Guidelines for Composing Papers in the Social Sciences

Content

1 About the guide

This guide provides you with the most important formalities, tips and tricks for preparing your papers in the Department of Social Sciences at the University of Bern. It covers many, but not all areas. Consult your seminar materials, the specialist literature and contact your supervisor if you have specific questions or uncertainties. They may also provide you with a set of guidelines that supplement or deviate from the information in this guide. In this case, follow the instructions of your supervisor.

2 Topic identification and literature review

How do I find a good topic for my seminar paper or thesis? How do I find the right literature? How is such a paper structured and which components are essential? This chapter provides answers to these questions.

2.1 Research question

A wide variety of sources can be useful for finding your topics and questions. Suggestions and inspiration can come from seminars, journals, books, theses, conversations with lecturers, fellow students or from the internet and media outlets.

Find a topic that interests you. You need to spend a few weeks on the topic, and the experience will be more likely to be fruitful and successful if you have a personal interest in the issue. Occasionally, however, a topic is pre-determined by the seminar or by your supervisor. Your paper should be informative, address research-relevant questions and point out interesting connections. When choosing a topic, make sure that the work can be completed in the time available. The question should not be too complex nor should it be too extensive.

It is particularly important that the research question is comprehensible, precise and potentially answerable, as well as referring to the relevant literature. There should be a common thread running through the argumentation of the entire thesis. The work should be contextualized in the relevant fields of research.

In finding a topic, it can be helpful to narrow it down bit by bit. Two examples:

- Sociology of education
  - ↳ Migration background in the sociology of education
    - ↳ Migration background and school performance
      - ↳ School performance of children with a migration background: A comparison of native and foreign children in Switzerland
        - ⇨ **School performance of children with a migration background: A comparison of Swiss and foreign children in Switzerland based on PISA data 2018**

- Party research
  - ꝫ Change in party systems
    - ꝫ Rise of radical, right-wing parties in Europe
      - ꝫ Rise of the right-wing populist SVP in Switzerland
        - ⇨ **Comparison of SVP seat gains in cantonal parliamentary elections in German- and French-speaking Switzerland between 2007 and 2019**

Important questions to ask about your question:

- What exactly is to be investigated?
- Why is the topic relevant?
- What is the (theoretical or empirical) context of the question?
- What is the state of research and where is there a research gap?
- In what way will the question be investigated and answered?
- Is it a paper that only engages with literature? Will data be collected?
- How exactly should the work proceed?

2.2 Literature: review and management

The literature relevant to the topic must be reviewed, at the latest once the topic has been decided upon. Relevant sources can be found in scientific journals, but also monographs and articles in anthologies. For a rough classification of the topic, subject-specific handbooks and dictionaries can be helpful.

The resulting literature review should answer the following questions:

- What has been written on the subject so far?
- Who has dealt with this?
- Under which aspects did the discussion take place? In which professional context was the discussion held?

The procedure for selecting literature is sifting, assessing and evaluating:

1. Review literature, such as books and journal articles, which involves reading abstracts or summaries and looking at titles, tables of contents and bibliographies. An initial selection is then made.
2. In order to classify the literature and get a preliminary understanding, it is helpful to look at reviews and cross-references.
3. The collected relevant material is then read and evaluated. It is helpful to note down theses and keywords, mark important quotations, write down your own comments and organise the literature. Especially for more extensive papers, it is advisable to use a literature management programme (see 2.2.2) to keep an overview.

It is very important to consider the quality of the sources: not every literature source is suitable for a scientific paper. Because reliability, accuracy and quality vary between sources, some material is more

helpful than others. The best sources are published books and articles from professional journals. If content cannot be found in these media but still seems indispensable, newspapers, internet sources and discussion, working or conference papers can be consulted. Caution is advised with internet sources such as Wikipedia or Hausarbeiten.ch etc. Their contents do not meet scientific standards. Often, literature recommendations are given by the supervisor, which should then be supplemented by the student's own research.

⇨ *A very rough guideline for the number of literature sources can be the number of pages of the paper, i.e. if the paper is 10 pages, the bibliography should contain at least 10 scientific sources (specialist articles etc.; data sources or internet sources are to be counted additionally). However, the bibliography is predominantly determined by the type of work and the concrete question and must therefore be adapted individually.*

2.2.1 Literature review in libraries and databases

Literature reviews these days take place almost exclusively online via broad research platforms and specialised databases. Nevertheless, it is also advisable to physically go to the library and look through the relevant review literature on the shelf. This, however, is no substitute for a comprehensive digital literature search. Research platforms and databases are growing in scope and number by new digital applications and are also constantly changing their face through mergers, closures and redesigns. Journal articles, anthology contributions, monographs, newspaper articles, reviews - these and other publication formats are searchable in various platforms and databases and in many cases the publications can also be downloaded directly from the database. The libraries provide for and administer the research platforms and databases, and they offer their users information and training.

Thus, it is important to familiarise yourself with what the University Library of Bern has to offer in terms of digital services as well as the helpful services they offer in the area of research skills. The library has numerous services on offer with respect to research, databases, etc. It is highly recommended to take advantage of these offers during your studies, because a solid research competence leads to effective and efficient literature acquisition. The time invested pays off several times over.

⇨ *Information on these offers can be found here: https://www.unibe.ch/universitaet/dienstleistungen/universitaetsbibliothek/service/kurse_und_beratung/index_ger.html*

⇨ **If you are looking for a specific journal article, direct research in Google Scholar has proven itself to be the fastest and most reliable. If you are on the university network (or use a VPN client), you can see immediately where full texts are available. Google can also be used for more comprehensive searches, but these regular google searches should be backed up with a conventional database search** *scholar.google.ch*

Keywords can be used for research in the databases. Suitable keywords should not only be queried in German, but also in English, as the specialist literature is predominantly written in English (in the case of analyses on certain countries, it may also be possible to search in the national language, provided that one has a command of it).

swisscovery

On the swisscovery research platform you can search the holdings of the University of Bern, the PHBern and the 475 Swiss libraries that are part of the SLSP network. The desired literature can be borrowed - or a copy of the desired article can be requested (electronically; however, there is a fee for copies).

https://www.unibe.ch/universitaet/dienstleistungen/universitaetsbibliothek/recherche/rechercheplatt-form/index_ger.html

> ⇨ *Tips and tricks from the University of Bern on swisscovery*
> *https://ubbern.swisscovery.slsp.ch/discovery/search?vid=41SLSP_UBE:UBE*

Databases

The University Library lists a number of databases, to which you have (possibly limited) access as a student of the University of Bern, e.g. the well-known SSCI - Social Science Citation Index

(www.webofscience.com)

https://www.unibe.ch/universitaet/dienstleistungen/universitaetsbibliothek/recherche/rechercheplatt-form/index_ger.html

> ⇨ *Please note that some databases or complete publications can only be accessed in the*
> *university network/ via VPN client. Further information here:*
> *https://www.ub.unibe.ch/recherche/e_medien/index_ger.html*

2.2.2 Literature management programmes

For small papers, it is often sufficient to make lists of references in order to keep an overview. However, even at an early stage in your studies, it is worthwhile to invest time in familiarising yourself with a literature management programme. You can then systematically manage your research literature in a way that is convenient for citations and generating bibliographic lists. Over time, you will build up your own database. As your work becomes more extensive over the course of your studies, you will benefit from your literature management programme, as it enables you to integrate literature into your work more quickly and without errors. The various programmes have the following components in common:

- Index cards for the literature references
- Fields for abstracts, notes, internet sources
- Direct linking to files (URL or downloaded PDFs)
- bibliographic data can partly be downloaded directly from the internet
- direct citation while writing in word processing programmes (e.g. Word) or typesetting systems (e.g. LaTeX)

Table 1: Overview of popular literature management software

Programme	Platform	Open / chargea-ble	Combination with*	Further information
Citavi	Windows	with costs	Word LaTex	https://www.citavi.com/de/support/uebersicht

EndNote	Windows Mac	with costs	Word Pages OpenOffice LaTeX	https://endnote.com/
Zotero	Windows Mac Linux	Open Source	Word Pages OpenOffice LibreOffice Google Docs LaTeX	https://www.zotero.org/
JabRef	Windows	Open Source	LaTeX	https://www.jabref.org/
BibDesk/BibTEX	Mac	Open Source	LaTeX	https://sourceforge.net/projects/bibdesk/

Compatibility may also be possible with other programmes, this list is not exhaustive.

