



VYTAUTO DIDŽIOJO
UNIVERSITETAS
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Writing a Bachelor's Thesis in the field of Political Science

VYTAUTAS MAGNUS UNIVERSITY
FACULTY OF POLITICAL SCIENCE AND DIPLOMACY
DEPARTMENT OF POLITICAL SCIENCE

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Writing a Bachelor's Thesis in the field of Political Science

DIDACTICAL GUIDELINES

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Introduction

During bachelor studies every political science student writes a number of various papers: reports, essays, research papers, term papers. Final bachelor theses give students the best opportunity to demonstrate the knowledge acquired at the university and paper writing skills obtained. Pedagogical work practice shows that students learn writing papers throughout the entire period of their studies. During this process of learning and skill acquisition students are constantly encountering many questions related both to the writing process of the paper itself, including the bachelor paper, and to the presentation of the paper: where to start? How should the research be planned? What should be the main structural parts of the paper? What should be the contents of those parts? How should the authors referred to be cited? What empirical methods should be used? How should the list of literature be drawn up? We are hopeful that this didactical guidelines will provide answers to the aforementioned as well as other questions that arise in the process of writing the final thesis and that during the process of writing it will serve as a useful assistance for every political science student both those who are starting and those who are finishing their assignment.

The bachelor study programme of the political science field that is taught at the Political Science and Diplomacy Faculty (PSDF) of Vytautas Magnus University (VMU) requires students to deliver academic papers in political science areas of their choice in the following three main groups: 1. *reports and essays* (short papers), written during studies of separate study programme subjects; 2. *term papers or research papers*, written in the fall semester of the final year of bachelor studies; 3. *bachelor paper*, written in the spring semester of the fourth year of bachelor studies. Both general and special methodological and layout requirements apply to every group of the papers. The general procedure for the preparation of final university papers was established 6 February 2008 by the Order of VMU Vice-rector for Studies on the General Procedure of the Preparation of Final Theses (No. 74a). Usually, special requirements are connected with the science studied and the nature of corresponding studies. Special requirements and recommendations for the students of political sci-

ence on writing different papers in the field of political science were presented in the tutorial published by one of the authors of these didactical guidelines three years ago¹. Despite that, it was observed that students continued encountering certain questions and uncertainties, therefore a decision was made to draw up special didactical guidelines dedicated to bachelor students, which would include an update of the previously published material and additional new information and recommendations with respect to the currently relevant problematic issues. Therefore, these didactical guidelines represent the second improved publication of the didactical guidelines published in 2009.

Didactical guidelines consist of six main parts. The first part deals with a discussion of the process of writing a bachelor paper as well as the procedure of assessment and defence. Further parts are dedicated to planning the research and selection of theories and methods. The second part offers a review of the key approaches to political science research. The third part elaborates on the main research models, while the fourth part presents a detailed discussion of the main empirical research methods employed in political science research. The fifth part features information on the layout of the bachelor paper with a detailed discussion of all the crucial points in the structural part and the requirements applied. The sixth part deals with general requirements for the preparation of the bachelor paper and is focused on the composition of the list of literature and the rules and formatting of literature citations. The final annex part of the aid features a number of examples. All the parts are structured on the same principle: first, various material with examples and schemes is presented for students to get acquainted before they start writing the bachelor paper; then, recommendations are presented; each part is finished with self-control questions and tasks and the list of recommended literature.

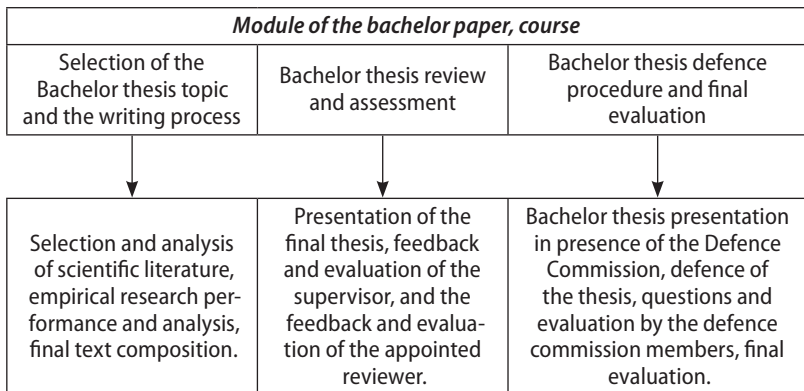
1. Unikaitė-Jakuntavičienė, I., *Writing and Presentation of Papers by the Students of Political Science. Practical Didactical Guidelines*. Kaunas: VDU Publishing House, 2009.

1. Bachelor Thesis Writing Process, Assessment And Defence

Bachelor paper preparation and defence is prerequisite for each student of VMU Political Science studies in order to gain the bachelor degree in Political Science. Bachelor paper preparation and defence take place in the final semester of the political science bachelor study programme. The right to defend their final bachelor thesis is granted exclusively to those students who have completed and passed all the compulsory political science study programme courses and accumulated the required number of credits. 4.13.1. *Final thesis (final art project) is a scientific research, art or project paper prepared individually by the student, performed at the end of the study programme and intended for the acquisition of analytical, investigative, artistic and other competences. Only students who have fully completed the compulsory study programme are eligible to defend the final thesis. VMU Regulations of Studies*².

At Vytautas Magnus University, bachelor paper module/course is divided into several stages (see Scheme 1).

Scheme 1. Structure of the bachelor paper module



2. Vytautas Magnus University, Regulations of Studies, Approved at the Sitting of VMU Senate 27/06/2012, Kaunas, 2012: p. 33.

This part will discuss the stages in writing the bachelor thesis and detailing the most relevant aspects and providing recommendations for students on required behaviour in each of the stages for the purpose of reaching better results.

1. 1. Selection of the Bachelor Thesis Topic and the Writing Process

Firstly, students are given a deadline to choose their bachelor thesis topic and submit it to the administration of the Department of Political Science. Usually, students discuss the selection of the final bachelor thesis topic and the specific phrasing of the topic with their bachelor paper supervisor. Students are encouraged to think over the topic with responsibility, consult teachers and choose the topic that interests them and is relevant. Oftentimes, students pick a topic in which they have certain prior scientific leverage, e. g. a previously written term paper. Later, the selected and finalised topics are assessed and given final approval at the sitting of the Department of Political Science.

Please, take the following advice into consideration when selecting the topic:

- 1) choose a topic that you personally find really interesting, one that you would like to investigate deeper and become an expert in. Readers' attention is more likely to be drawn if the topic is developed by an interested author. An interested reader is better than a bored one because he/she helps the author of the paper to see the advantages and the shortcomings and shares his/her questions and observations;

- 2) avoid choosing topics that have been previously widely analysed by other students or scientists, regardless of how attractive they might seem. It might happen that in the process of writing the paper you realise that you have nothing new to say or start unintentionally repeating other authors' ideas;

- 3) do not hesitate to consult teachers on the choice of the topic or its phrasing since they might provide you with qualified advice on the suitability of the topic for a certain level (term paper, bachelor's or master's paper) paper.

After the topic is selected, the final thesis writing process begins and it involves an intensive cooperation between the student and the bachelor paper's supervisor. During the process of writing a bachelor paper, every student must consult the final thesis supervisor on a regular basis according to a schedule set in advance. Usually, the Department of Political Science sets specific dates on the submission of the draft and the final text of the bachelor paper to the supervisor and the Department. This stage is followed by the bachelor paper evaluation and defence.

The process of writing a bachelor paper involves elements of both creative and technical input. First of all, every student must search for scientific literature in accordance with the bachelor paper topic of his/her choice. Presentation and analysis of up-to-date and highest-level scientific literature constitute essential quality criteria of the bachelor paper. Analysis of the scientific literature allows discerning, establishing and defining the novelty, originality, and partly the relevance of the paper. Every undergraduate student must be able to establish and define in his/her paper the place that his/her research takes in the context of Lithuanian scientific works, to know the most prominent foreign scientists and researchers of the corresponding field, to be able to describe the contribution of the work or specify the interconnections with the works performed in the corresponding field or those dealing with the corresponding scientific topic.

Scheme 2. Stages of the bachelor paper writing process

Bachelor paper writing process			
Search, selection, and analysis of scientific literature	Selection and analysis of theoretical approach	Selection of empirical research methods, research performance, processing	Preparation of the text for the bachelor paper. Analysis and conceptualisation of theoretical and empirical part.

1. 1. 1. Search and selection of scientific information

According to Janet M. Ruane, "We live in an information-dominated society. Every day, like it or not, we are bombarded by facts, figures,

*news, and opinions; we are connected to countless information sources about our local community, our society, and our world*³.

Valuable scientific literature and information is available not only at libraries but also at online databases. Latest scientific research studies are usually published in periodic peer-reviewed scientific journals. Majority of modern scientific journals are referred on internet and thus easily accessible to every user. Although google.com is usually the primary source for students to start searching for scientific literature, it is recommended that scientific literature search be performed in reviewed periodic foreign and Lithuanian scientific information journals and databases. The search can be started from VMU tested and licensed databases (<http://biblioteka.vdu.lt/>), which provide online access to every VMU student. Students are welcome to consult teachers, supervisors or staff of the library V. Biržiška reading room on the use of the aforementioned databases. It is recommended that students obtain information on the leading Lithuanian and foreign scientific journals in the chosen political area (political science, international relations, European studies or specific specialised field, e. g. education policy, social policy, etc.). The search of scientific information databases should be performed based on keywords.

In Lithuania, the best-known political science journals include *Political Science/Politologija*⁴, *Public Politics and Administration/Vie oji politika ir administravimas*⁵, *Lithuanian Foreign policy Review*⁶, *Lithuania's Annual Strategic Review/Lietuvos metinė strateginė apžvalga*⁷, *Baltic Journal of Law and Politics*⁸, *Regional Studies/Regioninės studi-*

3. Ruane J. M., *Essentials of research methods. A guide to social science research*, Blackwell Publishing, 2005: p. 1.
4. Journal published by Vilnius University Institute of International Relations and Political Science (VU TSPMI). <http://www.leidykla.eu/index.php?id=40>
5. Journal published in cooperation between Kaunas University of Technology and Mykolas Romeris University. <http://www.ktu.lt/lt/mokslas/zurnalai/vpa/meniu.asp>
6. Journal published in cooperation between VU TSPMI and the Ministry of Foreign Affairs of the Republic of Lithuania. <http://www.lfpr.lt/>
7. Journal published in cooperation between the Military Academy of Lithuania, VU TSPMI, and VMU Faculty of Political Science and Diplomacy (PMDF). <http://www.lka.lt/index.php/lt/148423/>
8. Journal published by Vytautas Magnus University. <http://versita.com/bjp/>

jos⁹, *Political Science Almanac/Politikos mokslų almanachas*¹⁰, *Social Science/Socialiniai mokslai*¹¹. More scientific journals published in Lithuania can be found at Lithuanian university websites. Lithuanian databases that provide valuable information include *Lithuanistika* (<http://www.minfolit.lt/>), *Lidata* (<http://www.lidata.eu/>), eLaba (<http://www.elaba.lt/>). Students who choose analysis of the political situation in a foreign country as their object of research might find valuable information in annual surveys performed by international organisations, e. g. *Freedom House* (<http://www.freedomhouse.org/>), *Transparency International* (<http://www.transparency.org/>), which performs world-wide recognised empirical research. Selection of scientific literature might be an exhausting process as the context of modern information society makes it more difficult to select suitable information rather than to find it. In the process of selecting scientific literature, choose only those scientific works that are directly related to the object and topic of your research. Please bear in mind that selection of highest-level and up-to-date scientific literature is one of the most important steps in the process of preparing a quality paper.

Reading and analysing the selection of scientific literature is important not only for the understanding of the latest directions of research in corresponding fields of science or the problems discerned but also for the choice of appropriate theory.

1. 1. 2. Selection of theoretical approach and empirical research methods

The selection of a particular theoretical approach or a specific theoretical model is usually considered an important part of the bachelor paper; therefore it is recommended that students opt for a specific theory. However, not all types of research lend themselves to theoretical modelling. Instead of a specific theory, students might opt for an in-depth analysis of documents, an analysis of latest scientific literature.

9. Journal published by Vytautas Magnus University <http://biblioteka.vdu.lt/ml-rst.htm>
10. Journal published by Vytautas Magnus University <http://biblioteka.vdu.lt/ml-pma.htm>
11. Journal published by Kaunas University of Technology. <http://www.socmokslai.ktu.lt/>

Nonetheless, a theoretical model helps finding, discerning and choosing the concepts and analytical criteria based on which a specific empirical research will be later carried out. Theoretical approach also provides the means to choose specific empirical research methods when conceptualising empirical research analysis. In the process of selecting theoretical perspective or theoretical model it is recommended that students substantiate the reasons behind the choice as well as its applicability.

The chosen theory usually predefines the selection of empirical research methods. Usually, the choice of theoretical and empirical research methods is determined in the process of a discussion between the student and the supervisor. Before starting out with the empirical research, students are advised to discuss the research strategy with their supervisor. Usually, students engage in qualitative research, interviews, e-surveys, content analysis, document analysis, and political speech analysis. For more information on research methods please refer to other sections of these didactical guidelines.

1. 1. 3. Preparation of the text for the bachelor paper

The final stage of the bachelor paper writing process involves the finalisation of the text. Every student must be familiar with the mandatory parts of the bachelor paper (these are described in the current didactical guidelines). One of the essential quality baselines for the evaluation of a bachelor paper is a clear conceptualisation of the work: the thesis must show clear connection of the topic, define aims and tasks, and in the conclusions, the solution to the aims and tasks must be provided at the same time demonstrating the interconnection between all the structural parts of the paper in a clearly structured text. As usual, the best theses are prepared by students who are able to clearly link the chosen theory with the empirical research analysis performed, thus presenting the theoretical reflection in the empirical part of the research. Also, no less important is to ensure that the text of the thesis complies with the requirements raised for a scientific text. Citations and references must be presented in an orderly manner and in line with the respective requirements, opinion must be expressed in a reasoned way, thoughts and position of the author of the text/student must be clearly separated from the sources cited.

1. 2. Bachelor Thesis Assessment and Defence

Completion of the bachelor paper writing process is followed by assessment and defence procedures. Each year, the Department of Political Science sets the deadline for students to submit their final bachelor theses. Students are required to present their theses on time so that all the papers can be passed to the appointed reviewer and the members of the Bachelor thesis defence commission. According to the current bachelor paper assessment system applied in the VMU Department of Political Science, final theses are assessed by the supervisor, appointed reviewer, and the members of the Bachelor thesis defence commission. According to the currently applicable rules, the evaluation of the supervisor accounts for 25% of the final evaluation of the thesis, the reviewer's evaluation represents another 25% of the total evaluation, and the evaluation of the members of the defence Commission comprises 50% of the final evaluation.

Usually, the Bachelor thesis defence commission is formed of five qualified members, teachers of VMU Faculty of Political Science and Diplomacy (PMDF), a representative of the Ministry of Foreign Affairs of the Republic of Lithuania or another representative of VMU PMDF social partners (usually representatives of the municipality, non-governmental organisations or other institutions). This way qualified experts, scientists and practitioners are rallied to give an adequate evaluation of whether the student's thesis is scientific, relevant, and novel. According to the long-standing VMU final thesis defence procedure, the Defence Commission is chaired by a guest scientist from another Lithuanian university.

The bachelor thesis defence procedure consists of several stages. First of all, a student presents his/her bachelor thesis in the Lithuanian language; the presentation is allocated 10-15 minutes¹². After that, during the defence procedure, the supervisor and the appointed reviewer give their comment on the bachelor paper prepared by the student. These procedures are followed by the student responding to the questions he/she rose in the review and defends his/her position.

12. Every year the VMU Department of Political Science sets a deadline (date) for the submission of student papers and defines concrete amount of time for the thesis presentation.

Later, student is asked questions by members of the final bachelor thesis defence commission and the student provides his/her answers. At the conclusion of the paper defence procedure, the final bachelor thesis defence commission convenes for a sitting at which discussion and summing of the evaluations made by defence commission members, the supervisor and the reviewer is concluded by the announcement of the final bachelor thesis results.

A student who defends his/her paper must *demonstrate the following competences*:

- analyse theoretical and practical topicalities in the chosen field of research;
- plan scientific research (formulate the problem and substantiate the relevance of its scientific research; formulate the object, the aim, and the tasks of research, choose adequate research methodology),
- perform research, analyse, evaluate and interpret empirical data, apply scientific data analysis methods;
- prepare a written research report (bachelor thesis), reasoned research conclusions,
- discuss in reason relying on data of the research performed.

Approved bachelor thesis evaluation criteria are available at the Department and are recommended for the defence commission in the process of paper assessment. These criteria are presented in the table.

According to the procedure established by VMU Regulations of Studies¹³, a student who fails to defend the final thesis is eligible to retry after a certain period of time:

4.13.5. Should the student fail to defend the final thesis, the defence of the final thesis may be repeated not earlier than after one year as stipulated by the general procedure for the preparation and defence of final theses approved by the order of the Rector. Final thesis evaluations are not subject to appeal. VMU Regulations of Studies, 2012: 34

13. 4.13.3. The preparation and defence of final theses is regulated by the general procedure for the preparation and defence of final theses as approved by the order of the Rector. Vytautas Magnus University, Regulations of Studies, Approved at the Sitting of VMU Senate 27/06/2012, Kaunas, 2012: p. 34 <http://www.vdu.lt/lt/apie-vdu-kaune/svarbiausi-vdu-dokumentai> Last accessed: 26/08/2012.

Table 1. Bachelor thesis assessment criteria

No.	Assessment criteria	Assessment		
		Yes	Partly	No
1.	relevance, complexity, novelty or originality of the topic	1	0.5	0
2.	operationalisation (analysis) of the essential features that describe the phenomenon surveyed (the object of research);	1	0.5	0
3.	analysis of previous papers on a similar topic, proper citation;	1	0.5	0
4.	innovative work results (references to the up-to-date research material) and their comparison with analogous results found by other authors;	1	0.5	0
5.	balanced ratio between theoretical and practical part of the research; typically, the weight of the theoretical part should not exceed one-third of the total (balance);	1	0.5	0
6.	ability to clearly and consistently present the problem in the introduction of the thesis;	1	0.5	0
7.	ability to reveal the content of the paper in correct Lithuanian and good professional language in the subject-related part of the paper;	1	0.5	0
8.	pursuit of independent and original research;	1	0.5	0
9.	ability to see personal work from a critical point of view by formulating insufficiently resolved problems or new ones that arose in the process of writing;	1	0.5	0
10.	qualified responses to reviewer's comments and Commission members' questions;	1	0.5	0

Self-control questions and tasks:

1. Think over the topic chosen for the bachelor paper. Why is it interesting to you? Why is it relevant? Discuss the chosen topic with VMU PMDF teachers and the supervisor.
2. Search the VMU library archive to find the latest scientific literature on the topic of your bachelor thesis. Select only the information that suits best for the analysis of the chosen object of research.
3. Obtain information on the highest-level scientific periodic journals which publish articles related to the topic that you have chosen for your bachelor paper. Find at least ten highest-level scientific articles.
4. Draw up a plan of activity and single out the key stages and their deadlines.

2. Approaches and Theories of Political Science Research

As a field of social science, political science is divided into several disciplines and each of them has developed a field of political science theories (see Scheme 3). In the process of writing the bachelor thesis it is important to identify and attribute your work to a specific political field, i. e. comparative policy, European studies, international relations or internal policy, etc., and, taking this into consideration, to choose a theoretical perspective that corresponds with the object analysis.

