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Département de science politique

Master Thesis Guidelines

Foreword

This handbook has a double objective. On the one hand, it aims at guiding students during the process of writing a thesis in political science which will complete their studies. In this perspective, the students can already use these guidelines for the works and papers from their first years of studies, bearing in mind that it should be completed or modified according to each lecture's specifics. On the other hand, this handbook presents the criteria that will be taken into account by the jury while evaluating the thesis's project that are to be accepted, the thesis itself, be it at the reading or the stage of the oral evaluation.

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1. Introduction

The thesis in political science at ULB is an original research task of about sixty pages enabling the student to prove his ability to apply the knowledge and know-how acquired during his studies including scientific rigor and intellectual creativity. In this perspective, the thesis must contain a problem statement, be grounded in theory and mobilize primary sources. It cannot only amount to a synthesis of secondary sources.

The thesis is supervised by a supervisor. The supervisor should be a teacher from the Department of Political Science but having attended the lecture of this teacher during the studies is not necessary to be granted his supervision. An indicative list of the academic staff's skills and interest fields is available on the Department's website. This list relates the teachers to different subdisciplines of political science, although within these, each has his own special skills. The teachers remain free to determine whether or not they are interested or available to supervise a thesis and whether they enter the different categories or not. Since this list is indicative and incomplete, students are advised to consult political science department teaching staff's personal web pages and the research units' web pages.

It is the responsibility of the students to solicit a supervisor. The choice should be made according to the student's research interests. Moreover, students should know that each supervisor has its own way of supervising. Some are directive and impose regular meetings; others wait for students to take the initiative of requesting a meeting. Yet, all of them have a busy schedule and are not always able to meet with the students as soon as requested. In this regard, students are encouraged to get in touch with the supervisor several weeks before the deadline for submitting the final dissertation registration form.

The student and the supervisor work together on defining the thesis' problem statement. In most cases, the student suggests a problem statement and submits a written draft at the first meeting. The supervisor then provides comments and gives a few recommendations. Since the thesis aims at acquiring the intellectual skills needed to

elaborate a problem statement, the student should not expect his supervisor to do the work for him.

A summary of the problem statement as well as the name of the supervisor who has accepted to supervise the student's work will be communicated in due time to the department. In order to do this, a form (Word format) is available on the Department website. This form must imperatively be signed by the thesis's supervisor. Yet, the project presented in the form is still provisional and can be slightly modified by the student during his research, with the agreement of the supervisor.

The thesis must meet several demands, in its form as well as in its substance. Clear guidelines can be found hereafter concerning the problem statement (part one), the structure (part two) and the form (part three) of the thesis. Still, these are only indications, and in no way imperative instructions. A student, in accordance with his supervisor, can adjust the following instructions to his research project.

2. Research design

A research design is made of a series of elements, including a research question, a hypothesis, a theoretical framework, and a methodology. Elaborating it certainly constitutes the first challenge in writing a thesis. This first step often brings a lot of stress, doubts and has to be started over again several times. A first draft generally is elaborated by the student even before soliciting a teacher to supervise his work. And the problem statement step is not over until the research project is well advanced.

For reasons of pedagogical clarity, the guidelines presented here divide the process of elaborating a problem statement into successive steps. But the research design is to be elaborated by repeatedly going back and forth between theoretical and empirical approaches, between reading and writing. It is therefore important not to expect the research design phase to be over before having consulted available data and written down still hazy ideas. Still, it is not useful to elaborate a plan of the thesis before the research design is clearly defined. Indeed it is premature to reflect on how to present results before even knowing what these results will be. A thesis, contrary to other essays, cannot suffer improvisation at the writing stage. The research design's very aim is to define an action plan before starting to collect, analyze and present the research's results.

One of the main qualities of a research design is its originality. Originality should not be understood as eccentricity or exoticism, even less as a controversial aspect. There are two ways for a thesis to be original. First, it can be original from an empirical point of view. This means that the thesis is interesting in the way it is approached. In other words, the empirical data analyzed by the student has never been analyzed before, such as governmental archives just made public or the results of a survey that the student has carried out himself. Second, the thesis can be original because of the standpoint adopted. In this case, the student uses data that has already been analyzed by other researchers but offers a new approach or a different perspective. For instance, the student can link

two existing databases to establish a new correlation or to propose a new reading grid to analyze a corpus of political discourses.

The following sections present the various steps leading to elaborating a research design, from identifying a research theme to constituting a methodological strategy.

1) Research Theme

The first step in elaborating a research design is to choose a research theme, on which the choice of the supervisor will partly depend. *A priori*, there is no such thing as good or bad themes. Almost any of them can be, in a way or another, “problematized”. In fact, political science has already covered the vast majority of possible themes. So, this is not the phase in which originality has to be shown.

If students are not required to seek an original theme, they are required to choose a subject that matches their interests. The thesis being a long-drawn out work, it is necessary to find a theme that is interesting enough to maintain a certain level of motivation throughout an entire academic year. Still, although students should choose a (very) interesting theme, they should avoid themes that arouse too much passion. Deep personal involvement in the thesis’s subject can have damaging consequences. Indeed, this involvement can lead the student not to adopt a critical distance toward their subject and therefore risk inserting an extremely subjective dimension into their work. For this reason, the jury may suggest to a student who was living in Kigali in 1994 to work on the Cambodian genocide rather than on the Rwandan.

Apart from personal interest, the thesis can also meet professional aspirations. Not only can the thesis constitute a style exercise or an academic examination, it can also open doors on the job market, prove useful in developing contacts or in applying for a job. Consequently, choosing the subject according to the professional projects contemplated can appear to be interesting.

Needless say that the research theme has to be chosen within the field of political science. Calculating economic gains and losses a country can make by liberalizing its trade policies or the curbing of greenhouse gases resulting from the implementation of a carbon market are nowhere near a political science theme. On the other hand, how the balance of power influences trade policies or what are the political conditions leading to implementing a carbon market are questions relevant to political science. Students seeking a research theme can usefully consult recently published articles in scientific journals in the field. A non exhaustive list of the scientific journals available at the ULB library is provided in the appendixes to this document.

To most of the students, the main challenge is to define a theme that is narrow enough to be transformed into a research design. Any research work necessarily implies to narrow down the subject of study if we are to avoid diluting it. The period studied must be defined, the geographical area limited, and the stakes considered restricted. Here, modesty should trump ambition. Political parties, civil society, liberalization and armed conflicts are vast subjects covering a variety of analytical dimensions. The student will discover this complexity through his readings and will then have to choose a perspective, an angle, a specific and unique dimension. The goal is not to consider an issue or a phenomenon in its entirety. This is impossible and would probably appear to be without interest. The student is advised to prefer a side of an issue to be able to turn it into a research design later, to problematize it, and identify an answer to the thesis's central question. Rather than trying to read and say everything on Belgian political parties, the focus can be put on how marginal parties were organized on the eve of the latest elections. Rather than trying to seize the essence of globalization, the link between democratization and trade policy in former USSR since 1991 can be explored. These are not research questions yet, and let alone hypotheses, but they are themes narrow enough to identify a supervisor among the teaching staff.