The university library offers information on various literature management programmes and training:

https://www.unibe.ch/universitaet/dienstleistungen/universitaetsbibliothek/service/kurse_und_beratung/index_ger.html (➔ Literature management programmes)

For fee-based programmes, check whether you can get them for free or for a lower fee via your student licence. Open source programmes, on the other hand, can always be used free of charge - i.e. regardless of your university affiliation. Detailed information on the literature management programmes can be found at the following link:

https://www.ub.unibe.ch/service/kurse_und_beratung/index_ger.html ▸ Literaturverwaltungsprogramme

3 The concept of a paper

Once the question has been found, contact the person supervising your work. In a discussion with this person, you should clarify whether the topic can be dealt with in way and within the framework that you are envisioning. Once the topic has been clarified, it is helpful to submit a concept. A concept is the last step in defining the topic and the first step towards the actual written work. When applicable a concept should contain the following points in order to best prepare the planned written work:

I. Cover sheet

- Name, unibe.ch e-mail address, semester number, degree programme, matriculation number
- Date
- Working title of the work
- Indication of whether it is a seminar paper, BA thesis, etc.
- If applicable, name of the course in the context of which the paper is written.

II. Introduction to the problem and question

- Reference to the topicality of the problem, justification of the choice of topic
- Aim of the work
- Brief presentation of the state of research and the research gap
- Justification of the research question based on the state of research and the definition of the problem
- Question

III. Interest, knowledge, and theoretical and / or analytical framework of the work

- Theoretical work or empirical work
- Theory/hypothesis generation (inductive approach) and / or theory/hypothesis testing (deductive approach)
- Methodology of the empirical work
- Detailed presentation of the state of research
- Theoretical and analytical framework of the work
- Hypotheses

IV. Sources, data, methods

- Literature sources, available data sources, describe data
- Possible methods
- For case studies and comparisons: rationale for case selection

V. Planned work and research process and timetable

- Brief description of where and how research is carried out
- Timetable with indication of estimated completion dates for each step

VI. Structure of the work

VI. Bibliography

- Essential and relevant literature for the topic (preliminary list after the first research)

4 Content and structure of a written paper

Scientific papers are always structured according to similar basic principles. The most important ones are presented in this chapter; they pertain to formalities as well as a scientific writing style.

4.1 Components

If you have created a "paper concept" (as described in section 3), you can then use this as the basis for the structure of the paper. The following components are common, and therefore the structure of most term papers and theses should follow them. Components in parentheses are not absolutely necessary for very short papers.

- Cover page
- (Abstract / short summary)

- (Table of contents)
- (List of figures)
- (List of tables)
- (List of abbreviations)
- Contents:
  - Introduction
  - Main section
  - Conclusion
- Bibliography
- Appendix
- Declaration of independence

Cover page

The cover page contains the most important data about the institution, author and the paper, so that all the necessary information can be gathered at a glance. The layout of the cover page also supports the quick absorption of information and presents the details clearly. For example, important information such as the title and semester of the course, the title of the thesis and the matriculation number could also be printed in bold. The following information should be on each cover page:

- Name of the university and institute
- Title and name of the caregiver
- Title of the course (e.g. for seminar papers)
- Semester in which the course was held e.g. FS 2022 (for seminar papers)
- Title and - if applicable - subtitle of the work
- First and last name author with address and e-mail address
- Matriculation number
- Field of study and subject e.g. Bachelor Major Social Sciences
- Number of semesters studied (for theses)
- Place of writing and date of submission of the work

The title is the business card of the work. It should tell the reader what the text is about; it should give a quick overview, but not address all the details of the work. The title can also have a subtitle. In this case, the title consists of only a few words and should arouse the interest of the reader, while the subtitle provides further information or explanation of the paper's analysis. The subtitle should not, however, repeat the information in the title. Furthermore, the title should not be longer than one line (in normal font).

Abstract

An abstract provides a brief summary and thus enables an overview of the main points of the paper. The abstract contains the most important points from the introduction, the methods, the results, the new findings and the conclusion. An abstract should be precisely formulated and self-contained. It is limited to 150 to 200 words.

Directories

Tables of contents, lists of figures and tables are frequently used directories. A list of abbreviations is a less common but sometimes useful kind of directory.

The table of contents lists the chapters and section headings. In addition to providing orientation, this gives a first impression of the contents and thus also of the quality of the work. The page numbers should be given on the right side of the page.

A list of figures and a list of tables, where applicable, should also be included. Figures and tables are numbered and titled in the text. The numbering can be continuous or start anew in each section (e.g. in section 1 → etc.1.1).

Table of contents, table of figures and lists of tables can be created automatically in common word processing programmes, e.g. Word. To do this, the corresponding section headings, figure and table titles must be formatted. This procedure is highly recommended, especially for longer works, because the title, numbering and page number are automatically included in the index and updated on command. Last but not least, this is a great strength of typesetting systems such as LaTeX.

Lists of figures and tables as well as the appendix should be indicated in the table of contents with page numbers. These elements are not numbered; an exception may be the appendix if it is extensive and various elements of the appendix are referred to in the text. The numbering of the individual elements can then be done, for example, with "A1: *Title*" etc.

In seminar papers and theses, one or more lists of abbreviations can also be used. A list of abbreviations is useful if the text frequently uses abbreviations that are not commonly used, e.g. of administrative organisations. Special lists of abbreviations, e.g. of the cantons or ISO country abbreviations, are also possible. Where applicable, these lists are a useful service to the reader.

4.2 The contents of the paper

A scientific paper usually consists of three parts: an introduction, a main section and a conclusion (discussion). The main section is again divided into several chapters (e.g. theory and state of research; data and method; analysis). The conclusion is often not further subdivided, although it could be subdivided into "conclusions" and "outlook", for example. It should be noted that the exact structure of the paper depends primarily on the research question.

4.2.1 Introduction

The introduction contains a clear presentation of the research question and its scientific and social relevance. The topic should also be placed in a larger context. The introduction introduces the paper's contents, and it should aim elicit the reader's curiosity, invite them to read on. What is the topic of the paper? Why is it relevant? What is the aim of the paper? These are questions that should be answered in the introduction. Within this framework, the current state of research on the topic can be sketched out already in the introduction and the research question can then be embedded in this presentation of existing research; alternatively this can also be primarily reserved for the main section of the paper. The results of the work can also be briefly summarised in the introduction, but this is not necessary.

Finally, the end of the introduction should be briefly summarize the structure and contents of the paper's ensuing chapters. One or two sentences per chapter are useful here.

Before you start the actual work, it can be helpful to write down in key words what the introduction should include, in order to have clarity about the direction your work will take. The final version of the introduction can often only be written once you have finished the main section of the paper. As a guideline for the length of the introduction, it should be about ten per cent of the overall paper, i.e. for a 15-page seminar paper, the introduction should be about 1 ½ pages.

4.2.2   Main section

This part is the centre of the work. It undertakes a thorough examination of the topic in explicit reference to the research question that the paper seeks to answer. The selected literature and relevant sources also help to define and describe your topic.

The structure of the main section depends on the research question, the method and the topic. The structure and presentation will differ depending on whether the orientation of the work is more theoretical, empirical, basic or applied. A paper can examine a topic from a primarily theoretical, empirical, or methodological perspective, or a combination of all three.

Theoretical work

A **theoretical paper** engages in detail with a topic at the level of relevant existing literature and theory. The discussion is based on a detailed literature review and discussion. The terms and characteristics of those literatures are defined and integrated into their theoretical contexts. New models and theories can be conceived or existing models and theories can be examined and compared. Existing findings and literatures can both be used for this purpose.

Some possible guiding questions include: Which theories and explanations are used to answer your question? Can the approaches be compared? Are they compatible or do the approaches contradict each other? Can you articulate a preference for one or the other theoretical approach? If so, why is that? On what grounds?

Papers that are limited to a literature summary may include a chapter that highlights the empirical findings found in the literature related to the research question. Some guiding questions include: Have certain approaches been reviewed more often than others? What are the substantive findings of the empirical studies? How trustworthy or reputable are the studies? How does the empirical data relate to the theory?

