Instructions for Writing Research Papers
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FOREWORD

This booklet contains instructions for writing research papers. These are intended to facilitate practical work and list some formal requirements for written presentations. The booklet has been compiled with a view to helping students who are in the early stages of their studies and also more advanced students who are writing their Master’s theses. Individual professors or departments may issue their own instructions for writing research papers. These should be followed even when they differ with the present instructions.

During their studies in the International School of Social Sciences (ISSS) students are expected to submit many kinds of written texts, such as literature reviews, essays, seminar papers, preliminary essays and one or two theses. These written presentations differ from one another in both function and form. The following outline briefly describes the above-mentioned types of written presentations.

Literature Review

A literature review is a presentation which briefly summarises the essential contents of one or several monographs or scientific articles. In a literature review, the student is expected to point out the author’s key arguments and also present the results of her analysis in a concise form. It is important to note that a series of direct quotations from the literature under inspection does not as such constitute a literature review. When working on a literature review, one should always keep in mind its function. The purpose of a literature review is to analyse the essential characteristics of a particular text. This means that the student should pay attention to the structure and the central themes of the text as well as to the arguments presented by its author. In this sense, a literature review could be thought of as a ‘full figure photograph’ of the text. If a literature review is part of a larger research report, which analyses several sources, the purpose of the review should be assessed in this context; in such a case, it would be sensible to select relevant parts of the texts for detailed examination. This procedure could be thought of as a ‘passport photograph,’ for only a relevant part of the source is analysed. Reports of this kind constitute an essential part of scientific inquiry; the skill in preparing such reports will develop through practice.

The aim of a literature review is to recount the arguments and thoughts presented in the text as accurately as possible. A literature review must treat the author of the text respectfully and impartially, even if the writer of the review herself does not agree with the views presented in the text. The student should not underestimate the value of the text and dismiss the text only because it does not reflect the student’s personal views. The author of the review must clearly point out when the arguments and interpretations presented are her own (for example, by stating, “It is, however, my opinion that…”).

1 The instructions on “Written Presentations” (pages 2 – 21) are based on a Finnish booklet published by the Department of Political Science and International Relations (Kirjallisten esitysten laadintaopas. Ohjeita kansainvälisen politiikan ja valtio-opin opiskelijoille kirjallisten töiden laadintaan. Tampere 1998). It was edited and translated from Finnish by Jussi Koskela, MSc.
A review that has been prepared in a slipshod manner draws a distorted picture of the text on which it is based. Furthermore, a careless examination of an individual text has a tendency to bring elements into the main analysis that are both irrelevant and controversial. A review that is not the result of independent work becomes a fragmentary collection of quotations and excerpts taken from other authors’ texts. In such a case, if the student also fails to report the source, what results is an unacknowledged quotation i.e. plagiarism. Extensive plagiarism will be interpreted as cheating, which will lead to the rejection of the written presentation or thesis.

**Essay**

An essay is a piece of writing on a particular topic or theme. The objective of an essay is often to survey the literature or other material in a particular field. When preparing an essay, the student is expected to clearly define and limit the topic or theme of the essay, to examine and analyse the relevant material and prepare a presentation on the basis of this analysis. The student should, moreover, familiarise herself with the relevant debates in her field and, insofar as it is possible, consider her own findings in the light of the arguments presented and questions raised in these debates. This procedure also allows the student to show that she is aware of the canonic publications and the current themes discussed in her field.

A presentation that relies entirely on either reporting the contents of the material under inspection or on the student’s personal opinions does not fulfil the requirements for an essay. When presenting personal views, it is very important that they be supported by well-defined arguments; thus, it is imperative that the reader be able to identify clearly formulated conclusions or arguments *i.e.* theses in the text. One of the prerequisites of academic writing is that the reader should be able to infer from the text how the author has reached her conclusions. Consequently, when arguing a specific point, it is not enough to merely state that “I think this is so.” Although everyone is entitled to an opinion, a highly subjective position is not always interesting from the point of view of scientific inquiry. An interactive relationship to the academic community in one’s field of study is a fundamental characteristic of science. This relationship may be totally or partly devoid of dissenting views or, alternatively, highly critical. The purpose of academic essays is to contribute to this relationship and debate, whose focus may vary between theoretical and more empirical questions. The purpose of essays is, therefore, to familiarise the student with the routines of academic debate and interaction.

When compensating book exams by writing literacy essays or writing other course-related essays;

Writing essays is possible after negotiating with the examiner. The practice is the following:

*International Relations:*

2 ECTS/1 credit - essay of 6-8 pages
4 ECTS/2 credits- essay of 10-12 pages
5 ECTS/3 credits- essay of 14-16 pages

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*Degree requirements of International Relations and Political Science.*
It is necessary to agree on the theme of the essay with the examiner in advance.

The bibliography of the essay has to be approved by the examiner before the student begins to write the essay. An essay is not supposed to be a literacy summary but a piece of writing on a particular topic or theme carefully analyzed by the student.

*Political Science:*
2 ECTS/1 credit - essay of 6-8 pages
4 ECTS/2 credits- essay of 10-12 pages
5 ECTS/3 credits- essay of 14-16 pages

It is necessary to agree on the theme of the essay with the examiner in advance. An essay is not supposed to be a literacy summary but a piece of writing on a particular topic or theme carefully analyzed by the student. The principle is that one essay compensates one book, but it is possible to write an extensive essay (10-16 pages) compensating several books. In this case the theme of the essay has to be negotiated with the examiner. In addition to the books compensated by the essay, it is possible to use other bibliographic material in analyzing the essay topic.