2) Initial question

Scientific knowledge is in essence a process of questioning. Any research design implies that a problem has to be identified, in other words what needs to be examined more

closely. Without genuine questioning, the thesis risks to deviate to a narrative description (such as relating a series of historical events or presenting the main clauses of an international treaty), a review on readings (presenting other researchers' ideas with no original input from the student), or a pamphlet (arguing in favor of a political solution or ideological orientation). Yet, mere description, or a review or a pamphlet does not meet expectations established in the framework of the Master in Political Science.

A research question should fulfill certain conditions. First, the terms used must be precise and unequivocal. Precision does not mean the opposite of large, or open but the opposite of vague, haze. Implied concepts must be clarified beforehand. Subjective concepts ("good", "best", "fair", "unfair", "efficient") or too undetermined concepts cannot be included the wording of the problem statement. For instance, the question "What is the impact of the right-left cleavage on the vote?" is too vague. What kind of impact? What does right-left cleavage refer to? What vote?

Second, the wording of the question must be concise. Too long or confusing questions must be avoided. The reader must be able to understand easily the object of study. The question must lead to a relatively clear and limited answer. An ordered and unique questioning, possibly referring to intermediary questioning, should be preferred to successive unordered questioning.

Third, the question must meet the feasibility criterion. A thesis must be based on a question to which it would be impossible to answer otherwise, by lack of time, space or access to relevant sources. As an example, we cannot wonder about the perception of the European integration by the inhabitants of Luxembourg living outside their country without having access to relevant empirical data or if one does not have the possibility to carry out a survey. One cannot wonder on the substance of the IMF executive council debates if the access to the premises is restricted or if the participants are bound to confidentiality. For the same reasons, predictive or speculative questioning is to be proscribed. No one can establish with certainty if the opposition will win the next election or if the foreign policy of the United States between 1981 and 1985 would have

been different had Jimmy Carter won the 1980 election. These questionings do not meet the feasibility criterion. It is better for one to adapt to the times and data one can access.

Fourth, the question must be as objective as possible while avoiding suggesting a particular answer. Therefore it cannot be a disguised assertion (“Is it true that Italy is not governable?”), a binary questioning (“Is the President narcissistic or schizophrenic?”) or contain value judgments (“Is the Belgian compulsory vote a good thing?”).

Finally, the question must be analytical rather than descriptive. Questions starting by “what is” or “does it” generally lead to a descriptive answer. For instance, a thesis centered on the question “What is the evolution of the Front National’s electoral results?” will amount to describing these results rather than analyzing them. The best questions, the really analytical ones, usually start by “why” (if the aim is to identify the causes of a phenomenon) or “how” (if the aim is to understand, to trace back the facts and their consequences).

The questions fundamental to any scientific research do not come out of nowhere. If one expresses a question, it is because an “issue” has been identified. The word “issue” does not refer to “social or political problem”, but to a “scientific problem”. These can be of two natures. It can be an incomplete knowledge in the literature: the theme has not been explored enough yet, the question is still controversial, or it can be that the question has been thoroughly studied but researchers came to contradictory conclusions.

To identify a relevant question, it is in the best interest of the student to find a “puzzle”, that is to say a paradox or a phenomenon raising questions. It can be a gap between discourses and practices, difficulties to implement certain policies, a contradiction between a theoretical prediction and an empirical assessment or the intriguing way in which two distinct phenomena relate to one another. For instance, why have several disadvantaged groups broadly supported the Republican Party, whose fiscal and trade policies favor the better-offs, in the 2004 election? The research project will then be to enlighten this puzzle. Of course, to ask such a question, to identify such a puzzle, one already has to command its subject. Nevertheless, once the question has been posed, one should examine very closely previous studies.

3) State of the art

Assess the state of the art means going through the literature to discover what the scientific community knows on the subject. It means getting acquainted with previous works that have tackled the chosen theme. This enables the student to know what has been said and what has not been said yet. It is also a way to see the various aspects and dimensions of the general theme.

Reading too much or not reading enough are the two ways to fail the state of the art. These methods can lead either to total confusion or to a lack of diversity in the approach of the subject. For the state of the art to be rightly carried out, one should select its reading according to two essential criteria: the relevance with regard to the initial question and the intrinsic quality of the sources, referring respectively to external and internal review of the documents.

Starting from the initial question is the best way not to veer off the subject. First, one has to establish a diversified list of keywords. A research theme often integrates in a broader field. For instance, if one studies abstention in Belgium, it is better not to limit oneself only to those two keywords, and broaden the research to themes such as participation and electoral behavior, that are part of the subject. Then, one can start by consulting recent general works, like introduction manuals or encyclopedias. These general works often constitute good sources of information and other references can be found in the bibliography. After that, one must narrow down one's research by identifying scientific articles, monographs, theses, research notes, and other relevant secondary sources thanks to the various databases available at the library. One can, for instance, launch a keyword research in articles published in major scientific journals over the past ten years (see Appendix 5). These more specialized references will in turn lead to new sources, always more relevant. Progressively, the unavoidable books and articles quoted by all authors having researched the question will be identified. Thus, anchoring in the initial question enables one to avoid over-reading, to actively search answers and information by taking notes and absorbing one's readings.

Proceeding this way, the student can easily compile several dozens of references and then has to sort them out. At this point, the criterion to be retained is that of quality of the sources. Is the author competent in that field? Is this a recent work? Is it an article aimed at a scientific audience or a general one? To achieve a thesis, some twenty references may be enough. But in order to find those precious references, the student certainly will have to consult a hundred of sources. Problems linked with availability of books at the ULB library or with difficulties to read in English cannot justify that a major author or journal has been ignored in the thesis. The solution lies in consulting other libraries or resorting to the interlibrary loans service (see Appendix 4).

The student, going through the literature, will be in a better position to precise the initial question, to find definitions of the concepts used, and to identify an original hypothesis. The state of the art is such a crucial that several theses devote an entire section to it, notably to situate the thesis in the theoretical debates between key authors and to justify of the scientific interest on the matter.

4) Hypothesis

The research design is not a mere questioning. A hypothesis has to be elaborated, this means proposing an anticipated answer to the initial question. The thesis will then unfold as the demonstration of the hypothesis. At the end of the thesis, in the conclusion, it can be validated, invalidated – in most cases- or partly invalidated or verified.

Being guided by a hypothesis, amounts to using the hypothetical-inferential method that is dominating political science. Some will certainly prefer an inductive approach, through which they explore reality with no prejudice and express general statements from their observation of a variety of specific cases. It could be the case in a thesis investigating academic governance of ULB by observing participation in the board of directors. Others prefer a purely inferential approach through which they draw logical consequences thanks to reasoning rather than empirical observation. This would be the case of a thesis proposing a formal model based on gaming theory to calculate optimum

intervention of a third power in appeasing an armed conflict. But the hypothetical-inferential approach, through which a statement inferred by theory is empirically tested, probably is the most attainable and the less risky to Master students. It allows them to proceed with order and rigor without neglecting the discovery spirit and the intellectual curiosity.

