

## Guidelines for the research paper for Comparative Politics

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### 1. Aims of the research paper

Writing the research paper serves several key objectives that support students' academic and professional development. The process of identifying a suitable research question, defining central concepts, selecting appropriate theoretical and methodological frameworks and conducting empirical research to answer the posed research question helps to develop a number of useful skills and abilities, and to broaden and deepen knowledge on a specific object of study.

First, the research paper furthers students' skills in undertaking original analysis and research commensurate with their level of training. Such skills are in high demand in the labor market, as public and private employers in many sectors require graduates to provide quality research papers and reports. This applies, for example, to positions within the public administration, international organisations, NGOs, Think Tanks, and consulting firms.

Second, writing the research paper develops students' abilities for applied analysis, in which they have to connect abstract concepts as well as specific theoretical approaches and methodologies to real world cases and the empirical questions that open up when observing them.

Third, the research paper – with its focus on comparative research – offers an ideal opportunity to learn more about specific aspects of the political systems or dynamics of at least two countries, exposing students to the intricacies of comparative analysis. Doing comparative work allows to move beyond a view of political institutions, practices and customs being 'natural' or inevitable, revealing them to be the products of historical and political developments.

Finally, working on the research paper also trains students for undergraduate dissertations, which are of great relevance to many exchange students from non-French universities. In the French context for Sciences Po students, it also prepares for the 'Position Paper' of the "Grand Écrit". The aims of the research paper are thus manifold, and support students' development in both academic and professional terms.

### 2. Focus and requirements of the paper

The themes studied during the seminars are a valuable aid in choosing a **research question**. Focus on one specific aspect of comparative politics discussed throughout the course, comparing two or more countries in order to answer a substantive research question (see examples below).

Your research paper must:

- **Contain original work:** plagiarism and a simple summary of readings will be severely penalised. Plagiarism consists in quoting an author's writings without expressly referring to the source. The slightest quotation must therefore be referenced, even the shortest one. Be careful, paraphrasing without citing the original source is also considered a form of plagiarism. In short, be transparent and do not appropriate someone else's analysis without mentioning it!
- **Be written in English for the English-language** Comparative Politics course (led by Prof Morales), **in French for the French-language** Politique Comparée course (led by Prof Rozenberg).

Each student will choose the topic and focus for their own research paper. The “work-in-progress presentations” will serve to get feedback from the seminar instructors about clarity, suitability, etc., of the topic and the focus. As an illustration, here are some examples of questions that would be suitable for a research paper in this course:

- Are failed states more likely to be also poorer states?
- Are federal states better able to deal with secessionist aspirations from peripheral nationalism?
- Are democracies better equipped to pacify homegrown terrorism in a shorter period of time?
- Are third wave democracies more likely to suffer democratic reversals than second wave democracies?
- Is turnout higher in consensual democracies?
- Are Australian prime ministers less stable in their tenures than British prime ministers? If so, why?
- Where and why did 'Occupy' (Wall Street, the City, etc.) movements emerge?

These examples are intended to illustrate how you can formulate research questions for your paper. You are not expected to choose from these or replicate them. It is crucial that you formulate a precise research question **that can be answered empirically**. A non-empirical question is a question that is mainly a political theory question and does not require the accumulation and interpretation of empirical evidence. You must avoid this approach. Ask yourself questions that require a concrete study in which you engage with statistics, databases, indexes, image analysis or discourse analysis. Similarly, refrain from proposing a simple comparison of the theories of different authors if that would lead you to conduct research that does not involve your own engagement with empirical data. As an illustration, a non-empirical question could take the following form:

- The notion of public service from the perspective of French and German sociology
- Theories of democracy according to Arend Lijphart and Robert Dahl
- The concept of freedom in the United States and France

You then need to narrow down how to approach the question and which cases to select for answering it. Always bear in mind that you should be able to reasonably answer the question within the designated length of the paper, so **don't be too ambitious!**

The research paper must compare **at least two countries** and it needs to have a comparative-politics focus. Students **can compare cities/regions as long as they are in more than one country**. For example, comparing a certain aspect between London and Paris is permissible, but between Paris and Lyon (only) is not. The same would go for categories of people or categories of welfare programmes: if you are interested in comparing, e.g., the electoral behaviour of young and older people in France only that's not really a comparative paper, if you compare the electoral behaviour of young and older people in France and Germany that is within scope. The issue is not that comparing two regions or groups within the same country (e.g. across historical periods) is not, in abstract terms, a suitable comparative approach. For pedagogical reasons, the teaching team of the course has decided that that at least two countries need to be compared to push students to learn more about the political system of at least one other country than their own.

Please also pay attention **not to prepare a research paper that is, in reality, rooted in the sub-discipline of International Relations (IR)**. This sub-discipline focuses on the analysis of interactions between two or more states within a geographical area or international institution. To simplify, a question of international relations seeks to describe and explain how national and international political and social transformations result from relations between two or more states. For the purpose of this course, the following illustrative topics are considered as belonging in the field of IR:

- France-Germany cooperation in the field of renewable energies
- The US-China trade war over import taxes
- Iranian-Saudi rivalry in perspective
- The Russia-Japan rapprochement in the Asian political space

These subjects, while they may have a comparative dimension, focus on the effects of interactions between several states. In the case of a comparative study, these states do not have to be linked and if they are, it is not their interactions that are the core subject of the analysis.

Students can use statistics, survey data, or any other empirical data that they can compile from existing sources and/or databases or gather for the research paper (but be careful not to be over-ambitious). The only key restriction is that the research question needs to be empirical in focus (so, normative or purely theoretical questions are not valid for the paper) and that it needs to be feasible for students to tackle that question empirically within the roughly three months they have to work on their research paper. The selection of cases studied must therefore be made also in terms of **feasibility**. This can be assessed according to several criteria:

- 1) The difficulty of **access to empirical materials**. For example, if you do not speak the language of one of the countries you wish to study and the resources needed for your study are not translated into English, or any other language you have a sufficient command of, you may lose a lot of time and misunderstand the documents studied.

2) The **empirical richness of your object**. If you decide to study the feminisation of the governments of several European democracies, you can select more than two countries. On the other hand, if you decide to analyse the transformations of trade unionism since 2010 in Europe, a comparison focusing on two countries will certainly be sufficient.

3) The countries you select must be **relevant to answer your research question**. The issues related to political independence/secessionism will certainly be richer in recent times in the context of a Spain-Great Britain comparison than a France-Germany one. Be careful not to let your curiosity or attachment to one or more countries hinder your research questions.

### 3. Structure and content

The paper should respect a minimal structure:

- A standard cover page;
- An introduction explaining why you are interested in this subject and why it matters for the research community and possibly for a wider audience;
- An overview of the relevant literature, both on your precise research subject (for instance, the democratization of the Baltic States, the surge of Green parties in France and in Germany or the neoliberalization of health care services in the UK and the US) and the key concepts and main approaches you use (for instance, a basic definition of democratization or neoliberalism, or a presentation of neo-institutionalism or rational choice). Every research says something both on a particular and on more general subjects;
- Your research question, presented as a genuine interrogation or a puzzle, then your research design, with your case selection explained (why is it coherent with your research question on a precise time period), the operationalization of your research (what indicators did you choose for your variables, what precise items are you going to study) and the data you use (with the process of collection/compilation precisely explained);
- The core development, that is to say, your empirical analysis of your data (what are the observations, correlations, causalities, mechanisms you observe and how they can be interpreted, what is your theory, i. e. the story you want to build around it);
- The conclusion: a clear answer to your research question, and other questions which may remain unanswered/suggestions for future research;
- Your bibliography, with a list of the references you have cited and the sources of your data (newspapers, politician discourses, polls, official statistics, etc.).

