**Faculty of European Studies**

**Guide to the elaboration and writing of bachelor's and dissertation papers**

**2016**

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# Design, structure and planning of a bachelor's thesis/dissertation

## Definition, theme and specificity of a bachelor's thesis/dissertation

The bachelor's thesis/dissertation is an academic work that proposes a theoretical and/or applicative approach based on recent research in the field in which the author makes a contribution in the respective field by extending the research on a certain topic, by criticizing the existing theoretical models and proposing new models and approaches in the chosen field of research, or by structuring in an original way the lines of research in that field.

The distinctive feature of a bachelor's thesis/dissertation is constituted by the scientific, argumentative investigation of a precisely specified research topic; it is not a journalistic or literary approach, but an approach that uses methodologies specific to a research approach – argumentation of the choice of the research topic, synthesis of theoretical positions on the studied problem, critical analysis of the already existing research in the respective field, proposal of new research themes or hypotheses, experimental, empirical validation of the hypotheses of the research questions, formulating scientific conclusions, etc. In this sense, reading specialized articles from research journals specific to the field of research has a double benefit: 1) it represents an important source of information and 2) it familiarizes the reader with the approach and rigors of the research field.

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| *In choosing the theme, the following aspects are important/relevant:*   * what previous interests you had on the topic – theoretical or practical; * how familiar you are, conceptually and factually, with the field in which you want to carry out your bachelor's thesis; * research skills – what methodology you master and how you can operate with it; * the interest and competence of the coordinator in the respective field; * topicality of the respective topic. |

## Title of the bachelor's thesis/dissertation

The title of a bachelor's thesis or dissertation must inform the auditor/public what the central theme of the research is. It is generally established at the beginning of the process of writing the paper together with the coordinating professor and can be changed along the way, if the writing of the paper evolves in different directions or deepens certain aspects discovered along the way as more relevant.

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| *The title will refer to:*   * the specific research topic and, possibly, the research hypothesis; * specific theoretical or methodological approach; * the results or impact of the research.   *Possible mistakes in the wording of the title:*   * very general; * imprecise; * Journalistic; * very long; * Metaphorical. |

## Size and structure of the undergraduate/dissertation work

### (I) Size of the bachelor's thesis/dissertation

Generally, a *bachelor's thesis is between 50 and 70 pages*, and a *dissertation paper is between 40 and 60 pages*. It is important that the minimum number of 50 and 40 pages is respected, respectively, but a bachelor's thesis can exceed 70 pages, and a dissertation can exceed 60 pages (if the topic is suitable or if the student considers that he/she cannot exhaust the investigated topic in the recommended number of pages).

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| *The size of the bachelor's thesis depends on:*   * the customs of the field in which the work falls; * the theoretical apparatus necessary for argumentation; * type of research methodology used; * the volume of data collected and analysed. |

### (II) Structure of the bachelor's thesis/dissertation

The canonical structure of a bachelor's/dissertation paper consists of three main parts: *the introduction*, *the body* and *the conclusions* of the paper. It is desirable that  *the introduction* and *conclusions* of the bachelor's/dissertation paper each contain between 5 and 10% of the word count of the entire paper. Thus, between 80% and 90% of the text of the paper is allocated to the chapters that make up the *body* of the paper. For example, out of the total of 70 pages of the bachelor's thesis, it is recommended that between 4 and 7 pages be dedicated *to the introduction*, 4 and 7 pages *to the conclusions*, and the remaining 62 and 56 pages, respectively, be allocated to the chapters that make up the body of the paper.

This canonical structure must be detailed starting from the construction of a scheme of the work that includes the titles of the chapters and subchapters. The outline of the paper: a) facilitates the delimitation of the research scope (so that overly broad topics that cannot be covered by a bachelor's thesis or dissertation can be avoided) and b) represents the work plan whose research questions guide the scientific approach, helping to profile the red thread of the paper.

Next, we will characterize the canonical structure of a bachelor's thesis/dissertation.

A) The *following elements must be specified in the* Introduction:

1) the importance of the research topic and the student's motivation in choosing the theme,

2) the research questions from which the research starts,

3) the methodology used,

4) the chapter structure of the bachelor's/dissertation work and a brief description of them,

5) the bibliography and documentation on which the research will be built.

B) *The body* of the bachelor's thesis/dissertation must consist of the elaboration of the arguments subsumed to the research questions. The proposed arguments must be methodologically and, where appropriate, empirically substantiated. A distinctive feature of a research approach such as the one represented by the bachelor's/dissertation thesis consists in the scientifically rigorous elaboration of the proposed arguments. Arguments can support two types of results:

a) negative outcomes – whose function is to expose and criticise the deficiencies of an approach or theory, and

b) positive results – whose function is to propose original approaches, to theorize certain aspects that have been evaded, insufficiently or inadequately analyzed.

C) In the *Conclusions*, the student must indicate what are the results of the research, what are the answers to the proposed research questions, what limits have been encountered during this research approach, if any (for example, the novelty of the topic and the lack of books on the subject) and the way in which this research opens up new directions of study that could be exploited in the future. Also, the student must specify the significance of the results obtained from a theoretical and/or practical perspective in the context of research in the field. Where appropriate, students are encouraged to evaluate and present the impact of their research both theoretically and practically.