A hypothesis usually relates a dependent variable (the object of the study, the one we try to explain), and an independent variable (explicative factor). For instance, to the question “Why do participants to intergovernmental conferences on climate change count substantially more representatives from NGOs than from firms?”, a thesis can suggest the hypothesis that the media coverage (independent variable) impacts the proportion of non-state participants to the conferences (dependent variable). They are called “variables” simply because they vary. A conference can attract more or less journalists; there can be more, less or as many NGOs as participating firms. But these variables do not fulfill the same functions: the first’s only goal is to explain the second. We do not try to understand why a conference attracts journalists or not, but this information is used to explain the proportion of the participants’ categories.

A good hypothesis must meet three criteria. First, it must be worded into one well articulated sentence, fruit of a long reflection and of an asserted stance, free from all accessory considerations. When it is fully clarified, the sentence includes all the concepts that will structure the demonstration as well as their logical relations. Each word must be chosen with great care on the basis of its accuracy and precision. For instance, what do we understand by NGO? Are chambers of commerce assimilated to this category?

Then, a hypothesis must be empirically demonstrable. Since it is the element that will guide the research, it must be possible to validate it in a limited amount of time, means and distance inherent to a thesis. For instance, do we have access to the list of participants of the latest ministerial conferences as well as to the exact number of attending journalists?

Finally, the hypothesis must be falsifiable: it must accept an opposite statement. From a scientific point of view, it is useless to try to demonstrate a statement that is neither

questionable nor questioned. For instance, the question raised earlier on the participation to conferences on climate change, could be treated in another thesis with the hypothesis that internationalization of decision making (independent variable) is correlated to indirect representation of firms through their industrial unions (dependent variable).

To justify the interest of the problem statement and refine his logic reasoning, it is in the best interest of the student to identify and explicit competing hypotheses. Ideally, they will transform into “monitoring variables”. The first hypothesis will be validated by demonstrating that media coverage is an explanatory factor at the national as well as at the international level. Or, the second hypothesis will be validated by demonstrating that the decision making level impacts the participation of firms regardless of the media coverage.

5) Theoretical framework

The theoretical framework is a pivotal element of every thesis since it offers the necessary analytical grid to put empirical material into order. This aims at reducing the complexity of the studied object by underlining the specific dimensions that must be examined in priority. Thanks to the theoretical framework, the student can specify what the various steps of his research are, what indicators are used or how the several concepts will interact.

A particular attention will be paid to some aspects of the studied object and not to others depending on the chosen analytical grid. For instance, a student trying to explain Australia taking part in the 2003 Iraq war will consider material gains if he prefers the rational choice theory (security threat on the Australian territory, cereals trade with Iraq, free trade negotiations with the US, etc.), cultural factors if he prefers the constructivist framework (national identity, image of the other, democratic and human rights values), or factor of domestic policy if he opts for the bureaucratic game theory (John Howard’s rise in the parliamentary system, coalition between economic and security actors, etc.).

The theoretical framework can be based on a precise theoretical work or book that is associated with a key author (Max Weber's theory on the different types of political domination), a theoretical current (international relations' realism) or on a coherent collection of postulates on data to be analyzed more closely and on the nature of the relation uniting the data. Yet, one should be careful not to embrace too many theories. Not everything can be combined or combinable. The theoretical framework gives an analytical grid of a particular issue, and adding other theories can lead to confused and little convincing argumentation. It is strongly advised to stick to a unique analytical grid, be it to underline its flaws and weaknesses.

6) Operationalization

Operationalizing the research design means progressing from a still abstract and theoretical hypothesis to concrete and empirically observable indicators. To do so, one must first define each key concept of the research design and turn them into variables. A thesis investigating development aid's impact on a recipient country's sovereignty cannot dodge the question of defining the concept of sovereignty. The student, relying on existing literature and after theoretical choices, might keep a definition acknowledging sovereignty's variability rather than its absolute character. He will then retain a series of variables determining the level of sovereignty, such as legitimacy, control, and State capacity.

Once the different variables (dependent, independent, monitoring, intermediary, etc.) are clearly identified and defined, they must be translated into indicators that can be evaluated in practical terms. For instance, if a State economic dependence is the independent variable of a thesis, it can be evaluated through several indicators, such as direct foreign investment ratio on total investment. These indicators are easy to document and compare, and enable one to evaluate if a State is more or less dependent on another.

7) Method and techniques

At last, the question comes: what method for the empirical test? This method is the practical approach carried out to collect and then analyze the empirical material on which the thesis is based. Of course, the choice of the approach is closely linked to that of the theoretical framework and of the hypothesis.

While collecting data, several questions will arise: about the type of data that will be observed, the sampling, the collection method. Will the thesis be based on interviews with the different actors, on a survey, on documentary research, on an experiment involving volunteers, on a text analysis, on a census analysis, on a participating observation, etc.? Each of these possibilities brings up different practical necessities. If interviews are chosen: what actors shall be met? How many interviews are needed? Why these actors? How have the actors been contacted? What interviewing technique will be preferred: discussion groups, participating survey, etc.? If it is a survey, how is the sample built? What representativeness? How is the questionnaire built? If we analyze texts: how is the text corpus chosen? On what criteria are text included or not in the corpus? And so on.

Once the data collected, they still have to be analyzed. Usually, a difference is made between quantitative and qualitative analysis. For instance, a discourse can be analyzed quantitatively with software such as Lexicon 3 to count the co-occurrences or qualitatively with software like NVivo to bring out the structure of the text. A quantitative analysis may seem very scientific but it does not exempt the student from questioning the worthiness and the meaning of the results obtained. The same is true with qualitative analysis: it does not allow the student to skip over a thorough analytical grid.

This being said, the reference to the empirical aspect can be more or less direct: for instance, a thesis trying to generally and abstractly define a political theory concept, like “Contradictions in Habermas’s thinking on communicational reasoning”. If in this kind of thesis, the conceptual dimension is overwhelming, it must however have grounds in

empirical elements, such as the analysis and comparison of texts in their original language from which theoretical statements are drawn.

3. Thesis structure

1) How many pages?

The thesis amounts to about sixty pages (apart from preliminary pages and appendix). A thesis made of less than 45 pages or more than a hundred may be turned down.

2) Preliminary pages

It is compulsory that thesis first-page should respect the model shown on the next page. The page does not have to be numbered or included in the next pages' pagination. Then, if he wants, the student can insert an epigraph, a foreword and/or acknowledgments. All preliminary pages, except the first-page, must be numbered in lower-case Roman numerals, including the table of contents and summary. Pagination in Arab numerals starts at the introduction.

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Department of Political Science

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Presented by
First name NAME

Under the supervision of First name NAME

Examiner: First name NAME

In preparation to the degree
Degree complete title

Academic year 20XX-20XX

3) Table of contents

A table of contents must be inserted in the thesis. It includes titles and subtitles along with the numbering as it appears in the body text. The bibliography and its possible subdivisions as well as the appendixes will be found in the table of contents. There will be a page number for each title or subtitle.

The table of contents can be automatically produced by the word processing software. To do so, each title will have been previously identified as “style” and each title will be associated with the corresponding style.