Empirical work

In principle, a distinction can be made between quantitative and qualitative methods in more **empirically oriented work.** The following applies to both orientations: Empirical work focuses on the collection, analysis (often using secondary data) and interpretation of data. Such a paper documents the empirical research that was conducted and presents its results. The main section of an empirical paper can be divided into three large chapters:

1. The first chapter embeds the research question in a theoretical context and presents the most essential and relevant aspects of the current state of research on the topic. In other words, this chapter specifies the research question and shows what science has already explained about the topic. The theoretical discussion also serves to develop the hypothesis. Which relevant theories and explanations are used to answer your research question? Which hypotheses can be derived from this for your own research?

2. The second chapter describes the data sources, the operationalisation, the research method and the justification for the case selection. It should be stated which data collection method (interviews, participant observation, representative surveys, primary sources, secondary data research, etc.) or which evaluation method was chosen and for what reasons. The descriptions of the research units and the variables should also be included here.

3. The third chapter presents the data analysis and describes the empirical findings. The results are presented clearly (e.g. by means of graphs and tables) and critically discussed. In addition, an attempt should be made to place them in a broader (theoretical) context. This chapter should address the following questions: What are the results of the empirical investigation? Were the initial hypotheses confirmed or do they need to be modified? How can they be assessed against the background of existing research findings? What are the methodological strengths or weaknesses of the chosen empirical approach? How should the data obtained be evaluated with respect to quality criteria? Finally, this chapter should also discuss whether the selected method has proven adequate for the subject matter.

Developing a research design entails a short version of this kind of empirical work. In a research design paper, one does not undertake one's own analysis; instead, one only presents a research design and explains how one *could* answer a given research question with certain data sources, operationalisations and research methods. The third chapter is therefore omitted.

Methodological work

A third category of scientific work is **methodological work**. A methodological paper provides an overview of existing methods or instruments as well as their theoretical justification and is based on the analysis and evaluation of the body of literature on the methodological topic. It discusses and analyses the advantages and shortcomings of the method in question. Subsequently, either the paper applies an existing method to a new empirical issue or it develops and tests a new method.

4.2.3   Conclusion

The conclusion rounds off what has been written, takes stock and, together with the introduction, provides the framework for the entire work. It revisits the central questions and discusses them again. It presents again the main results and individual important content points, and it offers some critical reflections on them. It should indicated the particular answers that the paper has developed in response to the questions it posed, and it should discuss possible shortcomings and problems that the paper's approach entails. The conclusion can also formulate some open questions and possible perspectives for future research, reflections that can be divided into a second sub-chapter. Some possible guiding questions for the conclusion include:

- How has the paper drawn upon the current state of science in order to answer the question posed in the introduction?
- How do the results fit into existing knowledge?
- Do you find the answer convincing? Are there any ambiguities? What are your own critical or evaluative reflections?
- What are some possible limits and problems of the paper's approach?
- What are some possible directions or questions for subsequent investigation?
- Where are some possible areas in which further knowledge is missing?

⇨ **Roughly ten per cent of the total volume of the paper should be devoted conclusion, i.e. with a total of 15 pages of text, the guideline for the conclusion is approximately 1 ½ pages.**

4.3 Requirements for text and tables/figures

There are stylistic and formal criteria that a paper must meet. The most important ones are presented here. While formal criteria are relatively clear and are therefore relatively easily adhered to, this is more difficult with style. Style specifications are more abstract, but still you should still try to implement them. In the course of your studies, you will be able to practise and refine your style in all the papers you will write.

4.3.1 Style

In general, take care to ensure that the paper is written in a factual manner. Avoid platitudes, withhold personal opinions, and use terms reflectively and consistently. Strive for clarity, conciseness and stringency. For more extensive papers, you might consider providing an introductory brief overview of the topics covered in each of the chapters. It is also important to briefly introduce the subsequent subsections at the beginning of each chapter and provide an overview of the chapter's contents. For shorter (seminar) papers, however, you should refrain from doing this in order to avoid redundancy.

The reader-friendliness and comprehensibility of the text can also be facilitated by dividing the paper into sections. Such sections can help to structure the paper. Transitions between each of the individual chapters should strive to communicate the argumentation of the paper, in addition to summarizing the partial results that the preceding chapter has presented and anticipating those to come. There are various ways to structure texts (or text sections) in order to effectively convey content. It is important that you structure your work in individual paragraphs. Each of them should develop a specific idea. Paragraphs should not consist of only one sentence. Also remember to write transitions between individual chapters. Some possible examples of ways to structure paragraphs include:

- From the general to the specific
- From the specific to the general
- Causes and effects
- Showing similarities and differences

- Describing a change / chronological development
- Pro and contra
- Set-actual comparison

4.3.2 Text format

A structured, clear and uniform layout not only facilitates the flow of reading and the paper's comprehensibility, but also demonstrates a successful handling of the particular tasks, requirements, and specifications of the paper.

The outline subsections should comprise at least two separate sections, i.e. 2.1 is followed by 2.2. A ten-page seminar paper should limit itself to a two-level format of section subdivision. Subchapter 2 could thus be subdivided into 2.1 or 2.2, but not 2.1.1. Only in longer papers should further levels of subdivision be considered.

All pages must be numbered consecutively. There are different possible variations of pagination. One common variant entails counting the title page is counted as page 1 but not marking its page number. The paper is therefore numbered 2 from the second page and then with a consecutive page number up to and including the last page of the paper. Sometimes other kinds of variations are preferable (e.g. Roman numerals for indexes and appendices).

The standard version of Word can be used for formatting. However, it is advisable to use a sans serif font instead of the common New Times Roman, as this is easier to read. The following formatting is usually required for most papers:

Table 2: Format specifications

Format	Standard	Deviating variants
Font(size)	Times New Roman (12)	Arial (11)
		Serifs: Georgia (11), Book Antiqua (11pt), Cambria (11pt), Garamond (12pt), Baskerville (11pt)
Line spacing	1,5 lines	1,5 lines
Margins	top, left, right: 2,5 cm bottom: 2 cm	*Correction rim*: top, left: 2,5 cm right: 3,5 cm bottom: 2 cm
Set	Block	left-justified, with justification
Footnotes	At the end of the page; same font as text font (10); single line spacing	At the end of the text; same font as text font (10); single line spacing as text

4.3.3 Gender-sensitive language

The Department of Social Sciences attaches great importance to the use of gender-equitable language. Gender-equitable language can be implemented in different forms; debates about the different forms and their pros and cons are still in flux in society at large, and there is no clear consensus around one

particular form. You can choose among the different possible forms in your work, but you should remain consistent in doing so.

⇨ ***For more information on correct implementation, see the University of Bern brochure: https://www.unibe.ch/universitaet/portraet/selbstverstaendnis/gleichstellung/schwerpunkte/sprache/index_ger.html***

4.3.4 Scope

The length refers to the immediate body of the text, i.e. introduction, main body and conclusion. The other components of the paper, such as the cover page, table of contents, bibliography or appendix, are not included. In general, the text corpus should be as short as possible and as long as necessary. The following information serves as a guide:

- **Proseminar paper**: approx. 3.500 to 5.000 words (10-15 pages), *whereby proseminars are not usually concluded with a final paper.*
- **Seminar paper:** approx. 5.000 – 8.000 words (15-20 pages)
  - *You can use the following tool to calculate the number of pages based on formatting and word count: https://wordcounter.net/words-per-page*
  - For further information see the following links:
- **BA thesis:**
  - https://www.sowi.unibe.ch/studium/bachelorarbeit/index_ger.html
- **MA thesis:**
    - https://www.soz.unibe.ch/studium/schriftliche_arbeiten/index_ger.html
    - https://www.soz.unibe.ch/forschung/abschlussarbeiten/masterarbeiten/index_ger.html
    - https://www.ipw.unibe.ch/studium/studienbetrieb/masterarbeit__studienabschluss/index_ger.html

4.3.5 Tables and illustrations

Tables and figures (graphs, photos, diagrams, etc.) are indispensable for the presentation of data and statistical calculations. They help to structure and clarify arguments. However, they should be used sparingly and only when they facilitate understanding. If they are secondary to immediate understanding, they can be moved to the appendix.