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| *Please note:*  The expression must prove the acquisition of a specialized language in the field in which the topic of the bachelor's thesis or dissertation falls. The appropriate formulations are:   * The proposed approach *analyzes*, *treats, describes, explains, etc.*; * Chapter 1 *aims to present, analyze, observe... etc*.; * *The data were measured*, *extracted, verified*. |

## The role of the coordinator

In order to better capture the role and limits of the coordinator's involvement in the elaboration of the bachelor's thesis/dissertation, we will break down and synthesize the main attributions and limits of the coordinator's involvement:

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| *The main duties of the coordinator consist of:*   * indication of the approach and structure of the work; * analysis and validation of the theoretical approach and argumentation; * analysis and validation of the methodological approach; * support in selecting the relevant bibliography; * support in data analysis and interpretation; * feedback on progress; * formulating critical opinions; * evaluating the work along the way and making suggestions on the progress needed to complete it and making it public. |

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| *The coordinator* ***is not*** *responsible* for:   * to search for and provide students with the complete bibliography of their bachelor's/dissertation papers (but only to orient the student in the direction of relevant works in the field). Students must identify, inventory and read specialized papers, scientific articles corresponding to the discipline in which their own approach falls, which can be found both in libraries and in international databases (e.g. *J-Stor*, *Ebsco*). We mention that access to these international databases is made either at the reading room of the Library of the Faculty of European Studies, or at the Multimedia room of the Lucian Blaga Central University Library); * to provide administrative information (the student has the possibility to find this information in the Bachelor's and Dissertation Regulations or to obtain it from the secretariat); * to synthesize, instead of the students, the theoretical part of the bachelor's thesis or dissertation, but only to direct the students in this regard; * to conceive, instead of the students, the analytical part of the bachelor's thesis or dissertation, but only to coordinate the students in this regard. Essentially, students must bring something new to the field of study in which their scientific work falls, and this is only supervised by the coordinator. |

## Conception and planning of the bachelor's/dissertation thesis

### Design of the bachelor's thesis

The first step in designing the bachelor's/dissertation thesis is to familiarize yourself with the field of research and the specialized terminology. The preamble of the research is represented by the framing of the theme in the field of research (international relations, European studies, political science, economics, legal sciences, sociology, anthropology, history, etc.) and a good operation with specialized terminology. Depending on these landmarks, the coordinator will also be contacted in order to: a) establish the title, b) the general structure of the work, c) the research plan/design. After this stage, the student and the coordinator will identify the main bibliographic sources corresponding to each component of the general structure of the work. Then, a calendar for going through this first bibliographic list will be established by mutual agreement. After going through the first bibliographic list, the theoretical approach and the practical part (if applicable) are discussed, the relevant bibliography of both segments will be completed and the structure of the bachelor's or dissertation thesis will be formulated in detail. In the next stage, the student will elaborate and send to the coordinator the synthesis of the theoretical part of the work; This stage is followed by the analysis and reformulation, based on the suggestions of the coordinator, of the theoretical part of the work. Once these stages are completed, the attention will be focused on the elaboration of the case study, respectively, on the realization of the applicative/experimental part of the work. In this stage, the data relevant to the case study or those obtained from the implemented application are collected and analyzed, after which the data is interpreted in the theoretical context presented in the first part of the work, and then the conclusions are formulated. The collection, analysis, interpretation and formulation of the conclusions is done in full methodological rigor, and the last stage is carried out by establishing with the coordinator the methodological aspects and the conclusions formulated.

### Planning the writing of the bachelor's thesis

In order to comply with time and quality standards, it is good to take into account the following milestones:

A) The choice of the topic and the coordinator is made during the second semester of the second year of study (between March and June) depending on the student's research interest, or at the latest in the first semester of the third year based on the list of topics displayed by the coordinators. Students must take into account the fact that each teacher of the Faculty of European Studies can assume a maximum of 10-12 bachelor's theses and a maximum of 4-5 dissertations (the total of bachelor's theses and dissertations coordinated by a professor, within a session of their defense, cannot be more than 15).

B) The formulation of the title and the first structure of the work must be carried out within a maximum of one month from the election of the coordinator.

C) Going through the bibliography for the theoretical part: 1-2 months.

D) Consultation with the coordinator and analysis of the theoretical part: 2-3 weeks – it is ideal to be carried out in parallel with the deepening of the bibliography.

E) Approach to the case study or application and collection, analysis, interpretation and formulation of conclusions: 2-3 months.

F) Consultation with the coordinator and analysis of the case study or application – 2-3 weeks.

G) Verification of the final version – 2 – 3 weeks.

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| *Please note!*   * The practical part also depends on factors outside your control. – plan the approach in advance; * the final drafting of the paper will take at least two weeks; * Set the calendar of consultations with the coordinating teacher in advance – at least one meeting per month with him/her is required. |

## Stages in writing the bachelor's/dissertation thesis

In order to make your approach more efficient, we propose the following algorithm for writing the bachelor's thesis/dissertation:

*1. Selection and revision of the bibliography*

* use various ways of searching and selecting the bibliography – libraries, online databases, accredited sites, etc.;
* study different methodological approaches specific to your topic;
* Check if you have enough bibliographic sources available – discuss your selection. (based on the author/concept list, theoretical approach) with the coordinating professor.