When justified, the student can include a list of tables and figures also referring to corresponding pages. A list of the acronyms or abbreviations used in the thesis can also be added. This list must be in alphabetical order, and, unlike the table of contents, no mention of the related pages is needed.

4) Summary

A summary of at most one page must be included. The problem statement and main results of the thesis are to be found summed up in this section. Since the summary will be read very carefully, students should pay particular attention to their writing.

5) Introduction

The introduction constitutes an essential part of the thesis. In this section, the reader will be able to find indications on the subject, the methodology of the work and reasons why this method has been chosen.

The reader should find in the introduction a general presentation of the problem statement. This includes: explanations of why is the research question interesting, a demonstration of the hypothesis’s originality, definitions of the concepts used in the thesis, positioning the thesis in the theoretical spectrum, and justification of the

methodological choice. In some cases, it can be needed to present the theoretical framework and the related literature in an additional section following the introduction.

The student should not, in the introduction, expose his personal progression toward the understanding of the researched object. The aim is not to tell the reader about one's reflections and their inherent wanderings and deadlocks. The thesis does not constitute a research diary. It is a structured presentation of analyses and results.

The introduction should not exceed 10% of the total amount of pages of the thesis, not taking the appendixes into account. One should therefore not yield to the temptation of excessive contextualizing. Indeed, the reader does not need to be provided with an extremely detailed context to understand the origins of the central issue of the thesis. A thesis explaining the differences in the Kyoto Protocol's implementation according to the ecological parties' energy does not have to go back to the United Nations framework convention's negotiation process. It is a thesis, not a manual and since the amount of pages is limited, there is no space for such digressions.

6) Body text

Distinct sections and subsections must be found in the work. Repeated references to previous sections give the impression that the work is confused. The reasoning must unfold logically, step by step.

Each section and their structures must be directly linked to the hypothesis. Consequently, the hypothesis guides the structure of the work, towards a chronological, dialectical, or experimental type.

Besides, it is advised not to divide the thesis into too many subsections. A sixty pages thesis should not contain more than three or four title levels. One should avoid highly divided works, as well as those resulting in successive enumeration.

Each section and subsection must have a relevant title. The aim is not to arouse curiosity or to show literary elegance (it is a thesis, not a novel), but to give the main idea of the announced section in a few word. A good title is short, precise, and witnesses the demonstration's progression.

Same level sections must have approximately the same length. A section cannot amount to two pages and the next one to nineteen. Moreover, when a section is divided in subsections, at least two subsections are needed. In other words, isolated subsections should be avoided.

Each big section must include partial introduction and conclusion. Partial introductions are there to announce the coming section's relevance in regard to the work's central question and the hypothesis. Partial conclusions must sum up the reasoning and offer a link to the next section, while always showing where this reasoning lies in regard to the question and hypothesis.

Titles and subtitles structuring the thesis must be numbered in a clear and coherent way. It is advised to choose one of the two models presented hereunder to number the titles, without mixing them. For instance, a title "1.A" must be avoided.

Decimal model

- 1. Title level 1
- 2. Title level 1
 - 2.1. Title level 2
 - 2.2. Title level 2
 - 2.2.1. Title level 3
 - 2.2.1.1. Title level 4

Alphanumeric model

- I. Title level 1
- II. Title level 1
 - A. Title level 2
 - B. Title level 2
 - 1. Title level 3
 - a. Title level 4

The text itself must be divided into paragraphs. A paragraph is a group of sentences developing one idea. Each sentence of the paragraph must be linked to the next logically. The paragraph must contain a “subject-sentence”, providing the paragraph’s main idea. The rest of the paragraph develops this subject, bringing information and arguments (examples, data, accounts, definitions, etc.). Therefore, a paragraph cannot be only one sentence, but it cannot exceed 25 lines.

Paragraphs are not numbered or titled. An additional spacing will separate the paragraphs from each other. Therefore there will be no need for an indentation (few spaces at the beginning of the first line).

7) Conclusion

The conclusion comes back on the main points of the thesis. In it, the initial question is generally reminded, as well as the hypotheses that have guided the work and the general approach chosen. The contribution of the thesis should be underlined, by repeating the facts brought forward in each chapter, always in regard to the central question of the thesis. In this section, the student must determine if the hypothesis is validated, partially validated or invalidated. Obtained results have to be situated compared to the existing literature and the bringing-in of these results must be explained in regard to the current knowledge in the on the matter.

A thesis rarely offers a clear answer to the chosen question. Indeed, when carrying out such a work, some aspects have to be put aside. Analyzing these aspects could lead to reassessing the conclusions drawn. Reminding the readers of the aspects that were not tackled is therefore necessary in the conclusion. In a way, it amounts to limiting the research. Choices had to be made, but these choices must be clarified. One must be realistic and admit that one’s work has its own limits. Besides, realizing that the research was limited opens new paths for subsequent research: the work could be completed by research on another aspect, not tackled in this one.

Two frequent pitfalls must be avoided when writing the conclusion. First, one should not express any personal opinion. Value judgments, be it in the conclusion or in the body text, are not allowed. Second, no new fact answering the research question can be inserted in the conclusion. While body text's aim is to demonstrate a hypothesis, the conclusion's is to synthesize the whole work.

8) Bibliography

Any scientific work must contain a bibliography. Therein must be gathered all the publications used for the thesis. It is compulsory that all publications quoted or referenced in footnotes were mentioned in the bibliography. The contrary is also compulsory (all publications appearing in the bibliography must be quoted either in the text or in the footnotes). There is no need to name dictionaries, grammars, bibliographical guides and other works that have been consulted but do not appear in the footnotes. Bibliography is not there to impress the reader but rather to enable him to find back the books or works referenced in the thesis. Being able to check a work's content is essential to its scientific character.

There must be a clear distinction between scientific sources (scientific books, articles, etc.) and non-scientific sources (governmental reports, newspapers' articles, etc.). In each category, the references will be listed in the alphabetical order considering the name of the author to do so. Books and articles of the same author will be classified according to the chronological order, starting with the older ones.

In each of these references, several elements must be found, separated by commas, and respect a precise order of presentation.

Reference to a monograph:

- 1) Name of the author(s) in capital letters
- 2) First name(s) of the author(s) in lower case. If there are more than three authors, only the first is mentioned and followed by "*et al.*" in italics (means "and others" in Latin)

- 3) Title in italics. French works' title usually have a capital letter at the first word; English ones at every substantive; if you mention the subtitle, you must put a full stop after the title
- 4) Volume or part, if need be
- 5) Bibliographical address, that is to say: publishing city, publishing house, publication date. If you wish to mention the collection, put it between the publishing house and the date. If there is no indication of the place or date, it should be pointed out by the locution "*sine loco*" or "*sine dato*" or "*sine loco non dato*".
- 6) The total number of pages, not only the consulted pages.

Example: FILLIEULE, Olivier, *Stratégies de la rue. Les manifestations en France*, Paris, Presses de Sciences Po, 1997, 323 p.