Basic principles of the design of tables and figures

- Tables and figures should be readable and understandable without scrolling through text.
- Each table and figure should be given a number and a title.
- If possible, tables and figures should be displayed on one page without interruption: This is not always feasible with longer tables (although this issue can sometimes be resolved with a landscape page orientation).
- If tables or figures have been taken from a source, this source must be cited; otherwise, tables and figures can also be given labels like "author's calculations", "author's presentation".

- The elements of the table or figure should be self-explanatory. If this is not the case, a legend should be included. This can, for example, explain abbreviations or offer a reading example.
- It is important that the running text always refers to the tables or figures and that the information is consistent. However, the text does not have to reproduce all the figures or details listed in the table or figure and can be limited to only the most important information.

Tables

Tables aim to make complex information, especially numerical material, quickly comprehensible. The table design can be implemented clearly with the following rules:

- Vertical lines, coloured boxes or hatching should be used only in exceptional cases.
- In statistical tables, it should be clear which measures are represented by the values. It is essential to label all elements of the table clearly. Therefore, tables usually contain an explanatory note below them.
- Outputs should not be taken directly from statistical programmes. Instead, select and present only the information that is relevant to the study to ensure a more pleasant, less cluttered layout.
- It can be helpful to use tables from social science publications that employ the same procedures, as exemplary models to follow.
- The following is a good example of such a table:

Tabelle 1: Der Einfluss von Sozialkapital und demographischen Merkmalen auf den Grad an konventioneller bzw. unkonventioneller Partizipation von Bürgerinnen und Bürgern in Dänemark (OLS-Regression)

	Konventionelle Partizipation	Unkonventionelle Partizipation
Generelles Vertrauen	1,92*	1,48
	(0,90)	(0,93)
Engagement in Vereinen	1,13	1,72*
	(1,38)	(0,71)
Geschlecht (männ.=0, weibl.=1)	$-2,10^{**}$	$-1,96^{**}$
	(0,66)	(0,65)
Alter	0,52	0,15
	(0,28)	(0,13)
Einkommen (in Tausend Euro)	3,67***	2,95*
	(0,73)	(1,32)
Höchster Bildungsabschluss	2,41**	2,63**
	(0,83)	(0,76)
Konstante	0,90**	0,51**
	(0,26)	(0,16)
N	1179	1054
adj. R^2	0,24	0,18

Unstandardisierte Koeffizienten; Standardfehler in Klammern
Signifikanzniveau: ***p $\leq$ 0.001, **p $\leq$ 0.01, *p $\leq$ 0.05
Quelle: *Eigene Berechnungen; fiktives Beispiel.*

Images

Illustrations are also popular ways of facilitating the accessibility and understanding of facts and complex relationships. In principle, illustrations should not have colour, and they should have a rather sober and scientific layout. This ensures foregrounding the content, rather than the design. However, the importance of good design for comprehensibility should not be underestimated. Illustrations offer the possibility of presenting relationships, processes, hierarchies, cycles and the translation of figures in a clear and reader-friendly way. It is important to ensure that illustrations have clear titles, legends, and labels (of dimensions and axes).

4.3.6   Footnotes

Footnotes should be used sparingly. They may contain further comments, remarks or references, which would interrupt the flow of reading in the main text, but that contain additional interesting information. The text should be understandable without recourse the footnotes. The relevant word or phrase, for which further references are provided, is usually accompanied by a superscript number that refers to the additional information at the end of the same page. If the footnote refers to the whole sentence (or a part of a sentence), it is placed immediately after the full stop (or the comma). If, on the other hand, the footnote refers to a word or group of words, it is placed immediately at the word or group of words, to which it refers. Footnotes are usually set off from the text by a smaller font and numbered consecutively throughout the document.

5   Source substantiate

Supporting documents are basic elements of every scientific text, as such texts aim is to substantiate their claims in a comprehensible way. One should clearly distinguish between the ideas, results, argumentation and sentences of others and one's own thoughts. Accordingly, everything that is not clearly sourced and cited must be the work of the author. Any violation of this principle constitutes plagiarism (see chapter 6). References can serve to justify, supplement, confirm and discuss the topic or question at hand.

5.1   Short reference in the text

The identification of work that is not that of the author's or any reference to other works is usually done directly in the text, using the so-called Harvard method. Alternatively - and less common in the social sciences - it is possible to use footnotes with references. For **each** of these short references, the complete bibliographic information is then listed in the bibliography.

The following elements are included in a short reference in the continuous text: Name of author, year of publication and usually page number (except in the case of a non-specific reference, see below), e.g.:

- (Franzen 2021)
- (Vatter und Freitag 2019) or (Vatter/Freitag 2019)

Usually, if there are more than two authors, only the first author is named and the rest are supplemented by *et al.* (Latin for "and others"), e.g.:

- (Ingold et al. 2020)

If a quotation or a paraphrase or a reference goes over several pages, this can be indicated with f. = following; ff. = continued; or the specific page range (e.g. 10-15). In German, a hyphen/minus sign (-) should not to be used for page intervals, but instead a geviertstrich/thumbline (–), e.g.:

- (Vogt and Ingold 2020: 10f.) <- page 10 and 11
- (Vogt and Ingold 2020: 10ff.) <- several pages from 10, the exact scope is undetermined
- (Vogt and Ingold 2020: 10–15) <- is a precise indication and therefore „ff" is preferable

The exact layout of the citations may vary slightly. As always, keep a consistent style throughout the work. The paper must also provide sources for any tables and illustrations (incl. graphics/images) that it uses, usually placed below the element. Papers should distinguish between unchanged and modified elements, e.g.:

- Source: Vatter (2014: 211).
- Source: Vatter (2014: 211) with own adjustments.

To avoid misunderstandings, the author's own tables and figures should also be marked as such, e.g.

- Source: author's representation.

5.2 Cite

There are various different ways of adopting or referring to original text from other sources. A rough distinction can be made between direct quotations, paraphrases (also called indirect quotations) and non-specific references. A quotation is a sentence or part of a sentence that is incorporated verbatim. A paraphrase is a rendering of the meaning that is not verbatim. Non-specific references are of a general nature, i.e. no specific passage of another work is taken over, but rather reference is made to the work as a whole or to concepts, theories, research results, etc. expressed in it.

5.2.1 Direct quote

The direct quotation incorporates the original text word for word; and any deviations from the original must be indicated. As a rule of thumb, if more than three words are used in succession, then a direct quotation should be used.

Table 3: Examples of direct quotations

Original text (in German)	Direct quote
Historisch geht das direktoriale Regime auf die kurze Herrschaft der Jakobiner während der Französischen Revolution (1795–1798) und dem darauf folgenden Einmarsch der französischen Truppen in das heutige Gebiet der Schweizerischen Eidgenossenschaft zurück.	*Die Übernahme wird immer in Anführungszeichen gesetzt:* «Historisch geht das direktoriale Regime auf die kurze Herrschaft der Jakobiner während der Französischen Revolution (1795–1798) und dem darauf folgenden Einmarsch der französischen Truppen in das heutige Gebiet der Schweizerischen Eidgenossenschaft zurück.» (Vatter 2020: 39)
	Grammatikalische Anpassungen zur Einpassung des Originalzitats in die eigene Arbeit sind erlaubt, müssen aber mit eckigen Klammern kenntlich gemacht werden: So behauptet Vatter (2020: 39), dass «das direktoriale Regime auf die kurze Herrschaft der Jakobiner während der Französischen Revolution (1795–1798) und dem darauf folgenden Einmarsch der französischen Truppen in das heutige Gebiet der Schweizerischen Eidgenossenschaft zurück[gehe].»
	Wenn nur Teile eines Satzes zitiert werden, sind die Auslassungen als solche durch eckige Klammern [...] zu kennzeichnen: «Historisch geht das direktoriale Regime auf die kurze Herrschaft der Jakobiner während der Französischen Revolution (1795–1798) und dem […] Einmarsch der französischen Truppen in das heutige Gebiet der Schweizerischen Eidgenossenschaft zurück.» (Vatter 2020: 39).
	Auch Hervorhebungen, die durch Sie selber vorgenommen wurden, sollten ersichtlich sein, indem Sie diese durch [eigene Herv.] oder Ihr Kürzel [Hervorhebung X.Y.] belegen: «Historisch geht das direktoriale Regime auf die kurze Herrschaft der **Jakobiner** [eigene Herv.] während der Französischen Revolution (1795–1798) und dem […] Einmarsch der französischen Truppen in das heutige Gebiet der Schweizerischen Eidgenossenschaft zurück.» (Vatter 2020: 39).