To help you structure your paper, we provide a Word document with a template that you can use and/or adapt with the key headings that it should contain and illustrations of the potential sub-sections and formatting.

Having in mind this general outline, it should be noted that the details of it can differ from one paper to another. There are papers where general empirical material can be considered at the beginning (for instance public spending for Welfare) before deepening the analysis and then going back to precise empirical materials (for instance the types and reforms of pensions).

Generally speaking it is better to avoid an outline where case 1 is analysed in depth before considering case 2. It is better to consider successively the dependent (outcome of interest) and independent ('explanatory' or intervening) variables of both cases. This being said, there are topics where considering successively the cases is easier and makes sense. In that case, it is indispensable to have a last part (before the conclusion) that develops a synthesis of the comparison.

## **4. Format**

### ***4.1 Length of the paper***

Be careful to conform to the required length: your research paper should be about 30,000 characters (+/- 10%). This length is that of a reasonably short academic article: roughly 15 pages, double-spaced, Times New Roman font size 12. Remember to include a character count at the end of the paper. This instruction gives you some space to develop your research but also demands a certain conciseness and synthesis: the ability to select the most essential elements to build your demonstration is an important skill.

Therefore, observance of this instruction will be taken into account in the grading: papers exceeding this limit by more than 10% (i.e. papers that are longer than 33,000 characters) will be penalised with a reduction of 2 points out of 20 for each portion of 2,000 characters in excess. For example, a paper that is between 33,001 and 35,000 characters will get 2 points deducted, and one that is between 35,001 and 37,000 will get 4 points deducted, and so on.

Important clarification: the characters taken into account for this 30,000-character limit include the footnotes but not the cover page, the bibliography or the final character-count. You do not have to worry about the length of your bibliography/list of references at the end of your paper.

Several tips should be observed to polish the format properly. Be careful to use the same font, text alignment and line spacing throughout your paper. Give yourself plenty of time to proofread for typos and mistakes before delivery. You might want to print the paper to do so. Do not forget to include headings and captions for any tables or figures. Have the reflex to cite sources and references appropriately, including a list of references at the end of the paper (see recommendations about this in the next section). These recommendations are obviously not exhaustive. This list of tips might help you getting it polished: <http://www.mycollegesuccessstory.com/academic-success-tools/writing-tips.html>

### ***4.2 How to cite properly***

While writing your paper, each time you use a source you must cite it properly either inside the text or as a footnote. You must also add the source to your reference list or bibliography. The difference between a reference list and a bibliography is that the former contains all the sources you have used in your text, while the latter contains all the sources that you have used to form your ideas and arguments but you have not cited directly in your text.

There are several different styles of referencing and to produce the bibliography list for your research paper. You need to select one of them and apply it consistently throughout your paper. Be careful not to switch between different styles of referencing while writing your paper. Below in this section, you can find information about three of the most commonly used styles of referencing and an example of how to apply one of them. Each style of referencing has its own rules and you should carefully follow them.

There are two categories of referencing styles:

- Author-date styles (e.g. the APA and Harvard styles) which put the author's name and the date of publication (and page numbers if directly quoted) inside the text (in-text citation).
- Document-note styles (e.g., Chicago) which put the author's name and full reference in a footnote at the bottom of each page or in an endnote at the end of the paper/book.

The following links provide useful guidance and examples for the Elsevier-Harvard (with titles), Harvard, APA and Chicago referencing styles:

- Elsevier-Harvard (with titles): <https://citationsy.com/styles/elsevier-harvard>
- Harvard: <http://libguides.mq.edu.au/referencing/Harvard>
- APA: <http://libraryguides.vu.edu.au/apa-referencing/getting-started-in-apa-referencing>
- Chicago: <https://libguides.murdoch.edu.au/Chicago>

You can also find more information and guidance in the following links:

<http://owll.massey.ac.nz/referencing/referencing-styles.php>

<https://booksite.elsevier.com/9780081019375/content/Elsevier%20Standard%20Reference%20Styles.pdf>

In Political Science it is more common to have all the citations as a reference in brackets in the text – e.g. as in (Dahl 1967) – and then the list of references in a bibliography section at the end. Therefore, author-date styles are the most common.

The following example explains how the Elsevier-Harvard (with titles) style of reference should be applied inside the text, for quotations and in the reference list at the end of your paper:

### In-text citation

...open to public contestation (Dahl, 1971)

OR as part of a sentence: .... Dahl (1971) argues that...

### With two authors

(Hall and Taylor, 1996)

OR as part of a sentence: ... Hall and Taylor (1996) argue that...

#### With three and more authors

(Lucas et al., 1995)

OR as part of a sentence:.. ...Lucas et al. (1995) argue that ...

#### Direct quotations

...at the upper right corner” (Dahl, 1971, p.8)

#### In the reference list at the end of the paper

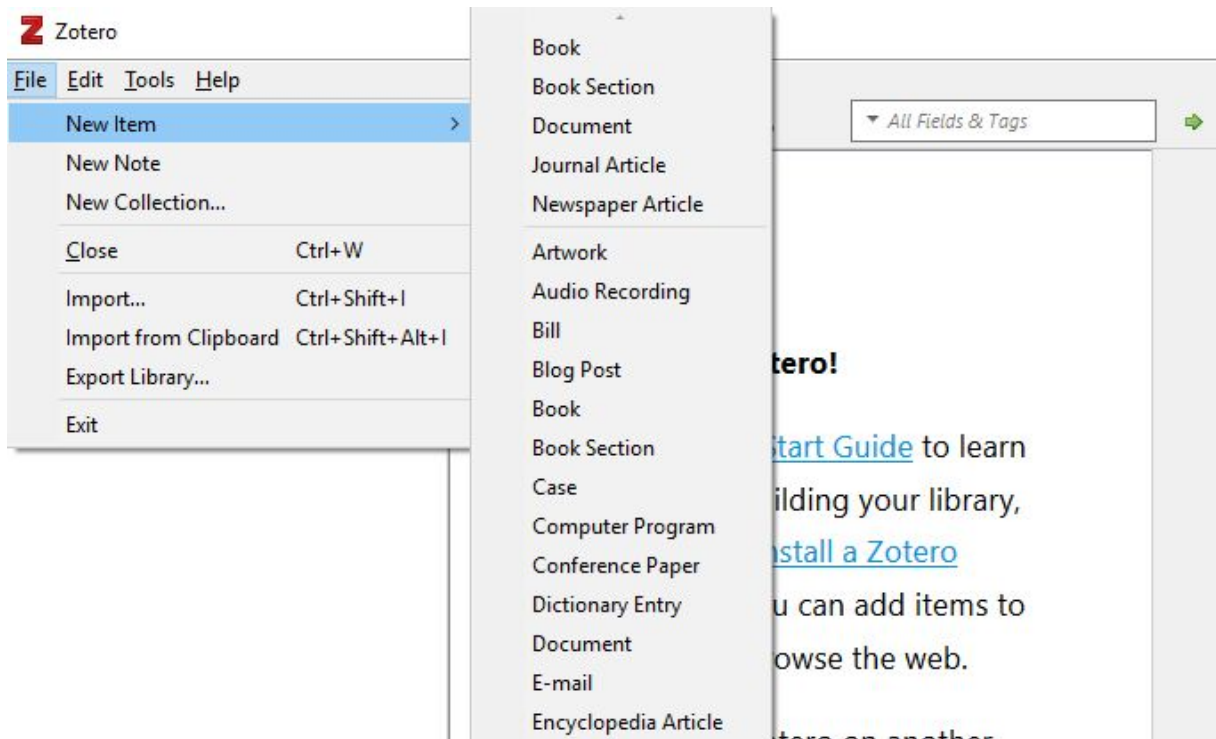
Dahl, R., 1971. *Polyarchy. Participation and Opposition*. Yale University Press.