*2. Reading the bibliography*

* build a correspondence between the theoretical approaches synthesized and/or engaged in your work and the researchers who proposed and used them;
* build a correspondence between the theoretical concepts used and the researchers who theorized, analyzed, criticized them;
* Make a conceptual map of the work starting from the bibliography.

*3. Analysis and drafting of the theoretical part*

* expose in an undistorted way all the theoretical approaches undertaken;
* expose proportionately all the theoretical approaches undertaken;
* in presenting theoretical approaches, do not omit to expose criticisms and point out their shortcomings;
* Try to exemplify in an original way the use of the theoretical approaches exposed.

*4. Drafting and detailed formulation of the methodological approach*

* select together with the coordinator the bibliography for the methodology part and start writing this part;
* Present a comprehensive framework on the different ways of approaching the case study or the application of your homework. research;
* analyse the different methodological approaches, presenting the strengths and weaknesses of each;
* argue the methodological choice made by you;
* Discuss with the coordinator the methodological approach you opt for and review the methodological part, if necessary.

*5. Conducting the research*

* Based on the research plan adopted, collect, analyse and interpret the data;
* Specify the limits of the methodological approach or the problems of its development.

*6. Data collection and processing*

* from the options delimited by the assumed methodological framework, select the most feasible data collection methods;
* collect data in full and strict compliance with methodological protocols;
* Check the accuracy and rigor of the collected data at least twice with the coordinating teacher and start processing them.

*7. Drafting the practical part and data analysis*

* using the assumed methodological tools, use the collected data to refute or confirm certain research hypotheses;
* Use both textual formulations and images, graphs, tables that present the relevant results of the research and that support your approach. of research, respectively, the interpretation you present.

*8. Data interpretation*

* is one of the most important parts of your approach. and the one that is of the greatest interest in the evaluation of your work;
* validate the interpretation of the data with the coordinating teacher;
* avoid interpretations that are too general or too vague;
* formulate interpretations in relation to the research themes/hypotheses and research objectives.

*9. Statement of claim*

* The conclusions should provide an overview of a) the significance of your approach. in the context of research in the same perimeter, b) the limits and added value of the research and c) the research directions that can be explored later starting from your work;
* The conclusions must explicitly state the answers resulting from your research. to research questions.

# Research Plan (Design)

## What is the research plan (design)?

*The research plan is the investigation strategy adopted to provide a scientifically qualified answer to research questions or hypotheses*. As can be seen from this definition, the main factor that guides the research plan is constituted by the research questions, respectively the research hypotheses. The nature of the research questions or hypotheses proposed regarding the explanation of a certain phenomenon, determines, to the greatest extent, the adoption of a certain research strategy. For example, if we want to investigate the impact at the level of a county or at the national level of a professional retraining program, then it is recommended to adopt a quantitative approach; If, on the other hand, we want to research the matrimonial practices of a marginal community, then we will opt for a qualitative approach. The difference between the two approaches can be seen in terms of the information collected: in a quantitative approach, the information is precise, replicable and easily usable for generalizations, but characterizes certain superficial aspects of the phenomenon studied, while in a qualitative approach the information targets deeper layers of the phenomenon studied, but is imprecise, difficult to replicate and ineligible for generalizations.

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| *Developing research questions and hypotheses*  In general, research questions and hypotheses are the consequences of problems or difficulties in evaluating and analyzing certain phenomena within certain theories. This characteristic is not specific to the socio-human sciences, but represents the main engine of the evolution of the hard sciences. For example, the main pillars of contemporary physics, the theory of relativity and quantum mechanics, were developed following the detection of explanatory and predictive deficiencies of Galileo-Newtonian mechanics regarding certain phenomena, such as the perhelion of the planet Mercury or the photoelectric effect. In the social sciences, also, noticing inconsistencies between the explanations and predictions that a theory assumes and the investigated phenomenon is an important factor in generating research questions and hypotheses. For example, Kenneth Waltz's theory of structural realism led him to predict in 1993 that Germany and Japan would soon become nuclear states and that NATO would fall apart as a result of the collapse of the Soviet Union. Both predictions proved false, so investigating the causes of these inconsistencies and developing alternative explanatory and predictive models became research topics.  Another important factor in generating research questions is the in-depth investigation of a phenomenon, the causes that produce it and the accepted explanation regarding its production. The analytical scrutiny of a phenomenon often produces a significant change in the way the phenomenon is perceived, evaluated and interpreted. For example, without being the corollary of a particular political theory, it is commonly assumed that there is a growing and comprehensive disinterest in civic and political activism in many Western states. Some studies of this phenomenon, however, such as that of Pippa Norris, in her book, *Democratic Phoenix: Reinventing Political Activism[[1]](#footnote-1)*, challenge this assumption, based on laborious research on indicators of political involvement in 193 countries.  *Please note*:  1) The sources of the research questions and hypotheses discussed above do not constitute an exhaustive list of the factors that generate the research questions.  2) As I pointed out in Chapter I, the development of research questions and hypotheses takes place after the thorough appropriation of the theoretical framework in which the phenomenon is evaluated. |

In addition to research questions and hypotheses, the adoption of a research plan is influenced by the resources available to undertake the research, whether these resources are of an economic nature, such as the available funds, or a more abstract character, such as evaluation and analysis time. Suppose that the Ministry of Education wants to find out the impact of an educational program focused on developing an awareness of European identity on students' tolerance and asks for this impact to be evaluated in three months. Although such an investigation is usually managed quantitatively, the short evaluation time will lead to the adoption of qualitative methods, for example the organization of focus groups in different areas of the country and the appropriate analysis of the results. As mentioned above, the financial and human resources available to conduct research also influence the adoption of a research plan.