**Seminar Presentations**

Seminar papers or presentations prepare the student for farther-reaching research. They help the student to understand the nature of larger research papers, such as articles or monographs. Literature reviews and essays usually constitute an essential part of this process. A research paper is primarily addressed to the academic community, which does not, however, mean that it should not be written in a style that is comprehensible to the general public. Seminar papers are also intended to familiarise the student with the various procedures and practices that apply to written and oral presentations.

The purpose of the seminar work is to provide the student with an opportunity to come to grips with the different stages and procedures of scientific thinking and the research process. The final research report, however, is not a description of this process but a medium for presenting the results of that process. It is for this reason that the structure of the presentations that precede larger research reports – the proseninar paper³ and subsequent seminar presentations – be allowed to differ slightly from that of the final report *i.e.* Bachelor’s or Master’s thesis. Seminar presentations may serve as research outlines, whose function is essentially to identify the stages in the forthcoming analysis and divide the research project into smaller manageable parts. However, a seminar often constitutes an independent and distinct whole, which means that a seminar presentation may also be regarded, as it were, as a ‘minithesis.’ The student is always well-advised to discuss the scope and nature of a seminar presentation with her supervisor.

Seminars rely on independent work, which is supported by small group tutorials and by personal supervision. Seminar presentations also give the student an impression of

³ An undergraduate seminar paper.
how her main contribution – the Bachelor’s or Master’s thesis – will be evaluated. For this reason, particular attention is paid to the following points in seminar work:

- Clear formulation of the research problem and research question(s)
- Consistent and appropriate reporting of research material
- Acquisition and use of diverse information resources
- Argumentation and articulation of conclusions
- Style and grammar

The first task for the student preparing a seminar presentation is to define the topic of her presentation, which can be surprisingly difficult. It is instructive that the student first makes a distinction between the topic and the title of the presentation. The topic refers to the contents of the paper and to the questions raised in the text, whereas the purpose of the title is to describe the structure and the organisation of the paper as precisely and concisely as possible.

As a general rule, the definition of the topic is presented during the early stages of a seminar, when the student is expected to prepare a synopsis or outline of the presentation. The synopsis should be approximately one page (c. 350 words) long. When preparing the synopsis, the student should consider what theme or problem area she is interested in. In this regard, the organisation of the study programme into modules that cover specific theoretical and empirical areas of study may prove helpful. There may also be other material available that helps the student to become aware of the organisation of the discipline and choose an area of study that is of particular interest to her. In order to be successful the student must be well motivated. Consequently, one should not expect to be given a topic, although it may be useful to discuss one’s topic with members of the teaching staff as well as with researchers who are experts in a particular field. The final selection of a topic should, however, be made with the concurrence of the supervisor of one’s seminar presentation or thesis.

Having selected a theme, the student should start analysing the topic. The aim is to identify clearly defined research questions, to which the paper seeks answers. When formulating research questions, the student should again familiarise herself with relevant research in the area as well as with the questions that have been investigated in these studies. The idea of a research question is to highlight specific elements in the analysis and, at the same time, to limit the object of study so that the analysis can be conducted within the scope of the time and resources available. The tentative analytical structure of the presentation emerges from this preparatory work.

Technically, a seminar presentation usually starts with an introduction to the research area and research question(s). At the same time, the student has an opportunity to consider why her perspective is justified and meaningful. Of course, one justification is that the study constitutes a thesis. However, a presentation often serves other functions and purposes, and these should be brought up for discussion in the seminar.

When choosing a topic and formulating specific research questions, the student should spend some time tentatively exploring relevant sources and thinking how it is possible to access these sources. There is, however, no need to collect large amounts of material in the early stages of a project as this might both prove useless and involve unnecessary expenses. The most important thing is to make sure that the presentation relies
on sources that are relevant to the topic, readily available and representative of the area of study. The analysis of some sources may also require special skills, such as a knowledge of foreign languages, special terminology or special languages or expertise in quantitative data analysis or text analysis.

The student should not start to write the final version of her presentation until she has properly digested the source material. It is also ill-advised to finalise the structure and organisation of the presentation before the student has gone through all the stages of the research process.

It is generally only after these stages that the student is able to give a title to her paper. The title should communicate to the reader the theme of the paper and the problem examined in the presentation as well as the organising concepts that refer the reader to the theoretical orientation and background of the study. A title should be brief and apt; it should arouse the reader’s interest but not promise too much. Often scientific texts have a subtitle in addition to the main title. The idea here is to use the main title, which may even be slightly dramatic, to capture the reader’s interest in the text. A metaphorical main title should always be supplemented by a subtitle. It goes without saying that such a subtitle can also serve as the main title.

The research process normally proceeds in the order that has been described above. There are, however, no hard and fast rules that govern this process; rather, the process tends to reflect the personal preferences of a student and a specific piece of research.

**Theses**

The general requirements for Bachelor’s and Master’s theses can be found in the ISSS Guide for Studies. It is important to note that a Bachelor’s thesis is not intended as a small-scale Master’s thesis. Instead, it is an independent and separate piece of work, the preparation of which the student discusses with her supervisor, who also grades the thesis. A Bachelor’s thesis is submitted at the end of Intermediate Studies and requires the knowledge and skills provided by the studies completed so far.