Nevertheless, this is just one example for one type of reference (a book) and formats of citation style change depending on whether you are citing a book, a book chapter, a journal article, an online source, etc. It is for this reason that we strongly recommend that you do not prepare your references manually but that you learn to use a referencing system. For this purpose, we present one such option (Zotero).

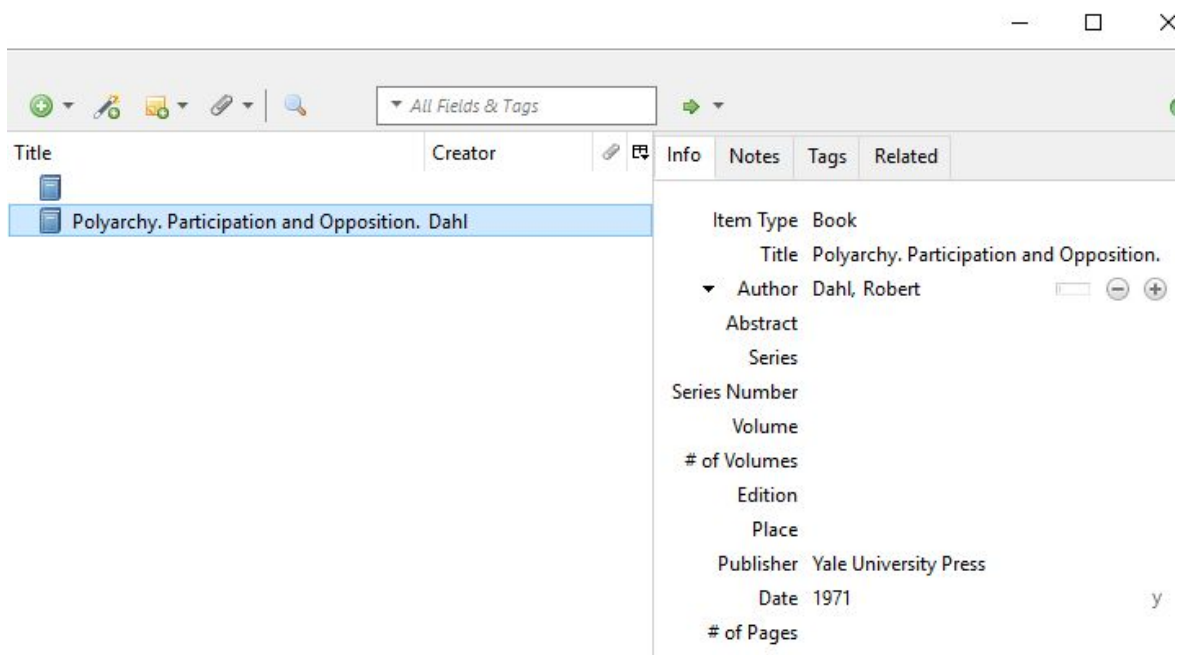
### ***4.3 How to use Zotero for your references***

Instead of creating your references manually, you can use **Zotero**, the free referencing software. Other referencing softwares that you can use are RefWorks, EndNote and Mendeley. To download Zotero go to the webpage <https://www.zotero.org/> and click on **Download**. Choose your operating system, download the .exe file and run it to install the Zotero program/application.

To create a new reference entry go to **File -> New Item** and select the proper type of source. To create a reference for Dahl's book *Polyarchy. Participation and Opposition* select **Book**.



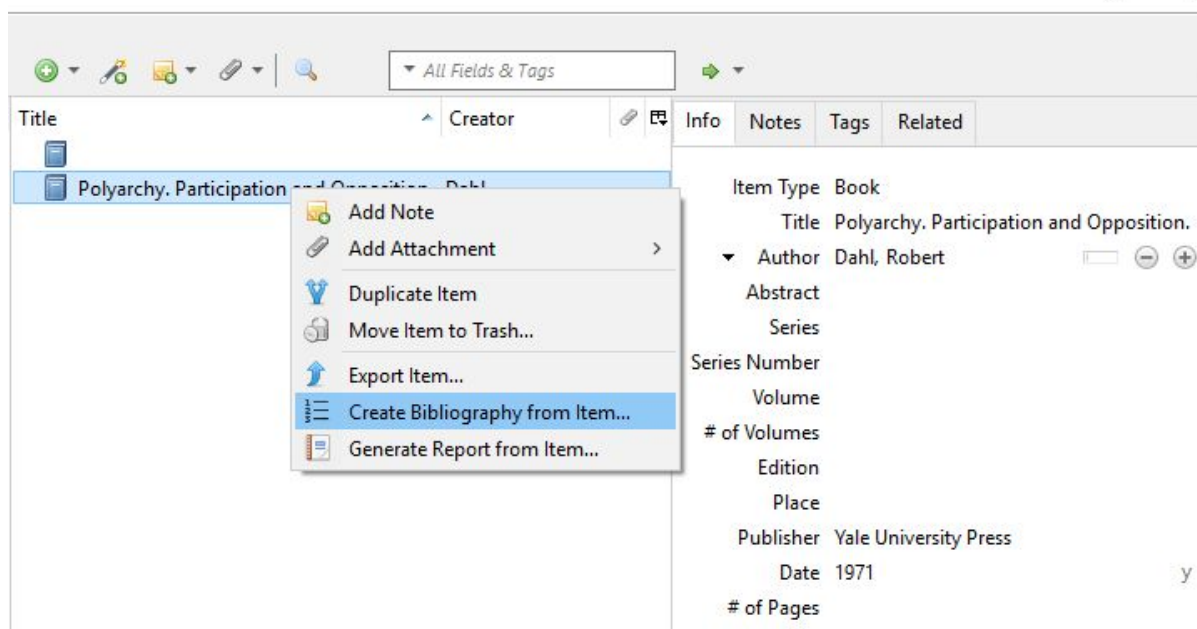
In the right-hand panel of the following window, enter the details of the book as shown below:



The reference is created and it appears in the middle panel.

To create an in-text citation of the source or a bibliography right-click on the name and choose **Create Bibliography from Item...**





Now you can choose the referencing style you prefer from the list of all styles of reference. The **Output Mode** can be set to **Citations** or **Bibliography**. The former provides the in-text citation that should be used inside the text and the latter the full reference that should be included in the reference list or the bibliography at the end of your assignment. By selecting **Copy to Clipboard** the in-text citation or the full reference is automatically copied and you can paste it into your document.

In the case of Dahl's book, the in-text citation and the full reference according to the Elsevier-Harvard style are created as:

**Citation:** (Dahl, 1971)

**Bibliography:** Dahl, R., 1971. *Polyarchy. Participation and Opposition*. Yale University Press.

#### ***4.4 How to integrate visual material***

It is possible to integrate graphics, illustrations and other material in the research note, but if you are not producing them yourself you need to be careful to cite the source appropriately. At the end of your captions, you must quote the authors and the title of the study, with the exact page of the visual material – if the study is an academic article/chapter, it can be cited by adding a reference to its authors and date, for instance : “Figure 1. Issue salience by party type. Comparative manifesto data. Average salience by party type for years 2000 and up. Figure from Rovny (2013, p. 11).”. In every case, the precise source has to be properly listed in your bibliography. If you found the material on a newspaper website, for example, only report it if you are unable to find the original page or if the newspaper is involved in the layout or the design of the material.