Another factor that determines the choice of the research plan is the researcher's training and skills. For example, a political scientist with statistical skills will be inclined to focus on a type of problem that requires an experimental or quasi-experimental research plan, an economist will be inclined to develop mathematical models of the phenomenon studied, a game theorist will analyze conflicts using the tools of game theory, while an anthropologist will prefer participatory observation, and a history archive analysis and/or document analysis.

Certain disciplines, such as political science, international relations, etc., lend themselves to different methodological approaches, using both qualitative and quantitative instruments, so it is not surprising to find in these fields, even within the same study, different methodological approaches, capable of capturing more accurately the phenomenon investigated.

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| Summary:   1. The research plan is the investigation strategy adopted to provide a scientifically qualified answer to research questions or hypotheses. 2. The design (plan) of the research is determined by: 3. The nature of research questions and hypotheses 4. resources available to carry out the research 5. Researcher's training and skills |

## Functions of the research plan

The main functions of the research plan are (I) to operationalize research questions into a rigorously articulated data collection and analysis strategy, and (II) to ensure that these procedures are adequate to provide scientifically valid answers to the research problems being investigated.

Of the two functions, the second function has the largest weight, although the process of operationalizing research questions is a key element in the development of the research plan.

(I) Operationalization is the process by which research questions or hypotheses are given a practical dimension, i.e., they are formulated in such a way that they can be implemented, tested and verified, or experimented with. In this sense, the task of developing and defining the concepts that constitute the theoretical instrument of analysis becomes crucial.

Therefore, a first step in the operationalization process is represented by *specifying the theoretical framework* in which the analysis is carried out. Without insisting on the importance of the theoretical framework, we mention that the analysis of any phenomenon, be it social or physical, can only be carried out in a theoretical context. In the absence of a theoretical framework, we cannot speak, strictly speaking, of phenomena, much less of research questions or hypotheses. This constant awareness of the theoretical lenses through which we analyze a phenomenon requires, on the one hand, the identification of the limits of the research, on the other hand, the problematization of the meaning of the results obtained and the distortions inherent in the use of theoretical instruments.

*The specification of the theoretical framework implies*:

1. defining significant concepts in research questions or hypotheses, concepts known in the literature as *variables* and
2. identification *of units of analysis*.

Below we will outline these two constituent elements of the operationalization process, noting in advance that the variables and units of analysis determine each other.

(i) In general, *variables are defined as those characteristics or traits that differ from one unit to another*. For the purpose of operationalizing research questions and hypotheses, it is beneficial to distinguish between two types of variables: *independent variables* and *dependent variables*. Let's break down what independent and dependent variables are.

*Independent variables are those autonomous factors that determine or influence certain characteristics or phenomena* – *represented by dependent variables.* For example, if the characteristic we want to investigate is *wage income*, then one factor influencing wage income is the *level of education*; consequently, we will consider the *level of education* to be an *independent variable* (obviously, compared to the *variable wage income*).

*Dependent variables are those characteristics whose manifestation is determined or influenced by certain factors – represented by independent variables*. In the previous example, as can be seen, *the dependent variable* is represented by *the salary income*.

*Please note*:

a) Dependent and independent variables are correlative concepts (each is defined by appeal to the other)

b) The dependence and independence of the variables are relative; An independent variable relative to a certain characteristic or phenomenon investigated may become a dependent variable in another study. For example, the independent variable level of education (relative to the variable wage income) may become, in another study, a dependent variable.

(ii) *The units of analysis represent the entities that possess the analyzed characteristics*. More colloquially, the units of analysis are *The CE* and *Cine-le* analyzed from the perspective of a characteristic or variable. In this sense, we speak of the units of analysis as support objects of the examined characteristic or quality. The circumscription and explicit identification of the units of analysis have a decisive role in clarifying the scientific approach in general and the objectives of the research in particular. Without claiming to be exhaustive, we present below some types of units of analysis frequently encountered in the social sciences.

The units of analysis can be: a) human individuals, b) groups or collectivities (such as family, household, etc.), c) institutions and organizations (such as universities, town halls, banks, companies, political parties, etc.), d) social interactions (marriages, divorces, arrests, demonstrations, email exchanges, quarrels, etc.), e) social artifacts (articles, books, newspapers, TV programs, jokes, etc.). Each of these units is the seat of a feature or variable of interest. For example, individuals are the unit of analysis for characteristics such as age, height, weight, gender, profession, etc., a collectivity such as the family is the unit of analysis for characteristics such as the number of members, the number of children, the average income, etc., institutions and organizations are the unit of analysis for variables such as the financing regime, the field of manifestation of authority, profit, ideology, etc., marriage is the unit of analysis for a characteristic such as the type of ceremony, newspapers or TV programs for the presentation and analysis of a political theme or event, etc.