References to a chapter of a collective work:

- 1) Name of the quoted part's author
- 2) First name of the quoted part's author in lower case
- 3) Title of the quoted part into quotation marks
- 4) "*in*"
- 5) First name and name of the issue's director
- 6) Title of the collective work in italics
- 7) Bibliographical address
- 8) Pages corresponding to the chapter

Example: Magleby D.B., "Political Parties and Consultants", *in* Maisel L.S., Berry J.M., *The Oxford Handbook of American Political Parties and Interest Groups*, Oxford, Oxford University Press, 2010, pp.303-319.

References to an article:

- 1) Name of the author(s) in capitals
- 2) Initial of the author(s)'s first name
- 3) Article title between quotation marks
- 4) Issue title in italics

- 5) Volume ("Vol.") in which the article was published
- 6) Number ("n°") in which the article was published
- 7) Day, month and publication year (if available)
- 8) Pages corresponding to the article

Example: FARRELL T., "Constructivist Security Studies: Portrait of a Research Program", *International Studies Review*, Vol. 4, No. 1, Spring, 2002, pp. 49-72.

References to an official publication:

- 1) Organization publishing the text
- 2) Document title in italics
- 3) Publication place
- 4) Publication date
- 5) Reference number of the publication
- 6) Number of pages

Example: ORGANISATION MONDIALE DU COMMERCE, *Rapport du groupe de travail sur l'accession du ViêtNam*, Genève, 13 décembre 2001, WT/ACC/VNM/17, 2 p.

Reference to an internet source:

- 1) Name of the author
- 2) First name of the author
- 3) Web page title into quotation marks
- 4) Name of the website
- 5) Publication date if available
- 6) URL address
- 7) Consultation date

Example: DEBLOCK, Christian, « L'aide à l'ajustement commercial : Une particularité américaine », site de l'Institut d'études internationales de Montréal, décembre 2008, <http://www.ieim.uqam.ca/IMG/pdf/PAAC.nouveau.pdf> (page consultée le 1 juin 2010)

9) Appendixes

Some of the documents used to write the thesis can be put in the appendixes, such as a particular edition of a text, a survey protocol, the transcript of an interview, the copy of archived document, etc. Photographic illustrations generally do not present much interest. They are only justified if they offer an added value to the thesis.

Appendixes should not be pivotal to understand the whole thesis. Besides, they do not constitute a means to exceed the maximum limitation of pages imposed.

10) Rules regarding plagiarism

The student is imperatively required to sign the form “Rules regarding plagiarism” available on the Political Science Department’s webpage and insert it as the last page of the thesis.

4. Thesis's form

1) Page setting

A good page setting has a certain impact on the reader. If the instructions are not respected, the thesis is susceptible to be turned down. Here are a few general rules on page setting:

- 1) Choose a readable font and font size. *Times New Roman* size 12 is the norm (apart from footnotes).
- 2) The spacing must be 1,5 (except for the table of contents, table list, diagrams list, acronyms list, footnotes, quotations of more than three lines, tables and bibliography)
- 3) Let a 2,5cm margin on the left and right sides, and a 2cm margin on top and bottom of the page
- 4) The text will only be printed on the front side of the page
- 5) The text will be justified (aligned on the left and right sides)
- 6) Pagination will be placed below in the right
- 7) Italics are used for foreign words and expressions, including the Latin ones
- 8) The use of abbreviations and acronyms is limited to the common ones. The first time they are mentioned, they must appear in full form before putting the abbreviation or acronym into brackets.

2) Style

The written style of an academic thesis differs from that used in essays, editorials or governmental documents. The student writing a thesis must strive to restrain from expressing any personal judgment that is not backed by scientific or theoretical data. For instance, in a thesis about international cooperation on drug repression, one should not state that “unfortunately” drug trafficking goes on. Just so, in a thesis about UN-NATO

relations, one should not “regret” that international law is not always abided by. Axiologic, ideological and political stances underlying these judgments are not clarified simply because, apparently, they are supposed to be the same as the reader’s or worse, because they are presented as the only ones possible.

In a thesis, the student must always document his statements with theoretical and empirical demonstrations. Phrases such as “As everyone knows...”, “It is obvious that...”, “This naturally leads to...”, must be banished. Commonplaces are also to be avoided. For instance, it would be deemed unacceptable to state that “Italy’s political instability is understandable considering the temperamental character of its people”. To claim that, one should explain not only how the Italian culture and political organization is predisposed to instability, but also how this instability has been measured. In other words, nothing is obvious. Everything has to be demonstrated, argued. Any statement has to be backed by a mentioned source.

The student must opt for conciseness. The student must stick to the raised question and never veer off it. The sections must be meaningful in regard to the question. The essential has to be distinguished from the accessory, in order not to deviate from the thesis’s main theme. Redundant elements, those not useful to demonstrate the hypothesis must be cut away, even if they may otherwise seem interesting.

Concision should not prevent students from including information precise enough to appreciate and evaluate the argumentation. For instance, when dealing with electoral results, the reader must have all the tools and data necessary to the analysis (date, type of election, type of ballot, competing parties or candidates, complete results – participation, blank vote, spoiled ballot papers, organization in charge of the survey, number of people surveyed, conditions, margin of error,...). When the results are based on a survey, they must be presented in their entirety. For instance, one cannot draw interesting conclusions from the fact that the green party electorate is made up of 23% of youths between 18 and 24. To interpret rightly this information, it should be compared to the other parties’ electorate, or the percentage of 18-24 compared to the total population that can vote. This shows the specificities of the studied electorate.

The data must be interpreted cautiously and with nuance. Claiming that the USA have an hegemonic relation with Latin America, does not mean “power relations”, “domination relations”, “authority relations” or “imperialistic domination”. Each expression has its specific meaning and the student should be able to explain why he has chosen one over the other. Nuance implies that the counter-arguments, the ones against the defended thesis and is often found in the literature, have been considered as well. A thesis will be all the more appreciated if it takes critics into account.

Finally, the student must assume responsibility of his writings. For this reason, some recommend to use the first-person singular (“I consider that...”). Yet, academic culture prefers the more modest first-person plural (“we consider that...”). In fact, these various grammatical forms translate different epistemological standpoints on knowledge’s validity and universality. If the author prefers the first-person singular, not very widespread yet in French-speaking universities, he must be ready to defend his own epistemological stance.

3) Tables and figures

Tables, figures, schemes, graphs can be inserted in the thesis’s body text. Numbering them and giving them titles is compulsory. A direct reference, specifying the table or figure number, must be found in the text. If the tables are too big to be inserted in one page, they must be put in appendix. In all cases, the source has to be clearly mentioned.

4) Quotations

A quotation is an unabridged and truthful reproduction. Quotations must be used sparingly. Concision is still the rule. No need to insert extended quotations, only the more significant passages must be kept and reproduced. Significant means that they add something to the demonstration. Quotes of more than 15 lines are to be ruled out. Still, using a quotation to illustrate a particular discourse or current is absolutely relevant.