All of your visual material must be numbered according to its type (for instance, Table 1, Table 2, Figure 1, Table 3, Figure 2, etc.). The number must be followed by a caption explaining what it shows (for instance “Table 1. Voting intentions on 2020 American presidential elections

according to the occupation of the respondents” or “Figure 1. World map of liberal democracies with the date of their democratic transition”). Every information which is not already available on the material must be explained (meaning of colours in a map, age limit for respondents, levels of significance of p-values, etc.). If you use a scientific survey, you must precise the exact questions the respondents were asked about (for instance, “The respondents answered the following question: ‘Do you trust your government to improve your living conditions ?’”). If a table is more complex than usual, it is better to explain how to read it by giving an example for one number. Finally, if you have different data for different countries (for instance if you want to compare the confidence of citizens in their future in two different countries with data from two different datasets which possibly asked two different questions), you must explain it.

If the material is central to your argument, you can place them where it is relevant for the argument. If they are not so central, you can choose to include them in the annex (for instance, if you write a quantitative analysis on an important number of political parties, you can precise your list of parties in an annex with the adequate captions).

## 5. How and when to deliver the papers

The process of submission for the papers includes two stages: Ensuring that your paper does not contain instances of plagiarism, and submitting the paper via the URKUND-email address of your instructor before the deadline.

### 5.1 Plagiarism

Sciences Po defines plagiarism as

“the act of taking another person's creation in the literary and artistic field and passing it off as your own.”

Plagiarism occurs when

“the student presents a paper in which his own thoughts can't be separated from other authors' thought. This happens when the student doesn't quote a group of consecutive words (starting from 5), a paraphrase or a translation, or a copied abstract” (article 12 – “Intellectual honesty”).<sup>1</sup>

Submission of plagiarized work may result in such **penalties** as

“a grade of zero, non-validation of the class in question and suspension. Any student caught plagiarizing risks being permanently expelled from the institution”<sup>2</sup>

### 5.2 Submission of the Research Paper

Your research paper must be delivered to your seminar instructor's URKUND-email address **before 11 PM (i.e. 23:00) on Friday, November 22, 2019.**

The general pattern of your instructor's email address is:

**firstname.surname.scpo@analyse.urkund.com**

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<sup>1</sup> <https://www.sciencespo.fr/students/sites/sciencespo.fr.students/files/charte-anti-plagiat-en.pdf>

<sup>2</sup> <https://www.sciencespo.fr/students/en/study/handbook/plagiarism.html>

Suppose your name is Eva FAY and your paper title is “State feminism and women’s political representation in Scandinavian countries.” You could take these seven steps to send your paper to your instructor:

**1) Make sure that your research paper is a Microsoft Word file which means that your file will end with a .docx-suffix. To facilitate your instructor storing and retrieving your paper, it is advised to name files with the same pattern. You may save your file as:**  
“FAY\_State feminism and womens political representation in Scandinavian countries.docx”

**Warning!** If your file is written in any other format than .docx, or is corrupted in any way, and isn’t processed by URKUND for analysis, the whole responsibility for this would lie with you.

**2) “Addressee”-Line.** Enter the URKUND-email address of your seminar instructor in the “addressee”-line (TO field) of your mailing programme. Again, a general pattern of this email address is as follows: **firstname.surname.scpo@analyse.urkund.com** You can ask you seminar instructor for her/his URKUND email address in the class or through his/her regular email. Please do not put any other address in CC, including the usual email address of your instructor. You do not need to put the course director (Prof Morales or Prof Rozenberg) in copy either. The paper is to be sent to your seminar instructor only and only to the URKUND-email address. After you send an email with the paper to the URKUND address you will receive an automatic email from URKUND informing of the receipt of your paper. Keep this email in your inbox, as this will be your ‘receipt’ for the timely delivery of your paper.

**3) Subject Line.** You may fill in the subject line of your email dialogue box with your first name and surname (family name) followed by the title of your paper. For example:

**Eva FAY | State feminism and women’s political representation in Scandinavian countries**

**4) Body Text.** This part may simply read:

Dear (Seminar Instructor’s name),  
Please find attached my research paper for Comparative Politics.  
Sincerely,  
Eva FAY

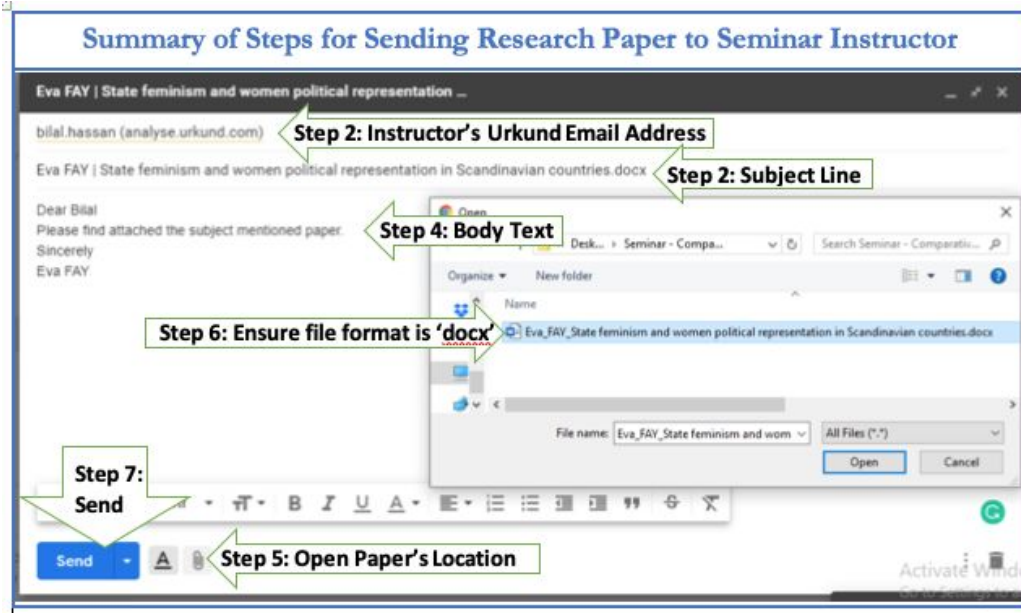
**5) Attach Your Paper.** Press the **attach/attachment** file button at the bottom of your email dialogue box, open the location for the ‘Eva\_FAY\_State feminism and women political representation in Scandinavian countries.docx’-file and attach it to your email.

**6) Verify.** Make sure that you have attached the right file. The right file, here, means that it is only one file, the correct one (e.g. the final version) and only an MS Word document (that ends up in .docx extension).

**7) Press the “Send”-button.**

**Please, don't paste your paper into the body of the email. If you do so, nothing will be analyzed and it therefore can't be processed by the marker. Your research paper will only be analyzed if it is attached as a MS Word document.**

A brief summary of the above listed steps is presented in the following Figure.



### ***5.3 Penalties for Late Submissions and Mitigating Circumstances***

The failure to deliver the paper before the deadline, that is **before 11 PM of Friday, November 22, 2019**, will result in penalties. Late deliveries will be penalized with a reduction of 2 points (out of 20) for each 12 hours of delay. For example, if you deliver the paper any time between 11.01 pm and 11 am on 23<sup>rd</sup> November, 2 points will be deducted from your grade; if you deliver it between 11.01 am and 11 pm on 23<sup>rd</sup> November, 4 points will be deducted from your grade; and so on. This penalty will only be lifted if there are properly documented mitigating circumstances (illness, family bereavement, etc.).