*Please note*:

*The observation unit* and *the analysis unit* do not coincide. The unit of observation is the entity from which the information is collected. The unit of analysis is the entity to which we can attribute the studied characteristic. For example, if the variable of interest is the average income of a family, the unit of observation is the individual (data collection is done from family members), but the unit of analysis is the family (the family has an average income, not its members).

A *second step* in the operationalization process is to *identify the indicators that allow the implementation, verification and experimentation of research hypotheses and questions*. For example, in order to compare the Euroscepticism of Members of the European Parliament with the Euroscepticism of Members of National Parliaments, Richard S. Katz, in his study **"**Euroscepticism in Parliament: A Comparative Analysis of the European and National Parliaments",[[2]](#footnote-2) operationalized the variable Euroscepticism by means of four indicators (presented in the form of four questions from a questionnaire) that capture attitudes on nuanced scales to the parliamentarians responding to a) the enlargement of the European Union, b) the increase of the authority and responsibilities of the European Union, c) the decisions of the European Union regarding the interests of its country d) the preservation of the national currency or the adoption of the single currency.

(II) The second function of the research plan or design is constituted by the validation and verification of the articulation in full scientific rigor of the conclusions and answers provided in the study conducted. We will not insist on the importance of this step, but we will mention the main risk involved in circumventing it: that of missing the objective or task of the research by developing inadequate answers or, in short, pseudo-answers. To prevent this we need to focus, firstly, on establishing the adequacy of the methods and procedures used in identifying a relevant answer and, secondly, on verifying the adequacy of the relationship between the concepts/variables involved in the research questions and the indicators identified as empirical (observable and measurable) expressions of them. Establishing the adequacy of methods and procedures will protect us from investigating phenomena with inappropriate tools, for example, to apply a questionnaire (typical for certain societies and cultures – such as the Western one) to a tribe of indigenous people in the Amazon basin, or to investigate with statistical means the relationships within such a tribe. This is in extreme cases. In most situations, research design will allow us to choose the right methods to achieve the research goal. For example, if we propose to investigate a phenomenon at the level of an entire population, captured in the study by a quantitative variable, we will not resort in the research design to data collection through non-random sampling techniques, such as snowball or focus group. In the best case, however, the adequacy of the methods and procedures will prevent us from hunting mosquitoes with a cannon (using methods that are too powerful in relation to the objective of the research) or digging the garden with a scalpel (using tools that are too fine in relation to the purpose of the research).

Checking the adequacy of the relationship between concepts/variables and indicators involves making sure that we have not operationalized another concept, that we have not operationalized the superficial aspects of a concept and, consequently, that we have not captured the analytical significance of the concept, or that we have operationalized the concept too roughly. To mitigate these risks, it is beneficial to adopt some validation and verification procedures. For example, if the study involves an experimental or quasi-experimental design (which we will talk about a little below), then the validation must be done experimentally recursive. If the study is of a different nature, then the validation and verification of the indicators must be done both from the top down, starting from the concepts close to the operationalized concept towards the indicators and from the bottom up, starting from the indicators towards concepts and variables.

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| Summary:   1. The functions of the research design/plan are: 2. operationalize research questions into a rigorous data collection and analysis strategy, and 3. to ensure that data collection and analysis procedures are adequate to provide scientifically valid answers to the research problems investigated. 4. The operationalization of research questions involves: 5. specifying the theoretical/conceptual framework that is achieved by:  * Defining *independent* and *dependent variables* * Identification *of units of analysis*  1. identifying indicators that allow the implementation, verification and experimentation of research hypotheses and questions. 2. The validation and verification of the procedures and methods used in research involves: 3. establishing the adequacy of the analytical tools for the purpose of the research 4. verification and adequacy of the relationship between the concepts/variables involved in the research questions and the corresponding indicators. |

## Research Plan/Design Types

Research plans can be classified according to different criteria and, even if the same criterion is adopted, there are no single classifications; At best, we can talk about widely accepted classifications. For example, depending on the methods of data collection and analysis, we distinguish between quantitative research plans (designs) and qualitative research designs. Next, we will present the most used research plans.

### 1) Descriptive research plan/design

Within a descriptive research design, the interest of the investigation is represented by the capture of a certain phenomenon, more precisely, by determining the characteristics of the phenomenon. In this sense, descriptive research design is said to answer questions such as "what are (the characteristics of the phenomenon)?", "what is the (feature of the phenomenon)?" etc. For example, if the objective of the research is to determine the degree of Euroscepticism of Romanians, we will adopt a descriptive design to find out what is the opinion and perception of Romanians in relation to the European Union project. As can be seen, within the descriptive design, the variables are not controlled by the researcher, which means that the study only provides a picture of a phenomenon, but does not contribute to the identification and verification of its causes. The traditional ways of implementing quantitative descriptive design are: i) through observation and ii) through surveys and/or surveys. In qualitative research, the implementation of descriptive design is frequently achieved through the case study.

### 2) Relational research plan/design

The correlational research plan/design involves investigating the relationships between two or more variables. Even in this design, the researcher does not control the variables, so the study does not allow the explanation of the causal mechanism between the variables, but only the establishment of the existence or non-existence of a correlation between them. For example, we suspect that there is a relationship between gross domestic product and energy consumption (both per capita) within the European Union states, so to test our hypothesis, we will adopt a correlational research design. The limitation of this design, however, will prevent us from establishing what causal relationship exists between the two variables. All that we can prove, within this design, is the existence or non-existence of such a correlation.