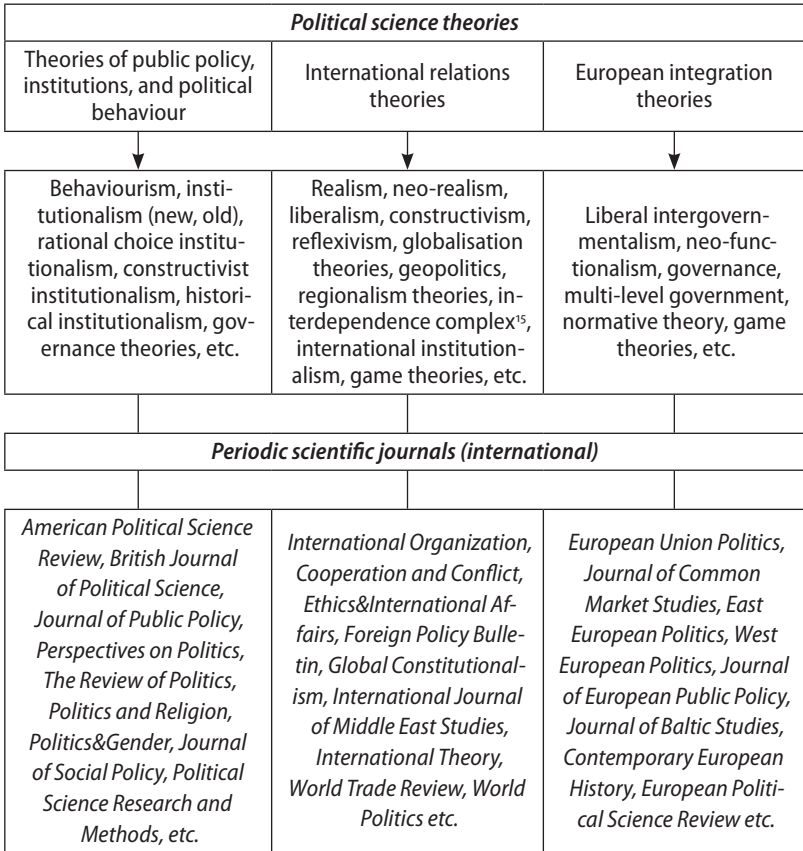
The aim of this section is to single out and briefly introduce the traditional theories of each field of discipline research although it must be stressed that often certain theories overstep the inter-disciplinary boundaries (e. g., institutionalism-based theoretical-analytical models¹⁴ are characteristic of most of disciplines). Also, the section deals with periodic scientific journals that can be used in the bachelor paper and feature up-to-date research based on both traditional and more modern, reformed, synthesised theoretical-analytical models that are dedicated to the research of specific scientific problems. The chosen theoretical perspective helps deriving concepts and instruments through the performance of an empirical research and the analysis of the data thereof as well as conceptualising the entire work. As stated by Paul S. Gray, John B. Williamson, David A. Karp:

“There are numerous options open to the investigator in choosing a theoretical perspective. Moreover, the many different kinds of social theory vary in terms of the specific concepts they contain, how complete or well articulated they are and in the way they are expressed on paper, with words or diagrams. <...> ... three key points about the relationship between theory and the research process:

- *The scientific method is compatible with a variety of theoretical approaches to data.*
- *Creating and expanding theory itself are prime motives for research.*

14. Theoretical-analytical models are usually formed and constructed based on one or several theories for the investigation of a specific scientific problem. For example, the analysis of neighbourhood relations.

Scheme 3. Classification of political science theories



Authors' collection

- *The choice of theory is crucial because it may influence one's topic for investigation, as well as one's conclusions*¹⁶.

15. The theory of interdependence complex was developed by scientists Keohane, R. and Nye, J. Further reading at: Keohane O. Robert and Nye S. Joseph. Power and interdependence. Second Edition. Scott, Foresman and Company: Glenview, Illinois, Boston, London, 1989.

16. Gray Paul S., Williamson John B., Karp David A., Dalphin Hohn R., The research imagination. An introduction to qualitative and quantitative methods; Cambridge University Press, 2007: p. 18.

Therefore, the choice of theory is one of the crucial stages in the thesis writing process. The selection of theory must be well-considered and linked with the empirical part of the work. Scheme 3 shows the most popular theories but this by no means limits your choice to any of them. In this case it was important to draw students' attention to which of the theories they were choosing, to which field of political science research it is attributed, and finding which of the periodic journals may offer latest scientific research results and theories in the corresponding discipline/field of research.

The following is a presentation of the key theories and their analysis objects. Scheme 3 singles out more theories than are presented in the text, because the aim of the guidelines is not to provide a description of all the existing theories but rather draw students' attention to the variety of existing theories and the aspects of their applicability.

2. 1. Theories of Public Policy, Institutions, and Political Behaviour

Students who choose to investigate various political institutions' and political personalities' behaviour, decision-making processes, can use various theories of the old and new institutionalism, theoretical perspective of behaviourism.

BEHAVIOURISM – in the sense of a political theory, it explores the political behaviour or political attitude. Both case studies and comparative methods are used for this type of research. Behaviourism was an extremely popular political theory and methodology in the first half of the 20th century in the U. S. A.¹⁷. Extensive empirical research studies into political behaviour are conducted in this scientific perspective. Followers of the behaviourist approach include such scientists as Harold Laswell, also US President Woodrow Wilson. As a theoretical perspective, behaviourism can be adapted to explore the behaviour of political leaders or other political figures, causes of corresponding behaviour, political decision-making.

INSTITUTIONALISM explores institutional roles, their power, inter-relations, institutional influence on the behaviour of actors and

17. Prazauskas A., Unikaitė, I.; *Political Science Basics*, VMU: Kaunas, 2007, p. 27–28.

their decision-making. Investigation of various forms of institutionalism involves analysis of relations between government institutions and citizens. Institutionalisation explores the process of *change* and how institutions adjust to a certain social reality. It is important to establish the change and reorganisation of social and political systems. This direction of research contributed to the development of transiological theories and democratisation process theories in the analysis of Central and Eastern European transition processes from one regime to another, from Communist to Liberal Democratic system.

Among most known researchers of institutionalism are James G. March and Johan p. Olsen¹⁸ (1984), also Peter A. Hall and Rosemary C. R. Taylor¹⁹ (1996).

As a theoretical perspective, institutionalism is divided according to time dimension into the new and the old institutionalism (see Scheme 4) and the new institutionalism is further divided according to different theoretical postulates into rational choice institutionalism (sometimes simply referred to as *rational institutionalism*), constructivist institutionalism (sometimes referred to as *constructivist/sociological institutionalism*) and historical institutionalism – all of them described later in the text. It was namely scientists Peter A. Hall and Rosemary C. R. Taylor who have singled out the latter three directions of new institutionalism.

The old institutionalism drew major attention to the significance of formal-legal institutions. As stated by R. A. W. Rhodes:

“Formal-legal analysis is a dominant tradition in continental Europe. It was the dominant tradition in Germany, although challenged after 1945. The challenge is yet to succeed in, for example, Italy, France, and Spain. Here I can only give a flavor of the variety that is French political science and establish it as a distinctive endeavor that runs at times in a different direction to, and at times parallel with, Anglo-American political science. There is a strong French tradition of constitutionalism. It is a species of the “old institutionalism” in that it is

18. March James, G., Olsen Johan, p. *The new institutionalism: organizational factors in political life*. American Political Science Review 78 (September): 734–749.

19. Hall Peter, A., Taylor Rosemary, C. R., *Political science and the three new institutionalisms*, Political studies, 1996, XLIV: 936–957, Blackwell publishers, Oxford, Cambridge.

Scheme 4. Types of the traditions of political institution research

Table 6.1 Traditions in the study of political institutions

Traditions	Modernist-empiricist	Formal-legal	Idealist	Socialist
Definition of political institution	Formal rules, compliance procedures, and standard operating practices that structure relationships between individuals in various units of the polity and the economy	Public laws that concern formal governmental organizations	Institutions express... ideas about political authority... and embody a continuing approach to resolving the issues which arise in the relations between citizen and government	The specific articulation of class struggle
	Hall 1986: 19-20	Eckstein 1979: 2	Johnson 1975: 131, 112	Miliband 1977: 19
Present-day examples	USA: New institutionalisms	French constitutionalism	UK: Conservative Idealism	Pan-European post-Marxism
Examples	March and Olsen 1989	Chevallier 2002	Johnson 2004	Laclau 1990

Source: R. A. W. Rhodes, Old institutionalisms in The Oxford handbook of Political institutions (Editors R. A. W. Rhodes, Sarah A. Binder, Bert A. Rockman), Oxford University Press, 2006: 90-108 p. 92.

descriptive, normative, and legalistic. It focuses on the formal-legal aspects of institutions, but not on case law". R. A. W. Rhodes, 2006: 96²⁰

Although institutionalism has several branches and directions, institutionalists uniformly claim that institutions are certain commonly-agreed game rules. The biggest difference lies in the fact

20. R. A.W. Rhodes, Old institutionalisms in The Oxford handbook of Political institutions (Editors R.A.W. Rhodes, Sarah A. Binder, Bert A. Rockman), Oxford University Press, 2006: 90-108.

that different directions of institutionalism interpret the role and significance of institutions differently²¹. Some of the most famous institutionalism theoreticians, James G. March and Johan P. Olsen, claim that:

“Within an institutional perspective, a core assumption is that institutions create elements of order and predictability. They fashion, enable, and constrain political actors as they act within the logic of appropriate action. Institutions are carriers of identities and roles and they are markers of a polity’s character, history, and visions”. James G. March and Johan P. Olsen, 2006: p. 4²²

As scientists state the importance of institutions rests with their power to influence behaviour. On the other hand, institutions are not static and are prone to change:

“Rules are followed because they are seen as natural, rightful, expected, and legitimate. Members of an institution are expected to obey, and be the guardians of, its constitutive principles and standards (March and Olsen 1989, 2006). Institutions are not static; and institutionalization is not an inevitable process; nor is it unidirectional, monotonic, or irreversible” (Weaver and Rockman 1993). James G. March and Johan P. Olsen, 2006: p. 4²³

The new institutionalism direction is usually classified into rational choice institutionalism, constructivist institutionalism, and historical institutionalism.

RATIONAL CHOICE INSTITUTIONALISM

Rational choice institutionalists claim that institutions are created only when they are useful. One of the key methods employed is the utility maximisation prism, or the so-called calculus approach.

“Rational choice institutionalism began as pure theft, lifting analytical tools from mathematics, operations research, and economics. In its

21. The Oxford handbook of Political institutions (Editors R.A.W. Rhodes, Sarah A. Binder, Bert A. Rockman), Oxford University Press, 2006.
22. March James G., Olsen Johan P., Elaborating the „New institutionalism“ in The Oxford handbook of Political institutions (Editors R. A. W. Rhodes, Sarah A. Binder, Bert A. Rockman), Oxford University Press, 2006: 3–22, p. 4.
23. March James G., Olsen Johan P., Elaborating the „New institutionalism“ in The Oxford handbook of Political institutions (Editors R.A.W. Rhodes, Sarah A. Binder, Bert A. Rockman), Oxford University Press, 2006: 3 22.

focus on institutions in politics, economics, and society, it developed boundaries, a canon, and an identity". Kenneth A. Shepsle, 2006:35²⁴.

Institutions are perceived as the result of common benefit in an attempt to reduce transaction costs and the institution itself is created only if its uselessness exceeds the absence of such institution²⁵. As noted by scientists Hall and Taylor, specific actors have fixed interests and preferences, while their behaviour is aimed at maximising personal interest through strategic calculation. Strategic calculation is done by assessing not only personal gain but also by calculating/evaluating the potential behaviour of another party, and the institutional creation process is connected with voluntary agreement among partners. An institution is created because it yields greater benefit compared to other alternatives²⁶.

CONSTRUCTIVIST INSTITUTIONALISM

Differently from rational choice institutionalism, the new constructivist institutionalism is based on the cultural approach method. Constructivist or sociological institutionalists have borrowed a couple of statements from the theory of social constructivism. Institutions are perceived not only as formal rules, procedures or norms but also as symbol systems, moral factors that also influence individuals' behaviour²⁷.

"The proliferation of new institutionalist scholarship has, perhaps unremarkably, led to a corresponding proliferation in the adjectives used to characterize its variants. In 1984 James G. March and Johan p. Olsen spoke quite comfortably of the new institutionalism in the singular. By 1996 Peter A. Hall and Rosemary Taylor eventually settled on three new institutionalisms (having toyed, in earlier iterations of the same now classic article,

24. Shepsle Kenneth A., Rational choice institutionalism in *The Oxford handbook of Political institutions* (Editors R.A.W. Rhodes, Sarah A. Binder, Bert A. Rockman), Oxford University Press, 2006: 23–38.

25. Hall Peter, A., Taylor Rosemary, C.R., *Political science and the three new institutionalisms*, Political studies, 1996, XLIV: 936-957, Blackwell publishers, Oxford, Cambridge.

26. Hall Peter, A., Taylor Rosemary, C.R., *Political science and the three new institutionalisms*, Political studies, 1996, XLIV: 936–957, Blackwell publishers, Oxford, Cambridge.

27. Hall Peter, A., Taylor Rosemary, C.R., *Political science and the three new institutionalisms*, Political studies, 1996, XLIV: 936–957, Blackwell publishers, Oxford, Cambridge.

with four). And by 1998 B. Guy Peters identified no less than seven new institutionalisms. Yet none of these authors made any reference to constructivism, far less to a distinctive constructivist variant of institutionalism in its own right. Indeed, until very recently, there has been very little if any reference to what is now variously described as an ideational, discursive, or as here, constructivist institutionalism". Colin Hay, 2006: 56²⁸

Constructivist institutionalism explores ideas and limits between an institution and culture. They engage the so-called cognitive change and rely on the cultural method to analyse relations between institutions and actors' behaviour²⁹. Scientists note that in this case, the normative, cognitive dimension is important when the aim is to find out the influence that norms, culture, and identity exert on behaviour. Institutional importance is described not only through the means and extent of the benefit institutions produce to participants, but also how and if at all institutions can change the behaviour of actors if not their attitudes and interests. In this case, the socialisation aspect is singled out. Institutions are perceived as social constructs that are built through the process of socialisation. Institutional practices develop through an interactive process, a discussion between members when common problems are addressed and solutions are sought.

"Constructivist institutionalism, <>... has its origins in attempts to grapple with questions of complex institutional change – initially from within the confines of existing neoinstitutionalist scholarship" (see also Schmidt 2006). Colin Hay, 2006: 57

The new constructivist institutionalism could be applied to analyse institutions in post-Soviet countries because regardless of many legal rules and procedures, the problem lies in the inefficiency which may be explained through certain cultural influence, normative reasons, existing identities³⁰.

28. Hay Colin, Constructivist institutionalism in The Oxford handbook of Political institutions (Editors R. A. W. Rhodes, Sarah A. Binder, Bert A. Rockman), Oxford University Press, 2006: 56–74.

29. Hall Peter, A., Taylor Rosemary, C. R., *Political science and the three new institutionalisms*, Political studies, 1996, XLIV: 936–957, Blackwell publishers, Oxford, Cambridge.

30. Hall Peter, A., Taylor Rosemary, C. R., *Political science and the three new institutionalisms*, Political studies, 1996, XLIV: 936–957, Blackwell publishers, Oxford, Cambridge.

HISTORICAL INSTITUTIONALISM

Historical institutionalism is considered the third direction of institutionalism. This type of institutionalism usually deals with the roles of political institutions in historical retrospect and employs both the calculus and the cultural approach. And yet, differently from the previous two directions of institutionalism, the historical institutionalism has its own concept of the *path dependency*.

“The central assumption of historical institutionalism (HI) is that it is more enlightening to study human political interactions: (a) in the context of rule structures that are themselves human creations; and (b) sequentially, as life is lived, rather than to take a snapshot of those interactions at only one point in time, and in isolation from the rule structures (institutions) in which they occur. As to the development of the behaviour shaping rule structures themselves, a now conventional notion, borrowed from economics and popularized by Paul Pierson (2000), is that institutional development over time is marked by path dependence (PD). A crisis, or a serendipitous confluence of events or social pressures, produces a new way of doing things. For example, in the case of regulating railroads by independent commission, “increasing returns” accrued to the steady elaboration of this path – and not to fluctuating experimentation with other methods of reducing social costs occasioned by uncontrolled railroad entrepreneurship – and, for that reason, the railroad commission lasted a long time and its functional connections to society became ever more elaborate”. Elizabeth Sanders, 2006: 39³¹

Historical institutionalism looks into why historical actors behaved the way they did. How did the institution change as time passed and what impact did it have/has on collective behaviour. This direction of institutionalism has the potential to reveal the impact that national political institutions have in structuring relations between lawmakers, organised interest groups, electorate, and courts. Institutions are described as formal and informal procedures, norms, conventions that operate within an organisational structure. Institutions are associated with organisations and rules³².

31. Sanders E., Historical Institutionalism in The Oxford handbook of Political institutions (Editors R.A.W. Rhodes, Sarah A. Binder, Bert A. Rockman), Oxford University Press, 2006: 39 -55

32. Hall Peter A., Taylor Rosemary C.R. Op. Cit. p. 936–957.

As claimed by Elizabeth Sanders, a historical analysis of institutions may be different but nevertheless significant:

“Nevertheless, the popularity of historical analysis of institutions – their origins, development, and relationship to policy and behaviour – has by no means been continuous. As historians of knowledge remind us, attention to the development of institutions has fluctuated widely across disciplines, and over time”. Elizabeth Sanders, 2006: 40

As Elizabeth Sanders notes:

“Historical institutionalists, then, will not be distracted by wishful thinking about different personalities occupying executive power. If HI teaches us anything, it is that the place to look for answers to big questions about class, power, war, and reform is in institutions, not personalities, and over the longer landscapes of history, not the here and now”. Elizabeth Sanders, 2006: 53

As a theoretical perspective, historical institutionalism is useful in the investigation of the development of a certain organisation or institution.

2. 2. International Relations Theories

A number of various theories, including different directions of institutionalism, are used in international relations and foreign policy research. The following part of the didactical guidelines introduces only the most important traditional theories of international relations which students may use in their thesis. As concerns international relations theories, it is worth noting that they are usually classified into positivist and post-positivist. Realism, neo-realism, liberalism and other rationalist theories are attributed to the positivist theories. Post-positivist theories include various reflexivist, critical theories, feminism, globalisation, post-modernism, and often social constructivism, which is sometimes referred to as the middle ground between the two aforementioned. The main difference between the two aforementioned is linked with the methodology and research logic applied. Positivists perceive the world from a material perspective and often apply mathematical, statistical models in an empirical analysis. Post-positivists, on the contrary, claim that social world research should not involve the same methods as those used in exact sciences. They

explore the world through the analysis of discourse, investigation of speeches, word meanings, symbols, etc. The dispute between the positivist and post-positivist proponents on the analysis of social world includes epistemological, ontological, and methodological aspects. More on this scientific dispute can be found in scientific literature³³.

Scheme 5. Main theories of international relations

<i>International Relations Theories</i>				
Realism, neo-realism Niccolo Machiavelli, Hans Morgenthau ³⁴ , Kenneth Waltz ³⁵ , Robert Gilpin.	Liberalism John Locke, Immanuel Kant, J. S. Mill, Woodrow Wilson, Norman Angell	Social Constructivism Alexander Wendt ³⁶ , John Ruggie.	Reflexivist, critical theory, globalisation theories, feminism, post-modernism. J. Ann Tickner ³⁷ , Kenicki Ohmae ³⁸ , Richard O'Brien.	Regionalism theories Michael Keating, L.Fawcett ³⁹ , Bjorn Hettne, Barry Buzan, Fabrizio Tassinari ⁴⁰ .

Scheme 5 shows the most popular and commonly used international relations theories which are later briefly described further in the text.

34. Morgenthau H., *Politics among nations: The Struggle for Power and Peace*. New York (N. Y.): 1948.
35. Waltz K., *Theory of International Politics*. McGraw Hill. New York: 1979.
36. Wendt A., *Tarptautinēs politikos socialinē teorija* (Social Theory of International Politics), 2005. (Translation from English to Lithuanian by Michail Cvelich, Dmitrij Aleksandrov), Eugrimas; (Cambridge University Press, 1999).
37. Tickner J. Ann, *Gender in International Relations: Feminist Perspectives on Achieving International Security* (Columbia University, 1992), and (Columbia University, 1987).
38. Ohmae K., *The end of the nation state: the rise of regional economies*. Harper-Collins Publishers Limited, 2008.
39. Fawcett L., *Exploring regional domains: a comparative history of regionalism*. *International Affairs* No. 80 (3): 429–446.
40. Tassinari F. *Mare Europaeum: Baltic sea region security and cooperation from Post-Wall to post-enlargement Europe*. (PhD Dissertation) Copenhagen. University of Copenhagen, 2004 <http://www.publications.fabriziotassinari.net> Last accessed 06/02/2012.
33. For example: Nekra as E., *Pozityvizmo ir postpozityvizmo ginčas socialiniuose moksluose* (The Dispute between Positivism and Post-Positivism in Social Science). *Politologija* 2010/1 (57): 76–97.

REALISM AND NEO-REALISM

To this day, realism is considered the most widely spread theory of international relations. Realism places major focus on the power of the state, national interests and economic factors. Often considered to be one of the first realists, Niccolo Machiavelli stressed the significance of military power, analysed types of armies, ways of conquering and retaining power, leader's traits such as the lion's strength and fox's cunningness, and underscored that it is better to be feared⁴¹. Later, the development of the theory of realism was continued by Hans Morgenthau. Realists claim that the key subject in international relations is the states that operate as rational actors in the anarchic structure of international relations. The role and influence of a corresponding state is determined by its military and economic power, and national interests. For realists, *power* is the core concept. Hans Morgenthau emphasized that *international politics, like all politics, is a struggle for power*. Some realists argue that war is inevitable. Kenneth Waltz later elaborated on realist theory. He singled out three key concepts: anarchy, self-help, and security. According to him, states exist under conditions of anarchic international order and must be capable of surviving and maintaining their security. Each state is battling for its survival. Realism, as an international relations theory, gave a good explanation of the Cold War era but failed to provide an insight into the reasons behind the failure of the Cold War. Realists argued that bipolar system is the most stable of all international relations systems. Until now, realism and neo-realism remain among the fundamental international relations theories in the analysis of interstate relations and international system processes.