In this case, you can claim mitigation under Article 7 (Deferment of Evaluation) of Academic Rules and Regulation (as Amended on June 6, 2019) which states that

“If for serious and grave reasons a student is unable to be present at an examination or to submit work, he or she must present a written explanation to the teachers concerned and to the relevant academic secretary. Depending on the circumstances, the student may be authorized by the Office of the Dean of Academic Affairs to submit work at a later date without penalty, or to retain his or her Continuous Assessment grade and retake only the final examination.

Depending on the circumstances, the student may be authorized by the Office of the Dean of Academic Affairs to submit work at a later date without penalty, or to retain his or her Continuous Assessment grade and retake only the final examination.”<sup>3</sup>

<sup>3</sup> <https://www.sciencespo.fr/students/sites/sciencespo.fr.students/files/reglement-scolarite-sciencespo-en.pdf>

**6. Appendix:** List of a selection of the titles /topics of papers in the 2018-2019 cohort as an illustration.

### **Populisme / *Populism***

- Le lien entre les politiques européennes et la montée des partis populistes, de droite et de gauche.
- Spécificité et diversités programmatiques des partis populistes en Europe : Typologie des partis populistes représentatifs d'Europe
- Discourir à la tête d'un régime « illibéral »
- Thème du populisme : analyser à travers les discours politiques de l'Italie, la Hongrie et l'Espagne.
- Pourquoi n'assistons-nous pas à une montée du populisme en Espagne et au Portugal ?
- La réaction des partis traditionnels conservateurs face à l'émergence des partis populistes d'extrême droite
- Comparaison de la défiance envers les élites politiques dans trois pays européens
  
- *Analyze and compare the populist political discourse of Italy, Hungary and Spain*
- *The link between populism and social networks*
- *The rise of right-wing populism in the nordic countries after the Great Recession*
- *What are the similarities between the rise of right wing populism in Brazil and the US?*
- *How did populism manage to be elected ? Germany / Hungary*
- *To what extent do the Great Recession and the European migrant crisis account for the populist vote in Germany & in Italy ?*

### **Environnement / *Environment***

- Les politiques environnementales de Paris et Oslo en matière de transports et d'agriculture urbaine
- Existe-t-il un lien entre opinion publique et performances environnementales des gouvernements ?
- L'émergence des préoccupations environnementales dans les politiques agricoles en France et au Royaume-Uni : le rôle du syndicalisme majoritaire et des environnementalistes
- La décision en politique : étude au prisme du choix d'une transition énergétique en Allemagne, France, Suède et Danemark
- Les politiques de transition énergétique allemande et finlandaise
- Les partis Verts sont-ils devenus inutiles pour défendre l'écologie à l'échelle nationale ?
- Le déploiement de l'écologie politique en France et en Allemagne depuis les années 1970
- L'influence du succès des partis verts sur la transition énergétique en France et en Allemagne
- La régulation de la production électronucléaire en France et en Allemagne depuis la catastrophe de Fukushima.
- L'influence des changements de partis gouvernementaux sur les politiques énergétiques au Royaume-Uni et en Allemagne depuis le choc pétrolier de 1973.
- Les partis écologistes français et allemands : explications du décalage de leurs résultats électoraux
- Politiques publiques d'adaptation au changement climatique : le cas de la France, de la Finlande et du Danemark
- La régulation des lobbys et les politiques énergétiques nationales
  
- *Are ecological social movements really effective in influencing environmental public policies?*

- *Nuclear Power Plant Policies among Germany, France and Japan*
- *Eco-citizenship and its factors of development*
- *Comparing and Explaining San Francisco's and Paris's Recycling Rates*

## **Terrorisme / *Terrorism***

- Lois antiterroristes : vers un tournant sécuritaire en Europe ?
- Démocraties attaquées, quelles réponses apporter au terrorisme ?
- Les politiques française et allemande face à la menace d'émergence et de développement du terrorisme islamiste endogène
- La riposte étatique dans le processus de lutte anti-terroriste : analyse comparée de la France et de la Belgique depuis 2012
- Les lois anti-terroristes en France et au Royaume-Uni depuis le 11 septembre 2001
- Démocraties attaquées, quelles réponses apporter au terrorisme ?
- Lois antiterroristes : vers un tournant sécuritaire en Europe ?
- *Are failed states destined for terrorism? A comparative analysis of Somalia and Democratic Republic of Congo*
- *Do failed states necessarily lead to terrorism?*
- *European Democracies and Counter-Terrorism. A comparative study of France and the United Kingdom*

## **Éducation / *Education***

- Les politiques éducatives de l'Etat en France et en Suède
- Une meilleure santé économique à travers le meilleur des systèmes éducatifs ?
- Les systèmes éducatifs en Europe : entre hyperspécialisation, mythe de la méritocratie et discrédit de l'évaluation, étude des cas allemand, français et finlandais
- L'encadrement politique du religieux à travers le cas des politiques éducatives en France et en Allemagne
- Les systèmes éducatifs français et finlandais
- Comparaison des systèmes éducatifs entre la France et la Finlande : De l'importance des politiques publiques nationales dans la création de deux modèles opposés
- De l'impact des performances éducatives sur le score de l'extrême droite dans l'Union Européenne, révélatrice de leur hétérogénéité
- Les systèmes éducatifs en Europe : entre hyperspécialisation, mythe de la méritocratie et discrédit de l'évaluation, étude des cas allemand, français et finlandais pour comprendre quelles sont les différences entre ces systèmes et à quels résultats ils aboutissent.
- Les effets des politiques éducatives suédoises et norvégienne sur leurs systèmes éducatifs
- Les critères d'amélioration de l'organisation de coopération et développement économique & les politiques publiques de réformes d'éducation : une formule gagnante pour les pays ?
- *Corruption and education in the Latin American countries of Brazil, Venezuela and Peru*
- *To what extent does the form of a state (centralized or decentralized) affect the level of education of a country? Comparison Switzerland France higher education*

## Religion & laïcité / *Religion & secularism*

- L'influence de la religion sur la politique d'Etat en Pologne et en Turquie depuis la chute du communisme et du kémalisme
- La construction de la laïcité en France et en Turquie
- La laïcité en France et en Turquie
- Le facteur laïcité et ses limites dans les vies politiques française & italienne
- Islam, nationalisme et sentiment d'appartenance dans les pays européens à majorité musulmane issus de l'empire ottoman : Comparaison de la Turquie, de l'Albanie, de la Bosnie-Herzégovine et du Kosovo
- Les chrétiens en politique en Allemagne et en France autour des questions de la bioéthique
- Les fondements des relations entre Eglise et Etat en Europe
- La légalisation de l'avortement dans l'Europe catholique
- Le financement des cultes, entre France et Allemagne
- Vingt ans de partis musulmans en France, en Belgique et au Royaume-Uni
- Étude comparée de l'influence de l'Église orthodoxe et de l'Église catholique dans la sphère politique en Russie et en Pologne
- Les problématiques française et néerlandaise du port du voile : vers un modèle commun ?
- Droit à l'IVG et Eglise catholique en Irlande et en Pologne (XXème-XXIème siècle)
  