Textual quotations are put into quotation marks. But in the rare case of quotation exceeding three lines, italics should be used instead of quotation marks, and with a single space. The quote will be brought out thanks to an additional 1cm margin on the left and a line space up and below it, to separate it from the paragraphs, as in this example:

Regimes can be defined as sets of implicit or explicit principles, norms, rules, and decision-making procedures around which actors' expectations converge [...]. Principles are beliefs of fact, causation, and rectitude. Norms are standards of behavior defined in terms of rights and obligations. Rules are specific prescriptions or proscriptions for action. Decision-making procedures are prevailing practices for making and implementing collective choice.¹

The quoted text cannot be modified in any way. Mistakes, if found, must not be corrected, but pointed out by placing (*sic*) right after the incorrect word. If the quote is in another language than that of the thesis, a translation can be added in the footnotes and its author must be mentioned. If the author of the translation is also the author of the thesis, the note “(free translation)” must be added. If additional information is needed to understand the quotation, some words can be added into square brackets. For instance: “They [the Vlaams Belang voters] are only 3.2% to prefer this party [the Vlaams Belang] for this reason [nationalism]”. And if the entirety of the sentence is not relevant, a part of it can be left out by putting “[...]” instead of the missing part.

A student cannot hide behind quotations to suggest their conclusions. In order to leave no doubt about the thoughts of the student and those of a author, it is better to use expressions such as “According to...”. The same goes for quotes of interviewed people: there should be a distinction between the opinions expressed and the conclusions that can be drawn out of them. Parts of interviews cannot be put in the thesis without any analysis proving their meaning and relevance. The student must never forget the context of the interview and its contribution of the interviewee. Still critical does not mean cynical.

¹ KRASNER, Stephen, « Structural Causes and Regime Consequences: Regimes as Intervening Variables », dans KRASNER, Stephen (dir.), *International Regime*, Ithaca, Cornell University Press, 1985, p. 2.

5) Reference marks

Bibliographical references and references to first-hand sources (interviews, survey data, archives, etc.), are essential to an academic work. They constitute a *sine qua non* condition to the thesis' scientific character. If bibliography, to be found at the end of the thesis, enables one to rapidly check the sources used by the student, the reference system, in the body of the thesis, allows the reader to have a good idea of the strategy adopted. Has the student covered a large spectrum of the existing literature or has he just limited himself to some references? Can he make connections between different literatures? Is each part of the thesis the fruit of the student's own reflection or is it only a synthesis of a book or article on the matter?

To identify a source, a reference mark must be inserted into the text. It is a number in exponent position corresponding to a footnote. Reference marks can be produced automatically by the function "insert a footnote" of word processing software.

All quotations have to be followed by a reference mark right after the last word of the quotation, before the punctuation. The exact bibliographical references of the source must be found in the footnote corresponding to the quote.

The need to mention the bibliographical references in a footnote not only arises when the author is literally quoted. A reference mark is compulsory when an author's particular idea or concept, figures, or elements of an analysis are used. Just as with the literal quotation, those ideas and information must be associated with a reference.

In order to judge if a footnote is appropriate or not, the student must be able to evaluate what can be deemed general knowledge (and therefore does not generate the need for a bibliographical reference) and what is the result of a long research or of a personal reflection of a studied author. In this regard, one should handle common sense's obvious statements with great care, as well as allegedly neutral historical interpretations. When in doubt, better provide a bibliographical reference.

6) Footnotes

Notes will be presented at the bottom of the page rather than at the end of the document. Single space must be used (whereas the body text requires a 1.5 space) and the font size will be 10 (12 in the text).

Footnotes can be used to give additional information and quotations' translations. But they are mainly used to mention relevant bibliographical references. When an article or work is mentioned for the first time, the full reference must be provided, as shown in the bibliography. Yet, instead of putting the total amount of pages, one should put the numbers of the pages used.

When referring to an interview, the footnote will mention the name and first name of the interviewee, the reference organization or institution and the date of the interview, provided that the interviewee explicitly consented that his name was associated with his ideas (see the consent form in the appendix).

If a publication has already been mentioned in a previous footnote, an abbreviation system must be used so that one does not have to write the full reference over again. The abbreviation *op.cit.* (in italics) must be put if we refer to a book (not an article) that has been presented previously but not right before, that is to say if other footnotes have been inserted in between. For instance:

1 FILLIEULE, Olivier, *Stratégies de la rue. Les manifestations en France*, Paris, Presses de Sciences Po, 1997, p.126.

2 HELLEMANS, Staf, « Nieuwe sociale bewegingen in de Belgische politiek. Een impressie », *Res Publica*, 1993, vol. 35, n° 2, p. 201.

3 FILLIEULE, Olivier, *op. cit.*, p. 145.

The abbreviation *loc. cit.* (in italics) must be put if we refer to the same article or chapter (in contrast with an entire book) in a non consecutive way (as in the aforementioned example). For instance:

1 HELLEMANS, Staf, « Nieuwe sociale bewegingen in de Belgische politiek. Een impressie », *Res Publica*, 1993, vol. 35, n° 2, p. 201.

2 SCARROW, Susan E., « The "paradox of enrollment": Assessing costs and benefits of party membership », *European Journal of Political Research*, 1994, n°1, p. 55.

3 HELLEMANS, Staf, *loc.cit.*, p. 119.

The abbreviation *ibid.* (in italics) must be put if the same publication (book, article or chapter) is consecutively cited but referring to different pages. For instance:

1 FILLIEULE, Olivier, *Stratégies de la rue. Les manifestations en France*, Paris, Presses de Sciences Po, 1997, p. 126.

2 *Ibid.*, p.134.

The abbreviation *ibidem* (in italics) must be put the same page of the same publication (book, article or chapter) is consecutively cited. For instance:

1 FILLIEULE, Olivier, *Stratégies de la rue. Les manifestations en France*, Paris, Presses de Sciences Po, 1997, p. 126.

2 *Ibidem*.

Software like *EndNote* and *Zotero* that are bibliographical management software can be used. The software import bibliographical references from databases available at the library and organize automatically the bibliography and footnotes according to previously defined presentation norms.

7) Integrity and honesty

References are essential. They give the reader information on the arguments and statements provided in the demonstration. They are compulsory, not only in the case of literal quotation, but at all time. If there are no references, the work will be assimilated to plagiarism.

Let us point out that having footnotes is not enough in itself not to be considered a plagiarist. The following are also considered to amount to plagiarism:

- 1) Copy a text with no use of the quotation marks
- 2) Take back a substantial part of an author's argument without mentioning it clearly
- 3) Translate into French a text written in a foreign language with no mention of the source

Plagiarism, in all cases, implies that the student will fail his thesis since he does not meet the minimum demands of scientific rigor expected by the Department. Besides, when the thesis jury discovers a fraud, it must refer the matter to the dean of the faculty who, in turn, will take the necessary disciplinary action after hearing the student, according to the procedure and terms of the disciplinary actions as specified in the article 20 of the *Règlement disciplinaire relative aux étudiants de l'Université libre de Bruxelles* (Disciplinary regulations regarding ULB students).