LIBERALISM

It is widely considered that John Locke, Immanuel Kant, and J. S. Mill stand at the roots of liberal thought. Differently from realists, liberalists point out that despite their crucial role, states are not the sole actors in international relations. Also, liberalists argue that states are not integral actors because they contain a number of interest groups that influence and differently impact the national Government. Hence,

41. Machiavelli N. , Valdovas. Vilnius: Vaga, 2009 (translator from English into Lithuanian Petras Račius).

liberalists single out other momentous groups such as, e. g. transnational financial corporations which exert major influence on many world countries. Theories of liberalism tend to extremely lend themselves to the analysis of interest groups acting within states, their relations with the Government and other political institutions, also when exploring global trade and financial subjects. In Lithuania, the liberalism theory was used by Ramūnas Vilpišauskas in the performance of a scientific study to explore interest groups in the Baltic States and their impact on the government in the context of European integration⁴². Liberalists are concerned with the “concept of freedom”. The theory of liberalism explores both, the internal and foreign policy of states, the significance of their international trade. Liberalists underline the goals of human rights and democratic international order.

SOCIAL CONSTRUCTIVISM

Lately, social constructivism has become one of the most popular theories of international relations. In this context, Alexander Wendt is considered one of the key authors. Social constructivism is explained as a theoretical approach, a methodology rather than a specific theoretical analytical model because it is often employed by scientists to construct more specific theoretical analytical models for the investigation of a specific scientific problem. Differently from realists, Alexander Wendt claimed that anarchy is what states make of it⁴³. Constructivism deals with the importance of culture, norms, and social process. One of the dominant concepts in the works of constructivists is *identity*. In the analysis of international relations, scientists single out the importance of foreign policy as the determining factor of identity. To what extent and how could identity explain the actions employed by states? In Lithuania, the constructivist approach was used for a scientific study by Dovilė Jakniūnaitė, who analysed the phenomenon of neighbourhood⁴⁴. From a constructivist view,

42. Vilpišauskas R., Integracija Europoje :Baltijos šalys ir Europos Sąjunga, Vilnius: Arlila, 2001.

43. Wendt A. Tarptautinės politikos socialinė teorija; translators from English into Lithuanian Michail Cvelich, Dmitrij Aleksandrov, Vilnius : Eugrimas, 2005.

44. Jakniūnaitė D. *Kur prasideda ir baigiasi Rusija: kaimynystė tarptautinėje politikoje* (Where Russia Begins and Ends: Neighbourhood in International Politics), Vilnius, 2007.

the behaviour of states is driven by norms, social practices and the state identity. Increasingly more European scientific research studies explain a state's foreign policy and international processes based on social constructivism⁴⁵. Social constructivism may serve ground for the analysis of the importance of identity in modern politics.

REFLEXIVITY THEORIES, GLOBALISATION, POST-MODERNISM, FEMINISM

These theories are classified as post-positivist. Social constructivism is also often considered a post-positivist theory but also commonly referred to as the middle ground between positivist (realism, neo-realism, liberalism) and post-positivist theories (critical theory, globalisation, feminism, post-modernism, etc.).

“In Bourdieu's concept of reflexivity, the third subjectivism is the most authentic. Intellectual subjectivism prompts us to interpret the world as a sight, a set of meanings which require interpretation rather than specific problems that need practical solution⁴⁶.” Reflexivity theories interpret various meanings and rely on interpretative methods, discourse analysis.

Globalisation is frequently not singled out as an individual theory but rather an umbrella concept for several statements, postulates, based on which scientists analyse international processes. Globalisation focuses on mobility of people and capital beyond borders, the spread of values and ideas on a global scale. Some go as far as to claim that “borderless dimensions” of globalisation (Kenicki Ohmae, 1991) are described as the “end of geography” (Richard O'Brien 1992⁴⁷). In the context of geography, the prevailing concepts are *border*, *information technologies*. Globalisation is connected with cultural, transnational and international political economy processes. Similarly to

45. For example: European integration and national identity: the challenge of the Nordic states (ed. Lene Hansen, Ole Wæver), Taylor & Francis, 2003.

Ashizawa K. When identity matters: state identity, regional institution-building, and Japanese foreign policy; *International studies review* (2008) 10: 571–598.

46. Bourdieu P., Wacquant L.J.D., *Ivadas į refleksyviją sociologiją* (An Invitation to Reflexive Sociology), Baltos lankos, 2003. P. 64.

47. O'Brien R., *Global financial integration: the end of geography*. Council on Foreign relations press, 1992.

globalisation, post-modernism discusses the process of fading borders and the diminishing importance of states. In post-modernist studies, the concept of *borders* gains a different meaning. From the latter point of view, a border must be desecuritized because it entails far greater benefit⁴⁸. In international relations, post-modernism also includes security studies and centres on the post-modern, “soft” threats. Post-modernism, globalisation might prove useful in the examination of the meaning of borders, security threats.

Feminism is also held one of post-positivist theories⁴⁹. One of the core goals of this movement/theory is the striving for political and civil rights of women on a global scale. The theoretical perspective of feminism explores social differences, gender equality issues, and women's participation in political and social life in different countries of the world. This theoretical perspective might be applied in the investigation of human rights, women's role in modern politics.

REGIONALISM THEORIES

Regionalism is more commonly considered a type of methodology rather than a specific theory. The object of regionalism is the creation of regional co-operation, the interaction of regional actors, political, cultural, economic relations between different regional actors, states. Louise Fawcett, author of an overview of the history of regionalism, stresses that definition of regions primarily rests on *regionalism* which describes politics as the co-operation between states and non-state actors on a coordinated strategy in a given region.⁵⁰ Certainly, studies on regions and regionalism are on the rise in Europe. There has even emerged a type of an intellectual and political trend to claim that there is a movement towards the creation of “Europe of the Regions⁵¹”. The onset of the regionalism

48. Kolossov V. Theoretical limology: postmodern analytical approaches. *Diogenes. Sage Publications*. Vol.53 /2: 11–22.

49. Tickner J. A., *Gender in International Relations: Feminist Perspectives on Achieving International Security* (Columbia University, 1992), and (Columbia University, 1987).

50. Fawcett L., *Exploring regional domains: a comparative history of regionalism*. *International Affairs* No. 80 (3): 429–446 P. 433.

51. Le Gales. P., Lequesne C. *Regions in Europe*. Taylor & Francis, 2006.

movement may be linked to 1960 and the growing pressure on the creation of an institutionalised regionalism and the development of democracy, while 1970, according to Yves Meny (1982), was the period of decentralisation⁵².

In scientific literature, the classification of regions varies from regions inside the state to various state-level co-operation forms and unions such as the European Union, for instance.

Regionalism is perceived as a process based on the co-operation of countries in a given region of the world that is aimed at regional integration. As Michael Keating states, the term of the region is connected with space but the concept of space might have different meanings: territorial space; space of political and social interaction, economic space; functional space⁵³.

Regions may be defined from the geographical meaning of a region to the institutionalisation of various regional activities by creating different groups of institutions on a regional level and eventually forming the region as a “social construct” characterised by identity connections.

Björn Hettne (1994) groups regions by distinguishing five levels of regionness:

- Region as a primarily geographical and ecological unit delimited by natural physical borders;
- Region as cultural, political and economic interactions more or less conflicting social system;
- Region as an organised co-operation in cultural, economic, political or military fields and institutionalised by multi-party regional organisations;
- Region as a civil society stemming from cultural, social communication and convergence of values;
- Region as an active political actor characterised by historically-developed distinct identity and a certain level of legitimacy (for instance, the European Union⁵⁴).

52. Le Gales. P., Lequesne C. *Regions in Europe*. Taylor & Francis, 2006.

53. Keating M. *Is there a regional level of government in Europe? Regions in Europe* (ed. P. Le Gales., C.Lequesne). Taylor & Francis, 2006. P. 8.

54. Smouts M.C. *The region as the new imagined community? Regions in Europe* (ed. P.Le Gales., C.Lequesne). Taylor & Francis, 2006. P. 23.

Regional processes and regionalism are most often analysed through the creation of economic ties, markets. The stronger the economic ties, the greater regional dependence and integration.

Barry Buzan analysed regions based on security complex model⁵⁵. Security complex consists of a group of states, the main security interests of which are so contiguous that the realistic perception of their national security is impossible if considered apart⁵⁶. Regions are understood as security sub-systems and it is suggested that they are investigated through hostility/amity set up in relations between states when these are expressed exclusively in a particular area⁵⁷. Regionalism theories are useful in the investigation of the formation of regions, regional relations, mutual dependence economic, political relations between geographically close states or smaller political subjects (e. g. regions, self-government institutions, etc.).

2. 3. European Integration Theories

Frank Schimmelfennig and Berthold Rittberger classify European integration theories according to their directions: supra-national and intergovernmental. When the former includes neofunctionalism, the second includes theories of realist and liberal intergovernmentalism⁵⁸. As noted by authors, constructivism is also used to explain the roles of EU institutions, therefore theories of supra-national approach are classified as rationalist and constructivist. According to Frank Schimmelfennig and Berthold Rittberger:

“Neofunctionalism, belonging to the supra-nationalist ‘school of thought’, was the dominant theory of integration in the early periods of integration theorising, with prominent scholars such as Ernst Haas, Leon Lindberg, Joseph Nye and Philippe Schmitter defining the neofunctionalist research agenda. The mid-sixties saw the birth of inter-

55. Buzan B., *People, States, and Fear*. Eugrimas: Vilnius, 1997.

56. Buzan, B., Waever, O. *Regions and powers: the structure of international security*. Cambridge University press, 2003. P. 43.

57. Buzan B. *People, States, and Fear*. Vilnius.Eugrimas, 1997. P. 243.

58. Schimmelfennig F., Rittberger B.; Theories of European integration: assumptions and hypotheses in *European Union .Power and policy making. Third edition* (ed. Jeremy Richardson), Routledge, 2006: 71–93, p. 75.

governmentalism to mark a counter-point to neofunctionalism with Stanley Hoffmann being its most prominent proponent. Since the mid-eighties, both ‘schools of thought’ have undergone a process of internal diversification. While Andrew Moravcsik’s liberal intergovernmentalism was the major new innovation within the intergovernmentalist camp, Wayne Sandholtz’s and Alec Stone Sweet’s supra-national institutionalism marked a major refinement of neofunctionalism⁵⁹.

Scheme 6. Main European integration theories

<i>European Integration Theories</i>			
Functionalism, Neofunctionalism <i>Ernst Haas, Leon Lindberg, Philippe Schmitter, Wayne Sandholtz, Alec Stone Sweet⁶⁰.</i>	Liberal intergovernmentalism <i>Andrew Moravcsik⁶¹, Stanley Hoffmann</i>	Europeanisation, normative theory <i>Ian Manners⁶², Frank Schimmelfennig⁶³, Jan Zielonka⁶⁴.</i>	Governance, multi-level governance <i>Jachtenfuchs ; Jachtenfuchs and Kohler-Koch</i>

FUNCTIONALISM/NEOFUNCTIONALISM

Ernst Haas is considered the founding father of functionalism. In 1958, he published his scientific work, *The Uniting of Europe, setting out a ‘neo-functionalist’ theory of regional integration*. Theoretical

59. Schimmelfennig F., Rittberger B. Theories of European integration: assumptions and hypotheses in *European Union. Power and policy making. Third edition* (ed. Jeremy Richardson), Routledge, 2006: 71–93.
60. Sweet Stone A., Fligstein Neil, Sandholtz Wayne The institutionalization of European space in *The institutionalization of Europe* (ed. Alec Stone Sweet, Wayne Sandholtz, Neil Fligstein), Oxford University press, 2001, Oxford. p. 1–28.
61. Moravcsik A., *The Choice for Europe: Social Purpose and State Power from Messina to Maastricht*, Margi ra tai, Vilnius, 2008 (translation from English by Čičinskas, J., Grigelytė, D.).
62. Lucarelli S. and Manners I., eds. *Values and Principles in European Union Foreign Policy*. London and New York: Routledge. P. 114–130.
63. Freyburg T., Lavenex S., Schimmelfennig F., Skripka T., Wetzel A. EU promotion of democratic governance in the neighbourhood. *Journal of European Public policy* 2009 16:6. p. 916–934.
64. Zielonka J. *Europe as Empire. The nature of the enlarged European Union*. Oxford University Press, 2006.

perspective of functionalism terms integration as 'functional spill-over'. Integration that sprouts in one sector, inevitably affects other affiliated sectors and thus integration evolves into a self-driven force. At the same time, functionalists attributed the key roles to joint supra-national institutions, such as the European Commission, which are also concerned with the development of integration processes. Functionalists underscore that in the long-term, integration will develop into a political Community with its headquarters in Brussels. Functionalist theory is linked to the Community method:

"The central elements of this original Community method, Webb (1977: 13–14) continued, were four-fold:

1. *Governments accept the Commission as a valid bargaining partner and expect it to play an active role in building a policy consensus.*

2. *Governments deal with each other with a commitment to problem-solving, and negotiate over how to achieve collective decisions, and not whether these are desirable or not.*

3. *Governments, the Commission, and other participants in the process are responsive to each other, do not make unacceptable demands, and are willing to make short term sacrifices in expectation of longer term gains.*

4. *Unanimity is the rule, necessitating that negotiations continue until all objections are overcome or losses in one area are compensated for by gains in another. Issues are not seen as separate but related in a continuous process of decision such that 'log-rolling' and 'side payments' are possible⁶⁵.*

Functionalism and neofunctionalism lend themselves to the analysis of the roles of EU institutions in European integration processes, their power and functions.

LIBERAL INTERGOVERNMENTALISM

Contrary to functionalism and neofunctionalism, liberal intergovernmentalism suggests that integration was/is under the influence of the governments of member states, their rational interests and negotiating capacity rather than automatic processes.

65. Pollack Mark A., *Theorizing EU policy-making in Policy – Making in the European Union*. Fifth edition (editors Helen Wallace, William Wallace, Mark A. Polack), Oxford University Press, 2005, p. 16.

*“Reflecting these developments, a new ‘intergovernmentalist’ school of integration theory emerged, beginning with Stanley Hoffmann’s (1966) claim that the nation-state, far from being obsolete, had proven ‘obstinate’. Most obviously with de Gaulle, but later with the accession of new member states such as the UK, Ireland, and Denmark in 1973, member governments made clear that they would resist the gradual transfer of sovereignty to the Community, and that EC decision-making would reflect the continuing primacy of the nation-state.”*⁶⁶

Based on his in-depth research into the history of European integration, Moravcsik argues that “governments co-operated when they were motivated or restrained from it by their own economic interests, relative power, and strategically-credible commitments⁶⁷”. He identified a specific three-step sequence (consisting of the formation of national preferences, intergovernmental bargaining, and the choice of institutional arrangements), stressing that in this sequence, each succeeding phase depended on the results of the preceding one⁶⁸. In other words, joint institutions and common rules have emerged based on member state’s national interests and as a result of their common interaction processes. Moravcsik argues that such “international regime was created for the management of interdependence” and the relative power of a state depended on the symmetry in the complex of the interdependence structure⁶⁹.

Liberal intergovernmentalism may prove especially worthy in the investigation of the government roles of individual EU member states, mutual relations, their influence on EU policies and processes, mutual relations between EU member states.

GOVERNANCE AND MULTI-LEVEL GOVERNANCE

Governance and multi-level governance, branches of the same theoretical approach, are applied in the examination of various EU politi-

66. Pollack Mark A. Op. Cit., p. 17.

67. Moravcsik A., *The Choice for Europe: Social Purpose and State Power from Messina to Maastricht*, Margi raštai, Vilnius, 2008 (translation from English by Čičinskas, J., Grigelytė, D.), p. 19.

68. Moravcsik A., Op. Cit., p. 35.

69. Moravcsik A., Op. Cit., p. 28.

cal areas and relations between different levels of EU management structure: supra-national, national, regional, interest group.

“The governance approach is not a single theory of the EU or of European integration, but rather a cluster of related theories emphasizing common themes (Jachtenfuchs 2001; Jachtenfuchs and Kohler-Koch 2004). <...> The literature on ‘governance’ thus defined has exploded in the course of the past decade focus here on a few key issues: (1) the concept of ‘governance’ as derived from both the comparative and international relations literatures; (2) early applications to the EU, in the literatures on ‘multi-level governance’ and policy networks; (3) a substantial literature on the governance capacity of member states and of EU institutions, and the problems of legitimacy faced by the latter; and (4) a new and novel set of claims about the EU as a process of ‘deliberative supra-nationalism’ capable of resolving these normative dilemmas”⁷⁰.

This theory may be useful in the analysis of individual EU political areas (for example, migration, social, environmental, etc.), the formation and implementation of politics. Governance is closely related to normative theory, too.

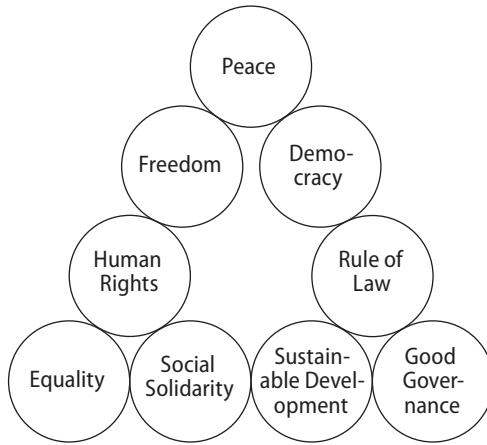
EU NORMATIVE THEORY

The concept of EU normative power was introduced by Ian Manners. The author described the origin of EU normative power and singled out the cultural and compatibility/reconcilability elements where the former pertains to knowledge and values, practices adopted and abided by the society, ensuring their continuity, while the compatibility/reconcilability element is linked to EU's different “intervention logic” that builds on the reconciliation of conflicting parties and EU's soft engagement in conflict zones/situations beyond the borders of the European Union⁷¹. Ian Manners has identified nine norms enforced by the EU in its legal basis *acquis communautaire* and the

70. Pollack Mark A., *Theorizing EU policy-making in Policy - Making in the European Union*. Fifth edition (editors Helen Wallace, William Wallace, Mark A. Polack), Oxford University Press, 2005, p. 36–37.

71. Manners I., *The symbolic manifestations of the EU's normative role in world politics* in Ole Elgstrom and Michael Smith (eds.) *The European Union's roles in international politics: concepts and analysis*, (London and New York: Routledge, Taylor & Francis Group), 2006: 66–84 p. 68.

Scheme 7. EU normative constitution



Source: Manners 2005b in Manners Ian, *The symbolic manifestations of the EU's normative role in world politics* in Ole Elgstrom and Michael Smith (eds.) *The European Union's roles in international politics: concepts and analysis*, (London and New York: Routledge, Taylor & Francis Group), 2006: 66–84.

adoption and spread of which is promoted beyond the European Union. As stated by the author, the norms of democracy, the rule of law, and respect for human rights were expressed in the European Identity, a document adopted in 1973 in Copenhagen; later the European Union enforced equality/non-discrimination, social solidarity (employee rights, health, social security, free and fair trade enforcement), sustainable development and growth (compatibility of economic and environmental interests) and finally, the lately-enforced norm of good governance as found in the Copenhagen criteria and connected with accountability, creation of good democratic governance, anti-corruption action⁷² etc. Based on Manners' pyramid of EU norms, all the aforementioned norms support the assurance of the basic and essential EU norms and values, i. e. peace and freedom. The source of European Union as the normative power or the identity

72. Manners I. Op. Cit., p. 66–84.

of hegemony stems from these norms as well as their spread through various EU instruments beyond its borders.

It is namely the enforcement of common values in European neighbourhood that is considered one of the core goals.

Ian Manners' pyramid of norms is shown in Scheme 7.

Frank Schimmelfennig, Sandra Lavenex and other scientists are engaged in Europeanisation research to explain the impact that EU produces on individual countries and regions⁷³. Their research covers the analysis of EU development policy and neighbourhood policy processes as well as EU relations with third countries. Europeanization research studies deal with institutionalism, rational choice, constructivism, governance, liberalism and other theories. Normative theory lends itself to the analysis of the mechanisms of EU influence on third countries and the results of a specific impact.

THESIS CONCEPTUALISATION

Therefore, the choice of theory is a crucial stage in thesis writing process. Theory establishes respective scientific concepts and ideas.

As stated by Janet M. Ruane:

"If theory offers ideas (concepts) about how the world works, research is about empirically documenting (showing) whether or not those ideas are correct. Consequently, research can be seen as either an effort to (a) test established theory or (b) generate new theory. (Research conducted to test established theory is called deductive research; research that starts in the empirical realm and tries to generate theory is called inductive research.) In either scenario, research must encounter concepts. Good research either begins with or ends in the realm of concepts and theory. To conduct research, we must be able to work with concepts"⁷⁴.

Conceptualisation of the thesis paper is a very important research process. Students must be able to select, find, and present adequate concepts, meanings and adequately use concepts in an empirical

73. Freyburg T., Lavenex S., Schimmelfennig F., Skripka T., Wetzel A. EU promotion of democratic governance in the neighbourhood. *Journal of European Public Policy* 2009 16:6, p. 916–934.

74. Ruane Janet M., *Essentials of research methods. A guide to social science research*, Blackwell Publishing, 2005: p. 49.

analysis. After choosing specific concepts, it is recommended that students revise their meanings as supplied in political science encyclopaedia and dictionaries. In case the concept is too broad, it may be defined through negation, i. e., what the concept does not cover.