- *Do the transitions experienced by Portugal and Spain at the close of the 20th century in fact reveal a close link between the Catholic Church and the birth of democratic institutions in countries of the "third wave"?*
- *Is the phenomenon of Islamic radicalisation less intense in secular countries?*
- *The role of religious organizations in countries where the State is not religious but where the majority of the population is Muslim*
- *Is islamic authoritarian rule compatible with religious freedom?*
- *Maoism in a hinduist world: a perspective from minorities*
- *The Religious Policy And Citizens Reaction On The Long-term : The Cross-cases Of Modern Turkey And Iran*
- *Radical islamism in Kazakhstan and Uzbekistan*

## L'extrême droite / *Far Right*

- Le rôle des modes de scrutins dans la montée de l'extrême droite en France et en Hongrie
- De l'impact des performances éducatives sur le score de l'extrême droite dans l'Union Européenne, révélatrice de leur hétérogénéité
- Le changement de leadership politique : la dédramatisation et la progression électorale de l'extrême droite
- La réaction des partis traditionnels conservateurs face à l'émergence des partis populistes d'extrême droite
- L'entrée ou non de l'extrême droite dans les gouvernements des régimes parlementaires européens (Allemagne, Italie, Autriche)
- Post-industrialisation et évolution des partis d'extrême-droite en Europe
- Evolution historique de l'extrême-droite en Allemagne et en Autriche à travers le prisme du vote

- *In what extent freedom of speech is used by extreme-right parties to spread their influence and what are the judicial mechanisms within the country to prevent it? The case of France and Germany*
- *Why the far right is on the rise?*

### **Immigration et réfugiés / *Immigration & refugees***

- Les politiques anti-immigration en Hongrie et en Italie depuis 2015
- Politiques et flux migratoires : l'impact de l'immigration sur les élections nationales
- Peut-on rendre compte du degré de politique d'ouverture à l'immigration ? Le cas de la France et de l'Allemagne.
- La Crise migratoire : L'apparition d'une hostilité homogène des pays de l'Europe de l'Est qui met à mal l'unité de l'Union Européenne
- La prétendue homogénéité des politiques migratoires au sein du Groupe de Visegrád
- Etude comparative de l'état des politiques du droit d'asile dans les pays de premier accueil
- *Why do some developed democratic nations adopt more restrictive asylum seeker/refugee policies than others?*
- *Immigration and Integration of Syrian refugees in Germany and Italy*
- *Immigration policies and identity discourse in the United States and Great Britain*

### **Travail & Syndicalisme / *Labor & trade unions***

- Les syndicats français et allemand et l'Etat.
- La mutation du syndicalisme en Hongrie et en Pologne depuis la chute de l'URSS
- L'émergence des préoccupations environnementales dans les politiques agricoles en France et au Royaume-Uni : le rôle du syndicalisme majoritaire et des environnementalistes
- Les travailleurs français et roumains face aux questions sociales du chômage et de l'emploi
- La grève est-elle une forme d'expression politique ? Une approche comparative entre trois pays et trois modèles
- Abstention et précarisation de l'emploi : quelle corrélation ?
- *Gender inequality on the labour market*
- *Relation between Family Policies and Fertility Rates Regarding Women Entering the Labour Market after Childbirth in Hungary, Slovenia and France*

### **Elections & Vote**

- Vote blanc, citoyens et démocraties européennes : Etude comparée des significations du vote blanc en France, Belgique, Espagne et au Royaume Uni
- Le vote des personnes en situation de pauvreté, une analyse comparative portant sur la France et l'Allemagne
- Le vote des plus de 65 ans dans les pays occidentaux d'Europe latine.
- Les privations légales du droit de vote : L'accès au suffrage des prisonniers et des déficients mentaux en France, en Belgique et au Royaume-Uni



- Quel lien entre le bien-être et le vote en Italie, en France et en Allemagne ?
- Analyse comparée du e-vote en Europe
- Le vote obligatoire en Australie, en Belgique, à Chypre, en Grèce, en Italie, au Liechtenstein et au Luxembourg
- Les eurosceptiques à l'aube des élections européennes 2019
- Le mode de scrutin fait-il l'élection ?
- Politiques et flux migratoires : l'impact de l'immigration sur les élections nationales
- L'abstention aux élections européennes et nationales : la représentation politique et sa vision sont-elles en crise ?
- L'abstention aux élections européennes de 2009 et 2014
- Calendriers électoraux en Allemagne, Espagne et Russie et application de la théorie des élections de second ordre aux scrutins régionaux
- Etude comparative de la participation électorale (France – Autriche)
- L'impact de l'espérance de vie et de la mortalité sur le comportement électoral dans l'Union Européenne de 2009 à 2018
- Les discours électoraux des candidates centristes en France et au Royaume-Uni
- Le changement de leadership politique : la dédramatisation et la progression électorale de l'extrême droite
- L'abstention en France et au Royaume-Uni
- Vote blanc, citoyens et démocraties européennes : Etude comparée des significations du vote blanc en France, Belgique, Espagne et au Royaume Uni
- Un abstentionnisme à plusieurs vitesses au sein de l'Europe
- *The consequences of the electoral system on the partisan frame: comparative approach Brazil and the USA*
- *Agenda setting and social media: a comparative case study of the United States 2016 election and the United Kingdom 2016 Referendum*
- *How and why the pollsters got it wrong on the EU referendum and the 2016 US presidential election?*

### **Parlements / *Parliaments***

- Le contrôle de constitutionnalité de la procédure parlementaire : affaiblissement ou renforcement du Parlement ?
- Le contrôle parlementaire en matière de défense et notamment sur le recours à l'armée Allemagne / France 1997 – 2017
- Belgique et Royaume-Uni : des sentiments nationaux, des parlements régionaux ; Le cas du Parlement de Wallonie et du Parlement d'Écosse
- Institutionnaliser l'évaluation des politiques publiques : étude comparée des dispositifs parlementaires en France et au Royaume-Uni
- Les parlementarismes rationalisés allemand et espagnol
- Les parlements autonomes en Italie, en Espagne et au Portugal
- Médias et agendas parlementaires en Europe : Étude comparée entre le Royaume-Uni, l'Espagne et la Belgique
- L'évolution du bipartisme en régime parlementaire : analyse comparée entre la France et le Royaume-Uni

- Interroger l'efficacité des lois sur la parité entre les hommes et les femmes en politique dans la lutte pour l'égalité des genres à l'échelle des parlements nationaux : étude comparative entre la France et le Royaume-Uni
- Entrée et pérennisation des partis verts au Parlement
- L'entrée ou non de l'extrême droite dans les gouvernements des régimes parlementaires européens (Allemagne, Italie, Autriche)
- Parité au sein des Parlements. Regard comparé sur la France, le Royaume-Uni et la Suède