### 3) Experimental research plan/design

In an experimental research plan or design, we test the causal relationship between variables. Therefore, in an experimental design, the researcher controls the variables and establishes the existence/non-existence of causal relationships between the variables. For example, we will adopt an experimental research design if we want to determine the impact of an educational program, or the effects of a drug. Obviously, in such a design, the researcher manipulates the variables and conditions of the experiment. Experimental design is the most rigorous way to test hypotheses and determine causal relationships.

### 4) Comparative research plan/design

The comparative research plan or design involves investigating the relationship and/or causal relationships between variables through the analysis of similar cases. There are two broad types of comparative research designs: those based on *similarity* and those based on *difference*. In a *comparative design based on similarity*, we consider cases as different as possible from the point of view of a certain characteristic suspected as a cause (the independent variable) and with a higher degree of similarity with respect to other characteristics (other intervening variables – background variables). In a *difference-based comparative design*, we consider cases as different as possible in terms of background variables and as similar as possible in terms of independent variables. Obviously, in both designs we compare the effects of variations of some variables (background variables or independent variables) on the dependent variable. The logics of the two designs are, we believe, easy to grasp. In the first case, it is a *logic of elimination*: given that the background variables are kept (as constant as possible), but we vary the independent variable as much as possible, if the phenomenon (surprised by the dependent variable) occurs in certain cases, and in others it does not, then we can exclude the background variables as possible causes of it and consider the independent variable as its cause. In the second case, we have a *logic of concordance*: given that the background variables are (as different as possible) and the independent variables as similar as possible, if the effect or phenomenon is present in all the analyzed cases, then the independent variable is most likely the cause of it.

Suppose we want to investigate the impact of the electoral system on gender representation in parliament and suspect that a proportional electoral system ensures a more balanced representation. The independent variable, in this case, is the electoral system, the dependent variable is the representation of the sexes in parliament, and the background variables are all the variables related to political culture, legislation, parties, etc. In a comparative design based on similarity, we will focus on identifying regions or states in which the background variables – political culture, party types, legislation, etc. – are as similar as possible, and the independent variable as different as possible, in this case, the electoral systems in these states are as different as possible. An appropriate example of analysis would be to compare different regions of the UK because the background variables have a high degree of similarity while the electoral systems in these regions are different. In this context, the conditions for the applicability of a comparative design based on similarity are met, which will allow us to test the hypothesis that representative systems tend to have the most balanced representation of the sexes in the parliament by observing the existence of a correlation between the balanced representation of the sexes in the parliament and the proportional electoral system in the analyzed regions.

Suppose we want to investigate the widespread assumption about electoral behavior, namely that voters re-elect the ruling party or coalition based on its economic performance. If we adopt a comparative design based on differences, then we will select and compare cases where the independent variable – the economic performance of a government – is as similar as possible, and the background variables are as different as possible. For example, we will choose countries in Europe and South America where the economic performance of governments has been similar, but which are, from the perspective of others, characteristics (social, cultural, etc., i.e. background variables) as different as possible. If we notice among these cases a tendency to re-elect the ruling party or coalition, then, most likely, the economic performance determines the voters' electoral behavior.

### 5) Case study plan/design

Case study design involves the in-depth investigation of an event, a state, a community, institutions, institutional policies, etc., generically, of a situation or case over a longer period of time.

In general, the case study design has two major functions: a) a prospective and descriptive function, through which the case study becomes the foundation for the formation of hypotheses or the investigation of a more general phenomenon, etc., and b) a control or examination function through which we verify the proposed hypotheses or theories engaged in the explanation of a more general phenomenon, instantiated by a case, often deviant. The case study used for the purpose of refuting a hypothesis or theory is known as  *a critical case study*. To exemplify the first function, we mention that William Foote Whyte's case study[[3]](#footnote-3) of social relations within a Boston gang, with which he spent four years, provided vital insights into social relations and the establishment of hierarchies within gangs. An example of a critical case study is that undertaken by John H. Goldthorpe[[4]](#footnote-4) and his colleagues, in which they tested the validity of the thesis that high wages and rising living standards lead workers to adopt conservative values at the expense of social ones. Goldthorpe and his colleagues studied three groups of workers from the same city in very good financial condition and in full social ascent. Their case study, however, refuted the thesis in question.

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| Summary:  Types of research plans/designs:   1. *Descriptive research plan/design* 2. *Correlational research plan/design* 3. *Experimental research plan/design* 4. *Comparative research plan/design* 5. *Plan/design case study* |

# Data collection and analysis methods

The methods used in the social sciences are traditionally divided into quantitative and qualitative research methods and techniques. Each of these methods contains *data collection or collection techniques* and *data analysis techniques*. The data collected by these methods can capture the evolution of a phenomenon, institutions, etc. in a certain period, in which case we say that we are dealing with *longitudinal studies*, or they can be limited to a temporal "snapshot", to the recording in a very short period of time[[5]](#footnote-5) of the characteristics of a phenomenon, in which case we are talking about *cross-sectional studies*.

Before the analytical presentation of the main quantitative and qualitative methods of data collection and analysis, we will list some significant heuristic approaches involved in the investigations underpinning undergraduate and dissertation papers.