The process leading to a Master’s thesis starts when the student reaches Advanced Studies. As this process may slightly vary from one discipline to another, the student is invited to familiarise herself with the directions given specifically for her major subject.

The Master’s thesis exam consists of the following parts:
- Preliminary essay(s)
- Master’s thesis
- Maturity test
FORM AND STRUCTURE OF WRITTEN PRESENTATIONS

The same rules that apply to the composition of titles, tables of contents, footnotes and bibliographies in seminar presentations also apply to literature reviews and essays. In the case of literature reviews and essays, these rules are, however, applied less strictly. In a literature review, the main arguments inferred from the literature and in an essay, the questions relevant to the topic of the essay determine the structure of the presentation.

Seminar Presentations

The language of written presentations should be formal (as opposed to colloquial), precise and grammatically correct. A presentation must not rely on exclusively personal views, nor should it be a mere collection of quotations. Seminar presentations at a more advanced level as well as theses should include a chapter that summarises research that has been previously undertaken on a specific topic or theme. In this respect, it is important that the student be familiar with the essential or what are known as classic studies in her field as well as with more contemporary research, which is discussed in relevant academic journals and elsewhere. The author’s ability to locate relevant sources of information that help to elucidate the research question, her skill in analysing this information in the light of her own ideas and in synthesising separate pieces of information as well as her ability to draw conclusions on the basis of this analysis determine the quality of the author’s personal contribution.

The requirements for the substance of a presentation include the following:

- Clear definition of the research topic
- Logical progression of analysis
- Relevant selection of sources
- Precise treatment of concepts
- Precise and well-argued conclusions

When planning a presentation, it is often useful to compose a concise outline of the analytical structure of the presentation not more than one page in length. The purpose of the outline is to help the student organise the research process. In the early stages of writing a presentation, the student must decide the order in which she is going to discuss the different parts of the analysis. The following additional guidelines should also be noted:

1. The author of a presentation should go straight to the point. Academic papers generally start with an introductory chapter, which leads the reader to the subject at hand. An introduction is necessary if the topic of the presentation or the treatment of the topic are unconventional; otherwise the introductory chapter may be omitted. One should avoid writing a lengthy and unfocused introduction. A research paper may begin directly with an introduction to the analytical framework or purpose of the presentation. In this connection, the author should explain the problem investigated in the paper and the aim of the study. The author should also define the concepts employed
in the paper, discuss the relations between these concepts and, whenever feasible, consider the theory underlying the concepts. If there is a specific research technique or methodology that plays a pivotal role in the analysis this can also be reported at the beginning of the presentation.

2. The student should try to find the essential, most representative and most recent sources and concentrate on the crucial points in these sources. It is advisable that the student also familiarise herself with articles published in relevant academic journals. The objective is to construct an interpretation of the matter at hand that is as clear and well-argued as possible. A superficial examination of many sources does not always yield the best results. On the other hand, the student should also avoid referring exclusively to one source. Encyclopaedias, handbooks, yearbooks and similar sources may be referred to in a seminar presentation or thesis. In principle, one should always use primary sources. Although this is not always possible, one should nevertheless avoid using oversimplified secondary sources that recount the findings of earlier studies inaccurately and often incorrectly. Whenever possible, one must refer to a source in the original language and preferably use the latest edition of a book.

3. The student should strive to explain things in her own words. Quotations word-for-word as well as lengthy quotations should be avoided. Direct quotations are acceptable when they are carefully considered. Direct citations must invariably be put in quotation marks and they must be copied verbatim from the text or translated from the original language as accurately as possible. In the latter case, the quotation in the original language is inserted either before the translation in the text or in a footnote (cf. the examples below). It is also advisable that the name of the person responsible for the translation be inserted in parentheses after the translation, unless this information is given, for example, in the introduction. Direct quotations that are longer than two lines are put in a separate paragraph which is indented, single-spaced and typed in a smaller font.

Example:

Peace research analyses the causes of war and the preconditions of peaceful social relations. As Gaston Boutoul describes the assumptions underlying peace research,

Toutes les aspirations pacifistes, tous les espoirs de créer un monde polémofuge, c’est-à-dire dont la guerre serait bannie, sont implicitement fondés sur un postulat: celui qui assimile la guerre à un état pathologique, à l’équivalent sociologique d’une maladie, alors que la paix serait l’état normal, c’est-à-dire la bonne santé. (Boutoul 1967, p. 229.)

All the aspirations of pacifists and all the hopes to create an unpolemical world, that is, a world where war is banned, are implicitly based on one postulate that identifies war as a pathological state and the sociological equivalent of a disease. Conversely, peace is identified as the normal state, that is, good health. (Translation N.N.)

or

Peace research analyses the causes of war and the preconditions of peaceful social relations. As Gaston Boutoul describes the assumptions underlying peace research,
The student should resort to direct quotations when she wants to emphasise particular phrases in the text, i.e. when paraphrasing is not possible without distorting the meaning of the original phrase or when there is an exceptionally vivid figurative expression in the original text. If the author is uncertain about the translation of a particular word or phrase, she may refer to the phrase in the original language in a footnote or in parentheses after the word or phrase in the text. This procedure applies especially to concepts that are difficult to interpret.