Longer quotations (as a rule of thumb: three lines or more) should be emphasised by indentation or reduced line spacing, e.g.:

> «Historisch geht das direktoriale Regime auf die kurze Herrschaft der Jakobiner während der Französischen Revolution (1795–1798) und dem darauffolgenden Einmarsch der französischen Truppen in das heutige Gebiet der Schweizerischen Eidgenossenschaft zurück.» (Vatter 2020: 39).

The full stop is placed inside the inverted commas if a whole sentence is quoted, but not if only a part of a sentence is quoted, e.g.:

- «The weather is nice.» (Frick 2020)
- The weather was „beautiful« (Frick 2020).

Sometimes errors make it into the original work that the paper is using. Cite the source as you found it, i.e. with the error you noticed. Mark it with [sic!], after Latin "really so", e.g.:

- «The weather is bad [sic!].» (Frick 2020)

The incorporation of original quotations from another work should be indicated with the phrase "quoted in", e.g.:

- «The weather is changeable.» (Petrus 2019 quoted in Frick 2020)

If possible, give the quotation in the original language, as translations often distort the content. Discuss with your supervisors which languages one can assume to be understood and which languages should be translated.

It is often preferable, in cases of complicated formulations for example, to paraphrase, summarize the ideas in your own words, rather than using direct quotation. In general, you should use direct quotations sparingly and only for particularly important passages.

5.2.2 Paraphrase

Paraphrasing (indirect quotations) is necessary when incorporating any thoughts from another author or evidence that is not part of general knowledge. There are numerous different ways of paraphrasing, but it is always important that the original text is neither distorted nor reproduced word for word.

Table 4: Examples of paraphrasing

Original text	*Paraphrase*
Historisch geht das direktoriale Regime auf die kurze Herrschaft der Jakobiner während der Französischen Revolution (1795–1798) und dem darauf folgenden Einmarsch der französischen Truppen in das heutige Gebiet der Schweizerischen Eidgenossenschaft zurück.	For example, Vatter (2020: 39) explains that Switzerland's directorial system was a consequence of the French Revolution.
	According to Vatter (2020: 39), the directorial system had its origins in the Jacobin rule during the French Revolution and the occupation of what was then Switzerland by French troops.

One should always be careful to ensure that it is clear to the reader where the paraphrase, i.e. the reference to the source, begins and ends, and where your voice, as the author, is resuming.

If a specific source is referred to repeatedly in a section, it is not necessary to list a source reference after each sentence. Rather, the source may be referred to in a general reference after the first sentence of the section.

5.2.3 Non-specific reference

Some references mention further writing, works or authors, but they do not explicitly refer to individual passages or sentences, rather to the content or topic in general, e.g.:

- For more on the origin of the directorial system, see Vatter (2020: 39ff.)

References to works as a whole can omit page numbers e.g.:

- In the literature, associations are said to be of great social importance: they are associated with high economic performance and a functioning democracy (Tocqueville 1835; Weber 1924; Putnam 1993, 2000).
- This topic is mainly discussed by election researchers in Switzerland (Müller 2005, 2008; Schmitt 2007; Müller et al. 2007).

It is possible to prefix such references with "cf." (compare), "s." (see), "cf." (lat. Confer! = compare). In the case of several references, such notes are only used for the first reference, e.g.

- This topic is mainly discussed by election researchers in Switzerland (cf. Müller 2005, 2008; Schmitt 2007; Müller et al. 2007).

5.3 Bibliography

A bibliography, listing all the sources cited, should be included at the end of any scientific paper. The bibliography should contain precise bibliographical references for all of the sources to which the text refers. The bibliography should not include sources that have not been cited in the text. There is a wide range of suggestions and options for the exact style of the references. It is advisable to use the style of a relevant social science journal. Those of the "American Sociological Review" (ASR) or the "American Political Science Review" (APSR) are suitable. If you use a literature management programme (which is highly recommended for larger papers), you can select a style and the programme will automatically set the citations and bibliography correctly for you (provided you have imported the data correctly). If you are unsure, consulting journals like those mentioned above can help you to see how their style of citation applies to a large number of different kinds of sources. Regardless of which format the bibliography adopts, it is in any case crucial that it remain consistent and uniform throughout. Bibliographies should, in any case, always be clear, systematic, recognisable, and consistently implemented.

The following pages list the most common sources and how they are cited in the APSR (cf. Table 5a) and ASR (cf. Table 5b).

Table 5a: Bibliographic data (ASR)

TYP Definition	AMERICAN SOCIOLOGICAL REVIEW (ASR)	APPLICATION IN GERMAN-LANGUAGE WRITTEN WORK
	Examples (englisches Original)	Examples
Source and further information	https://journals.sagepub.com/author-instructions/asr https://www.asanet.org/sites/default/files/savvy/documents/teaching/pdfs/Quick_Tips_for_ASA_Style.pdf https://library.ship.edu/ASA	
Monograph	Bernard, Claude. [1865] 1957. *An Introduction to the Study of Experimental Medicine*. Translated by H. C. Greene. New York, NY: Dover.	Bernard, Claude. [1865] 1957. *An Introduction to the Study of Experimental Medicine (aus dem Amerikanischen übersetzt von H. C. Greene)*. New York, NY: Dover.
	Mason, Karen O. 1974. *Women's Labor Force Participation and Fertility*. Research Triangle Park, NC: National Institutes of Health.	Mason, Karen O. 1974. *Women's Labor Force Participation and Fertility*. Research Triangle Park, NC: National Institutes of Health.
	U. S. Bureau of the Census. 1960. *Characteristics of Population (Vol. 1)*. Washington, DC: U. S. Government Printing Office.	U. S. Bureau of the Census. 1960. *Characteristics of Population (Vol. 1)*. Washington, DC: U. S. Government Printing Office.
Anthology	Hagen, John and Ruth D. Peterson, eds. 1995. *Crime and Inequality*. Stanford, CA: Stanford University Press.	Hagen, John und Ruth D. Peterson (Hrsg.) 1995. *Crime and Inequality*. Stanford, CA: Stanford University Press.
	Kincaid, John, ed. 2019. *A Research Agenda for Federalism Studies.* Cheltenham: Edward Elgar Publishing.	Kincaid, John (Hrsg.) 2019. *A Research Agenda for Federalism Studies.* Cheltenham: Edward Elgar Publishing.
Anthology contribution	Sampson, Robert J. 1992. "Family Management and Child Development: Insights from Social Disorganization Theory." Pp. 63–93 in *Advances in Criminology Theory (Vol. 3, Facts, Frameworks, and Forecasts)*, edited by J. McCord. New Brunswick, NJ: Transaction.	Sampson, Robert J. 1992. «Family Management and Child Development: Insights from Social Disorganization Theory». S. 63–93 in *Advances in Criminology Theory (Vol. 3: Facts, Frameworks, and Forecasts)*, hrsg. v. J. McCord. New Brunswick, NJ: Transaction.
Journal article	Goodman, Leo A. 1947a. "The Analysis of Systems of Qualitative Variables When Some of the Variables Are Unobservable. Part I—A Modified Latent Structure Approach." *American Journal of Sociology* 79(5):1179–1259.	Goodman, Leo A. 1947a. «The Analysis of Systems of Qualitative Variables When Some of the Variables Are Unobservable. Part I—A Modified Latent Structure Approach». *American Journal of Sociology* 79(5):1179–1259.