### **Démocratie, démocratisation et autoritarisme / *Democracy, democratization and authoritarianism***

- Démocraties attaquées, quelles réponses apporter au terrorisme ?
- La place de l'opposition dans les chambres basses des démocraties majoritaires : Étude comparée entre la France et le Canada
- La montée d'une nouvelle forme de démocratie dans les pays d'Europe centrale membres de l'Union européenne
- L'impact des transitions politiques passées sur la politique actuelle : étude croisée de la Russie et de la Turquie
- Le néo-paganisme enflamme les démocraties européennes
- Démocratie bien notée, démocratie en meilleure santé ? Étude France-Suisse interrogeant la pertinence de la démarche consistant à juger les démocraties entre elles, à partir de l'exemple du critère de participation citoyenne à la vie politique.
- Démocratie de consensus et conflictualités linguistiques dans les États multilingues Belge et Suisse.
- Démocratie directe et polarisation politique en Europe
- Les cours constitutionnelles des démocraties libérales, clé de la stabilité des pays d'Europe de l'Ouest ? Les exemples paradigmatiques de l'Allemagne, la France et l'Espagne.
- Comparaison du taux d'abstention dans différents pays européens et avancer les causes explicatives possibles, au prisme d'une crise de la Démocratie Représentative et d'une transformation des formes traditionnelles d'expression politique
- Démocratie directe ou participative : le référendum local en Allemagne et en France
- Lien entre justice constitutionnelle et démocratie en Russie et en Allemagne
- Le retour aux institutions démocratiques après la fin des régimes de Franco en Espagne et Salazar au Portugal (1974-1982)
- Les facteurs de la démocratisation des pays de l'ex-Yougoslavie et anciennes Républiques Soviétiques Croatie, Pologne, Roumanie, Serbie
- Les Données Ouvertes appliquées à la Transparence de l'activité publique
- Contester le Roi
- L'opposition à la monarchie en Espagne et au Royaume Uni au XXIe siècle : S'opposer au régime établi. Comparaison entre les mouvements monarchistes français et les mouvements républicains espagnols au XXIe siècle
- Une forte intégration des citoyens dans la vie politique par le fédéralisme ?
- Question agraire et instabilité politique dans l'entre-guerre en France, Italie et Espagne
- La motion de censure constructive- Comparaison des motions de censure en Allemagne et en Espagne
- Place des cabinets ministériels dans le système politico-administratif et politisation de l'administration

- Culture numérique et administration électronique
- Référendum d'initiative populaire et engagement civique
- *Are regional organizations in the Middle East effective in providing more political stability to their members?*
- *The effects of Mozambique, Zambia and Algeria old metropole and China over their political regime and stability*
- *Are Australia, Canada and New Zealand effective at representing their indigenous populations? A comparative analysis*
- *White settlers and democratization in Botswana, Zambia and Zimbabwe*
- *Development and democracy in East Africa*
- *The relationship between the use of social media and democracy: a comparative study in Colombia, the United Kingdom and the United States of America*
- *Are democracies well-equipped to face corruption in politics?*
- *Independence process and democratic level of the regime in newly independent states: a comparative approach of Algeria, India, Senegal, and Bangladesh*
- *Is democracy a better safeguard against corruption than authoritarianism?*
- *Is the Arab spring a successful democratic transition?*
- *Does ethnic diversity hinder democracy?*
- *Why are some countries of the former Yugoslavia more democratic than others?*
- *The Financing of Political Parties and Democracy, with the examples of Germany, United States and France*
- *Are the democratic values of a country affected by the regulation of electoral processes?*
- *The transition to democracy and the quality of democracy post-1989 in Poland and Czech Republic*
- *Why is Botswana considered a flawed democracy and Botswana a full democracy in 2017*

## **La gauche / *The left***

- Le lien entre les politiques européennes et la montée des partis populistes, de droite et de gauche
- La France Insoumise et Podemos, la résurgence d'une nouvelle idéologie de la gauche ?
- Mouvements nés de l'austérité européenne et forces de gauche historiques dans le Sud de l'Union Européenne : relations, trajectoires, ressemblances et divergences depuis le début des années 2010
- Comment expliquer l'évolution différenciée des partis d'extrême gauche en Europe de l'Est ?
- Le post-matérialisme dans la gauche radicale
- L'évolution du Parti socialiste français, tchèque et hongrois : vers un déclin ?
- De la spécificité du modèle Balte suite à l'éclatement de l'Union des Républiques Socialistes Soviétiques (URSS)
- *The new lefts in South America*

## **Europe**

- Peut-on réellement parler d'une fracture entre l'Europe centrale-orientale et le modèle occidental ?
- La mobilité urbaine durable en Europe
- A Failing Franco-German Alliance on European Integration Post- Eurozone Crisis

- La Crise migratoire : L'apparition d'une hostilité homogène des pays de l'Europe de l'Est qui met à mal l'unité de l'Union Européenne
- La légalisation de l'avortement dans l'Europe catholique
- La montée d'une nouvelle forme de démocratie dans les pays d'Europe centrale membres de l'Union européenne
- Les partis antisystèmes en Europe
- Médias et agendas parlementaires en Europe : Étude comparée entre le Royaume-Uni, l'Espagne et la Belgique
- Spécificité et diversités programmatiques des partis populistes en Europe : Typologie des partis populistes représentatifs d'Europe
- Etats d'urgence en Europe : Un modèle européen ou des cultures politiques nationales ?
- Analyse comparée du e-vote en Europe
- Européanisation des cours suprêmes européennes
- La place et la puissance des institutions de contrôle constitutionnel français et allemand face à la production législative des organes européens
- L'opposition politique en France et au Royaume-Uni
- La cohabitation : une mise en perspective franco-portugaise
- Le bicamérisme égalitaire, facteur d'instabilité ? Une perspective franco-italienne
- Comparaison de la recomposition politique après la crise au Portugal et en Espagne : une divergence
- De la place du politique dans le domaine de la défense, comparaison France-Allemagne
- L'appréciation de la notion de souveraineté alimentaire : une réalité protéiforme et révélatrice de rapports différenciés à l'Agriculture en Suisse, en Allemagne et en France
- L'autonomie des autorités administratives indépendantes : Étude comparée Allemagne, France, Royaume-Uni
- Processus de construction de l'Etat et institutionnalisation différente du multilinguisme : Suisse, Belgique, Espagne, Italie, France
- Le temps de formation d'un gouvernement de coalition : comparaison Belgique, Suisse, Autriche
- Corruption vs Stabilité Politique : un pronostic incertain ? Approche Comparative - Espagne, Italie, Russie et Ukraine
- Les mouvements des places en Europe : Ukraine, Espagne, France
- *Comparison of the attitudes of Eurosceptic parties in France, Italy and Germany towards the European Union*
- *EU in crisis? Euroscepticism in the EU*
- *Success and failures of the European Union: examining the reasons for public euroscepticism in the UK and Greece*

## **Économie / *Economy***

- Une meilleure santé économique à travers le meilleur des systèmes éducatifs ?
- L'impact de la (dé)centralisation du pouvoir sur la croissance économique en Allemagne et en France
- La conjoncture économique et l'abstention : une relation ambiguë
- L'émergence des mouvements politiques au sein de l'Union Economique et Monétaire

- *The Corresponding Development of Wage and Welfare Regimes - a historical comparison of Germany and Japan*
- *Why has Botswana's economy developed more than Niger's since 1999?*
- *Poverty reduction: contrast in results achieved by Brazil and Mexico*

### **Chefs de gouvernement, chefs d'Etat / *Heads of State, Heads of government***

- Le rôle politique du chef de l'Etat en France et au Royaume-Uni depuis 1958
- Le rôle et l'impact du chef de l'exécutif au sein de trois puissances mondiales
- Une analyse comparative des discours d'investiture des chefs de gouvernement en Hongrie, Pologne, Autriche, Roumanie, France et Allemagne
- Le rôle du Chef d'Etat dans le domaine des Affaires étrangères en France et en Espagne
- De la capacité du chef d'Etat à influencer sur le temps de formation du gouvernement
- *The role of a constitutional monarch in Europe*
- *The role of monarchs in political crises: Spain and Thailand*

### **Représentation, citoyenneté, droits humains, justice sociale / *Representation, citizenship, human rights, social justice***