To know more about plagiarism and how to avoid it, check <http://www.bib.ulb.ac.be/fr/aide/eviter-le-plagiat/index.html>

Appendix 1: Thesis evaluation

The thesis is evaluated by the supervisor and an examiner. The choice of the examiner is up to the jury. The supervisor can possibly propose someone on the registration form submitted. The examiner does not have to be from the jury of the Department if the subject requires external skills.

At the end of the oral defense, the supervisor and examiner discuss behind closed-doors. The final mark results from a consensus, or from the average of marks given. It is transmitted to the jury under the responsibility of the thesis's supervisor. If no consensus can be reached, detailed evaluations carried out by the thesis's jury will be handed over to the Chairman of the jury. In this case, the Chairman of the jury can appoint one or several additional examiners, who will have to report to the jury.

Members of the jury consider, among others, these criteria in their evaluation of the thesis:

- 1) The method (quantity and quality of sources, methodological rigor, quality of the analysis, relevance of the footnotes and quotations, etc.)
- 2) The substance (interest and relevance of the problematic, scientific contribution of the student, quality of the demonstration, worthiness of the arguments, synthetic and analytical skills, conceptual preciseness, etc.)
- 3) The form (general presentation, structure, clarity and conciseness, orthographic skills, reference presentation, etc.)

Appendix 2: Thesis Timetable

An administrative timetable has been defined for every academic year. Usually, the problematic must have been chosen before the first week of May of the first year. Thesis submitted at the first session must be registered before mid-May of the second year. Oral defenses are scheduled for the third week of June. For the second session, theses have to be submitted before mid-August of the second year and oral defenses take place within the first weeks of September. Not respecting the deadlines is enough to be adjourned at the deliberations. Moreover, the student is encouraged to propose a thesis timetable to his supervisor. Here is an example:

	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr
1. Choice of the subject and of the initial question												
2. Going through literature												
3. Developed problematic and research protocol												
4. Data collection												
5. Results analysis												
6. Writing												
7. Revision and corrections												
8. Meeting with the supervisor												

Appendix 3: Consent form

I _____, consent to take part to the research project named _____
_____, carried out by _____, under the supervision of _____
_____, whose address is _____, whose email is _____ and whose
phone number is _____.

By signing this form, I acknowledge that:

- 1) I voluntarily take part to this project.
- 2) The researcher has informed me in writing of the research project's objectives, its development, and of its possible advantages and downsides.
- 3) I will be given no payment for taking part to the research project.
- 4) I can refuse to answer certain questions.
- 5) The interview will be digitally recorded. I can ask the recording to be stopped at any time, be it temporarily or for good.
- 6) This recording and the corresponding transcript will be kept under lock and key in _____'s office. The access will be restricted to _____ and the data will be destroyed within _____.
- 7) Quotations from the interview transcript can be used in later written publications and oral presentations resulting from this project. Still, my identity, my post, or any other information that can help identifying me will be kept secret at all time. I will simply be presented as a _____.
- 8) A copy of the final report will be sent to me at the following address: _____
- 9) I can, at any moment, take back my consent without reasons and without being penalized.
- 10) I do not abjure any of my legal rights.

Done in duplicate.

Name of the person taking part Signature of the person taking part Date

Name of the researcher

Signature of the researcher

Date

Appendix 4: Some libraries in Brussels

ULB – Bibliothèque principale des sciences Humaines (Main Human science Library)	Solbosch Campus, av. P. Héger (Building NB). Phone: 02/650 47 00
ULB – Centre de Documentation européenne (European Resource Center)	Bibliothèque principale des sciences Humaines, 4th floor
ULB - Bibliothèque de la Faculté de Droit (Law Faculty Library)	Solbosch Campus, Building H. Phone.: 02/650 39 25
ULB - Centre national des Hautes Etudes Juives et Centre pour l'étude des problèmes du monde musulman contemporain (National Center for Jewish Studies and Center for the study of contemporary problems of the Muslim world)	17, av. Roosevelt, 1050 Bruxelles
VUB - Bibliothèque Centrale (VUB - Central Library)	Pleinlaan, 2 (Building B et C Floor 1), 1050 Bruxelles. Phone: 02/629 25 05
VUB - Bibliothèque de la Faculté de Droit (Law Faculty Library)	Pleinlaan 2 (Building C), 1050 Bruxelles.
Bibliothèque Royale (Royal Library)	4, Bld de l'Empereur, 1000 Bruxelles.
Bibliothèque Centrale du Ministère des Affaires Etrangères/Coopération au développement (Ministry of Foreign Affairs/Development Cooperation's Central Library)	15, rue des Petits Carmes, 1000 Bruxelles. Phone: 02/501 81 46
Bibliothèque du Ministère des Affaires Economiques (Fonds Quetelet) (Ministry for Economic Affairs' library)	50, rue du Progrès, 1210 Bruxelles. Phone: 02/277 55 55
Bibliothèque du Ministère de la Défense Nationale	1, rue d'Evere, quartier Reine Elisabeth, Building 6, 1000 Bruxelles. Phone: 02/701 71 37

(Ministry of National Defense's library)	
Bibliothèque du Parlement fédéral belge (Belgian Federal Parliament's Library)	13, rue de la Loi, 1000 Bruxelles. Phone : 02/549 92 12
Bibliothèque centrale de la Commission Européenne (European Commission's central library)	Building VM-18 1/12, rue de la Loi, 1049 Bruxelles http://ec.europa.eu/libraries/doc/index_fr.htm
Nations Unies (Centre régional d'information) (United Nations, Regional Information center)	155, rue de la Loi, 1000 Bruxelles. Phone: 02/788 84 63 (or 62)
Bibliothèque de l'OTAN (NATO Library)	Bld Léopold III, 1110 Bruxelles. Office Nb123. Phone:02/707 44 14 Call before going
Institut Royal des Relations Internationales (IRRI) Egmont Institute (Royal Institute of International Relations)	59, rue de Namur, 1000 Bruxelles. Phone: 02/213 40 29
Université catholique de Louvain	http://www.bib.ucl.ac.be/cgi/chameleon?skin=wuc&l&inst=0
Groupe de Recherche et d'Information sur la Paix (GRIP) (Group of Research and Information on Peace and Security)	70 Rue de la Consolation, 1030 Bruxelles. Phone: 02/240 11 46 (Call before going)
e-BIB Electronic Library	Place Flagey 18 (2 nd floor), 1050 Bruxelles, http://www.brudisc.be/ebib/fr/infopratt.php3)
CETRI Centre Tricontinental	5 avenue Sainte Gertrude 1348 Louvain-la-Neuve
Bibliothèque Léonie La Fontaine Université des femmes (Women's University)	10 Rue du Méridien, 1210 Bruxelles http://www.universitedesfemmes.be/03_bibliotheque.php
Bibliothèque du Vlaams Parlement (Flemish Parliament Library)	http://www.vlaamsparlament.be/vp/informatie/pi/index.html

NB: It is possible to use the interlibrary loans service proposed by the ULB library. Thanks to this service you can order publications from other Belgian libraries or from abroad.