Self-control questions and tasks:

1. Read the scientific literature you have selected. How do different scientists analyse the topic you have chosen for your bachelor thesis paper? What objects do they choose for research analysis? What scientific issues do they investigate? Perform an analysis of scientific literature.
2. Choose a specific theory. To what extent has your chosen theory been previously analysed in Lithuania? How popular is it in foreign scientific literature? Identify the key scientists in the context of the chosen theory's perspective.
3. Based on the chosen theory single out the key concepts, criteria, theoretical postulates, and statements that will conceptualise your empirical analysis. How useful is the chosen theory for your empirical analysis?

Recommended literature:

- Buzan Barry and Wæver Ole , *Regions and powers : the structure of international security* / Cambridge : Cambridge University Press, 2004.
- *International relations theory : a critical introduction* / Weber, Cynthia London, New York [N. Y.] : Routledge, 2007.
- Griffiths M., *International relations theory for the twenty-first century: an introduction*. New York: Routledge, 2007.

3. Research models

The third part of the didactical guidelines is dedicated to the discussion of the research model. The main goal is to get students acquainted with model classifications and give a broader introduction of the research models that are most often encountered in final theses.

Conceptualisation, which is discussed in the second section, constitutes the obligatory part of the scientific work. On the other hand, it is no less important to choose an appropriate research model, or in other words, to find ways that would help identifying connections between mentioned concepts and empirically-measured variables. The chosen research model will determine the further process of research data analysis. After all, we might be convinced that a greater amount of time dedicated to studying could improve study results, too. However, how are we going to prove that these concepts are related this way? How are we going to model a research to find the answer to the question?

The main research models can be classified into five types. You need to choose the type of model according to your research hypothesis or the goal of the research. Every research model helps answering different questions. The following is a description of the five types of research models.

Case study (study)

Case study may answer the question “What is going on? What are the key variables and are they interrelated?” When performing a case study, the author of the research dedicates a certain amount of time to analyse one instance (person, group, city, institution, state, etc.). The goal of the research is usually connected with description. A case study can also be performed when the main focus of the study is placed on a single variable (e. g., voting decision, strictness of constitutions). The main element of a case study is that attention is focused on a single group without performing any comparison.

The term case study is used on different occasions. Some researchers restrict the use of the term to exploratory studies which do not involve hypotheses. For example, if the researcher is interested in the

factors that voters take into account when making the decision on which candidate to vote for, it is important to know the details of the entire process. No voter comparison or hypothesis testing is done. A research of the residents of a single residential area or a city shall produce sufficient data to accomplish the goal of the research, i. e., “identifying the factors that voters take into account when choosing a candidate to vote for in the elections.” The result will be a list of various factors. Exploratory case studies are useful when the goal is to find key variables in a certain field of research, when the goal is to formulate hypotheses for another research.

Other case studies are used to test an initial hypothesis or, in other words, to identify the connection between several variables. They are useful because should it be established that a connection between variables is absent, we might escape further more complicated research that would prove fruitless.

Case analysis may be built on both quality and quantity research design and their characteristic methods of data collection and processing (further reading in the next section).

Case studies are the main “construction component” for research models. Case analysis explores a variable or variables within a single group or an individual at a given point in time. Other research models are more focused on the investigation of a single group or the same group at different points in time.

Longitudinal study

Longitudinal research model deals with two or more case studies of the same investigated group (or other case), carried out after a certain time has elapsed since the primary study. The main question raised in the longitudinal study is “whether any changes have happened during a certain period of time?”

Sometimes such research models employ statistical data or other official data to identify respective changes. For example, establishment of voting activity at Parliamentary elections involves official data of several elections and analysis of whether the level of activity remained unchanged/declined/increased.

Another form of longitudinal research is before/after study. For example, voters’ knowledge about political parties is checked before

and after the election campaign to find out if the election campaign produced any impact on the level of knowledge.

Longitudinal studies always deal with questions of changes (were there any changes?) and answers are restricted to yes/no as well as an insight into the extent of such changes. When performing a longitudinal research, the author must carry out the following:

- Choose proper variables for concepts under research;
- Develop a way to measure the variables;
- Develop an instrument to record data;
- Measure the same variables in the same method within a single group at two different moments in time.

Comparative study

Differently from the longitudinal study, a comparison investigates two and more groups (individuals, states, institutions, etc.) at the same time rather than the same group at different moments in time. The main question raised in comparative studies is as follows: is one case A different from another case B? For example, comparison is used to establish whether residents of two different cities voted differently in the same elections; does the position of different states vary regarding sanctions against Iran, etc.

Comparative studies involve a comparison of two or more groups by using the same parameters for the same variables at a similar or exactly the same time.

To perform a comparison the following is necessary:

- Choosing proper variables for concepts under research;
- Finding a way to measure the variables;
- Develop an instrument to collect data;
- Measure the same variables by using the same method in two or more groups (individuals) at the same or similar time.

Longitudinal comparison

Longitudinal comparison links longitudinal and comparative studies, i. e., it has elements characteristic of both studies. The main question of a longitudinal study is as follows: "Does group A and group B differ after a certain period of time elapses?" For example, the object of research could be the society's political culture in two different

states. The same research is performed in each of them every three years by using the same political culture research variables. Such type of research is longitudinal because the research is performed every three years in each of the groups. At the same time, the research will also be a comparison because two groups will differ in certain aspects.

Longitudinal comparative studies allow researchers comparing trends in the data obtained from different sources. The model under discussion cannot explain why there are no differences or prove the instigators of respective differences but can reveal tendencies.

Experiment

If the goal of the research is to establish the impact that the change occurring in one variable produces on the other variable, the research model should be based on an experiment. It suits best in hypothesis testing but is rather difficult to apply in social science. The main requirement for the researcher performing the experiment is the opportunity to control the variation of the independent variable and the possibility to control the impact of other variables.

The question raised by this mode is as follows: “Does manipulation of an independent variable produce a change in the difference between experimental and control group?”

Such research models are not commonly found in bachelor theses, thus no broader discussion will be provided in the didactical guidelines herein. Should you be interested in further reading, please refer to the following literature sources.⁷⁵

Apart from the classification of five research models discussed above, there are other classifications, the name of which reflects the nature and goal of the research performed. The following is a different classification which may prove useful in planning final theses and describing the research conducted.

Research models may be classified into the following types:

- *Historical research* – description of conditions, situations and events that took place in the past and an attempt to explain them.

75. Bauma, Gary D. *The Research Process*. Melbourne, Oxford: Oxford University Press, 1999, p. 105–111.

- *Descriptive research* presents data about conditions, situations, and events taking place at the present time. Description records all the facts but is not aimed at trying to explain why something is happening.
- *Correlation research* involves the search for links between variables through the use of various statistical association parameters.
- *Causal research* aims to establish the causal links between variables through the observation of an existing phenomenon.
- *Experimental research* is used when it is possible to systematically manipulate one or more “causes” by defining variables in an attempt to find out their “impact” on other variables.
- *Individual case study*. It seeks to identify the relationship between a single phenomenon or an individual with the interacting political or socio-cultural environment. The goal is to analyse a chosen institution, phenomenon, or process through a variety of aspects and by a number of variables.
- *Ethnographic research* usually constitutes the description of events happening within a certain group based on the interaction of individuals within a group in the context of socio-cultural norms and beliefs.
- *Development research* focuses on the interaction between the research conducted and the creation of a new product and its evaluation when the information is used to modify or correct the phenomenon.
- *Comparative research*. Such type of research is aimed at identifying the similarities or differences of a minimum of two phenomena, institutions, or individuals.

As you can see, there is a great number and variety of research models. It is crucial that the introductory part of the thesis defines what type of research is performed so that other researchers and readers are familiar with the type of research that was aimed to be performed and how successful the researcher was at implementing the goal.

Self-control questions and tasks:

1. Try to select a research model and answer yourself why it would suit you best and how suitable it is for the goal of your research.
2. Think over the structure of the thesis and answer yourself why respective sections are essential in your paper. This will help you avoid the burden of excessive information and errors in planning the work logically.

Recommended literature:

- Bauma, Gary D. *The Research Process*. Melbourne, Oxford: Oxford University Press, 1999.
- Žydžiūnaitė, V. *Tyrimo dizainas: struktūra ir strategija* (Research Design: Structure and Strategy), Kaunas: Technologija, 2008.
- Harrison Lisa. *Political Research*, Routledge, 2001.

4. Research Strategies And Methods

This section provides a brief introduction to the main research strategies and methods applied in research papers of political science. First, the definitions of the key concepts used in the section are presented, followed by a broader discussion of empirical and theoretical scientific methods and research strategies.

According to Janet Ruane, our ability to evaluate information is directly tied to our knowledge of research methods⁷⁶. Therefore, our level of knowledge in research methods and our ability to choose the suitable methods determines not only the collection of data and information but also their interpretation and final research results.

As concerns methods, we encounter several key concepts which sometimes are used inappropriately or inaccurately, thus the following are the definitions of these concepts.

Scientific research is a self-correcting, constantly developing way of world cognition marked by explicitness, organisation and control. Research acquires these features through the use of scientific methods.

Scientific method is a systematic way of investigating research material, presented as clearly as to enable the reader to follow the research or repeat it under the same conditions and obtain the same outcome.⁷⁷ Scientific research may be of two types: *theoretical and empirical*.

Methodology – the entirety of the means (ways) pertaining to a certain method that are used in research, including individual operations, their consistency and mutual relationship.⁷⁸ For instance, when performing a poll of voters, a questionnaire method is applied. Formulation of questions in the questionnaire in an open/closed form is described as the means of survey and the method is characterised by the questionnaire and the surveyor's instructions provided.

76. Ruane J., 2005, p. ...

77. Unikaitė, I., *Politikos mokslų krypties studentų rašto darbų rašymas ir pristatymas: mokomoji metodinių nurodymų knyga* (Writing and Presentation of Papers by Political Science Students: Practical Methodological Guidelines), VDU: Kaunas, 2009. p. 9.

78. Defined in compliance with *Mokslinio tyrimo pagrindai edukologijoje* (Scientific Research Basics in Educology).// http://www.asu.lt/nm/failai/MT_pagrindai_edukologijoje/50655.html.

Research design – is the composition of research methods. This term may be used synonymously with “research methodology”.

Methodology – is the research of scientific cognition methods, a theory of common research methods. It is dedicated to the analysis of principle research-related theoretical assumptions and does not include discussion of specific research methods (as research techniques)⁷⁹.

Research strategy is a set of ideas and approach principles on which the research is built when answers to research questions or a problem resolution is sought. The choice of strategy determines the ways of research data acquisition and methods of analysis. According to Vilma Žydžiūnaitė⁸⁰, research strategies are linked with the quantitative, qualitative, or mixed method approaches (a more detailed discussion of the research strategies of aforementioned approaches is provided in the first subsection of this section).

The following subsections present theoretical and empirical research methods, relevant research strategies, and the main differences and advantages of these methods.

4. 1. Empirical research strategies and methods

In political science, the two most-widely applied are the following *empirical social research method groups: quantitative and qualitative methods*. No less frequent is the *comparative method*. The application of methods, while exploring a certain political issue, depends on the epistemological (a certain way of defining reality) direction. Specific qualitative and quantitative methods are related to the research strategies of quantitative, qualitative, or mixed methods. Each of the aforementioned strategies is characterised by certain approaches and research planning and implementation schemes.

Quantitative research strategy can be described as a systematic, empirical, and critical research of the hypotheses pertaining to the relations between the phenomena. This strategy rests on a neo-positivist

79. Maslauskaitė A. Mokslo tiriamoji darbo metodologiniai pagrindai (Methodological Basics of Scientific Research Paper). Vilnius: General Jonas Žemaitis Military Academy of Lithuania, 2008. p. 8. //http://www.lka.lt/EasyAdmin/sys/files/Methodologiniai_pagrindai.pdf

80. Žydžiūnaitė, V. *Tyrimo dizainas: struktūra ir strategija* (Research Design: Structure and Strategy), Kaunas: Technologija, 2008, p. 13–20.

tivist approach which stresses that results are determined by certain reasons. Therefore, neo-positivists most often opt to research problems related to the investigation of reasons behind certain results and consequences. Followers of this strategy believe that observation and analysis of human behaviour is crucial in conducting quantitative measurements and testing theories.

Quantitative research is usually performed according to an established scheme. Quantitative research involves data collection with the help of structured questionnaires, content analysis, accumulation of summary statistical data, experimentation. Final quantitative research results are usually expressed in numbers.

As regards research stages and forms, quantitative method system largely involves questionnaires, various direction modelling, planning, experimentation, analysis, and forecasting methods. Descriptive goals are connected with descriptive statistics and measurement methods (scale, testing, factor analysis, classification, taxonomy, sociometry and other methods). Quantitative research strategy allows for a more exhaustive and accurate exploration of dynamic and statistical patterns, provides the form of sociological knowledge, which encourages its practical application in the management and prognosis of social and political processes.

The logical quantitative research structure consists of five stages:

1. Theory, which explains the chosen object of research, is the starting point.
2. Then, theory is used to deduce one or several hypotheses which are to be tested.
3. Hypothesis is an assumption about the relation between two or more observed phenomena or variables.
4. Hypothesis concepts are later translated into measurable variables. For this purpose, operationalisation of theoretical concepts is used, i. e. these concepts are defined to turn them into observable and measurable variables in the form of respective questions on the questionnaire.
5. Data collection
6. Analysis and conclusions

The main goal of a quantitative research is to establish the causality relationship between variables where one variable is independent

and another dependent (hypothetical outcome). On the other hand, the relationship between variables may also be affected by other factors. In order to identify the other factors, alternative controlled variables must be used.

An advantage point for the quantitative research is that it helps collecting objective data and can be repeated. Also, it is important to note that a quantitative research offers the possibility of generalising all the phenomena under investigation at an aggregate level and present generalised characteristics of the units under investigation. Quantitative data processing usually involves various statistical analysis procedures: frequency, time series distribution, correlation, regression, factor analysis, etc.

Despite of advantages, quantitative research also has its drawbacks. Such type of research fails to reveal how people perceive certain social process meanings. Explanation of politics through quantitative research is insufficient. Application of strict scientific methodology alone is not sufficient to reveal complicated political phenomena because political subjects' political motivations – their attitudes, preferences, subjective estimates – must be taken into account. This can be done with the help of *Qualitative research*.

Qualitative research strategy can be described as data collection with the aim of shaping a meaning of a certain phenomenon with regard to research participants or those under research. This strategy rests on a constructivist approach, which “stresses the process of interaction between individuals and seeks the understanding of historical, social, and cultural human environments, and draws attention to specific contexts in which people live and work.”⁸¹ Constructivists generate and develop theory inductively, starting from specific facts, empirical observations and proceeding to theoretical generalisations of given facts.

Qualitative scientific research analyse political behaviour and attitudes the quantitative measurement of which is impossible or unwanted. Researchers endeavour to apprehend behaviour and institutions through the cognition of people, their values, rituals, symbols, beliefs, and emotions. Such type of research feature open questions that help

81. Ibid, p. 9.

the surveyed express their attitudes. *Qualitative research methods* are methods, the results of which are expressed in words. Qualitative data are collected by implementing *observations, non-structured interviews, focused group interviews, qualitative content analysis, discourse analysis, document analysis, biographical research, etc.*

The logical sequence of a qualitative research strategy consists of the following stages:

- formulation of the general question
- Formulation of specific research questions
- Formulation and specification of sensitive concepts
- Selection of groups in which the question shall be studied
- Selection of suitable design and methods
- Evaluation and rephrasing of specific research questions
- Data collection
- Data analysis
- Analysis generalisation and evaluation
- Formulation of results

Qualitative research strategies are useful because their application offers greater possibilities to establish attitudes and beliefs; they allow explaining “why” and “how” rather than just “what” is happening; they ensure higher reliability of the actions and thoughts of the respondent; they show the dynamics of the evolution of a phenomenon; they are relatively inexpensive; they help creating new hypotheses.

Qualitative research is often criticised because collected data are not necessarily objective, consistent, and are difficult to compare or generalise. In the recent decades, political science researchers have been attempting to provide a comprehensive analysis of phenomena and go beyond a single group of research methods by combining both groups of methods (quantitative and qualitative). This combination of different methods is referred to as triangulation, also called the *mixed method research strategy*. *Mixed method research strategy* “builds on theoretical statements that cover pragmatism (focus on consequences, problems treated as central to research)”⁸² and consistent collection of qualitative and quantitative data. Usually, researchers start with the questionnaire and later perform detailed qualitative interviews and collect detailed attitudes of the respondents.

82. Ibid, p. 17.

Table 1. Comparison of quantitative and qualitative strategies

	<i>Quantitative research</i>	<i>Qualitative research</i>
Research logic	Deductive	Inductive
Theory development direction	Starts with theory	Starts with reality cognition
Testing	Performed after theory is developed	Data generalisation, analysis, and theory testing occur simultaneously
Concepts	Precisely defined at the start of the research	Start with flexible concepts-guidelines
Generalisations	Inductive generalisations	Analytical generalisations with examples

Source: authors' collection based on Tidikis R. *Socialinių mokslų tyrimų metodologija* (Social Science Research Methodology), Vilnius: Publishing Centre at the Law University of Lithuania, 2003.

Research in social science widely employs *comparative method*, the goal of which is to identify essential characteristics of objects in question through a comparison of the similarities and differences between the phenomena.⁸³ Often, political science research features a comparison of various countries' political systems or their elements (subsystems): parliaments, governments, party and election systems, constitutions, political regimes, etc. Thesis can be based on both case-oriented comparative method (analysis deals with more cases and fewer variables) and variable-oriented comparative method (fewer cases and more variables). Importantly, comparison must rest on a special variable matrix to be used for a comparative case analysis. Comparative method has its own rules and sequence of implementation⁸⁴ and should not be equated to comparative analysis. In the bachelor thesis, a comparative method (as defined by Ch. Ragin)

83. Novagrockienė, J. *Politikos mokslo pagrindai* (Political Science Basics): Syllabus of Lectures. Vilnius: Publishing House of Vilnius University, 2001, p. 49.

84. Further reading at: Ragin, Charles C. *Constructing social research : the unity and diversity of method* / Charles C. Ragin. Thousand Oaks (Calif.)[etc.] Pine Forge Press, 1994.

is used scarcely. Most commonly, a simple case comparison against several set criteria is performed to establish differences and similarities. *Therefore, it is recommended not to write in the bachelor paper that a comparative method has been used. It is advisable to write that a comparative analysis and a comparison have been performed.*

Further, the didactical guidelines discuss specific research ways and methods required for the collection of empirical research material or data.

The elementary qualitative method for source data accumulation is *observation*. In other words, in this case material is aggregated through a purposeful observation of phenomena that are researched. The greatest advantage of a scientific observation method is that the phenomenon researched is observed under natural conditions, therefore collected information is essential and enable producing significant conclusions. It is important to remember that everyday observation cannot be called a scientific observation because the latter is a purposeful, planned and criteria-defined process.⁸⁵

Interview is one of most frequently used and best-known methods. *Interview* is a qualitative research method where research material is collected by polling people. The following two forms of the method are employed: *standardised* where all the poll participants get identical questions in the same sequence; *free* where interview topics are not pre-defined by questionnaire questions and question phrasing as well as the sequence of their presentation are subject to change. Also, there is the *semi-structured* (semi-standardised) form of interview where questions are identical for all the respondents but they do not include closed-type questions with a set of pre-determined answer options.⁸⁶

One of the most popular and time-saving methods of information and opinion research is the *Focus group (FG) interview*. This method of interview can be defined by five characteristic features re-

85. Further information available at: Qualitative research //Frankfort-Nachmias, C. And D. Nachmias. Research Methods in the Social Sciences, New York: Worth Publishers, 2000, p. 281–292.

86. To read more on the types of interviews and features of their performance, please refer to: *Apklausa* (Interview) Kardelis, K. *Mokslinių tyrimų metodologija ir metodai* (Scientific Research Methodology and Methods). Šiauliai: Lucilijus, 2005, p. 194–202.

lated to the component parts of an FG: a) people who b) possess certain characteristics c) during the time of focused discussion d) and provide quality-type e) data. Focused groups consist of 6-10 respondents who are mutually similar under certain characteristics (for example, place of residence) and different under other characteristics (for example, occupation or age). The discussion is led and questions are presented by a moderator who seeks to ensure that participants speak about the chosen topic (for example, the importance of election campaign for their voting decision). FG seeks to collect data on participants' perception and valuation of the problem as well as their opinions and behaviour.⁸⁷

Questionnaire polling method is extremely convenient. When using this method, speakers are supplied with a questionnaire containing closed and/or open questions in writing. These must be well-thought because respondents have no possibilities of specifying the formulation of the question. This method helps collecting quantitative data that are processed by employing different statistical analysis instruments.⁸⁸

Document analysis method is the collection of primary data where documents are used as the main source of information. Analysed documents are classified into personal and public official. Document analysis methods are grouped into: traditional (general and special) and formalised (content analysis).⁸⁹ Each group has a characteristic sequence of analysis. Traditional analysis performs internal and external document analysis. The main stages in this analysis and the characteristics of these stages are provided in Table 2.

87. For more information on Focus Groups, please refer to: Focus groups // Krueger R. A. Focus groups: a practical guide for applied research. 1998, p. 27-47.