There is usually a lesser need for direct quotations in an empirically-oriented presentation. The aim is to present the basic material and the essential background studies with the help of well-digested commentaries. In this context, it is usually enough to document the source material paragraph by paragraph unless the structure of the text requires a different strategy. In larger research papers, the theoretical background and debate may be surveyed in essay-type chapters. The student is often required to submit such essays at one stage of the preparation of her Master’s thesis. The theory part in a seminar presentation is usually more narrow so the notation does not essentially differ from normal practice. As a rule, the need to insert direct quotations is greater in more theoretically-oriented papers and in studies applying a text analytical methodology than in empirical studies. This is because in the former the interpretation is closely connected to the several layers and nuances of textual structure as well as to the style and the linguistic conventions evidenced by the text; hence the need to preserve the original text to be studied by the reader.

4. Since the student analyses a source from the perspective of the problems investigated in her study, she should only include and scrutinise relevant pieces of information. The student should then make a synthesis of different pieces of information, which she has absorbed from different sources, and present this synthesis in a clear and consistent fashion.

**Layout of a presentation**

The recommended length of a Bachelor's thesis is approximately 20-30 pages, whereas the length of a Master's thesis is from 80 to 120 pages. The recommended spacing between lines in seminar papers and theses is 1.5. However, quotations that extend over two lines should be single-spaced. Familiarise yourself with the departmental instructions on theses. Ensure that these instructions have been updated to correspond to the new mode of delivery. The thesis will be printed double-sided (if the page count exceeds 60), and therefore the margins should be of equal width, 2 cm is enough. For the same reason the page numbering should be in the middle of each page, either at the top or at the bottom. Begin numbering pages only from the intro-

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4 All the aspirations of pacifists and all the hopes to create an unpolemical world, that is, a world where war is banned, are implicitly based on one postulate that identifies war as a pathological state and the sociological equivalent of a disease. Conversely, peace is identified as the normal state, that is, good health. (Translation N.N.)
duction section (bodycopy). It is also recommended that the text and footnotes, if there are any, be justified.

The following instructions should be kept in mind:

1. The headlines of different chapters should be short and they must indicate what follows in the text. The headlines should also be connected with the theme of the presentation (e.g. “General” does not indicate what follows in a subchapter). Headlines in a text should also be symmetrical.

2. Main headlines and subheads should be written with different letters; for example, main headlines in UPPER CASE and subheads in lowercase (title case).

3. The chapters should be numbered, but the gradation should not be more than three-fold (thus, the main headlines may be written in UPPER CASE and subheads in lowercase etc.). When considering the gradation of chapters, the author should pay attention to the symmetry between the chapters: it is good style to apply, if possible, symmetrical gradation throughout the main chapters. It is not, however, always possible to divide each main chapter into as many subchapters without impairing the content of the paper. In this case, the content of the presentation rather than symmetry should determine the gradation of the chapters.

4. Headlines should be numbered with superscript Arabic numbers – not with Roman numbers or letters. The number of a headline should always end with a full stop (e.g. not 1.1 but 1.1.).

5. If the paper includes tables and figures, the captions of these should be precise and relevant to the content of the tables and figures. It is also important to note that the captions of tables and figures should end with a full stop.

6. The title page of a research paper should include information about the seminar in question (the name of the seminar and supervisor, the names of discussants and date), the title of the presentation and the author’s name.

7. The table of contents page should follow the title page. Subchapters should be indented to separate these from main chapters; a page number should be inserted after each heading to indicate the page where the chapter or subchapter starts. There should be no full stop after the page number. In a Master’s thesis, the title page is followed by an abstract page. Instructions for writing an abstract are available separately at the end of this booklet.

8. The pagination of a research paper should begin with the first text page. The title and table of contents pages are not paginated.

It is also important to remember that

- ‘double quotation marks’ and ‘single quotation marks’ differ in that the former are used normally (e.g. to separate short direct citations from text), while the latter are only used within quotations or when there is a need to emphasise that a certain word or phrase is used outside its normal meaning.
• brackets are used to inform the reader that the author has changed the quotation (e.g. by changing a [c]apital letter to a lowercase letter), added something to or abridged the quotation, e.g. “This statement constitutes a defamation of the KI [the Komintern] […] and the Communist Party.”

Marking references

The main purpose of references is to enable the reader to check what sources have been used in the text and how different sources have been utilised. The function of footnotes, thus, is to identify the source of a specific argument made by the author or the source of a particular piece of information. A reference, complemented by information given in the bibliography, must be clear enough for the reader to be able to locate a particular source.

A reference is not needed when the author discusses an issue that is generally known. For example, when the author informs the reader that “Finland was declared independent on 6 December 1917” or that “The UN was founded in 1945,” a reference is clearly not required. There is also no need to use a reference when the source has already been discussed in detail in the text.

There are two styles of marking references – notes that are embedded in the text and footnotes. Footnotes also enable the author to discuss related themes, clarify or comment on a point or criticise a source etc. without upsetting the balance of the presentation.

1. References to Conventional (Paper) Sources

When referring to sources, the following rules should be observed:

1. References to monographs. The author may refer to a source by using embedded notes or footnotes. Which procedure the author prefers is ultimately a matter of taste. It is, however, important that the author apply either style consistently throughout the paper.