Appendix 5: Some scientific journals available at the ULB library

<i>Administrative Science Quarterly</i>	<i>American Journal of Political Science</i>
<i>American Political Science Review</i>	<i>American Politics Research</i>
<i>American Review of Public Administration</i>	<i>Annals of the American Academy</i>
<i>British Journal of Political Science</i>	<i>British Journal of Politics and IR</i>
<i>Comparative Political Studies</i>	<i>Comparative Politics</i>
<i>Cooperation and Conflict</i>	<i>Electoral Studies</i>
<i>Études internationales</i>	<i>European Journal of International Relations</i>
<i>European Journal of Political Research</i>	<i>European Journal of Political Theory</i>
<i>European Political Science</i>	<i>European Union Politics</i>
<i>Foreign Policy Analysis</i>	<i>Global Environmental Politics</i>
<i>Government and Opposition</i>	<i>International Journal of Press/Politics</i>
<i>International Organization</i>	<i>International Political Science Review</i>
<i>International Politics</i>	<i>International Relations</i>
<i>International Security</i>	<i>International Studies Quarterly</i>
<i>Journal of Common Market Studies</i>	<i>Journal of Conflict Resolution</i>
<i>Journal of International Relations and Dev.</i>	<i>Journal of Peace Research</i>
<i>Journal of Politics</i>	<i>Journal of Theoretical Politics</i>
<i>Legislative Studies Quarterly</i>	<i>Mershon International Studies Review</i>
<i>Party Politics</i>	<i>Perspectives on Politics</i>
<i>Philosophy and Public Affairs</i>	<i>Political Analysis</i>
<i>Political Behavior</i>	<i>Political Geography Quarterly</i>
<i>Political Psychology</i>	<i>Political Research Quarterly</i>
<i>Political Science Quarterly</i>	<i>Political Theory</i>
<i>Politics & Society</i>	<i>Politics and Policy</i>
<i>Politics, Philosophy & Economics</i>	<i>Polity</i>
<i>PS: Political Science and politics</i>	<i>Public Administration Review</i>
<i>Public Choice</i>	<i>Public Opinion Quarterly</i>
<i>Regional and Federal Studies</i>	<i>Review of Politics</i>
<i>Revue canadienne de science politique</i>	<i>Revue française de science politique</i>
<i>Revue internationale de politique comparée</i>	<i>Third World Quarterly</i>
<i>West European Politics</i>	<i>World Politics</i>

Appendix 6: Some methodological guides available at the ULB library

Babbie E. *The Basics of Social Research*, 4rd Edition. Wadsworth Publishing, 2007 (4NIV 301.072BABB).

Barbour R., *Introducing Qualitative Research: A Student's Guide to the Craft of Doing Qualitative Research*, London, Sage, 2008 (4 NIV 300.72 BARB).

Becker H.S., *Écrire les sciences sociales : commencer et terminer son article, sa thèse ou son livre*, Paris, Economica, 2004 (4NIV 300.7 BECK).

Becker H.S., *Les ficelles du métier : comment conduire sa recherche en sciences sociales*, Paris, La Découverte, 2002 (4NIV 300.1 BECK).

Booth W.C., Colomb G.G., Williams J.M., *The Craft of Research*, Chicago, University of Chicago Press, 2003 (INF 001.42 BOOT).

Creswell J.W. *Qualitative Inquiry & Research Design: Choosing Among Five Approaches*, Thousand Oaks, SAGE Publications, 2007 (4NIV 300.72 CRES).

Creswell J.W. *Research Design. Qualitative and Quantitative approaches*, Thousand Oaks, SAGE Publications, 1994 (3PSY 300.7 CRES).

Depelteau F., *La démarche d'une recherche en sciences humaines. De la question de départ à la communication des résultats*, Laval, Les Presses de l'Université de Laval, 2000 (3PSY 300.72 DEPE).

Flick U., *An Introduction to Qualitative Research*, London, Sage, 2002 (3PSY 301.07 FLIC).

Gauthier B. (dir.), *Recherche sociale. De la problématique à la collecte de données*, Sainte-Foy, Presses de l'Université du Québec, 2003 (4NIV 301.01 GAUT).

Geddes B., *Paradigms and Sand Castles, Theory Building and Research Design in Comparative Politics*, Ann Arbor, University of Michigan Press, 2003 (4NIV 320.3 GEDD).

Gerring J., *Case Study Research: Principles and Practices*, New York, Cambridge University Press, 2006 (4NIV 300.72 GERR).

Goertz G., *Social Science Concepts: A User's Guide*, Princeton, Princeton University Press, 2006 (4NIV 300.72 GOER).

Gomm R., Mammersley M., Foster P., *Case Study Method*, Thousand Oaks, Sage, 2000 (4NIV 300.72 GOMM).

Hay C., *Political Analysis. A Critical Introduction*, New York, Palgrave, 2002 (4NIV 320 HAY).

Hoover K., Donovan T., *The Elements of Social Scientific Thinking*, Belmont, Wadsworth, 2004 (S.791652).

King G., Keohane R.O., Verba S., *Designing Social Inquiry. Scientific Inference in Qualitative Research*, Princeton, Princeton University Press, 1994 (4NIV 300.7 KING).

Klotz A., Prakash D., *Qualitative Methods in International Relations: A Pluralist Guide*, Basingstoke, Plagrave Macmillan, 2008.

Kvale S., *Interviews: An Introduction to Qualitative Research Interviewing*, Thousand Oaks, Sage, 1996 (4NIV 301.01 KVAL).

Little D., *Varieties of Social Explanation*, Boulder, Westview Press, 1991 (S.791660).

Mace G., Pétry F., *Guide d'élaboration d'un projet de recherche*, 3ième édition, Sainte-Foy, Presses de l'Université Laval, 2000 (4NIV 300.72 MACE).

Marsh D., Stoker G. (eds), *Theory and Methods in Political Science*, New York, Palgrave MacMillan, 2010 (4NIV 320.01 MARS).

Mayan M.J., *Essentials of Qualitative Inquiry*, Walnut Creek, Left Coast Press, 2009 (4NIV 306.01 MAYA).

McNabb D., *Research Methods for Political Science: Quantitative and Qualitative Methods*, Armonk, Sharpe, 2004 (4NIV 320.072 MCNA).

Morgan S., *Counterfactuals and Causal Inference: Methods and Principles for Social Research*, New York, Cambridge University Press, 2007 (4 NIV 300.72 MORG).

Newman W.L., *Social Research Methods: Qualitative and Quantitative Approaches 3rd ed*, Boston, Allyn and Bacon, 1997 (4 NIV 301.01 NEUM).

Pennings P., *Doing Research in Political Science: An Introduction to Comparative Methods and Statistics*, London, Sage, 2005 (4NIV 320. 07 PENN).

Poupart J. et al. (dir.), *La recherche qualitative : Enjeux épistémologiques et méthodologiques*, Montréal, Gaëtan Morin, 1997 (4NIV 300.1 POUP).

Ragin Ch., *The Comparative Method: Moving Beyond Qualitative and Quantitative Strategies*, Berkeley, University of California Press, 1987 (4 NIV300.72 RAGI).

Sapsford R., Jupp V. (eds.), *Data Collection and Analysis 2nd ed*, London, Sage, 2006 (4NIV 300.285 SAPS).

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