88. For more information about the preparation of questionnaires, please refer to: *Anketinis metodas* (Questionnaire Method) // Tidikis Rimantas. Socialinių mokslų tyrimų metodologija (Methodology of Research of Social Sciences). Vilnius: LTU, 2003, p. 474-487; Questionnaire construction // May, Tim. Social research: issues, methods and process. Buckingham: Open University Press, 1997.

89. For more information about document analysis, please refer to: Tidikis Rimantas. Socialinių mokslų tyrimų metodologija (Methodology of Research of Social Sciences). Vilnius: LTU, 2003.

Table 2. Traditional document analysis

Stage	Characteristics
External analysis	<p>The goal is to establish:</p> <ul style="list-style-type: none"> • What kind of document is it? What is its status and whether it is authentic. • Who is the author and the intended recipient? • What were the circumstances under which the document was created and how does it match other information sources? • Is the document reliable and to what extent does it correspond to objective facts? • Does the document comply with research goals and tasks, and can it be used in the research of a specific problem?
Internal (document content) analysis	<p>The goal is to establish:</p> <ul style="list-style-type: none"> • Who is the author? • When was it prepared? • What was the goal for the preparation of the document? • What is laid down in the document and what is its factual and valuable meaning? • Who needs it, why and what is its context? • What conclusions can be drawn after analysing the document?

Recently, the application of *content analysis* method has been quite wide-spread. Content analysis is a formalised way of document research which provides for content assessment based on the calculation of features that the researcher holds important and which can be generalised. The essence of the method in question is to single out the notional units in the text of the document, to calculate their frequency, and to explore the relationship between various elements of the text and their relation to the total scope. Using content analysis method, selection is made according to the following elements: words, phrases, concepts, and other meaningful units (sentences, texts, sections, topics, etc.). This method is applied when researching media information, political speeches and reports, party programmes, parliament sitting stenographs, and other documents. It can be used for print text research as it enables the input of large-volume texts into several key statements that reflect the essence of the total information array. Content analysis method may be applied in close interaction with *mathematical-statistical* methods, by way of information technologies that allow presenting data at mathematical accuracy.⁹⁰

90. For more information on content analysis, please refer to: *Kompiuterizuota kokybinių duomenų analizė su NVIVO ir Text Analysis suite* (Computerised Qualitative Data Analysis with NVIVO and Text Analysis Suite). Authors: Dr. Vaidas MORKEVIČIUS, Dr. Audronė TELEŠIENĖ, Dr. Giedrius ŽVALIAUSKAS: http://www.lidata.eu/index.php?file=files/mokymai/NVivo/nvivo.html&course_file=nvivo_II_2.7.html

Discourse analysis is one of the methods to analyse text. In the context of social science, discourse is perceived as something written or said about a certain object. “The goal of a discourse analysis is to analyse the content of discourses and their wide context with the aim of revealing social practices, actors who create, transmit and interpret them, and direct or historical contexts (power relations; ideological/cultural domination) that enable and limit discourses/social practices”⁹¹. There is a great variety of discourse analysis approaches and types that have characteristic stages and elements of analysis.⁹²

Collected empirical (both qualitative and quantitative) research data are presented in the form of text, also tables, diagrams and other illustrative means (examples of various illustrative means are provided in annexes).

4. 2. Theoretical methods of analysis

Theoretical analysis method is useful when grouping material collected by aforementioned empirical methods and consistently it presenting in the thesis, supplementing it with bibliographical references.

Theoretical methods, which build on the regularities set by theoretical thinking and logic are intended to help the researcher to give a reasonable scientific explanation of reality. They are used to construct the text and express thoughts rather than to perform the research. *When writing final bachelor theses, it is not necessary to separately single out or mention theoretical methods in the text.* They are presented here for the sole purpose of providing you with ideas on the means of thinking that can be employed when writing the text.

The following theoretical methods can be mentioned: *abstraction*, when the aim is to distance oneself from non-essential elements of the phenomenon in order to reveal its essential features; *method of alternatives*, when rivalling theories are compared and mutually criticised; *analysis*, when practically or in the mind an object, phenome-

91. Morkevičius V. *Kokybiniai sociologinių tyrimų metodai* (Qualitative Sociological Research Methods).// <http://www.vaidasmo.lt/dest/kok/06-07.pdf>. Last accessed: 30/08/2012.

92. For further reading on discourse analysis, please refer to: Norman, F. *Analysing discourse*. Routledge: 2008; *Discourse analysis*// Burnham P., Gilland K., Grant W. and Layton-Henr Z. *Research Methods in Politics*, 2004, p. 242–249.

non, entirety is broken down to composite parts, features, properties for a better understanding of these; by way of *analogy* between phenomena or objects, looking for similar features that would help compare and understand them, or find new phenomena by comparing similar features; *generalisation* describes general statements that are produced inductively, i. e. based on the data of empirical experience, or deductively, i. e. moving from a general statement to an individual phenomenon. *Comparison* is a thinking operation that substantiates statements about similarities and differences between objects and phenomena. Comparison may be made only with the objects of a single class or population, and comparison involves exclusively the essential features of such objects. *Description* presents key facts about a specific topic, situation, person, object, or process, which is often the object of analysis. Most importantly, the selection of such text excerpts and their grouping must match the goal for which they are intended to be used. *Narration* conveys a process (e. g., historical events, processes). *Synthesis* is a practical or a mental combination of parts, elements into a whole, the connection of a single object or various elements of a single object into an integral unity.⁹³

Not all theoretical methods have been mentioned in these didactical guidelines. Should you desire to get acquainted with them, please refer to the recommended literature.

Self-control questions and tasks:

1. After choosing your research model, think about the data you will need in order to answer the question raised by the research. After you have made up your mind about the type of data, discuss with your supervisor what empirical research methods could help you collect the data needed.
2. Based on the logical sequence of the implementation of qualitative or quantitative research, plan your empirical research.
3. What methods are most suitable to study texts and what methods are most suitable to investigate human behaviour?

93. For further reading on theoretical scientific methods, please refer to: Tidikis, R., *Socialinių mokslų tyrimų metodologija* (Methodology of Research of Social Sciences). Vilnius: Lithuanian University of Law, 2003. P.369–445.

Recommended literature:

- Žydžiūnaitė, V. *Tyrimo dizainas: struktūra ir strategija* (Research Design: Structure and Strategy), Kaunas: Technologija, 2008.
- Melvyn Read and David Marsh. Combining Quantitative and Qualitative Methods // *Theory and Methods in Political Science*. Ed. By D. Marsh and G. Stoker. New York: Palgrave Macmillan, 2002, p. 231–248.
- Tidikis Rimantas. Socialinių mokslų tyrimų metodologija (Methodology of Research of Social Sciences). Vilnius: LTU, 2003, p. 355–366.
- Social Research Update: <http://sru.soc.surrey.ac.uk/>
- The Qualitative-Quantitative Debate: <http://www.socialresearchmethods.net/kb/qualdeb.php>
- Quantitative and Qualitative Approaches: http://www2.warwick.ac.uk/fac/soc/sociology/staff/academic-staff/chughes/hughesc_index/teachingresearchprocess/quantitativequalitative/quantitativequalitative/

5. Bachelor Thesis Structure

This section deals with the discussion of the structure of a bachelor thesis, giving a detailed account of the elements and main features of each structural part. The main goal of this section is to give students an insight into proper structure of final theses and writing respective sections of the thesis. Upon finishing reading the section students should be familiar with the general structure of the final thesis, the purpose of each structural part, and be able to prepare or compose respective structural parts of the thesis.

The final bachelor thesis is a paper written by a student, which is written at the end of bachelor studies. Based on this paper, the qualification commission assesses the student's preparedness for individual work and awards a bachelor's qualification degree in respective specialisation. Preparation of the bachelor paper requires students to employ the knowledge acquired throughout the entire time of studies. He/she must demonstrate skills in performing scientific work. Political science bachelor paper should deal with important issues of theoretical and practical activity.

Just like any other paper, a properly prepared bachelor thesis must have a certain structure or the composite parts of the text. Usually, the main structural parts of the paper are as follows:

- ***title page,***
- ***table of contents,***
- ***abstract,***
- *list of abbreviations,*
- *list of tables and pictures,*
- ***introduction***
- ***body text***
- ***conclusions***
- *recommendations*
- ***list of literature and sources***
- *annexes.*

Please note that only the parts marked in bold are mandatory for each bachelor thesis, while other parts are optional with regard to the topic of the paper and other requirements (when discussing each

structural part of the thesis, it will be indicated in which case a certain additional structural part is considered necessary).

The following is a discussion of each part of the bachelor thesis, including the requirements applicable.


5. 1. Preparation of the title page, table of contents, abstract and the list of abbreviations

The title page is the obligatory part of each final bachelor thesis paper because it must contain the main information about the paper and its author. This is like a business card. First of all, the title page must indicate the exact name of the education institution, including the university, the faculty, and the department at which the thesis has been prepared. Thesis author's name and the title follow (thesis topic phrasing must reflect the object and the key idea). Since the title describes the essence of the research, it must be exact, clear, and define the limits of the field of research. Thesis title is followed by the type of the paper (e. g., final bachelor thesis) and the title of the study programme. At the end, the supervisor of the thesis is indicated, followed by the place and year when the thesis was prepared (see Picture No. 1 and Annex No. 1);

If the final thesis is written in a foreign language, the first title page is presented in the Lithuanian language and the second one in the foreign language.

Table of contents represents a key part of every final thesis paper, which lists the titles of all the structural parts of the paper (sections, subsections, paragraphs) and pages which must be presented in the paper at the bottom right corner of the page or in the centre of the bottom margin. Please remember that the page with the table of contents is not included in the list of structural parts (see Annex No. 2). Parts of the thesis are enumerated in Arabic numerals. Introduction and conclusions are not enumerated. Enumeration is only required for the body text. Therefore, the first section of the thesis will be the one that follows introduction (see Annex No. 2). Sections are organised according to a single-digit superior and inferior classification, while subsections are enumerated in two-digit order, e. g.: 1. 1. Numerals are separated by a period and the final numeral is also followed by a period.

Picture No 1.

	
VYTAUTAS MAGNUS UNIVERSITY ²⁶	
FACULTY OF POLITICAL SCIENCE AND DIPLOMACY ²⁷	
DEPARTMENT OF POLITICAL SCIENCE ²⁷	
Student's name and surname ²⁸	
TITLE OF THE FINAL THESIS ²⁹	
(Lithuanian language)	
Final bachelor thesis ²⁸	
Political science study programme, state code 612L20005	
Political science study field	
Supervisor _____	
(Research degree, name, surname) (signature) (date)	
Defended _____	
(PMDF Dean) (signature) (date)	
Kaunas, 2012	

Enumeration of pages in Arabic numerals starts from the first page of introduction or, if there are any parts before the introduction, for example, abstracts, or a list of abbreviations and tables, the enumeration should start with these. The title page and the table of contents are not enumerated (see Annex No. 2);

Abstract is an abbreviated presentation of the main information contained in the final bachelor thesis. It is intended to get the reader quickly familiarised with the work reviewed or presented. Political

²⁶ Times New Roman, 14 pt. capitalised.

²⁷ Times New Roman, 12 pt. capitalised.

²⁸ Times New Roman, 14 pt.

²⁹ Times New Roman, 14 pt. capitalised, boldfaced.

science bachelor thesis features two abstracts: one of them is in the *Lithuanian language*, and the second one is presented in the chosen *foreign language* (one of the main languages of the European Community). The scope of each abstract is up to 1 page (*if the thesis is written in the English language, the abstract in the Lithuanian language must be no less than 5–7 pages*).

The abstract gives a concentrated introduction of the key aspects of research. It must be written in way that would let the reader form an opinion about the contents of the paper by solely reading the information provided in the abstract. It should include the following elements: the topic of research, relevance, the object, the goal, tasks, methods, key results, and conclusions of the thesis.

The abstract must also present a description of the bachelor thesis, which should include the following: the surname of the student, the initial letter of the student's name, the title of the thesis, the specialisation in which thesis is written / thesis supervisor; the name of the university, the faculty, and the department, the place, date, and volume of the thesis. The above-mentioned description is comes prior to the contents of the abstract and can be written in a smaller font size (e. g., 10 pt.). The following are structural examples of two abstracts.

Example of the structure of the thesis description and abstract provided in an abstract written in the Lithuanian language:

Picture No 2.

<p>Smith, J., Analysis of the Annual Presidential Reports: 2010–2012: Final Bachelor Thesis in Political Science / Supervisor Assoc. Prof. Dr. Sidabriėnė, A.; Vytautas Magnus University, Faculty of Political Science and Diplomacy, Department of Political Science. Kaunas, 2012. 52 pages.</p> <p style="text-align: center;">ABSTRACT (Text of the abstract)</p> <p>The bachelor thesis analyses the annual reports by the President of the Republic of Lithuania delivered at the Parliament of the Republic of Lithuania in 2010–2012.....</p>

Example of the structure of the thesis description and abstract provided in an abstract written in the English language:

Picture No 3.

Smith, J. Analysis of the Annual Presidential Reports: Bachelor Thesis in Political Science / Supervisor Assoc. Prof. Dr. Sidabriėnė, A.; Vytautas Magnus University, Faculty of Political Science and Diplomacy, Department of Political Science. Kaunas, 2012. 52 pages

ABSTRACT

(Text of the abstract)

The bachelor thesis analyses the annual reports by the President of the Republic of Lithuania delivered at the Parliament of the Republic of Lithuania in 2010.....

The list of arbitrary signs, symbols, units, term *abbreviations* is included in the bachelor paper only when the total number of signs, symbols, units and terms exceeds 10 and each of them recurring more than 3 in the text. The list usually follows abstracts and comes before the introduction. The following is an example of the list of abbreviations (Picture No. 4).

Picture No 4.

List of abbreviations

ALF – Atviros Lietuvos fondas / Open Society Fund Lithuania
DP – Darbo Partija / Labour Party
LDDP – Lietuvos demokratinė darbo partija / Democratic Labour Party of Lithuania
LKP – Lietuvos komunistų partija / Lithuanian Communist Party
LLL – Lietuvos laisvės lyga / Lithuanian Freedom League
LLS – Lietuvos liberalų sąjunga / Liberal Union of Lithuanian
LSDP – Lietuvos socialdemokratų partija / Lithuanian Social Democratic Party
MKDS – Moderniųjų krikščionių demokratų sąjunga / Modern Christian-Democratic Union

NVO – nevyriausybinės organizacijos / NGOs
 TS(LK) – Tėvynės sąjunga (Lietuvos konservatoriai) / Homeland Union (Lithuanian Conservatives)
 VNDPS – Valstiečių ir Naujosios demokratijos partijų sąjunga / Union of Peasants and New Democratic Parties

The list of tables, diagrams or pictures is not deemed requisite in the bachelor paper but desirable if the text contains more than five tables or diagrams. Such a list facilitates the search for information and is reader-friendly when looking for specific data so that the reader does not have to skim through the entire text. Usually, the list indicates the numbers and titles of tables and shows the pages in which tables appear. One of the possible examples of the list in question is shown in Picture No. 5.

Picture No 5.

List of tables and diagrams⁹⁴

List of tables:

Table No. 1: <i>S. p. Huntington’s waves of democratisation</i>	5
Table No. 2: <i>G. Sartori’s “Typology of Party Systems</i>	7
Table No. 3: <i>Results of Zambia’s National Assembly Elections</i>	25
Table No. 4: <i>Results of Tanzania’s National Assembly Elections</i>	26
Table No. 5: <i>Features Describing the Stability of Tanzania’s Party System.</i>	30
Table No. 6: <i>Features Describing the Stability of Zambia’s Party System.</i>	30
Table No. 7: <i>Assessment of Tanzania’s Presidential and Parlia- mentary Elections.</i>	45
Table No. 8: <i>Assessment of Zambia’s Presidential and Parlia- mentary Elections.</i>	47

94. The example of the list of tables and diagrams is taken from a bachelor paper prepared at the VMU Department of Political Science: Visockytė, E. *Nuo vienpartinės link daugiapartinės sistemos* (From Single-Party to Multi-Party System): *Tanzanijos ir Zambijos atvejai* (Case Study of Tanzania and Zambia): bachelor thesis / Supervisor Dr. Unikaitė, I. Kaunas, 2007.

Table No. 9: *The Degree of Party System Institutionalisation* . . . 55

List of diagrams:

Diagram No. 1: *Sub-Saharan Africa: Types of Regimes, 1946–2003* 6

Diagram No. 2 *The Relationship between Forms of Governance in Sub-Saharan African States, 2007.* 8

Diagram No. 3: *The Shift in Political Rights and Civil Liberties in Zambia, 1980–2006* 25

Diagram No. 4: *The Shift in Political Rights and Civil Liberties in Tanzania, 1980–2006* 27

Diagram No. 5: *Changes in Governance in Zambia and Tanzania, 1961–2003.* 56

5. 2. Introduction of the thesis paper and its structure

The introduction of the thesis paper constitutes a crucial and significant part of the final thesis in which the author presents the reader with the topic of the research. In this part the reader learns why the author chose a certain topic, what is the object and goal of the entire research as well as many other key issues, therefore it must be informative and accurate. It is advisable that students write the introductory part or at least its draft version prior to any other part because throughout the process of the entire thesis writing and research implementation, introduction may serve as an extended plan or the framework of the research that guide the student in his/her endeavour to accomplish the goal set. After the paper is completed, you can always return to the introductory part and revise or supplement it with the information you were not aware of or did not have before commencing the writing process. The recommended scope of the introduction is 2 pages but it may vary from 1.5 to 3 pages.

Just like other papers, the introduction of the bachelor thesis must have a certain structure and required elements. The common structure of the introduction is as follows:

- *preface;*
- *novelty and relevance of the topic;*
- *research problem/research questions;*

- *goal, tasks, and object of the thesis;*
- *hypothesis or defended statement (not compulsory but may be formulated if required by the characteristics of the paper);*
- *research methods;*
- *research source base;*
- *structure of the paper.*

It is advisable to make the most important constituent parts clearly separated (subsections or at least boldface font) in the introductory part of the bachelor thesis. The following is a description of each structural part of the introduction and a definition of their main features.

Preface is the first paragraph in the introduction which presents the reader the topic of the research or simply introduces the topic or main themes of the thesis. Its importance lies in the fact that any text that seeks to draw reader's attention must have good introductions or opening statements.

Topic novelty is an essential feature of the results of the research that underscores the theoretical and practical relevance of the topic, its contribution to science. It should not be seen as the establishment of completely new theories or regularities. The novelty of the topic or research may stem from several simple things: ordinary research methods have been used in the research of a different social group / institution / process / phenomenon, etc. than that already explored in known research; a different aspect has been employed to analyse the problem of the research; a new research model or method is used or developed in the research; for the first time an exhaustive and systematic analysis of a certain issue has been performed; theoretical statements have been verified through the use of cases that have been rarely used or not used before, etc. The novelty of the chosen topic and the thesis can be established only by getting acquainted with relevant research and publications by other researchers or students because only then can we see the type of research performed before, their results, and issues not revealed or insufficiently investigated. One of the possible examples of the formulation of novelty is shown in Picture No. 6.

Picture No. 6.

Analysis of various research and analyses performed by Lithuanian scientists showed that no in-depth and consistent scientific research has been conducted on the topic of the “influence of political campaigns on election results”. Discussion of respective issues in publications is superficial. This type of research is more wide-spread in foreign countries but they are restricted to the analysis of cases within respective countries or comparative analyses. Therefore, the topic chosen for this master's thesis, addressing the influence of election campaigns on election results, is quite novel and not widely researched before.

The relevance of the thesis is presented by giving a review of the general aspects of the chosen topic. The relevance of the topic is the substantiation of the necessity and suitable timing as well as author's explanation of why a certain topic must be researched and why this must be done at the given moment. When discussing relevance, students should highlight the extent to which the topic has been investigated before and whether it bears any significance on theory, practice, or both. Possible formulation of the relevance of the thesis topic is demonstrated in the example as shown in Picture No. 7.

Picture No 7.

1) “Despite major focus on the analysis of African regional conflicts and great effort in the attempt of solving them, there is still lack of research into the constructive role of non-state actors in the resolution of the continent's regional conflicts. It was thus decided to present a paper on non-state actors' role in dealing with regional conflicts, placing special focus on Africa's regional organisations and the peculiarities of their activity.”

L. Melkūnaitė, Politikos mokslų bakalauro darbas (Bachelor Thesis in Political Science), 2009.

2) “While attempts to define the concept of the professionalized campaign and what constitutes political marketing in different contexts

have featured prominently in this literature, explicit engagement with the methodological issues raised by these developments has not been so common. In particular, the development of standardized empirical indicators to measure the dependent variable in question – professionalized campaigning – at the party and candidate-level worldwide has been significantly under-developed. Empirical approaches to the topic have tended to focus on documenting the key changes to campaign practices over time within a single country, and/or implicit comparison within cross-nationally edited volumes (Esser, 2004; Kaid, 2004; Newman, 1999; Plasser 2002; Swanson and Mancini, 1996; Sussmann 2005). Such work has yielded a every rich and indepth understanding of the growth and development of these techniques in a wide variety of contexts. It has not however, proved as conducive to the type of large N comparative analysis that allows for more systematic investigation of causes and effects. This paper seeks to help to close that gap by developing a new multi-dimensional indicator of professionalized campaigning that can be utilized in cross-national research. In particular we develop a zero to thirty point index that captures ten crucial dimensions of the practice of professionalized campaigning.”