It should be noted that footnotes may be used to clarify or comment on a point even when embedded notes are applied to refer to sources. The author must, however, make sure that she only uses footnotes to explain the text and not to refer to sources. A reference should report the name of the author of a monograph, the year of publication and the page number(s) referred to.

Embedded Notes

An embedded note is inserted in the text in parentheses. If the note refers to one whole or several sentences or to a whole paragraph, a full stop should be inserted before the latter parenthesis. In this case, the sentence preceding the reference also ends with a full stop; the reference is then inserted in the text after this full stop and a space.

Example: . (Rosenau 1969, pp. 425-427.)
If the note refers to a word, group of words or a clause immediately preceding the note, a full stop should not be inserted before the latter parenthesis. It should be noted, however, that there has to be a full stop after the latter parenthesis, if the note is at the end of a sentence.

**Example:** … (Rosenau 1969, pp. 425-427).

If there are references to several publications by the same author which have all been published in the same year, these works are separated from each other by inserting a letter (in lowercase) immediately after the year of publication.

**Example:** (Rosenau 1969a, pp. 425-427.)

(Rosenau 1969b, pp. 100-112.)

N.B. The place of the full stop in an embedded note and the placing of the reference number of a footnote are determined by what is referred to. Cf. examples above.

### Footnotes

Footnotes may also be used to refer to sources in a presentation. The same rules that apply to the placing of embedded notes in the text also apply to footnotes. The number of a footnote is, in other words, inserted after a punctuation mark, if the note refers to one whole or several sentences or to a whole paragraph.

**Example:** …article.⁵

Likewise, the number of a footnote is inserted immediately after a word without an intervening punctuation mark, if the note refers to a word, group of words or a clause immediately preceding the reference number.

**Example:** …article⁶.

When using footnotes, the author should remember that

- the numbering of footnotes may start anew from 1 on each page, which means that the reference number of the first footnote on each page is always 1, the reference number of the second footnote is 2 and so on
- alternatively, footnotes may be placed after each chapter, which means that the numbering of footnotes starts anew from 1 in each chapter
- footnotes may also be placed after the text (as endnotes). Regardless of the style the author prefers, it is important that she apply one style consistently throughout the paper
- a footnote always ends with a full stop.

2. References to classics. If the author wants to refer, for example, to Aristotle’s *Nicomachean Ethics*, the note must report the relevant points (as opposed to page numbers) to which the author refers:

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⁶ Rosenau 1969b, pp. 100-112.
(Aristotle 1989, 1130a-1130a5.) or, alternatively, in a footnote as follows.\(^7\)

3. References to articles in periodicals or edited works etc. The note reports the name of the author of the article (and not the editor’s name), the year of publication and the page number(s) referred to.

**Example:** Andrew Moravcsik’s article “Negotiating the Single European Act: National Interests and Conventional Statecraft in the European Community,” published in Vol. 45, No. 1 of *International Organization*, is referred to as follows:

(Moravcsik 1991, pp. 651-653.) or, alternatively, in a footnote.\(^8\)

N.B. The place of the full stop in an embedded note and the placing of the reference number of a footnote are determined by what is referred to. Cf. the examples above.

4. References to newspaper articles. The note reports the name of the author of the article and the date of the paper. When referring to newspapers, the reader must be informed about the type of the article referred to:

- news report: the note only reports the name of the newspaper and date.
- editorial: the note reports the name of the newspaper, date and the title of the article in quotation marks.
- other articles: the note reports the type of article (e.g. book review).

5. References to whole monographs or articles. General references of this kind are only allowed when the author wishes to refer to a specific mode of thinking or a general conception.

6. If references can be made to a number of different studies or if the author has reason to expect that the matter is generally known, she can insert the phrase “See e.g. …” in the note. If the author wishes to point out that roughly similar but nevertheless slightly different arguments have been presented elsewhere, she can insert the phrase “cf. …” in the note.

2. References to Electronic Sources

*The Internet*

When referring to sources in the Internet, the student should, with certain exceptions, follow the same rules that apply to references to more conventional sources. The crucial differences are the following:

- It is highly recommended to save essential parts of text sources from electronic documents, especially if you expect that they can be removed from the server and a paper version does not exist.

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\(^7\) Aristotle 1989, 1130a-1130a5.

\(^8\) Moravcsik 1991, pp. 651-653.
• The student should not specifically mention in the note that the source is an electronic document. The URL address (e.g. WWW or ftp address) of the document is reported in the bibliography

Example: reference:

Derksen 1998.

bibliography:

<http://www.geocities.com/~derksen/election/calendar.htm>

N.B. The reference should not report the http address; this is only reported in the bibliography!

3. References to Archive Material and Microfilms

When referring to archive material, the reference should report the nature of the document (e.g. diary, letter, E-mail message, post list, news group etc.), the date of the document and the name and location of the collection or archive. When referring to a source which has been microfilmed, the reference should also report the number of the microfilm.

Example: A letter by Manner to Kuusinen, 17 December 1922, p. 7. RTsHIDNI, f. 522, op. 1, d. 123.

Here the code RTsHIDNI refers to the location of the source and f. (= fond), op. (= opis), d. (= delo) help to locate the source in the archive. The codes may differ from one archive to another; in this example, a Russian source is referred to.