	Goodman, Leo A. 1947b. "Exploratory Latent Structure Analysis Using Both Identifiable and Unidentifiable Models." *Biometrika* 61(2):215–31.	Goodman, Leo A. 1947b. «Exploratory Latent Structure Analysis Using Both Identifiable and Unidentifiable Models». *Biometrika* 61(2):215–31.
	Szelényi, Szonja and Jacqueline Olvera. Forthcoming. "The Declining Significance of Class: Does Gender Complicate the Story?" *Theory and Society* (online first).	Szelényi, Szonja und Jacqueline Olvera. Im Erscheinen. «The Declining Significance of Class: Does Gender Complicate the Story?». *Theory and Society* (zunächst online erschienen).
Dissertation	Charles, Maria. 1990. "Occupational Sex Segregation: A Log-Linear Analysis of Patterns in 25 Industrial Countries." PhD dissertation, Department of Sociology, Stanford University, Stanford, CA.	Charles, Maria. 1990. «Occupational Sex Segregation: A Log-Linear Analysis of Patterns in 25 Industrial Countries». Dissertation, Department of Sociology, Stanford University, Stanford, CA.
Websites	American Sociological Association. 1997. "Call for Help: Social Science Knowledge on Race, Racism, and Race Relations" (ASA Action Alert, October 15). Washington, DC: American Sociological Association. Retrieved October 15, 1997 (http://www.asanet.org/racecall.htm).	American Sociological Association. 1997. «Call for Help: Social Science Knowledge on Race, Racism, and Race Relations» (ASA Action Alert, October 15). Washington, DC: American Sociological Association. Besucht am: 15. Oktober 1997 (http://www.asanet.org/racecall.htm).
	Kao, Grace and Jennifer Thompson. 2003. "Racial and Ethnic Stratification in Educational Achievement and Attainment." Annual Review of Sociology 29:417–42. Retrieved October 20, 2003 (http://arjournals.annualreviews.org/doi/abs/10.1146/annurev.soc.29.010202.100019).	Kao, Grace und Jennifer Thompson. 2003. «Racial and Ethnic Stratification in Educational Achievement and Attainment». Annual Review of Sociology 29:417–42. Besucht am: 20. Oktober 2003 (http://arjournals.annualreviews.org/doi/abs/10.1146/annurev.soc.29.010202.100019).
Data sets	Deschenes, Elizabeth Piper, Susan Turner, and Joan Petersilia. Intensive Community Supervision in Minnesota, 1990–1992: A Dual Experiment in Prison Diversion and Enhanced Supervised Release [Computer file]. ICPSR06849-v1. Ann Arbor, MI: Inter-university Consortium for Political and Social Research [distributor], 2000. doi:10.3886/ICPSR06849.	Deschenes, Elizabeth Piper, Susan Turner und Joan Petersilia. Intensive Community Supervision in Minnesota, 1990–1992: A Dual Experiment in Prison Diversion and Enhanced Supervised Release [computergestützte Datei]. ICPSR06849-v1. Ann Arbor, MI: Inter-university Consortium for Political and Social Research [Vertreiber], 2000. doi:10.3886/ICPSR06849.
Newspaper article (online or print)	Smale, Alison. 2016. "Flooded with Migrants, Germany Strains to Integrate Them." New York Times, April 28, 2016 (https://www.nytimes.com/2016/04/28/world/europe/germany-migrants-struggles-to-integrate.html).	Smale, Alison. 2016. «Flooded with Migrants, Germany Strains to Integrate Them». New York Times, 28. April 2016 (https://www.nytimes.com/2016/04/28/world/europe/germany-migrants-struggles-to-integrate.html).

	Eligon, John. 2016. "Bored, Broke and Armed: The Seeds of South Side Gang Violence." *New York Times*, December 22, pp. A1–A17.	Eligon, John. 2016. «Bored, Broke and Armed: The Seeds of South Side Gang Violence». *New York Times*, 22. Dezember, S. A1–A17.
Unpublished work (belongs to grey literature)	Gurrentz, Benjamin Thomas. 2017. "Family, Faith, and Friends: Incorporating Social Networks into the Study of Family and Religion." Department of Sociology, Penn State University, State College, PA. Unpublished Manuscript.	Gurrentz, Benjamin Thomas. 2017. «Family, Faith, and Friends: Incorporating Social Networks into the Study of Family and Religion». Department of Sociology, Penn State University, State College, PA. Unveröffentlichtes Manuskript.

Table 6b: Bibliographic data (APSR)

TYP Definition	AMERICAN POLITICAL SCIENCE REVIEW (APRS) Examples	APPLICATION IN GERMAN-LANGUAGE WRITTEN WORK: Examples
Source and further in-formation	https://www.apsanet.org/APSR-Submission-Guidelines https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html#cg-news	
Monograph	Cohen, Cathy J. 1999. *The Boundaries of Blackness*. Chicago, IL: University of Chicago Press. Hardy-Fanta, Carol, Pei-te Lien, Dianne Pinderhughes, and Christine Marie Sierra. 2016. *Contested Transformation*. New York, NY: Cambridge University Press. U. S. Department of State. 1979. *Foreign Relations of the United States*, 1951. Vol. II: United Nations; Western Hemisphere. Washington, DC: U.S. Government Printing Office.	Cohen, Cathy J. 1999. *The Boundaries of Blackness*. Chicago, IL: University of Chicago Press. Hardy-Fanta, Carol, Pei-te Lien, Dianne Pinderhughes und Christine Marie Sierra. 2016. *Contested Transformation*. New York, NY: Cambridge University Press. U. S. Department of State. 1979. *Foreign Relations of the United States*, 1951. Vol. II: United Nations; Western Hemisphere. Washington, DC: U. S. Government Printing Office.
Anthology	Brettschneider, Marla, Susan Burgess, and Christine Keating, eds. 2017. *LGBTQ Politics: A Critical Reader*. New York, NY: NYU Press. Kincaid, John, ed. 2019. *A Research Agenda for Federalism Studies.* Cheltenham: Edward Elgar Publishing.	Brettschneider, Marla, Susan Burgess, <u>und</u> Christine Keating, <u>(Hrsg.)</u> 2017. *LGBTQ Politics: A Critical Reader*. New York, NY: NYU Press. Kincaid, John (Hrsg.) 2019. *A Research Agenda for Federalism Studies.* Cheltenham: Edward Elgar Publishing.
Anthology contribution	Ravi K. Perry and X. Loudon Manley. 2017. "Case Studies of Black Lesbian and Gay Candidates: Winning Identity Politics in the Obama Era." In *LGBTQ Politics: A Critical Reader*, eds. Marla Brettschneider, Susan Burgess, and Christine Keating. New York: NYU Press, 295–308.	Ravi K. Perry und X. Loudon Manley. 2017. «Case Studies of Black Lesbian and Gay Candidates: Winning Identity Politics in the Obama Era». In *LGBTQ Politics: A Critical Reader*, hrsg. v. Marla Brettschneider, Susan Burgess und Christine Keating. New York: NYU Press, 295–308.
Journal article	Gay, Claudine. 2001. "The Effect of Black Congressional Rep-resentation on Political Participation." *American Political Science Review* 95:3 (September): 589–602. Junn, Jane. 2007. «From Coolie to Model Minority: US Immigration Policy and the Construction of Racial Identity» *Du Bois Review*: 4:2 (June): 355–73.	Gay, Claudine. 2001. «The Effect of Black Congressional Rep-resentation on Political Participation». *American Political Science Review* 95:3: 589–602. Junn, Jane. 2007. «From Coolie to Model Minority: US Immigration Policy and the Construction of Racial Identity» *Du Bois Review*: 4:2: 355–73.

