics (summer term 2014)
Lecturer: Dipl.-Pol. Kevin Urbanski

Author: Noel Gallagher
Degree course: BA Political Science
Semester: 1 Submitted: 20/05/2014

The emergence of the nonproliferation treaty – A regime theoretical analysis

1. Introduction

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

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

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

Declaration

I hereby declare that, in the course of the Proseminar “Introduction to International and European Politics” in summer term 2014, I have written the essay titled “The Master-plan” by myself. I have not used any other sources or auxiliaries than what is listed in the bibliography.

Bamberg, 20th May 2014
Noel Gallagher

Bibliography*

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

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

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

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