Bibliography

The idea of a bibliography is to indicate to the reader the sources referred to in the text. All the books, articles, archive material, manuscripts, interviews, Internet documents etc. that have been referred to in the text must be included in the bibliography. The purpose of the bibliography and references is to enable the reader to easily find the sources employed in the paper. When inserting a reference, it is also useful at the same time to list the source in the bibliography. The bibliography is placed at the end of the presentation before the appendices.

If the bibliography includes unpublished sources, such as letters or minutes, these are listed first. In these cases, the archive or library in which the material is kept should be mentioned. Other sources, such as theses, research reports, books, journals etc., are listed after the primary sources.
The appearance of a bibliography may vary considerably. Whereas one writer may prefer to divide the bibliography into two columns, thus separating the name(s) of the author(s) from other bibliographical information, another writer may decide to put all bibliographical information together and use hanging indents.

Example:


Furthermore, the student may decide whether to insert the year of publication immediately after the author’s name in parentheses or at the end of all bibliographical information. Which style the student prefers is ultimately her own choice; it is, however, important that the author apply one style consistently throughout the bibliography. More important than the layout is to include the following information in the bibliography:

In monographs, bibliographical information can be found on the title page. This information should be reported in the following order:

- Family name(s) and first name(s) of the author(s), separated by a comma. The names of authors are separated by a dash (preceded and followed by a space) or by an “&” sign. In some rare cases, the name of the author cannot be found; this is reported by marking s.n. (= sine nomine, no author) in the bibliography. Sometimes the name of the author of a literary work can be detected from another source; in this case, the author’s name is put in brackets in the bibliography.
- If a book is an edited work, this is marked in the bibliography by inserting (ed.) after the name of the author. If the book in question is written in a foreign language, the respective abbreviation — e.g. the German (Hrsg.) — is reproduced.
- Full title (including subtitle, if there is one). The full title is put in italics.
- Volume or part, if there are several volumes or parts.
- Name of the publication series and number in the series, if the book has appeared in a publication series.
- Publisher, place of publisher and year of publication. If the year of printing cannot be found, the copyright year is reported. If the place of publisher or year of publication cannot be found, this is reported by marking respectively s.l. (= sine loco, no place) or s.a. (= sine anno, no year) in the bibliography. If these pieces of in-
formation can be detected from another source they are mentioned in brackets in the bibliography.

- Year of publication is inserted in parentheses, followed by a comma or semicolon immediately after the name of the author.

**Examples:**


N.B. When there are two or more authors in a book, the name of the first author is reported in reverse order (family name before first name). The names of other authors are reported in normal order (first name before family name).

- If the student has referred to several sources by the same author, these should be reported in the bibliography in chronological order. If the student has referred to several sources by the same author which have been published in the same year, these should be reported in order of appearance in the text.

In the case of articles that have been published in edited works and periodicals, the following bibliographical information should be mentioned:

- Name of the author.
- Title of the article.
- Type of newspaper article, date of the paper and number of issue.
- If an article has been published in an edited work, the normal bibliographical information is reported along with the page numbers of the article, e.g.:


- If an article has been published in a periodical etc., the name of the periodical, volume and the number of the issue as well as the page numbers of the article should be reported, e.g.:


In the case of unpublished material (e.g. theses and seminar presentations that are kept in a departmental or scientific library), bibliographical information should include the name of the department or library, the name of the university and the year when the document was written.
A great number of academic papers are published in various publication series. In order to enable the reader to find a specific paper, the bibliography must report the name of the publication series, part or number of issue, place and year of publication. If the document in question is a research report, one must – in addition to the normal bibliographical information – mention the type of report and the name of the institution where the document was produced, e.g.:


**Bibliography (examples)**

**Books and articles**


**Committee reports**


**Newspaper articles**


Interviews

Vihne, Mikko, Head of Secretariat. Interview in the Ministry of Justice, 7 March 1980.

Other sources


Abbreviations

Latin Abbreviations in References

et al. et alii: and others, and so on. Used to indicate that a book or article has several authors.

ibid. ibidem: the same book, article etc. or the same pages of a book, article etc. referred to in the previous note.

op. cit. opero citato: the same book, article etc. referred to above

passim scattered in the book

sqq. sequentes: the pages as follows…

s.a. sine anno: no year

s.l. sine loco: no place

s.n. sine nomine: no author

N.B. If a Latin or any other abbreviation starts a sentence, it is written with a capital letter.


N.B. …the above-mentioned general rule (ibid.) does not apply to this case.
### Abbreviations of Finnish Political Parties