**Approaches to the research topic[[6]](#footnote-6)**

### Exploratory approach

The exploratory approach is used when we are dealing with completely new issues; whether it is about fields of research about which there is little data and information, or whether it is a completely new way of approaching (when an author tries to propose a new paradigm of relating to an object of study or when the investigated phenomenon has not been approached in a scientific way).

### Descriptive-empirical approach

The descriptive-empirical approach is used when the methodological approach of data collection is a priority. It involves the systematic description of a phenomenon, social mechanism or process, based on data collected through the use of various qualitative or quantitative methods. The purpose of this approach is to formulate observations and conclusions about phenomena that are not directly observable or to empirically test theoretical theses or models (See descriptive research design).

### Comparative approach

The comparative approach is used when we consider identifying similarities and differences at the level of some societies, communities, groups, institutions or organizations, or at the level of particular phenomena or processes, offering the possibility of classifications based on a certain number of variables (See the comparative research design).

### Historical-interpretative approach

The historical approach is used when considering processes. The historical analysis must focus on the context in which the analyzed facts took place, the meaning created by that context and their transformation over time. Specific working methods such as oral histories collected through interviews, historiography and document analysis can be used.

## Quantitative data collection methods

The main quantitative methods and techniques of data collection are *observation*, *investigation* and *experiment*.

### Observation

In the case of observations, the researcher passively records certain data about a phenomenon without actively intervening or investigating the observed phenomenon. This data collection technique is rudimentary, but not irrelevant or unnecessary. However, its major limitations come from the passivity of recording observations: no information is requested, no factors are manipulated, therefore the information collected is precarious.

### (Sociological) Inquiry

Survey is by far the most important and frequently used data collection technique. We will not insist on the different typologies of the investigation, but we will seek to specify what it is and what information is collected in an investigation. The survey is a method of collecting data from certain individuals selected according to rigorous sampling procedures through the questionnaire. The sampling procedure ensures that the individuals surveyed form a representative sample of the population from which they come.

*Questionnaire*, therefore, is the investigative tool of the investigation. The questionnaire is presented in the form of a series of questions that generally concern one or more of the following characteristics: a) sociodemographic characteristics (sex, age, marital status, etc.), b) socio-professional characteristics (profession, seniority, etc.), c) social characteristics (background, social status, etc.), d) economic characteristics (salary, income, expenses, etc.) and e) attitudes, perceptions of certain phenomena, events, institutions, etc.

At this point in the discussion it is useful to introduce the distinction between a *inquiry* and a *poll*: broadly speaking, the difference lies in the predominantly objective nature of the survey, centered on the collection of sociodemographic, socio-professional, social or economic characteristics, while the survey is oriented predominantly towards identifying the attitudes, perceptions, intentions of individuals, so the survey aims at more subjective components. Of course, this difference is not the only distinction between a survey and a survey, and it does not imply a total absence of the other component: attitudes and perceptions can be quantified in a survey, just as sociodemographic, socio-professional characteristics, etc. are present in a survey. The difference concerns the emphasis placed on the two components.

### Experiment

The experiment is the most scientifically rigorous method of collecting information. In an experiment, the researcher not only records the characteristics of interest of a phenomenon, but also manipulates its determining factors. Factor control translated into independent variable control defines the experiment. Details on the nature and function of experiments in the social sciences can be found in *the experimental design section*  of the research *design chapter*.

## Mathematical and quantitative methods of data analysis

Quantitative methods of analysis are made up of the multitude of mathematical techniques used to examine data (regardless of their provenance or nature, quantitative or qualitative). The most important mathematical techniques used are related to (I) *statistics*, (II) *game theory* and (III) *network analysis*.

### (I) Statistical Techniques

Statistical techniques of analysis are, as a rule, divided into two main parts: methods and techniques of *descriptive statistics* and methods and techniques of *inferential statistics*.

1. *Descriptive statistics* contains those analysis procedures by which certain characteristics of the analyzed data are determined and presented. The characteristics determined summarise certain aspects of the data structure and are presented in the form of indicators of (A) the central trend, (B) the dispersion or dispersion and (C) the distribution of the data.
2. *Indicators of the central trend*:
3. *The arithmetic mean* is the value that is obtained by dividing the sum of all the values by their number
4. *The median* is the value of the statistical individual located in the center of the ordered statistical data (series), i.e. the value against which the number of lower values is equal to the number of higher values.
5. *The mode* is the most frequent value of some statistical data (a series).
6. *Scattering indicators*

Without going into the mathematical details of defining the scatter indicators, we will mention the most relevant and frequent ones used:

1. *The Gini index* is the average of the differences of all pairs of different values two by two of the data (series).
2. *Mean deviation from a certain value of*: the average of the absolute differences (in mode) of all data values (series) from a certain value that may or may not belong to statistical data (series).
3. *Variance*: the mean squares of the differences of all values from the mean of the values of the data or statistical series.
4. *Standard deviation*: the square root of the variance.
5. *Frequency Distribution and Distribution Shape Indicators*

The frequency distribution of the values is generally presented in a tabular form, known as *a frequency table*, to which a graphical form is associated, in order to better capture the structure of the data. As for the graphic form, we can opt for a *pie chart* or a chart with bars or rectangles called a *histogram*. If you are addressing a large, non-specialized audience and do not compare indicators, then we recommend using the pie chart, as it is more intuitive. If you are addressing a specialized audience and/or comparing indicators, we recommend using histograms.