Rachel Gibson and Andrea Römmele. Measuring the Professionalization of Political Campaigning. Found at: <http://www.dcern.org.uk/research/publications/documents/GibsonRommeleCampaigns.pdf> ; Last accessed: 20/02/2012

Thesis problem is the statement of a theoretical or practical question that draws researcher’s attention and requires analysis and solutions or possible explanations of the problem. The problem is connected with something that is not completely examined, revealed, or explained. When phrasing a scientific problem, students can rely either on the needs of practice or the needs of scientific development itself. In both cases the criteria defining the choice of the problem is its *relevance*. The problem must be phrased clearly and precisely. When discussing the problem or an array of problems, it is recommendable that students indicate previous research, present data, available explanations and how the author of the present work may contribute to the solution or explanation of the problem. Examples of possible problem phrasing are shown in Picture No. 8.

Picture No 8.

- 1) *Since it has been observed that there is a lack of explanation about why in some of the countries election results are positive for parties that are considered or declare themselves populist, the main problem, solutions to which are sought in this thesis, is the uncertainty about the reasons behind the success and failure of populist parties. The goal of the thesis is to identify the main factors that determine the popularity or unpopularity of populism in certain societies.*
- 2) *The main problem analysed in this thesis is the lack of instruments for the implementation of effective political leadership. The thesis is an attempt to establish the factors that could help leaders in certain societies become effective political leaders.*

Research questions are questions that can be raised instead of clear statement of a problem. Where it is impossible or undesirable to identify the problem of the research in the form of a statement, the student may formulate the main question of research, which requires the attention of researchers or still needs a clear answer that encourages you to undertake the research. Research questions are presented in the form of a question and must be in accordance with the goal of the research because the latter is usually related to the search for the answers to certain questions. When presenting the questions, similar issues pointed out in the description of the problem must be discussed. *For example, the main question raised in the present research is "What are the main reasons behind political conflicts in democratic societies?"*

The object of research is a clearly-defined, specific object of research that answers the question "what?" The object of research can be a phenomenon or a process, an institution, a personality, etc. A thesis offers the freedom of formulating the object of research in two ways – 1) provide a more generalised phrasing of the object of research that also covers the subject of research, or 2) consider the object and the subject of research separately. *The object of research* is something towards which the research is directed, while *the subject of research* is something that is analysed in the object. For the sake of clarity to the author himself/herself, it is recommended that the

bachelor paper distinguishes between two things – *the object of research and the subject of research*. Sample phrasing of the two types of the object of research are provided in Picture No. 9.

Picture No 9.

- 1) The object of research is *the political rhetoric in election campaigns employed by the old and the new political parties at the parliamentary elections of the Republic of Lithuania in 2008*;
object – *the role of the African Union and the United Nations in the Resolution of the Darfur Crisis*;
object – *election campaign publications featured in Lithuanian media portals lrytas.lt and delfi.lt related to the parliamentary elections of the Republic of Lithuania of 2012.*
- 2) The object of research – *parliamentary elections of the Republic of Lithuania of 2012*, and the subject – *voters' behaviour during respective elections*;
object – *activity of the Council of the Baltic Sea States in 1992-2012*, and the subject – *coverage of the organisation's activity in the media*;
object – *the process of resolving Kosovo's legal status*, and the subject – *the influence of third parties in the process of resolving the legal status.*

The goal and tasks of the thesis reveal what the paper aims at and what are the means or procedures that will be employed to accomplish the goal. *The goal of the thesis* is the orientation of the paper towards final results. *The goal of the thesis* can be the resolution of the problem analysed, the presentation of new data, the identification of regularities, differences or similarities, etc. Therefore, the goal of the research must be closely connected with the problems raised in the thesis.

When phrasing the *goal* of the research the use of verbs in the form of infinitive is recommended: *to identify, to substantiate, to evaluate, to explore, to investigate, to define, to reveal, to construct, to create, etc.*

The tasks of the thesis – smaller tasks, composite parts of the thesis. Tasks pertain to the procedures that need to be performed in order to reach the goal of the thesis. Usually, each task is related to a certain aspect of research. Every task formulated must be reflected in

the conclusions. Please refrain from setting an excessive number of tasks (with regard to the sections of the thesis, the average should be around 3–6). Tasks may be enumerated and presented in individual rows. Verbs used in the phrasing of tasks are in their infinitive form: *to explain, to define, to discuss, to review, to describe, to interpret, to compare, to construct the matrix, to analyse, to schematise, to create, to construct, to sustain, to check, etc.* Sample phrasing of tasks and the goal are presented in Picture No. 10.

Picture No. 10.

Examples of phrasing the goal of research:

The goal of the research is to evaluate the political co-operation between Lithuania and Latvia in the context of the EU;

The goal of the research is to establish the influence of external actors in the resolution of the Darfur crisis.

The goal of the research is to find the main causes of the civil war in Congo.

The goal of the research is to reveal the characteristics of the parliamentary elections of the Republic of Lithuania of 2012.

Examples of the goal of the research and related tasks:

1) **The goal of the research** is to evaluate the efficiency of the political rhetoric employed by the political parties in question at the parliamentary elections of the Republic of Lithuania of 2008.

Thesis tasks:

To perform a systematic analysis into theoretical political communication concepts and their interpretations by identifying the main subjects of the political communication and the process of their interaction;

To perform an analysis into the election slogans, programmes, and debate content in the context of elections;

To identify the peculiarities of the rhetoric employed by political parties that took part in the parliamentary elections of the Republic of Lithuania in 2008 and compare them with election results.

2) **The goal of the research** is to verify the capacity of regional organisations in Africa to cope with regional conflicts independently, without any external assistance from their partners.

Thesis tasks:

to discuss the concept of a political conflict and the current conflict tendencies as well as ways and the process of settling them;
to analyse the role of non-state actors in the resolution of regional conflicts, giving special prominence to regional organisations;
to analyse the peculiarities in the activity of Africa's regional organisations, their leverage points and shortcomings;
to perform a research into the role of non-state actors in the resolution of the Darfur conflict, giving special prominence to the activity of the African Union as a regional organisation.

Research hypothesis (hypotheses) is a specific form of prevision (forecast). Hypotheses may be defined as declarative assumptions that describe likely relations between phenomena that are represented (marked) by concepts. It is important that a hypothesis would lend itself for verification. Acquired research data either confirm or deny the hypothesis raised by the author. Hypotheses or defended statements are not deemed mandatory in bachelor thesis papers. For a bachelor thesis a goal is sufficient. The following picture provides examples of hypotheses.

Picture No. 11.

H1: *The party's election success depends on the amount of money spent for the election campaign coverage in the media and the number of positive information units in the television, the radio, and the press.*

H2: *Youth engagement in elections is increasing proportionately to the increase of the level of youth education;*

Defended statement: *Africa's regional organisations are not capable of dealing with regional conflicts independently, without the external assistance of their partners.*

Research wmethods should be concisely presented in the introduction. It is required that students present the main empirical research methods used in the research and explain why a certain method

(interview, document and legal act analysis, content or discourse analysis, etc.) has been applied. The remaining detailed review of the methods or research design can be provided in the section that offers the results of a specific empirical research as well as the interpretation of the results. Research methods (the choice of certain methods) are determined by the content of the thesis, the problem, the goal, and the tasks. For more information about the methods, please refer to section 4 of these didactical guidelines.

Research source base is the paragraph in the introduction which features an overview of the main scientific works dedicated to the problem in question as well as their authors, and indicating the main works that were used when conducting the research. Students are very welcome to give an assessment of the opinions expressed by the authors mentioned, revealing their strengths and weaknesses. When presenting the sources, students are recommended to mention the key databases, data collections by various organisations, etc. It is also important that students discuss the criteria for the choice of the literature used in the process of writing the thesis. If necessary, any controversial opinions or assessments on the subject analysed can be mentioned, too. This part is deemed mandatory in bachelor thesis papers.

Structure of the paper is the final element in the introductory part and is featured at the end of the introduction. This part gives a brief presentation of the problems analysed in each of the sections.

5.3. Writing the main (research) part of the thesis

The main (research) part of the thesis features a consistent analysis of the research tasks formulated in the introduction, formulation and substantiation of author's statements, explanation of hypotheses. The main part of the thesis is organised into sections determined by the nature of the research and sections are further divided into subsections. Titles of the sections, subsections, and clauses should be short but specific. It is recommended to avoid long publicistic-style phrasing or titles that only mention a country or a field of science, e. g. *Australia, Political Communication*, etc. Examples of adequate phrasing of sections are provided in Picture 12.

Picture No. 11.

Analysis of Transnational Corporations' Influence on Global South States;
Political Communication Fragmentation
Ways of International Crisis Management and Regulation
Peculiarities of Latin American Leadership: Caudillismo
Bolivia's Case: from Democracia Pactada to No-Party Democracy
Results of the Research into Parliamentary Election Campaign at the Kaunas – Kėdainiai Election District No. 65 Year 2012

Usually, the research part consists of sections which present the theoretical base of the paper and sections which analyse the specific results yielded by the scientific research. The latter are divided into sections that present research methods and data, and those providing an analysis and interpretation of the research data obtained. In the process of writing the main sections, when moving from one research problem to another, the logical interconnections and system must be maintained. It is recommended to start each section with a brief introductory part and after the presentation of information, close with a generalisation or several connecting or guiding statements with reference to the next section. Such pattern of organisation facilitates the writing of conclusions, makes the total piece of writing consistent and organic. It is important that the main research part is based only on the resolution of the tasks set in the introduction without diverging from the object of the thesis. **The peculiarities of the thesis structure must be determined by the object of the research, the methodology applied and the base of research sources.** The paper can be based on sources, bibliography and a specific research. For this reason it is useful to discuss the structure of the thesis with the teacher before starting.

When writing the body text, it is important to bear in mind that if the text on the last page of a section takes more than half of the page, a new section must start in a new page. If the text takes less than half a page, the new section can be started on the same page.

5. 4. Formulation of conclusions

A generalisation of the entire research presented in the paper is provided in the conclusions. Formulation of conclusions requires no less responsibility than the presentation of the introductory or the main part because the conclusions must give a concise idea of the results of the entire research. Conclusions must be enumerated. In a bachelor thesis, the number of conclusions usually varies between 5–6, and in the master's thesis – between 6–10.

Conclusions cannot be a short paraphrase of the contents of the main part. This section provides a generalisation of the scientific work results and finalises the thesis. Conclusions must be the direct outcome of the work and cannot replicate. **Conclusions must feature the key statements that provide direct answers to the goal raised and the tasks determined by it** (it is recommended that conclusions are grouped according to the tasks raised but not match them exactly). In the conclusions, there are no citations, polemics or new factual or statistical data. Conclusions must give an explanation to the reader the extent to which the author managed analysing the issues raised and which of the questions remain unanswered. If any hypotheses or defended statements were provided in the thesis, the final part of the thesis must state whether the author was successful in either confirming or denying respective hypotheses or defended statements. The value and validity of conclusions depends not only on the problem selected, the research performed, but, mostly, on the author's scientific level, professional skills and competence.

Phrasing the final conclusions of the research will be easier if every section of the paper is ended with brief generalisations that reflect the results of each part of the research. When drawing conclusions students should avoid going into extremes, i. e., excessively broad and categorical conclusions and excessive modesty or fear for the results obtained.

Conclusions may be followed by a brief presentation of *recommendations and suggestions* on the application of results obtained as well as further research guidelines. Recommendations must maintain a concise form, be reasonable and be addressed at a clear recipient (scientists, politicians, specific institutions and their staff, etc.).

5. 5. Preparation of the list of literature and sources, annexes

The list of literature and sources features bibliographic description of the literature and sources used in compliance with the rules of the bibliographic description. The list may be adjusted simultaneously with the process of text writing or drawn up after the text is finalised. The first option is more convenient because this ensures that you will not miss a single source used in the paper and after the work is finished you only have to group the list and organise it in compliance with the requirements.

The list of literature should only include the sources and literature that is discussed, explored, interpreted, assessed and mentioned in the footnotes. The list of literature used is presented first, and then comes the list of sources. Please make sure to show clear distinction between sources and literature. The list of literature and sources is organised in alphabetical order. Should the paper include any literature that uses non-Latin alphabet, the title must be transcribed in Latin characters and included in the main list (see Annex No. 4);

Annexes may be (if required) presented at the end of the paper after the list of literature and sources. This optional part of the paper features tables, schemes, diagrams, copies of scientific sources, maps, questionnaires, and other material that was used to illustrate the research. Tables, diagrams and other annexes must be titled and enumerated. Any illustrations (e. g. tables) can be featured in the main part of the paper only if it does not exceed one page. **Annexes are the supplementary information material, the use of which is recommended to be featured in a bachelor or master's thesis** (see Annex No. 5).

Self-control questions and tasks:

1. Based on the recommendations provided in the section, please write the introduction of the paper and discuss it with the supervisor;
2. Evaluate your introduction based on the following criteria: the clarity of the question or problem raised by the research (answer yourself what is it that you want to investigate); research links with previous research (have you mentioned it?); clearly

identified object and logic tasks that supplement one another – necessary to ensure that the goal is reached.

3. Have you clearly divided the paper into separate sections and can say which of them presents research theory, methodology, data and their discussion, analysis and interpretation?
4. Try writing a section of the theoretical part of the research and evaluate it based on the following criteria: does this section discuss how the existing literature applies to the question raised by my research?; do I discuss the main concepts and assumptions that are used in theory?; do I present one or several hypotheses (defended statements) which specify theoretically-probable causal relations between my dependent and independent variables?
5. Evaluate your conclusions based on the following criteria: does the paper provide the answer to the question raised in the introduction?/ is there a solution to the problem raised in the introduction?; is there a generalisation of what was done and how?; are the results obtained related to the existing research and literature? Is it clear if the tasks and the goal were accomplished successfully?

Recommended literature:

- Žydzūnaitė, V. *Tyrimo dizainas: struktūra ir strategija* (Research Design: Structure and Strategy), Kaunas: Technologija, 2008.
- Harrison Lisa. *Political Research*, Routledge, 2001.
- Turabian, Kate L. *A manual for writers of research papers, theses, and dissertations: Chicago style for students and researchers*. Chicago (Ill.); London : University of Chicago Press, 2007.
- Dr. Patricia Arttachariya. *A Handbook on Thesis Writing MBA Program Graduate School of Business*. Assumption University. Found at: <http://www.graduate.au.edu/download/content/file/school%20of%20business/MBA%20TRM/Thesis/MBATRM%20Thesis%20Form/Thesis%20Guideline%20Handbook%202008.pdf>
- S. Donnelly, A. Warntjen. *How to Write a Thesis in European Studies*. Found at: <http://www.utwente.nl/mb/ces/ba-dd/Writing%20your%20Bachelor%20thesis/Writing%20a%20Thesis%20in%20European%20Studies.pdf>

6. General Bachelor Thesis Preparation Requirements

This section offers a detailed discussion of several key requirements as concerns the preparation of the text for the bachelor thesis: first, the requirements are presented as regards the scope and layout of the final thesis; second, guidelines and recommendations on the list of literature and sources are offered; third, the rules of citing and referencing are presented in detail, including examples; fourth, a brief discussion of the main requirements pertaining to the language used in the bachelor thesis is provided. The main goal of this section is to overview the main criteria on the preparation of a quality bachelor thesis and offer recommendations on successful implementation of the applicable criteria in the paper.

6. 1. Proportions, scope and layout of the bachelor thesis

The main body part of the bachelor thesis must account for no less than 70% of the total scope of the paper (85–88% if no annexes are present). The introduction, conclusions, and recommendations should be around 15–12%. It is recommended that the introductory part would be around 7% and the conclusions – 5% of the total.

The following are the guidelines on the recommended scope of various papers:

- The volume of reports, i. e. short scientific papers, is established by the teacher but it cannot be less than 4 pages or exceed 15 pages.
- A term paper should be between 15–20 pages.
- A research paper should be around 17–25 pages.
- The scope of a bachelor thesis must be 35–45 pages (should the topic of the thesis require larger scope of the paper, the bachelor thesis may be extended to 55–60 pages).
- The scope of a master's thesis must be 50–70 pages (should the topic of the thesis require larger scope of the paper, the master's thesis may be extended to 80 pages).

All the papers are applied the following general layout requirements:

- Text is presented only on one side of an A4 page (210 X 297 mm, margins should be as follows: top and bottom – 20 mm each, left margin – 30 mm, right margin – 10 mm.
- Text font: Times New Roman;
- Except for the title page and the table of contents, all the pages should be enumerated. The page numbers should be indicated at bottom centre or right corner, in Arabic numerals, without period or comma marks;
- Font size 12 is used in the main body text.
- Heading text can be typed in bold face (**bold**). Section title font size should be set to 16pt, subsections – 14pt, clauses – 12 pt; Thesis title and section titles should be capitalised, while subsections should be written in lower case;
- Footnote and reference font size should be set to 10pt.
- Line spacing should be 1.5. Indentation before section titles should be set at 2, subsections – at 1.5 from the body text margins.
- Starting a new line, text indentation should be set at 10–15 mm, paragraphs should be applied justified alignment – text is aligned both on the right and the left margin.
- Sheets must be bound in clips (reports are only bound (a folder is optional, *separate sheets should never be put into separate inlays because this encumbers the reading and correction process*), term papers are bound in a folder or in an inlay, while bachelor and master's papers are presented in spiral binding or in hard cover version.

When submitting the bachelor or master's thesis to the Department, 2 printed hard copies and a digital copy in a CD-R should be presented. The compact disc should be placed in the envelope attached to the third page of the thesis paper with the full text of the final thesis, the data matrix (in case of quantitative research), poll minutes (in case of qualitative research), pictures and other documents. Instead of attaching the disc to the thesis paper, it can be presented to the department separately in an envelope.

6. 2. Presentation of bachelor thesis literature and sources

The list of literature and sources constitutes an important part of the thesis, showing the author's erudition, the level of relevant expertise, the ability of selecting literature and sources adequate for scientific work.

Scientific research literature qualifies as literature. These are empirical or theoretical research work performed by scientists; they are classified into:

- *Monographs*, the scope of which is the largest among scientific works. The work is usually dedicated to an in-depth analysis of a single problem. Monographs tend to be written by a single author although recent trends show that works written by a group of several authors are also referred to as monographs. These are called the collective monographs. For example, *Constitution and Political Theory* by Jan-Erik Lane is a monograph.⁹⁵ Collective monograph titled *Modern Constitution: Studies on Foreign Constitutional Regulation* has been recently published by teachers of Mykolas Romeris University.⁹⁶
- *Books or Article Collections*, which include various textbooks, encyclopaedic publications, handbooks, which are usually prepared by a group of authors and may have main editors
- *Articles in periodic scientific journals* – short scientific works based on the results of a scientific research. For example, scientific articles by political scientists can be found in scientific journals including *Politologija/Political Science*, *Politikos mokslų almanachas/Political Science Almanac*, *Tiltai/Bridges*, *West European Politics*, *Journal of Political Science*, *European Political Research* etc.
- *Articles in Conference Material Compendiums* – short scientific articles usually written on the basis of conference reports.

95. Description of the reference book: Lane Jan-Erik. *Constitution and Political Theory*. Kaunas: Naujasis lankas, Kaunas.

96. Description of the reference book: *Modern Constitution: Studies on Foreign Constitutional Regulation*. Collective monograph. Vilnius: Publishing Centre of Mykolas Romeris University, 2005.

- *Articles in other scientific publications* – medium-length scientific works, also called studies. These can be printed in the form of a book or as an individual work of a specific series of publications. For instance, foreign universities and scientific research institutes publish series of publications known as *Occasional Paper*, *Research Paper*.
- *Dissertations* – final theses written by candidates for the doctoral degree. Often these works are not published and are made available to readers as manuscripts.
- *Other literature*.

Monographs, studies, and articles can be prepared both by one researcher or a group of scientists. When describing an article, all the authors must be indicated. If a monograph is written by no more than three authors, the description must indicate all of them. In case the number of authors is bigger and the publication is edited, it is enough to indicate the editors alone. Specific authors need to be indicated when a specific chapter is mentioned in a citation. **It is essential that students familiarise themselves with as much of relevant literature as possible as it ensures the quality of the research.**

Sources are important in ensuring adequate quality of the research and are prerequisite to bachelor and master's thesis containing an empirical part. Thesis sources are the empirics, specific facts, data, etc. Sources of an academic paper can be *primary and secondary*.

Primary sources are the data that have not been processed or have been partially processed in scientific research, which are required for analytical work. Primary sources include sociological poll data, summary reports of such data, otherwise collected statistical data, political statements, interviews, press articles (depending on the nature of the paper), election campaign material, legal and normative acts, international treaties, political institution statutes and documents, which may be archived, historical documents, etc. Papers can be based on source publications which are published individually or are issued as part of scientific publications. Data collected by research authors themselves when performing empirical research by employing various research methods are also attributed to primary sources.