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deva</td>
<td>Demokraattinen Vaihtoehto / Demokratiska Alternativet / The Democratic Alternative Party</td>
</tr>
<tr>
<td>Kesk</td>
<td>Suomen Keskusta / Centern i Finland / The Center Party</td>
</tr>
<tr>
<td>Kok</td>
<td>Kansallinen Kokoomus / Samlingpartiet / The National Coalition Party</td>
</tr>
<tr>
<td>LKP</td>
<td>Liberaalinen Kansanpuolue / Liberaal Folkpartiet / Liberal People’s Party</td>
</tr>
<tr>
<td>Nuors</td>
<td>Nuorsuomalainen Puolue / Ungfinnarna Partiet / Young Finns Party</td>
</tr>
<tr>
<td>RKP</td>
<td>Ruotsalainen Kansanpuolue / Svenska Folkpartiet (i Finland), Sfp / Swedish People’s Party (in Finland), SPP</td>
</tr>
<tr>
<td>SDP</td>
<td>Suomen Sosialidemokraattinen Puolue / Finlands Socialdemokratiska Partiet / Finnish Social Democratic Party</td>
</tr>
<tr>
<td>SKDL</td>
<td>Suomen Kansan Demokraattinen Liitto / Demokratiska Förbundet för Finlands Folk / The Democratic Union of Finland’s People</td>
</tr>
<tr>
<td>SKL</td>
<td>Suomen Kristillinen Liitto / Finlands Kristliga Förbund / The Finnish Christian Union</td>
</tr>
<tr>
<td>SMP</td>
<td>Suomen Maaseudun Puolue / Finnish Rural Party</td>
</tr>
<tr>
<td>Vas</td>
<td>Vasemmistoliitto / Vänsterförbundet / The Left-Wing Alliance</td>
</tr>
<tr>
<td>Vihr</td>
<td>Vihreä Liitto / Gröna Förbundet / The Green League of Finland</td>
</tr>
</tbody>
</table>

### Grammar

In all types of written presentations, it is important that the student make an effort to use clear and grammatically correct language. The use of vague expressions may obscure the arguments presented in a paper and, at worst, give rise to unfortunate misunderstandings. When using foreign words, the student should make sure that the reader is not inadvertently misled. As a general rule, it should be remembered that the excessive use of foreign words in a presentation – especially if the words are misused – is no proof of the high scientific standard of a research paper.

To avoid excessive repetition of words the student is advised to look up words in a thesaurus. The student can also utilise text processors to check the spelling and grammar of her presentation.
**Plagiarism**

Plagiarism means using direct or paraphrased quotations or ideas from other sources, including both print references and the internet, in your own writing without specifically citing these in a way consistent with good academic practice.

**Plagiarism is a serious academic offence!!**

If uncited sources are used, your examiners will discover them and disciplinary action will be taken.

Be prepared in sending your seminar papers in an electronic format. The ISSS will randomly select some of the papers to be checked by plagiarism programmes. Please note also that if you are caught, all possible costs (for the use of that programme etc.) will be charged from you.

If you are uncertain what sources to cite and how to cite them, please consult your instructor for advice before submitting a paper.
INSTRUCTIONS FOR WRITING A MASTER’S THESIS
AND COMPLETING A MASTER’S DEGREE

The Master’s thesis exam consists of the following parts:

• Preliminary essay(s)
• Master’s thesis
• Maturity test

General

The Master’s thesis is an independent piece of work by the student. Its meaning is to
train the student to scientific work in the field of her/his program and major subject.
The thesis should show familiarity with the subject matter, mastery of appropriate re-
search methods and capability for scientific expression.

The extent of the Master’s thesis is 20 credits. The thesis must be a minimum of 60
pages in length. If the length exceeds 150 pages it is good once more to consider
whether the outline is well enough defined. These numbers are only recommenda-
tions: Subject, approach, level of analysis and norms of the departments vary and thus
affect the length of the thesis.

Master’s thesis must include a summary of 1-2 pages. The abstract is annexed in the
beginning of the thesis in required format. It shall describe the research problem, ma-
terial and methods used, and the main research results.

Besides the Master’s thesis itself, preliminary essay(s) and a maturity test are required
for a completed Master’s thesis exam. Preliminary essays are written while the thesis
is in progress, the Maturity test is taken after the completion of the thesis.

Supervision

The topic of the thesis is usually decided at latest during the seminar studies. It is rec-
ommended, that the topic is discussed with and agreed upon by the supervisor.

Usually a Professor or an Associate professor from the Department of your major acts
as a supervisor of the thesis writing. You may also consult other persons if necessary.

Preliminary essay

In most of the major subjects one or more extended essays (harjoitusaine) are in-
cluded in the advanced studies either as an independent module or part of the thesis.
The aim of the preliminary essay is to practise academic writing and to familiarise
you with the topic of the thesis. The essay must be an independent entity even though
it may be incorporated in the thesis. Appropriate bibliography and use of references
are required.
Preliminary essay is written in English on an aspect of the thesis. You can start writing the essay(s) as soon as you have taken the compulsory course on academic writing. It is a formal text and should therefore adhere to good academic form (as regards to tidiness etc.). Its substance has to be accepted by the supervisor of the thesis and the use of language by an English language examiner. A preliminary essay should first be accepted by the professor concerned in respect of scientific content and only then forwarded to the English language examiner. Papers that are not signed will not be checked.

In the Faculty of Humanities, no preliminary essays are required in connection with the Master’s thesis. In the Faculties of Social Sciences and Education the requirements are as above.

Submission of the thesis

You can submit your thesis electronically via NettiOpsu, by sending a .pdf file to Juvenes Print/the library via se.on.valmis@uta.fi. The thesis must be submitted at least 10 days before attending the maturity test (14 days in the Faculty of Education). The library sends two bound copies to your department (4-5 days after the .pdf file has been received) for the examination process and one copy is left to the library.

Please read carefully the instructions from the University Library web page http://www.uta.fi/laitokset/kirjasto/tutkielmat/english/masterthesis.htm.