	Wedeen, Lisa. 2002. "Conceptualizing Culture: Possibilities for Political Science." *American Political Science Review* 96:4 (December): 713–28.	Wedeen, Lisa. 2002. «Conceptualizing Culture: Possibilities for Political Science». *American Political Science Review* 96:4: 713–28.
Dissertation	Charles, Maria. 1990. "Occupational Sex Segregation: A Log-Linear Analysis of Patterns in 25 Industrial Countries." PhD dissertation, Department of Sociology, Stanford University, Stanford, CA.	Smooth, Wendy. 2001. «African American Women State Legislators». Dissertation, Department of Political Science, University of Maryland, College Park, MD.
Websites	American Political Science Association. 2013. "About the APSA Africa Workshops." Washington, DC: American Political Science Association. Retrieved October 10, 2013 (http://www.apsanet.org/~africaworkshops/content_58417.cfm).	American Political Science Association. 2013. «About the APSA Africa Workshops». Washington, DC: American Political Science Association. Besucht am: 10. Oktober 2013 (http://www.apsanet.org/~africaworkshops/content_58417.cfm).
Data sets	Dawson, Michael C., Ronald E. L. Brown, and James S. Jackson. National Black Politics Study. [Computer file]. Ann Arbor, MI: Inter-university Consortium for Political and Social Research [distributor], 1993. https://doi.org/10.3886/ICPSR02018.v3	Dawson, Michael C., Ronald E. L. Brown und James S. Jackson. National Black Politics Study. [computergestützte Datei]. Ann Arbor, MI: Inter-university Consortium for Political and Social Research [Vertreiber], 1993. https://doi.org/10.3886/ICPSR02018.v3
Newspaper article (online or print)	Manjoo, Farhad. "Snap Makes a Bet on the Cultural Supremacy of the Camera." New York Times, March 8, 2017. https://www.nytimes.com/2017/03/08/technology/snap-makes-a-bet-on-the-cultural-supremacy-of-the-camera.html.	Manjoo, Farhad. «Snap Makes a Bet on the Cultural Supremacy of the Camera». New York Times, 8. März 2017. https://www.nytimes.com/2017/03/08/technology/snap-makes-a-bet-on-the-cultural-supremacy-of-the-camera.html.
	Mead, Rebecca. "The Prophet of Dystopia." *New Yorker*, April 17, 2017.	Mead, Rebecca. «The Prophet of Dystopia». *New Yorker*, 17. April 2017.
	Pai, Tanya. "The Squishy, Sugary History of Peeps." Vox, April 11, 2017. http://www.vox.com/culture/2017/4/11/15209084/peeps-easter.	Pai, Tanya. «The Squishy, Sugary History of Peeps». Vox, 11. April 2017. http://www.vox.com/culture/2017/4/11/15209084/peeps-easter.
	Pegoraro, Rob. "Apple's iPhone Is Sleek, Smart and Simple." Washington Post, July 5, 2007. LexisNexis Academic.	Pegoraro, Rob. «Apple's iPhone Is Sleek, Smart and Simple». Washington Post, 5. Juli 2007. LexisNexis Academic.

Unpublished work (belongs to grey literature)	Gurrentz, Benjamin Thomas. 2017. «Family, Faith, and Friends: Incorporating Social Networks into the Study of Family and Religion.» Department of Sociology, Penn State University, State College, PA. Unpublished Manuscript.	Gurrentz, Benjamin Thomas. 2017. «Family, Faith, and Friends: Incorporating Social Networks into the Study of Family and Religion». Department of Sociology, Penn State University, State College, PA. Unveröffentlichtes Manuskript.

Notes

- The last element of the bibliographic citation, e.g. "71(3):376-399", should be interpreted as follows: The first part refers to the journal volume/year, while the information in brackets gives the journal issue. The colon is followed by the exact page number.

- Be careful with two-part surnames, e.g. "Jan van Deth". They are sometimes not recognised correctly by literature management software (or by humans). It is important that the whole surname comes before the comma -> "van Deth, Jan".

- In the case of internet documents, the date of the last visit / the last download is obligatory above all. This is the only way to refer to the specific status of the web document.

- For data sets, R-packages, etc., authors often provide a citation suggestion. Adopt this and, if necessary, adapt it formally (but not distorting the meaning of the content) to the citation style you use.

- In the case of abbreviated names of organisations, administrative bodies etc. the abbreviation precedes the entry in the bibliography. This is followed by a dash and the full name of the organisation, administrative body, etc., written out in full.
  - OECD - Organisation for Economic Co-Operation and Development. 1995. "OECD Economic Survey: Germany." Paris: OECD.

- If publications have a DOI (for Digital Object Identifier, a unique and stable digital identifier for objects), then you can add them as a web page. This is especially applicable to recent journal articles, e.g.
  - Aidt, T. S. and P. S. Jensen (2017). "From Open to Secret Ballot: Vote Buying and Modernization." Comparative Political Studies50 (5): 555-593. https://doi.org/10.1177/0010414016628268.

- If your bibliographic management programme implements the chosen citation style with minimal differences from the examples given here, stick with it as long as it is internally consistent and follows the same logic. Do not spend hours manually making formal adjustments to the bibliography entries just to conform exactly to the guide.

Missing or unclear citation requirements

If you need to cite sources that are not covered by Table 5, or if you are unsure which category your publication falls into, use the following strategies:

- Use the journals mentioned above (APRS and ASR) as templates. For the vast majority of cases, you should find a comparable source whose format you can adopt for your source.
- See how your search source (e.g. swisscovery) cites or classifies this publication.
- Look to see how your source has been cited in other publications.
- Look up the definitions of the publication types or look at the definitions of the literature management programme (e.g. Citavi).

«Grey literature»

The term "grey literature" covers all works that are not published through conventional publishing. This actually includes websites, data sets, etc., which are already specified with a certain citation style in Table 5. In everyday academic life, however, working papers, conference papers or discussion papers are all examples of "grey literature". Their citation style can be differentiated into a variety of detailed specifications depending on the exact type. For term papers and theses, the following general guidelines apply, which you can adapt as necessary:

Name, first name and surname. Year. "Title of the paper". Title of institution/conference, date. Place: publisher/institution.

- Salamon, Lester M. and Helmut K. Anheier. 1992. "In Search of the Nonprofit Sector II: The Problem of Classification". In Working Papers of the Johns Hopkins Comparative Nonprofit Sector Project. Baltimore: The Johns Hopkins Institute for Policy Studies.
- Van Deth, Jan W. 2001. "The Proof of the Pudding. Social Capital, Democracy and Citizenship". Social Capital: Interdisciplinary Perspectives, 15-20 September 2001. Exeter, United Kingdom: EUROESCO Conference.

Missing information in the source

Occasionally, information is missing, e.g. no author or no year is given. If it is not possible to find the missing information then note this with the following designations:

- without author: "[without author]" or "[s.n.]" (lat. for sine nomine)
  - [without author]. 1887. The Forest. Berlin: Baum Verlag.
- without publication year: "[n.d.]" (no date) or "[s.a.]" (lat. for sine anno).
  - Fichte, Andreas [n.d.]. The Forest. Berlin: Eulen Verlag.
- without place: "[n.p.]" or "[s.l.]" (lat. for sine loco)
  - Fichte, Andreas. 1887. the forest. [n.p.]: Eulen Verlag.
- If no author is given for the newspaper article, the name of the newspaper is given instead:
  - Süddeutsche Zeitung. 1988. Obstacles for new superconductors, 27.12.1988, p. 38.

Sorting the bibliography

The bibliography should be sorted alphabetically according to the surnames of the first authors and then, secondarily, according to the year of the work. The order of the surnames of other authors should also be alphabetical. If a first author has published several works in the same year, the source information should be supplemented with a clear identification. Thus, to ensure clear attribution, an "a" and a "b" etc. are added in each case, and these are also included in the source references throughout the text. In addition, the name of the author can be replaced by a square stroke if several works by the same person are listed directly below each other. For example (German index):

Fischer, Manuel und Simon Maag. 2019. «Why are Cross-Sectoral Forums so Important to Actors? Forum Contributions to Cooperation, Learning, and Resource Distribution». Policy Studies Journal 47(1):114–137.

Fukuyama, Francis. 1995a. Konfuzius und Marktwirtschaft: Der Konflikt der Kulturen. München: Kindler.

— . 1995b. Trust: the Social Virtues and the Creation of Prosperity. New York, NY: Free Press.

Granovetter, Mark S. 1973: «The Strength of Weak Ties». American Journal of Sociology 78(6):1360–1380.

— .1974. Getting a Job: A Study of Contacts and Careers. Cambridge, MA: Harvard University Press.

6 Plagiarism and declaration of independence

"Truthfulness and integrity are the foundations of research and scientific activity. They are also a pre-requisite for the credibility of science and establish the right to freedom of research. The university does not tolerate dishonesty in science. "(Preamble of the Regulations on Scientific Integrity of the University of Bern of 27.03.2007). This integrity and truthfulness also includes not plagiarising.