Secondary sources are those that copy, interpret or value material available in primary sources. Secondary sources include institution-

al administrative letters, reports, research reports provided by public research campaigns, data provided by international organisations, biographies, letters, diaries, etc. It must be noted that depending on the chosen level of analysis, the same existing data may be classified as primary or secondary sources. For example, in the newspapers, we calculate the number of mentions of a certain person, or refer to the autobiography in order to evaluate author's political loyalty, and in this case newspapers and the autobiography will be considered a primary source. Should we use an autobiography to understand political events or investigate newspaper to understand leaders' political position, both of the sources will be secondary. The selection of sources and unbiased evaluation of these is determined by the choice of adequate methodology and clearly-formulated goals and tasks of the scientific research.

In general, all of the sources can be classified as follows:

- statistical data;
- legal acts;
- interviews;
- print media (newspapers, journals);
- electronic media (TV shows, advertising, etc.);
- archive data;
- biographies, autobiographies, memoirs;
- political party data: programmes, reports, speeches, etc.;
- reports (by international organisations, government institutions, etc.);
- dictionaries, encyclopaedias;
- other sources (sources that are not attributed to the above-mentioned).

A bibliographic description of literature and sources is drawn up based on the alphabetic order and is provided in a separate section at the end of the paper. The list of literature used is presented first, and then comes the list of sources (see Annex No. 4).

The description of literature can be presented in the following two ways:

1. If references are presented in the text in parentheses, the description should include author's surname, followed by the initial letter of the name and a full stop. Then, the year of the

publication is indicated in parentheses, followed by the title of the book in italics and a full stop. The title of the publishing house is indicated after the full stop, then a colon and the place of publication:

Kymlicka, W. (1989). *Liberalism, Community, and Culture*. Oxford: Clarendon Press.

2. If text references are in the footnote, the description of the book remains similar, only the positioning of the year of publication changes. The year is written at the end of the description, following the place of publication:

Kymlicka, W. *Liberalism, Community, and Culture*. Oxford: Clarendon Press, 1989.

In both cases not only the positioning of the year of publication but also the description itself is different by the type of literature, i. e. whether it is a monograph or an article.

- To indicate a description of a work published in a periodic scientific publication, follow this pattern:

Jusevičius, R. (1995). Sociological Features of Entrepreneurship. *Socialiniai mokslai: sociologija*, 2(3), p. 47–55.

or

Jusevičius, R. Sociological Features of Entrepreneurship. *Socialiniai mokslai: sociologija*, 1995, 2(3), p. 47–55.

Prazauskas, A. Between Power and Diplomacy. *Darbai ir dienos*, 2002, T. 30. p. 299–311.

- If the description serves to indicate a reference to a chapter written by a single author and published in a collective monograph, the pattern should be as follows:

Lachat, R. and Sciarini, p. (2002). When do election campaigns matter, and to whom?// Farrell, David M. and Schmitt-Beck, Rudiger (ed.). *Do Political Campaigns Matter?* London and New York: Routledge.

or

Lachat, R. and Sciarini, p. When do election campaigns matter, and to whom?// Farrell, David M. and Schmitt-Beck, Rudiger (ed.). *Do Political Campaigns Matter?* London and New York: Routledge, 2002. p. 20–31.

- If a monograph by several authors is described, the description should be as follows:

Flanigan William H. and Zingale Nancy H. (1991). *Political Behaviour of the American Electorate*. Washington D. C.: Congressional Quarterly Press.

or

Flanigan William H. and Zingale Nancy H. *Political Behaviour of the American Electorate*. Washington D. C.: Congressional Quarterly Press, 1991.

The description of sources should be presented in an individual list, according to the alphabetical order, grouped (if applicable) into legal acts, print media articles, international organisation reports, statistical data, website information of various institutions, etc. The sequence of source descriptions is as follows:

- When describing an article featured in a journal or a newspaper, the pattern should be as follows: surname of the author, the initial letter of the name, title of the article, title of the periodic publication (*in italics*), data of the publication (date or year and number of the issue), and pages, if applicable.

E. g.:

Patašius, A. Officials Retain Self-rule. *Laikinoji Sostinė*, 2002, No.130. p. 2.

Milčius, p. Every Fifth Voter Cannot Remember their Voting Choice. *Lietuvos Žinios*, 8 October 2004, No. 234. p. 1.

- The sequence for internet sources is: the surname of the author and the initial letter of the surname, title of the article, title of the document or other source, type of the text and other data available about the text, for example, periodic publication (*in italics*), conference material, etc., data of the publication (date or year and number of the issue), pages, if applicable, full internet address (no more than 3 lines), last access date.

E. g.:

Butrimas E. Estonian Politics Forgets Principles. *Lietuvos Rytas*, 06/11/2000, Found at: <http://www.Lrytas.lt> ; Last accessed: 10/01/2001.

Peter Chris, M. Constitution – Making in Tanzania: The Role of the People in the Process. *Eastern Africa Centre for*

Constitutional Development. Annual State of Constitutionalism Report, 2000. Found at: <http://www.kituoachakatiba.co.ug/Maina99.htm>; Last accessed: 19/03/2007

Jere – Malanda, R. New president, old problems. *New African*, 2002 February, No. 404, P.12, Found at: <http://iibp.chadwyck.com/toc/NewAfrican/404February2002.htm>; Last accessed: 12/04/2007.

- Description of legal acts should follow the pattern: title of the legal act, date of adoption and the number of the act, institution that adopted the legal act, if applicable, and the form of the act, reference to the Official Gazette *Valstybės Žinios* (abbr. *Žin.*), the year of publication in the Official Gazette, item number of the document, reference to the article (if applicable).

E. g.:

Law on Local Self-Government of the LR, 07/07/1994, No. I-533, Official Gazette *Valstybės Žinios*, 2000, No. 91-2832, Article 5.

The Law on Funding and Control of Political Campaigns of the LR. Vilnius, 11 November 1997. No. VIII-506. Official Gazette *Valstybės Žinios*. 1997, No. 204-2626.

Data for foreign legal acts should be written in compliance with the rules applicable in the respective state or organisation, i. e. data about the act or its official publication, place found and last access date should be indicated.

E. g.:

The Constitution of Zambia, 1996. Found at: <http://www.zamlii.ac.zm/const/1996/const91.htm>; Last accessed: 19/03/2007

Organisational and regulative documents should be described as follows: the type of the document, the title, date and registration number, author of the document, internet/archive source of the document, filing, registration number or reference to annexes (if applicable):

E. g.:

Resolution on the Approval of the Draft Law of Financial Indicators of the State Budget and Municipal Budgets of 2003, the Board of the Association of Local Authorities

in Lithuania, 25/09/2002, No. 51, Found at: <http://www.lsa.lt/dokumentai/22vnut51.html>. Last accessed 20/08/2003.

Description of an interview is as follows: the surname and the initial letter of the name or full name of the respondent (a pseudonym used, if the respondent is unwilling to reveal his/her identity), title of the interview (*in italics*), if applicable, date, place of the interview, and data of the interviewer.

E. g.:

Antanas p. *Motivation Behind the Choice of Candidates*. Interview performed on 10/07/2006 at Juodėnai village Anykščiai district. Interviewer Jurgis Inčiūra.

6.3. Rules for the use of links and citations in the research paper

When writing scientific, various level research papers, it is extremely important to respect the principles of honesty and not appropriate other authors' thoughts. We can hardly ever do without the thoughts expressed or written by other authors and tend to include them in literature and research reviews and analyses. It is important to remember to clearly show that when making our own reasoning we comment on or refer to thoughts of other people. Avoiding mistakes shall be easy if we are aware of citation and referencing rules.

A citation is a verbatim expression of a written or readable text. General citation rules determined by scientific ethics requirements apply to any type of academic paper.

Cited literature and verbatim excerpts of sources are always written within quotation marks. Excessive use of citations in the text should be avoided. It is recommended to include other authors' thoughts by paraphrasing or referencing. Citations should be used exclusively when indispensable. In addition, a citation should not be included without a comment. It must be always made clear why the citation, especially a longer one, is necessary. Citations should be always interlinked and integrated in the text created by us. A collection of unrelated citations alone is unacceptable.

Often students are asking about the number of citations to be used in the paper. It is recommended that "by all means when cita-

tions are used *to illustrate*, the “golden rule” should be applied, i. e., no more than one citation of up to 6–7 lines per one page. Where citations are necessary for text analysis for the purpose of *confirmation*, the author can use the number of citations per page as deemed necessary in order to express author's thought or to show the artistic means of expression employed⁹⁷. If more than half a page of the paper consists of citations, such type of text is considered of poor quality and is not considered an independent work.

Citation references can be presented in the following two ways:

1) indicating the author or authors of the publication cited (surnames and the initial letter of the name) in the footnotes, full title of the book or source (*in italics*) (if citing an archive document it is necessary to indicate the title of the document, archive fund, the year when the document was written, the number of the page cited), the place and year of publication, the page (full description of the publication according to the rules of bibliographic description).

Example No. 1:

However, as stated by Remigijus Rekašius, “the spread of protest politics does not present an obstacle for the consolidation of democracy for as long as this non-traditional political behaviour does not overstep the limits of non-violent actions, it remains a democratic way of citizens' participation in politics.”

⁹⁸Rekašius R. Political Participation. // (ed.) Krupavičius A., Luošaitis A. *Lithuania's Political System: Organisation and Evolution*. Vilnius: Poligrafija ir informatika, 2004. p. 221.

2) after closing quotation marks, reference is written in parentheses, followed by author's surname (no initial letter of the name), the year of the publication and page. The reference must be informative and allowing to easily track the cited publication or document in the list of literature available at the end of the paper. Full description is presented in the list of literature and sources.

97. Bražienė N. Citavimas – svarbi mokslo komunikacijos sąlyga (*Citing – an Important Condition for Science Communication*). WORKS BY YOUNG SCIENTISTS. No. 1 (26). 2010// http://vddb.laba.lt/fedora/get/LT-eLABa-0001:J.04~2010~ISSN_1648-8776.N_1_26.PG_150~154/DS.002.0.01.ARTIC

98. Rienecker L., Jørgensen p. S., Op. cit. p. 236–237. Also see: Kniūkšta P., Kanceliariinės kalbos patarimai (*Office Language Recommendations*). V. 1985.

Example No. 2:

As concerns support for the Baltic states, it is claimed that “Central European and Scandinavian states, Poland, the Czech Republic, and Denmark in the first place, are strongly supporting our aim of becoming a full-fledged member of NATO as early as in 2002” (Vaškelevičius, 2001, p. 29).

When making reference to different publications published the same year by the same author, letters a, b, c, etc. should be written after the year of publication:

E. g.:

Several works by legal specialists serve proof of the above-said (Petersen, 2001a, 2001b).

If an author’s thought is commented rather than directly cited in the text, its reference should be indicated as follows:

Nisbet (2000) claims that...

If a publication is cited several times in succession, it is sufficient to write “the same place, p. ...” (or *Ibid.*) and indicate the page instead of writing the full reference. If the citation is taken from the same page, its number is not required:

¹ Russel, D. *Citizen politics: Public opinion and political parties in advanced industrial democracies*. New York: Chatman House, 1996. p. 161.

² *Ibid.*, p. 165.

Full title of a publication is not required after it has already been indicated once. It is sufficient to indicate the author, write “Op.cit.” (Latin phrase *pera citato*, meaning “in the work cited”) and indicate the page number:

² Norris, Op. Cit. p. 165.

It is important to note that author’s surname and “Op. cit.” is not always sufficient. If several publications by the same author are referred to in the text, it is necessary to indicate their distinctive features, e. g., year of publication (if different) or add a letter (a, b), if texts by the same author were written in the same year.

² Norris, 2002a, Op. Cit. p. 165.

If a part of text is omitted, it must be marked: <...>.

Example No. 3.

As noted by Prof. Prazauskas A., understanding the reasons of success or failure of nationalism is possible only when it is analysed “as ideology and movement that seeks to defend national interests, the common denominator of which is the assurance of optimal conditions for a nation’s existence <...>. Possibility exists for various strategy and tactics differences, also priorities, which appear in the programmes of various social-political segments, which, in its turn, creates different types of nationalisms, from liberal-democratic to radical-military <....>. For this reason, each specific nationalism is represented by several trends that create the complex structure of nationalism. It includes a certain complex of interests, symbols, cultural and historical auto-stereotypes.”

If a long citation (over 4 lines of text) is featured in the text, its indentation should be set to 1–1.5 cm on both sides, leaving one space between the paragraphs above and below.

Example No. 4.

It was namely the Law on the Elections to the Seimas of the Republic of Lithuania that the first mention of the rules regulating election campaigns appeared since special laws concerning election campaigns were not adopted until much later. Article 45 of the law describes the beginning of an official election campaign:

With not less than 30 days prior to the election, the Central Electoral Commission shall publish in the Valstybės Žinios (the Official Gazette) the lists of candidates of parties and coalitions which participate in the election, election numbers assigned to the lists of candidates by drawing lots, election numbers assigned to the candidates on the above lists as well as the candidates nominated in single-member constituencies. Election campaign shall commence from the day of publication of the lists of candidates.

This one-month campaign is characteristic of many states although in some states the election campaign lasts two or five months.

If the author of the paper inserts personal commentary in the citation, such a comment must be marked with square brackets:

“Citation text [commentary] citation continued.”

If part of the text in the citation is inconsistent with modern language rules or the linguistic structure in the citation is not sufficiently clear, it is followed by [sic!].

Example No. 5.:

„neleidžia“ jiems tapti lojaliais Lietuvos piliečiais. M. Römerio manymu, tai leido tvirtinti, jog ši atskala yra ne lenkų, bet lietuvių tautos dalis. Ji tautininkų buvo vertinama kaip elementas, kuris savyje akumuliuoja visas blogąsias lenkų bajoriškos tautos (bajoriškos tautinės kultūros tradicijos) charakteristikas. Kaip teigė A. Smetona, ši socialinė grupė jaučia didžiausią nuoskaudą tada, „kai nebestengia [sic!] daryti nuoskaudos lietuviams“.⁶⁶⁹

If you will to include a citation that is used in a book by another author or in another scientific work, i. e. citation originates from another cited text rather than an original text, both sources need to be indicated in the reference and the list of literature (the surname of the original author must be indicated in the text and the description of the book in which the citation was found must be shown in the reference)

Example No. 6.

Article⁹⁹ by Andrius Navickas states:

As stated by Costas Douzinas: “Human rights have become the principle of liberation from oppression and domination, the rallying cry of the homeless and the dispossessed, the political programme of revolutionaries and dissidents” (2002, p. 1).

If you wish to include A. Navickas’ citation of C. Douzinas, you have to indicate both sources. For example:

According to Costas Douzinas, “Human rights have become the principle of liberation from oppression and domination, the rallying cry of the homeless and the dispossessed, the political programme of revolutionaries and dissidents” (Navickas, 2006, p. 24).

99. See Navickas A. Hollow Human Rights Armour.//((compiled by) Laučius V. Konservatizmo takoskyros. Vilnius: DPI, 2006. P. 24.

If you do not mention the real author of the thoughts, you must indicate it in the reference and the description of the source. For example:

Modern political theory attributes a key function to human rights. They have become “the principle of liberation from oppression, the rallying cry of the homeless and the dispossessed, the political programme of revolutionaries and dissidents.”¹

¹ Navickas A. *Hollow Human Rights Armour*. //(compiled by) Laučius V. *Konservatizmo takoskyros*. Vilnius: DPI, 2006, p. 24. Cited from Douzin, Costas. *The End of Human Rights*. Oxford: Hard Publishing, 2000. p. 1.

As can be seen from the rules and recommendations on citations and references, they are not very complicated. Most importantly, choose one of two patterns to indicate references and consistently follow it throughout the entire work, i. e. references should not be indicated both in parentheses and in the footnotes. Exclusion is possible only when the author chooses to show references in parentheses but has many internet sources to account for which have no author surnames and are long. In such case, internet references may be shown in the footnotes.

6. 4. Rules for scientific ethics of the research paper

Every student who writes a report, a term paper, a bachelor or master's paper, must respect scientific ethics, which obliges to respect key principles when writing scientific papers. One of these is closely related to the concept of *plagiarism*. This concept originates from the Latin word *plago*, the meaning of which is *to steal*. “In the academic context, the concept of plagiarism is primarily connected with the requirements of independence and honesty. In other words, plagiarism is a type of fraud when thoughts, ideas, creative, scientific activity of other persons expressed in the texts created by those persons are wrongfully appropriated”¹⁰⁰. Such offence cannot be tolerated in academic papers and is therefore strictly penalised. A person is subject to severe legal responsibility in the event of plagiarism. However, the problem in Lithuania is that definition of the concept and features of plagiarism is

100. Strategic Guidelines for the Assurance of Academic Honesty at Lithuanian Higher Education Institutions by the Working Group of Lithuanian University Rectors' Conference.// <http://lurk.lt/media/dynamic/files/34/lurkdarbogrupesivada20110428.pdf>. Last accessed: 02/10/2012.

absent. As stated in the guidelines by a working group of Lithuanian Universities Rectors' Conference, "the concept of plagiarism does not exist in any of the legal normative acts of the Republic of Lithuania. The absence of the definition of plagiarism is to be seen as the factor that promotes plagiarism because in certain cases it is complicated to prove the fact of plagiarism"¹⁰¹. For the time being, every Lithuanian university deals with the cases of *plagiarism* by setting certain rules and measures. Mostly, the principles and rules that are recognised and applied in Western Europe and the U.S.A. are used.

It is recommended that when writing a paper, the number of words cited from a single publication or book should be limited to 500 words as according to recognised practice of Western Europe and the U.S.A., it would constitute a violation of scientific ethics.

Vytautas Magnus University (VMU) also obliges both students and teachers to respect scientific ethics¹⁰². An academic ethics code has been approved at the VMU, which stipulates the principle of academic honesty as well as the regulating norm concerning the respect for intellectual property¹⁰³. Violation of the norm includes plagiarism, scientific data forgery or biased interpretation, overstated co-authorship implications with regard to younger colleagues or subordinates; denial of or failure to communicate the input by people who have made a contribution to scientific activity. Violation of the aforementioned and other norms is discussed by the Ethics Commission, which is entitled to rule a penalty for violations, including expulsion from the university.

In order to protect your work from being recognised plagiarised, beware of the following circumstances, which may raise implications of *plagiarism*:

- The paper is partly (1–2 pages) or entirely written by paraphrasing the text of another author without providing any reference to the original text.

101. Ibid.

102. Vytautas Magnus University, Regulations of Studies, Approved at the Sitting of VMU Senate 27/06/2012, Kaunas, 2012: p. 20.

103. VMU Code of Academic Ethics. Approved by the Resolution No. 3–7 of 9 March 2011 of Vytautas Magnus University Senate. // <http://www.vdu.lt/lt/file/download/43>.

- The paper is written in verbatim citations of another author's thoughts without any reference to the source (when the cited text without reference to the source exceeds 2,000 print characters with spaces or over half of the text in the page);
- The paper is written on the basis of empirical data collected by other authors and generalisations drawn by them (shown in tables, schemes, charts, etc.) without any reference to the source from which they are taken or indicating personal authorship;
- The paper has already been used in another course in its entirety or partially (more than half of the text).

Thus, students are advised to use literature with caution and honestly indicate the thoughts of other authors. It is always better to honestly offer more references rather than imitating own creativity and intellect by stealing other people's thoughts and works.

When writing papers students should not *forge* facts by presenting unproven or generally non-existing base of "scientific evidence". The author of a academic paper must retain neutrality to the greatest extent possible and offer not only theories that are suitable to the work but also contradicting ones. For example, if the author presents theories that claim the distribution of nuclear weapon hurts stability of international system, he/she should also mention the theories that implicate the positive influence of nuclear weapon distribution has on the stability of international system.

In order to ensure the quality of the academic paper, students must rely on sufficient research material with respect to the quality requirements applicable to each group of academic papers.

6. 5. Language use in the research paper

Bachelor theses are usually written in the Lithuanian language. On separate occasions, papers may be written in a **foreign language**, provided such an arrangement has been approved by the teacher and the department. Exceptions can be made in case of exchange students or a student is working with a consultant or paper supervisor at the university of another country.

If the paper is presented in the Lithuanian language, citations in the paper may be provided in the original language only if this is

necessary for the accomplishment of research goals and tasks. Students who choose English to write their paper should avoid citing in the original language (other than English).

In general, the language used in bachelor theses must be coherent, consistent, and clear. Thought presentation must be understandable and systematic. **No proofing mistakes are acceptable in the final document.**

Lithuanian terms should be given preference over international words where equivalents are available. Also, highly complicated sentences should be avoided. A sentence must express one clear thought. The reader of the paper must easily understand what the student wanted to say. Otherwise, excessively long and unclear sentences may be considered a sign of incompetence. In general, the language used in the academic paper must be clear.

The author of the text is free to choose whether the names and surnames of foreign authors and other mentioned actors shall be written in the original or Lithuanian transcribed version although in the latter case full name and surname of the person must be written in the original language in parenthesis upon its first mention (e. g. Džordžas Bušas (George W. Bush)).