If you submit your thesis in the traditional way, three copies of the thesis must be submitted to the Department Office at least 10 days before attending the maturity test. These copies will be stored at the university. Two of the copies must be in binders and one is to be perforated and enveloped.

An abstract of 1-2 pages must be delivered together with the thesis (maximum one page in the Faculty of Education). It must contain information about the purpose of the study, the source material and the methods used, and the main conclusions. Guidelines are available at the Faculty Office.

Maturity test

After you have submitted your thesis, you are required to take a maturity test before the thesis can be assessed. The maturity test is a written examination, which is taken on the general examination day of the department concerned. Registration is at least 10 days beforehand, using a normal registration envelope. Registration is not possible before the thesis has been handed in. The maturity test questions are given by the main examiner of the thesis.

The maturity test requires an essay-type answer. Three alternative questions (which are used as the title of the essay) are given on the general theme of your thesis - you choose one of them. When writing the answer it should be kept in mind that the reader is a person familiar with the scientific discipline in general but not necessarily the specific subject of the thesis work. The maturity test answer must be an independent
entity which can be understood without any previous knowledge of the actual thesis. The maturity test is examined by the examiner(s) of the thesis.

You should pay special attention to the language as the maturity test is also examined by an English language examiner. The students in the programme with Finnish/Swedish as the language of their elementary school education will write the test in Finnish/Swedish, and it will be examined by a Finnish/Swedish language examiner.

The maturity test must meet the following minimum requirements (adapted from the instructions given by the maturity test examiners from the University Language Center).

1. Select one of the given topics. Write an essay with clear handwriting approximately length of four pages. Remember the title.

2. Writing is not a memory test. The command of both the entity and the language is evaluated.

3. The content must follow the title. Writing should be well structured and form a coherent whole. Division of chapters must be indicted clearly.

4. Do not use very long and complex sentences.

5. Stylistically the maturity test should be written according to the standards of academic writing. Avoid too abstract language, moderate use of theoretical terms is recommended.

**Grading**

Each thesis has at least two examiners. At least one of them must be a Professor, Associate professor or a Docent of the University of Tampere. The examiners must submit a statement in three weeks time from the date of the maturity test.

The Department Council officially grades thesis after the maturity test has been accepted. It usually meets once a month. The Department Council decides on the acceptance of the thesis and the grade on the basis of the statements of the examiners. The Department Council is allowed to delegate its powers to the Director of the Department.

The statements of the examiners, the acceptance of the maturity test, the grade, and information about your rights are sent to you at least four days before the Department Council meeting. You may, before the Department Council meeting (or the decision of the Director), withdraw your thesis from the meeting until the next one in order to write a reply on the statements of the examiners.

The review inquiry must be submitted in writing within 14 days of the time you have been notified of the statements. If you are still dissatisfied with the decision made at the inquiry by the Department Council, you may appeal to the faculty council to have
it altered within 14 days from the day you are notified about the Department Council’s / Director’s decision.

If the Department Council decides the grade according to the statements of the examiners no separate notice will be sent to you. The Department Council’s presenting official signs the acceptance of the thesis into the study book: the name of the presenter can be found in the letter sent to you concerning the grade.

In the grading the following scale is used (from the lowest to the highest):

- approbatur
- lubenter approbatur
- non sine laude approbatur
- cum laude approbatur
- magna cum laude approbatur
- eximia cum laude approbatur
- laudatur

**Applying for a degree certificate**

When you have completed all the requirements for the Master's degree, you should apply for a certificate. The application forms are available at the Faculty Office.

Remember to get your different study entities registered and graded by the teachers in charge. The major subject studies are registered by the professor after the Master's thesis is completed. The minor subjects are registered in the certificate in case you have obtained 10 or more credits in these subjects. Additional minor subjects are marked under "additional studies".

In the Faculty of Education, the degree certificate is granted by the Faculty Dean. The deadline for application is two weeks prior to the date you wish to receive the certificate.
Model of the abstract page

University of Tampere
International School of Social Sciences
Department of Political Science and International Relations
SMITH, HAROLD: Changes in European Politics in Africa
Master’s Thesis, 80 pages, 6 appendices
International Politics
May 1996

The abstract page is to be placed after the title page. The purpose of the abstract is to summarise the contents of the thesis.

The upper part of the abstract page (about 60 mm) consists of the following information:
- name of university and department
- family name and first name(s) of the author (in CAPITAL LETTERS)
- title of thesis
- level of thesis (e.g. Master’s thesis, Licentiate thesis, etc.), number of pages and appendices
- name of discipline (e.g. International Politics)
- month and year of completion
- a separating line

After this bibliographical information, the actual abstract is presented. It must be based on the assumption that the reader has general knowledge of the topic. The reader must be able to understand the abstract without having read the thesis. The sentences in the abstract must be complete – a list of chapter headings is not sufficient. References and quotations must not be used, nor should there be anything in the abstract that does not appear in the thesis. The abstract should be as concise as possible: it is recommended that it does not exceed one single-spaced page (c. 120 to 250 words). On no account should the abstract exceed two pages.

An abstract should contain the following information:
- topic of thesis
- object of study
- research methodology (if the thesis is mainly theoretical and based on specific literary sources, the principal sources must be identified; if the thesis is mainly empirical, the methods of analysis must be mentioned)
- main results
- conclusions and possible recommendations