6.1 Plagiarism

Plagiarism is "the presentation of other people's work results and findings as one's own work or the failure to indicate the source" (Art. 5a of the Regulations on Academic Integrity of the University of Bern of 27.03.2007). This also includes self-plagiarism, i.e. the incorporation of content from one's own work without acknowledging it.

Papers are checked electronically at the department for plagiarism, including self-plagiarism. Any plagiarism that is detected will result in consequences. These can range from revising / rewriting the paper, to grade deduction, reporting to the Dean's Office, and - in particularly serious cases - to the withdrawal of the academic degree.

It is, therefore, important that you work and cite carefully. Make sure that you cite correctly when you write your paper, and check your paper again after you have finished it. Small inadvertent mistakes, such as the omission of a necessary square bracket or an incorrect page reference, do not in themselves constitute plagiarism, but rather formal errors. On the other hand, taking entire paragraphs from another work without citing the source certainly constitutes plagiarism. If you are unsure, consult your documents from courses in which correct citation was practised and talk to your supervisor about special source formats.

6.2 Declaration of independence

One of the following declarations must be inserted on the last page of your work, in which you affirm that the work is your own scientific achievement. You should add the current date and your signature.

Term papers (pro or seminar papers)

"I hereby declare that I have written this thesis independently and have not used any sources or aids other than those indicated. All passages in the work that have been taken from other works in terms of wording or meaning have been marked as borrowed, indicating the source in each case. The same applies to any drawings and illustrations included. I am aware that I have otherwise committed plagiarism, that this will be punished with a grade of 1 and that I will receive a reprimand from the dean."

_____   _____

Place, date   Name in fair copy and signature

Theses (Bachelor's or Master's theses)

"I hereby declare that I have written this thesis independently and have not used any sources other than those indicated. I have marked as such all passages taken verbatim or in spirit from sources. I am aware that otherwise the Senate is entitled to withdraw the title awarded on the basis of this thesis in accordance with Article 36 paragraph 1 letter o of the Law of 5 September 1996 on the University."

_____   _____

Place, date   Name in fair copy and signature

Dissertations

"I hereby declare that I have written this thesis independently and have not used any sources other than those indicated. I have marked all co-authorships and all passages taken verbatim or in spirit from sources as such. I am aware that otherwise the Senate is entitled to withdraw the title awarded on the basis of this thesis in accordance with Article 36 paragraph 1 letter o of the Law of 5 September 1996 on the University. "

_____   _____

Place, date   Name in fair copy and signature

7   Submitting the work

Find out exactly where and when the work is to be handed in, so that the successful submission of the work is not prevented at the end of the work phase. In any case, the work must be made available in electronic form. Whether it must also be present in paper form, how many copies must be hand in and where the work must be submitted can be found in the regulations and instructions (see chapter 9), or your supervisor may have made specifications.

8   Checklist

A scientific paper is assessed according to various aspects. The form is important, but the quality of the work is primarily determined by its content. Above all, a clear question should be formulated and developed. The line of argumentation should be clearly followed throughout the paper, and the arguments should be sufficiently substantiated. In order to ensure that the work you have done meets certain quality criteria, the following questions can be used to check the completeness and quality of the text that you have written. These control questions are not exhaustive, rather they are suggested guidelines against which the work can be measured.

Design / Formalities

- Are the formal requirements met?
- Are the guidelines adhered to?
- Is the layout appropriate?

- Do the chapter headings and page numbers match the information in the table of contents?

Language

- What is the linguistic style?
- Is precise, factual and appropriate academic and gender-sensitive language used?
- Are the facts described in an easily understandable and straightforward way?

Structure

- Is the outline well chosen?
- Do the headlines match the content?

Literature and sources

- Do citations comply with the specifications?
- Are the sources cited also listed in the bibliography?
- Are there any sources missing?
- Are all sources in the bibliography also referred to in the text?
- Are page numbers given when necessary?
- Have literature sources been researched independently?
- Are any data sets, R packages etc. used listed in the bibliography?

Thematic discussion / argumentation

- Is the paper's perspective scientifically justified?
- Is the relevance of the topic explained?
- Is the theory explained in a comprehensible way based on literature?
- Is the current state of research outlined?
- Is the argumentation plausible, stringent and consistent?
- Are the statements empirically substantiated?
- Are the argumentation and the results summarised in a comprehensible and clear way?

Independence of the work

- Has the work been written independently using the specified aids?
- Is an individual scientific position developed? Is this justified?
- Has a declaration of independence been included?

Submission

- When is the deadline? Do I have a timetable and can I keep to it?
- Where does the submission take place?
- How many copies must be submitted and in what format?

9 Further literature and regulations / documents

9.1 References

There is a great deal of available literature that deals with scientific work and its related requirements. In order to get an overview and to facilitate the introduction to the topic, the following recommended sources can also be consulted and are available via the university library (sometimes online):

- Bensberg, Gabriele. 2013. *Survivalguide Schreiben: Ein Schreibcoaching fürs Studium Bachelor-, Master- und andere Abschlussarbeiten Vom Schreibmuffel zum Schreibfan*. Berlin, Heidelberg: Springer. https://ube.swisscovery.slsp.ch/permalink/41SLSP_UBE/1dbtl0s/cdi_springer_books_10_1007_978_3_642_29876_9

- Berger-Grabner, Doris. 2016. *Wissenschaftliches Arbeiten in den Wirtschafts- und Sozialwissenschaften: Hilfreiche Tipps und praktische Beispiele*. Wiesbaden: Springer Gabler. https://ube.swisscovery.slsp.ch/permalink/41SLSP_UBE/1dbtl0s/cdi_dipf_primary_1130059

- Berninger, Ina; Katrin Botzen; Christian Kolle; Oliver Watteler und Dominikus Vogl. 2017. *Grundlagen sozialwissenschaftlichen Arbeitens*. Opladen: Barbara Budrich UTB. https://ube.swisscovery.slsp.ch/permalink/41SLSP_UBE/17e6d97/alma99116996687205511

- Rettig, Heike. 2017. Fremdes und eigenes Gedankengut: Zitieren – Paraphrasieren – Belegen. In: *Wissenschaftliche Arbeiten schreiben. Schlüsselkompetenzen.* Stuttgart: J.B. Metzler. https://doi.org/10.1007/978-3-476-04490-7_5 https://swisscovery.slsp.ch/permalink/41SLSP_UBE/dk9us3/cdi_springer_books_10_1007_978_3_476_04490_7

- Becker, Howard S. 2007. Writing for social scientists: how to start and finish your thesis, book, or article. Chicago: *University of Chicago Press.*

- Swales, John M. and Christine B. Feak. 2006. Academic Writing for Graduate Students: Essential Tasks and Skills. Ann Arbor: *The University of Michigan Press.* https://swisscovery.slsp.ch/discovery/fulldisplay?context=L&vid=41SLSP_NETWORK:VU1_UNION&search_scope=DN_and_CI&isFrbr=true&tab=41SLSP_NETWORK&docid=alma991032553979705501

9.2 Regulations and documents

Seminar papers and assignments are considered performance assessments and are subject to certain regulations. Relevant regulations can be found under the following links:

- RSL-WISO: Regulations on the Studies and Performance Assessments of the WISO Faculty: (https://www.wiso.unibe.ch/studium/reglemente/index_ger.html)

- UniBE: Regulations on the Procedure for Plagiarism of the Legal Service of the University of Bern: https://www.unibe.ch/university/organization/executive_board_and_central_administration/general_secretariat/legal_services_office/index_eng.html

Subject-specific information on writing and submitting academic papers can also be found here:

- IPW: https://www.ipw.unibe.ch/studium/studienbetrieb/seminararbeiten/index_ger.html

- SOZ: https://www.soz.unibe.ch/studium/schriftliche_arbeiten/index_ger.html

- IKMB: https://www.ikmb.unibe.ch/studium/abschlussarbeiten/index_ger.html

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University of Bern
Department of Social Sciences
Fabrikstrasse 8
CH-3012 Bern
+41 (0)31 684 48 18
thess.schoenholzer@unibe.ch

Employees of the department wishing to suggest changes to this guide should contact Dr. Thess Schönholzer. Students wishing to suggest changes should contact their supervisor.

The current version of the document can be downloaded from the Department of Social Sciences' website: http://www.sowi.unibe.ch/content/studium/reglemente_downloads/index_ger.html