- La population carcérale, une affaire de politique
- La mise en œuvre des politiques de lutte contre la traite et l'exploitation des mineurs au Royaume-Uni, en France et en Roumanie
- Les politiques publiques de lutte contre les violences sexuelles et sexistes : les facteurs de stratégies différenciées en Espagne, en France et en Suède
- Les législations sur la prostitution dans l'union Européenne : Des divergences fortes dans un cadre tendant à converger
- L'indépendance de la justice : problème institutionnel ou question de perception ?
- Le recours citoyen au contrôle de constitutionnalité a posteriori dans la protection des droits fondamentaux en Espagne, Allemagne et France
- L'élaboration des politiques carcérales en France et en Suède
- Les Etats-Providence et la dépendance économique des femmes au sein de la famille nucléaire hétérosexuelle: une typologie des Etats-Providence en fonction de leur influence sur les violences conjugales.
- Les législations sur la prostitution dans l'Union Européenne : Des divergences fortes dans un cadre tendant à converger
- La structuration des mouvements féministes et les dynamiques d'élaboration des politiques publiques en matière d'égalité professionnelle
- Pourquoi légaliser l'euthanasie ? Une étude comparative au Benelux
- Cannabis, débat public et régulation politique : une analyse comparée entre la France et les Pays-Bas
- La législation sur la Gestation Pour Autrui : France, Russie, Israël
- Le service militaire en Finlande, Suède, Norvège et Danemark : un modèle nordique de conscription ?
- La mise en oeuvre du New Public Management depuis les années 1970 et son influence sur l'Etat providence

- La représentation politique des territoires ultramarins en France et au Royaume-Uni : profils, activités et revendications des élus
- *Comparative study of human rights discourse of China, Russia and Saudi Arabia*
- *Why does authoritarian China allow abortion and not democratic Argentina ?*
- *How does a welfare state's failure to reduce inequality affect anti-globalisation sentiments among its population? A case of France and Poland*
- *The current state of political participation in France and the United States: protest in the 2000s*
- *A comparative analysis between Latvia and Russia regarding ethnic minority policies since 1991*
- *What is the effectiveness of the fight against corruption in Brazil and Mexico?*
- *Gay Rights In The Middle East : A Comparison - The Situation Of Gay Communities In Israel And Iran*
- *The Mafias in Italy and Japan*
- *Indigenous political representation in Bolivia and Australia*
- *State feminism and women political representation in Scandinavian countries*
- *Why multilingualism still creates political and identities conflicts in Maghreb societies?*
- *Are developing nations more likely to have a larger female representative body in government than developed ones?*
- *Does corruption exacerbate drug trafficking?*

### **Partis Politiques / *Political parties***

- La comparaison de la présence des mentions des politiques culturelles dans les programmes des partis politiques en France et en Allemagne
- Le royalisme dans les républiques européennes du XXème siècle à nos jours : Étude comparée des partis royalistes en France et en Italie
- Les relations entre partis autonomistes ou indépendantistes et État, et leurs impacts sur la dévolution des pouvoirs
- De nouvelles formations partidaires en Europe - Etude comparée de trois «mouvements» politiques européens récents : Podemos, Mouvement Cinq Étoiles, La République En Marche
- Décentralisation et évolution des partis régionalistes en France, en Espagne et en Italie
- Les mesures de parité politique installées par les partis politiques en Suède, en Espagne et au Royaume-Uni
- *The rise of the far-right nationalist parties in Europe: France, Italy...but why not in Spain?*

### **Politiques publiques et réformes / *Public policies & reforms***

- Les grandes réformes de décentralisation en France et en Espagne depuis la fin des années 1970
- 1995, 2016, 2018 : faire passer des réformes impopulaires en France
- Réforme de la fonction publique, France & Suède
- La réforme des systèmes de retraite depuis les années 1990 : Etude comparée de l'Allemagne, la France et la Pologne.
- Les grandes réformes de décentralisation en France et en Espagne depuis la fin des années 1970
- L'impact de la (dé)centralisation du pouvoir sur la croissance économique en Allemagne et en France

- Décentralisation et évolution des partis régionalistes en France, en Espagne et en Italie
- Politiques publiques de protection des lanceurs d'alerte : l'Etat entre pérennité et légitimité. Analyse comparée : Royaume-Uni, France, Espagne
- *Comparison of Turkish Presidential and Russian Semi-Presidential System and Its Effect on Their Foreign Policy-Making: The Case of Syria*
- *Up to what extent is the Institutional Policy Making Process affected by regime changes in Latin American States such as Argentina, Brazil and Chile?*
- *Why the Arab Spring pushed Morocco to create more beneficial socio-economic policies with successful implementation, whereas Algeria and Tunisia lagged behind regardless of their common geographical context of the Maghreb?*
- *Has political orientation of governments affected financial deregulation between 1980 and 2000 in France and the USA?*
- *The institutional transplantations: is an institutional transplantation a way to transfer results of institutions of a country in another one?*

### **Independence, Séparatisme, Nationalisme / *Independence, secessionism, nationalism***

- Les mouvements indépendantistes en Nouvelle-Calédonie et en Catalogne
- Implantation du nationalisme basque : des réalités différentes de chaque côté des Pyrénées
- Les séparatismes à l'épreuve des rois
- Les relations entre partis autonomistes ou indépendantistes et État, et leurs impacts sur la dévolution des pouvoirs
- Corse et Catalogne : Monographie de deux dynamiques régionales nationalistes en Europe
- La vie politique, institutionnelle et citoyenne sous les conflits basques et nord irlandais (1968-2018)
- Les rapports entre partis régionalistes et institutions centrales en Italie et au Royaume-Uni
- Régionalismes en Europe : fondements, revendications et réponses étatiques
- Corse et Catalogne : Monographie de deux dynamiques régionales nationalistes en Europe
- Belgique et Royaume-Uni : des sentiments nationaux, des parlements régionaux ; Le cas du Parlement de Wallonie et du Parlement d'Écosse
- La relation de concurrence entre l'espace régional à langue minoritaire et l'Etat central
- Régionalismes en Europe : fondements, revendications et réponses étatiques
- *How do Spain and the United Kingdom manage their secessionist movements?*
- *Are federal states better prepared than unitary states to deal with independent movements?*
- *Scotland and Northern Ireland: where is violence?*
- *Are federal states less likely to have secessionist movements? A comparative study from the angle of fiscal decentralisation*
- *Referendum: A 'trendy' tool that seeks separatism in the Europe of the 21st century*
- *The rise of the radical right*
- *Nationalism in Hong Kong, Taiwan and Quebec: does the nationalism in the socialist regime differ from that in the democratic regime?*
- *A comparative analysis of nationalism in Denmark, France and the United States*

### **Questions de genre / *Gender issues***

- Représentation proportionnelle, représentation majoritaire : la représentation politique des femmes à la lumière des variables juridiques et sociétales
- La Participation des Femmes en Politique en Belgique, Espagne France, Hongrie et Suède
- Bioéthique et Politique : l'ouverture de la PMA aux couples lesbiens et aux femmes seules en France et en Espagne
- Interroger l'efficacité des lois sur la parité entre les hommes et les femmes en politique dans la lutte pour l'égalité des genres à l'échelle des parlements nationaux : étude comparative entre la France et le Royaume-Uni
- *Gender quotas and the link between descriptive and substantive representation*
- *Does economic development equal gender equality in politics? A comparative case study of Iceland and the United States*
- *Gender inclusivity of reintegration programs for female ex-combatants in Sierra Leone and Nepal*
- *Do different political regimes shape the approach to gender equality? A comparison between Japan and China*
- *Do women of developed countries have higher status and stronger power in politics compared to women of developing countries?*

### **Guerres et conflits / *Wars and conflicts***

- *Why the weak win war?*
- *Why do so many sub-Saharan African states experience civil wars?*

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