Basically, academic papers must be addressed to colleague who share general knowledge in respective specialisation but the field and relevant problems discussed in the paper for those without special knowledge. Most probably majority of papers are read only by the teacher and the opponent but when writing the paper, the student should nonetheless keep in mind that he/she represents the academic society of the respective specialisation. Therefore, the paper is dedicated not to a specific professor or teacher and definitely not in a way so that “any gymnasium student could read it”.¹⁰⁴ In general, a academic paper must substantiate all the choices that might appear unclear to the reading teacher or any other (future) specialist of your academic society. A good paper is the one that can be understood by both specialists and readers without prior background in the topic discussed.

104. For more on the traditional and the new scientific writing processes please refer to Rienecker L., Jørgensen p. S., Op. cit., p. 100.

Final Word

The process of writing final theses can be both a very exciting and tiring task. Many factors are at play when it comes to the type of experience it shall be for you. If you want the writing process and the final result of the writing process, i. e. the final bachelor/master's thesis, not to be a disappointment, we suggest paying attention to the following aspects:

- The most important and difficult stage in the process of research is the selection of the topic because its phrasing, the chosen aspect or case shall determine the entire process of writing the paper. Should you choose a topic that has been widely discussed in the past, it will be challenging for you to be original, while selecting a topic that has not been previously addressed in the works of other authors you might find yourself running out of literature that would help form an empirical research. Therefore, in the stage of choosing the topic please take care and bear in mind our recommendations provided in subsection 1.1.
- Do not postpone the writing for later. The later you start writing, the less time you shall have for correction and revision. Writing is not an easy task and requires intensive work but only through the process of writing we can actually master it. The best way of writing is to make it gradually, with breaks, and engaging in work for a few hours every day.
- When writing be always aware of the readers' audience to which you dedicate the work. Being aware of the audience allows the author to choose a suitable format, the level of detail, proper vocabulary and, most importantly, expect to be understood correctly and receive corresponding evaluation.
- Be sure to settle a proper schedule of consultations and work with the supervisor. You may agree with the teacher to meet and discuss the work done and planned on a weekly or a monthly basis, or only when you need a piece of advice. Most importantly, the chosen tempo of work must be discussed in advance in order to escape any conflicts with the teacher later and protect the quality of your work.

Scientific paper writing requires special skills but these can be acquired when writing papers of various levels of difficulty. Authors of the didactical guidelines are hopeful that the methodological recommendations contained in this publication shall be useful not only to the students writing bachelor theses in political science but also when preparing other academic papers (term papers, research papers, master's theses¹⁰⁵), since all of them are applied similar requirements. These didactical guidelines should help ensure compliance with formal and scientific ethics requirements as well as general quality of studies.

105. Annex No. 6 offers descriptions of these works.

List of Literature and Sources

1. Ashizawa K. When identity matters: state identity, regional institution – building, and Japanese foreign policy; *International studies review* (2008) 10: 571–598.
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18. Ivanovas B., Unikaitė I., Gedutis M. Metodiniai nurodymai politikos mokslų krypties studentų rašto darbams: mokomoji knyga (*Methodological Guidelines on Students' Academic papers in the Field of Political Science: Handbook*) Kaunas: VDU Publishing House, 2004.
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- The European Union's roles in international politics: concepts and analysis, (London and New York: Routledge, Taylor & Francis Group), 2006.
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Annexes

Annex No. 1 Examples of academic paper (report, term paper, bachelor and master's thesis) title pages:



VYTAUTAS MAGNUS UNIVERSITY¹⁰⁶
FACULTY OF POLITICAL SCIENCE AND DIPLOMACY¹⁰⁷
DEPARTMENT OF POLITICAL SCIENCE²⁷

Student's name, surname, year¹⁰⁸

TITLE OF THE THESIS¹⁰⁹

(Lithuanian language)

Report/academic paper¹¹⁰

Examined by: _____

(Research degree, name and surname)

Submitted: _____

(date)

Kaunas, 2012



VYTAUTAS MAGNUS UNIVERSITY¹¹¹
FACULTY OF POLITICAL SCIENCE AND DIPLOMACY¹¹²
DEPARTMENT OF POLITICAL SCIENCE²⁷

106. Times New Roman, 14 pt. capitalised, boldfaced.

107. Times New Roman, 12 pt. capitalised, boldfaced.

108. Times New Roman, 14 pt.

109. Times New Roman, 14 pt. capitalised, boldfaced.

27. Times New Roman, 12 pt. capitalised, boldfaced.

110. Times New Roman, 14 pt.

111. Times New Roman, 14 pt. capitalised, boldfaced.

27. Times New Roman, 12 pt. capitalised, boldfaced.

Student's name and surname¹¹³

TITLE OF THE THESIS¹¹⁴

(Lithuanian language)

Political science term paper¹¹⁵

Supervisor _____

(Research degree, name, surname) (signature) (date)

Kaunas, 2012



VYTAUTAS MAGNUS UNIVERSITY²⁶

FACULTY OF POLITICAL SCIENCE AND DIPLOMACY¹¹⁶

DEPARTMENT OF POLITICAL SCIENCE¹¹⁷

Student's name and surname¹¹⁸

TITLE OF THE FINAL THESIS¹¹⁹

(Lithuanian language)

Final bachelor thesis¹²⁰

Political science study programme, state code 61202S104

Political science study field

Supervisor _____

(Research degree, name, surname) (signature) (date)

Defended _____

(PMDf Dean) (signature) (date)

Kaunas, 2012

26. Times New Roman, 14 pt.

114. Times New Roman, 14 pt. capitalised, boldfaced.

115. Times New Roman, 14 pt.

116. Times New Roman, 14 pt. capitalised.

117. Times New Roman, 12 pt. capitalised.

118. Times New Roman, 12 pt. capitalised, boldfaced.

119. Times New Roman, 14 pt.

120. Times New Roman, 14 pt. capitalised, boldfaced.

120. Times New Roman, 14 pt.



VYTAUTAS MAGNUS UNIVERSITY¹²¹
FACULTY OF POLITICAL SCIENCE AND DIPLOMACY¹²²
DEPARTMENT OF POLITICAL SCIENCE¹²³

Student's name and surname¹²⁴

TITLE OF THE FINAL THESIS¹²⁵

(Lithuanian language)

Final master's thesis¹²⁶

Diplomacy and international relations study programme, state code

62402S104

Political science study field

Supervisor _____

(Research degree, name, surname) (signature) (date)

Defended _____

(PMDF Dean) (signature) (date)

Kaunas, 2012

121. Times New Roman, 14 pt. capitalised.

122. Times New Roman, 12 pt. capitalised.

123. Times New Roman, 12 pt. capitalised.

124. Times New Roman, 14 pt.

125. Times New Roman, 14 pt. capitalised, boldfaced.

126. Times New Roman, 14 pt.



VYTAUTAS MAGNUS UNIVERSITY¹²⁷
FACULTY OF POLITICAL SCIENCE AND DIPLOMACY¹²⁸
DEPARTMENT OF POLITICAL SCIENCE¹²⁹

Student's name and surname¹³⁰

TITLE OF THE FINAL THESIS¹³¹

(Lithuanian language)

Final master's thesis¹³²

Contemporary European politics programme, state code 62402S105
Political science study field

Supervisor _____

(Research degree, name, surname) (signature) (date)

Defended _____

(PMDF Dean) (signature) (date)

Kaunas, 2012

127. Times New Roman, 14 pt. capitalised.

128. Times New Roman, 12 pt. capitalised.

129. Times New Roman, 12 pt. capitalised.

130. Times New Roman, 14 pt.

131. Times New Roman, 14 pt. capitalised, boldfaced.

132. Times New Roman, 14 pt.

Annex No. 2 Example of the table of contents of a academic paper¹³³:

Table of contents

Abstract in the Lithuanian language

Abstract in the English language

Santrumpos

Įvadas

1. Konflikto sandara ir tipologija

1. 1. Konflikto apibrėžimai

1. 2. Konflikto ciklas

1. 3. Konfliktų tipologija

1. 4. Išorinių aktorių vaidmuo konfliktų sprendime

2. Kolumbijos konflikto ištakos ir raida

2. 1. Konflikto priežastys

2. 2. Kolumbijos konfliktas – pilietinis karas?

2. 3. Konflikto fazės

2. 4. Dabartinė situacija

3. Išorės aktoriai Kolumbijos konflikto reguliavime

3. 1. JAV vaidmuo Kolumbijos konflikte

3. 1. 1. Kova su komunizmu

3. 1. 2. Kova su narkotikais

3. 1. 2. 1. Kolumbijos Planas

3. 1. 2. 2. Tikrieji JAV interesai Kolumbijoje

3. 1. 2. 3. Kolumbijos Plano rezultatai

3. 1. 3. Karas su terorizmu

3. 2. Jungtinių Tautų vaidmuo Kolumbijos konflikte

3. 2. 1. Politinė įtaka

3. 2. 2. Humanitarinė pagalba

3. 3. Europos Sąjungos vaidmuo konflikte

3. 3. 1. Politinis bendradarbiavimas

3. 3. 2. Humanitarinė pagalba

3. 3. 3. ES ir JTO ateities įtakos scenarijai

Išvados

Literatūros ir šaltinių sąrašas

133. Example of the content has been taken from the bachelor thesis by Gintarė Žukaitė titled Regulation of the Colombian Conflict: the Role of External USA, UN, and EU Factors, written in 2007.

Annex No. 3 Example of the literature and sources of a academic paper:

LIST OF LITERATURE AND SOURCES

1. Literature:

Monographs

1. Anderson, B. (1991). *Imagined Communities*. London: Verso.
2. Brubaker, R. (1996). *Nationalism reframed: Nationhood and the national question in the New Europe*. Cambridge: University Press.
3. Kymlicka, W. (1989). *Liberalism, Community, and Culture*. Oxford: Clarendon Press.
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Articles in periodic scientific journals

6. Bader, V. (1997). The Cultural conditions of Transnational Citizenship. *Political Theory*, 25:6. p. 25–36.
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10. Smootha, S. (1997). *The Model of Ethnic Democracy: Characterization, Cases and Comparisons*. Research paper 6. Haifa: University of Haifa.

2. Sources:

Statistical data

11. Rose, R. (1997). *New Baltic Barometer III: A Survey Study*. Glasgow: Center for the Study of Public Policy.

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Legal acts

13. *Constitution of the Republic of Estonia, approved on June 28, 1992* / <http://www.rk.ee/rkogu/eng/epseng.html>. Last accessed 15/02/2001.
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Interviews

15. Pabriks Artis. *Latvian Migration Policy*. Interview in Riga on 04/03/2001. Interview by Balode Ineta.
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Print media (newspapers, journals)

17. Butrimas, E. (2000). Estonian Politics Forgets Principles.// *Lietuvos Rytas*, 06/11/2000.
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Political party data: programmes, reports, speeches, etc.

19. HU (Lithuanian Conservatives) parliamentary election programme of 2000.// www.ts.lt. Last accessed: 29/02/2001.

Reports

20. Agenda 2000 (1997): Commission opinion on Latvia's application for membership of the European Union.
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Data from the websites of state institutions

22. Latvian Ministry of Foreign Affairs: Consular information of Latvian Ministry of Foreign Affairs//<http://www.mfa.gov.lv/ENG/CONSINFO/citizenship.htm>. Last accessed: 30/11/2000.

Other sources

23. Non-Estonian education and non-Estonian schools in Estonia.//<http://www.einst.ee/society/neducation.htm>. Last accessed: 20/01/2001.

Annex No. 4 Tables, charts and schemes

Tables, charts, schemes, pictures, maps may be featured in the text and annexes. Any tables, charts, or scheme must be titled and enumerated. Enumeration of tables, charts, and schemes should be separated. The title of the table is written in lower case above the table, left-align. The number is written before the title of the table. Below the table, sources on which the table is based are indicated in 11 pt font size. For example, the table (chart, scheme, diagram) is based on: Data of the Register of Public Service Employees 1995-2002. Should the number of tables and/or charts exceed five, a separate list may be presented (see Annex No. 6), featured before the introduction.

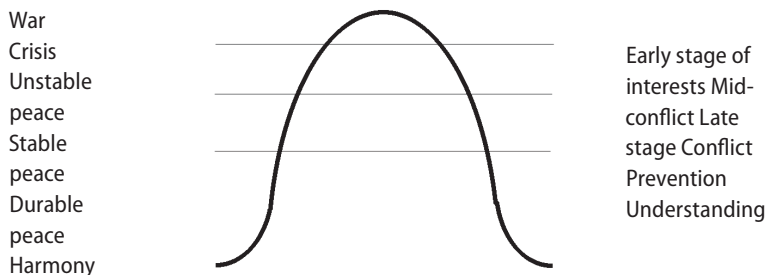
Tables should not be split into two or more pages. Large tables should be included in the annexes.

Example No. 1:

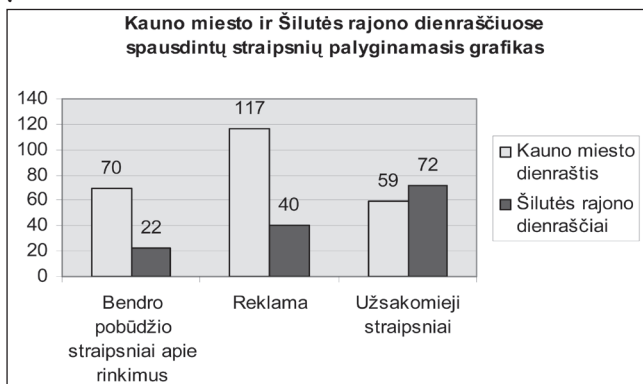
Table 1. Variety of campaign effects

	Intended/target effects	Unintended/non-target effects
Micro effects	Individual <ul style="list-style-type: none"> • Knowledge acquisition • Perception changes • Mobilisation • Stimulation • Conviction • Reinforcement • Political conversion 	Knowledge acquisition Perception changes (de)motivation Support/alienation
Macro effects	Election success Agenda setting Public debate formation Public knowledge, awareness	Decrease in elite responsibility (de)legitimisation (de)mobilisation Elite transformation Party transformation

Source: Compiled based on *Farrell, David M. and Schmitt-Beck, Rüdiger (ed.). Do Political Campaigns Matter?* London and New York: Routledge, 2002. p. 13.

Example No. 2:**Scheme 1. Life cycle of a conflict**

Source: Conflict Prevention Web. Understanding Conflict and Peace, http://www.caii.com/CAIISTaff/Dashboard_GIROAdminCAIISTaff/Dashboard_CAIIAdminDatabase/resources/ghai/understanding.htm¹³⁴

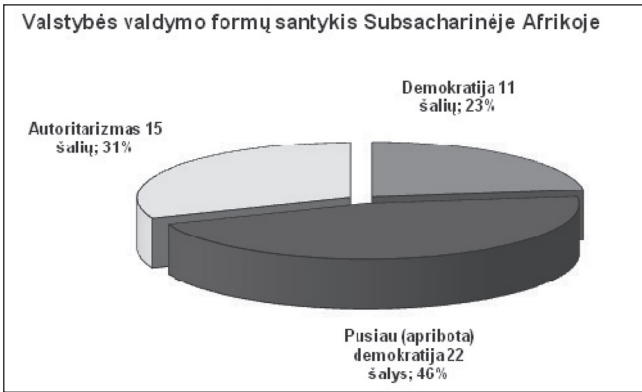
Example No. 3:**Chart 1. Comparative chart on the articles printed in the dailies of the city of Kaunas and district of Šilutė**

Source: Data of the research by I. Daugalaitė.¹³⁵

134. See Paluckaitė R. Antrasis Kongo pilietinis konfliktas: išorinių aktorių vaidmuo: bakalauro darbas (*The Second Civil Conflict in Congo: the Role of External Actors: Bachelor Thesis*). Kaunas, 2007. p. 10.
135. See Daugalaitė I. Savivaldybių tarybų rinkimų kampanijų ypatumai: 2007 m. rinkimų kampanijos Kauno miesto ir Šilutės rajono atvejai: bakalauro darbas (*Peculiarities of Local Government Council Election Campaigns: Cases of Kaunas City and Šilutė District Election Campaigns of 2007: Bachelor Thesis*). Kaunas, 2007.

Example No. 4:

Chart 2. The Relationship between Forms of Governance in Sub-Saharan African States, 2007



Source: Compiled based on Freedom House's Annual Global Survey. Freedom in the world 2007.

Found at: http://www.freedomhouse.org/uploads/press_release/fiwo7_charts.pdf¹³⁶

Annex No. 5 The list of tables and charts

List of tables and charts

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136. See Visockytė, E. *Nuo vienpartinės link daugiapartinės sistemos (From Single-Party to Multi-Party System): Tanzanijos ir Zambijos atvejai (Case Study of Tanzania and Zambia): Bachelor Thesis Kaunas, 2007.*

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Annex No. 6 Description of a report and term paper

A report

A report is a summary of the key citations by a single or multiple authors on the topic in question and the logical presentation of these.

Reports are written in compliance with the general requirements applicable to academic papers. This is the shortest academic paper in its volume. Evaluation of the report accounts for a considerable part of the accumulative mark (10–25%). As stated in the didactical guidelines by A. Juška and V. Kučinas, a short academic paper should be divided into no more than two or three sections, introduction and conclusions not included.

Writing a report in the first and second year of studies, the student should acquire primary skills in compiling, paraphrasing and reference, learn to consistently present own scientifically-based opinion and material.

Compilation is a consistent and logical presentation of bibliographic (multiple authors) as well as source material with respect to the nature and object of the topic in question.

Paraphrase is the review of another author's work, not diverging from the original text and written point-by-point, in the same order. It might be useful when writing sources of the paper. Paraphrase must show the general picture and should not be used for selection as in the instance of reference.¹³⁷

As stated by L. Rienecker and p. S. Jørgensen, in the case of a report, it is sufficient to discuss disciplinary theories, have respective knowledge¹³⁸, understand them, as shown by Paul Ramsden, understand¹³⁹, while the research or the use of independently collected

137. For more please refer to Rienecker L., Jørgensen p. S., p. 30–31.

138. Based on p. Ramsden's concept, understanding theory or other knowledge means creating own meaning of interpreted concepts, theories, and models, understand reality based on that knowledge, i. e. be able to apply respective knowledge. For more, please refer to Ramsden P., Kaip mokyti auk tojoje mokykloje (*Learning to Teach in Higher Education*). V.: Aidai. 2000.

139. See Rienecker L., Jørgensen p. S., Op. cit. p. 26.

data by students in the report plays secondary role and is optional¹⁴⁰. It is recommended that the interpretation *defended* by the student in the report is linked with other possible interpretations. For instance, when writing a report entitled *The Problem of International System Polarity*, in which the student defends the non-polar form of international system governance (global governance) and discusses applicable theories, he/she may compare global governance theories with theories that substantiate single-polar, bi-polar, or multi-polar international system.

It is highly important that the author refrained from including in the report everything he/she knows on the topic in question or the problem raised. In this case, the report is essentially different from a school report in which a student presents all the material collected on the topic chosen. For example, a *school student's* work *Homeland Union (Lithuanian Conservatives)* features tables which reflect changes in the party's leadership and the number of its members, the number of mandates gained at various-level elections, party programme statements that testify the party's ideological affinity, etc. For a *university-level* report, the topic on the similar issue could be titled *The Evolution of the Ratio between Party Leadership and Parliamentary Members in Homeland Union (Lithuanian Conservatives)*.

From year III, when writing a report students must provide a new interpretation of scientific work (essentially theories) investigated or at least, a new interpretation of the concept of those works (theories). Originality is not an essential condition for a report.

When analysing the issue in question, it is necessary to refer to other authors' research. They are extremely important in the substantiation of the theoretical competence of one's work or when defending conclusions drawn. However, everything must be in measure. In other words, citations should not overrun the author of the report¹⁴¹.

140. See Juška A., Kučinskas V., *Metodiniai patarimai, rašantiems kursinius, diplominius, magistro baigiamuosius darbus ir daktaro disertacijas (Methodological Recommendations to Students Writing Term Papers, Graduate Papers, Master's Theses, and Doctoral Dissertations)*. Klaipėda: Klaipėdos universiteto leidykla (Publishing House of Klaipėda University). 1998. p. 9.

141. See Rienecker L., Jørgensen p. S., *Op. cit.* p. 43.

Term paper

A term paper is the first serious step in testing student's skills and education. Term papers are subject to higher requirements than those applicable to reports but originality is not requisite. Term paper topics are selected at the beginning of the term. The topics are suggested by the teachers of the department or put forward by students themselves after consulting teachers. For a bachelor term paper it is sufficient to consistently compile material collected for the research. A master's programme term paper must be based on new data independently collected by the student, their processing, analysis (applicable to empirical term paper, or must be based on both new theory interpretation and theory amendment (applicable to theoretical term papers).

When writing a term paper, students should engage in consultations with the teacher to discuss the plan of work and then, the problems that arise in the process of research. Reference to theoretical or empirical texts by 10 or more authors (from 15 to several tens of authors for students of master's programme) is required for term papers; it is recommended that students get acquainted with scientific sources essential to the topic. Since the scope of the term paper is bigger than that of a report, the material should be presented in 3 or 4 sections, the introduction and conclusions not included. The layout of a term paper must follow general requirements applicable to academic papers. In the term papers, students are free to include annexes and illustrations.