1. *Skewness indicators*: measures the symmetry of a data distribution with respect to central values, especially with respect to the mean.
2. *Vault indicators (kurtosis):* measures the difference in height of a data distribution from the normal distribution.
3. *Inferential statistics* includes those data analysis techniques by which we generalize at the population level the results obtained at the level of a representative sample. The most common generalization techniques are those represented by:
4. *Estimation of means*: starting from an average value obtained at the level of a sample, we determine with a certain level of confidence the confidence interval on which the parameter is found at the population level.
5. *Estimation of proportions*: starting from a proportion obtained at the level of a sample, we determine with a certain level of confidence the confidence interval on which the parameter is found at the population level.

Within inferential statistics, a series of techniques for verifying hypotheses are distinguished, brought together under the name of tests of statistical significance (Z, t, χ2 (hi squared), ANOVA, etc.)

1. *Statistical significance tests*: used to determine in probabilistic terms whether the difference between two or more quantities, at least one of which has been obtained at sample level, is real or due to sampling fluctuation. The proper interpretation of these tests is made in terms of conditional probabilities: "under the conditions in which we adopt the null hypothesis (i.e. we assume that the difference between the quantities is due to the sampling fluctuation), the probability of obtaining the observed difference between the quantities is *x*%".

As can be seen, significance tests are aimed at verifying the statistical significance of the difference between two or more sizes. The arsenal of quantitative methods of analysis is not exhausted, however, by these techniques. Quantitative methods of analysis have been enriched with powerful mathematical techniques, such as multivariate analysis, for establishing and testing the association of two or more quantities.

1. *Association of variables*: used to determine both the association of two or more variables and its intensity, for each type of combinations of variables (nominal, ordinal, quantitative). *The basic methods* used are aimed at associating dichotomous qualitative variables (coefficients *φ*, *Y* and *Q*), categorical (coefficients *C*, *V*, *λ, τ*), ordinal ( *coefficients τ*, γ and *d*), quantitative (correlation coefficient *r*, linear regression, etc.). *Advanced research methods* are brought together under the name of *multivariate analysis* and are an extension of basic techniques and methods by including a greater number of variables and investigating the relationships between them. Multivariate analysis techniques are classified into
2. *dependency techniques* (*path analysis*, *loglinear analysis*, *multilinear regression*, MANOVA, etc.) used for the explanation or prediction of one or more dependent variables in terms of independent variables.
3. *interdependence techniques* (factor analysis, cluster analysis, etc.) used to identify the structure of the analyzed data by revealing the relationships between variables, cases or objects.

### (II) Game theory tools imported into data analysis

Game theory is a mathematical tool for analyzing the interactions between different actors. The instrumental virtue of game theory can be seen in its diverse range of applicability: economics, biology, ethics, political science, international relations, etc. The fundamental assumption of game theory is represented by the *rationality of the actors*, more precisely by the principle according to which the choice of an action is determined by the maximization of benefits. In addition to this assumption, the distinguishing feature of the interactions studied in game theory is represented by the *strategic* way in which the players or actors choose the actions, more precisely by the circumstance that the choice of actions by each player is influenced by the actions available to the other players. Situations in which the action decisions of each player are influenced by the decision choices of the others are described in the literature as *strategic*.

*Strategic games* are determined by three elements: *the set of actors/players*, *the set of actions/strategies* of each player (the set that forms the player's agenda) and *the relationship of preference* by which each player ranks the set of all[[7]](#footnote-7) action profiles. Depending on these elements, we define the fundamental concepts and analysis tools of game theory:  *best response*, *dominated strategies (hard, weak),* *dominant strategies, Nash equilibrium*, *perfect balance of the subgame*, *Pareto optimum, the process of iterated elimination of strategies, reverse induction,* etc

The classification of strategic games can be made according to different criteria, such as the number of players (*two-person games*, *n-person games*), the players' information on the actions or action options of the other players (*games with complete information*, *games with incomplete information*), the players' information on the previous decisions of the other players (*sequential games*, *simultaneous games*), the distribution of benefits or utilities (*zero-sum games*, *non-zero-sum games*), the probability of choosing actions or strategies (*pure strategy games*, *mixed strategy games*), etc.

Within international relations (but not only) game theory is used to model, explain and/or predict conflict situations. Classic, in this sense, are the modeling *of the arms race* – (shaped) by *The dilemma of prisoners/prisoners*–and *Cuban Missile Crisis* – (shaped) by *The Coward's Game*. Some authors[[8]](#footnote-8) They even developed variants of game theory customized for analyses in international relations. Eloquent, in this sense, is *Moving theory[[9]](#footnote-9)* designed and developed by Steven Brams specifically for the study of conflict situations in international relations. The explicit intent of *Theory of Moves* is to recover the dynamic character of interactions in international relations. As a consequence, new concepts are forged within the theory, such as that of *Non-myopic balance*, concepts such as political, military, economic power, etc., are analysed in this new light, but traditional techniques such as *Reverse induction*. The theory of moves is not unanimously accepted as a more effective analytical tool than game theory in international relations and has been justified, we believe, criticized. The controversy generated by the theory of moves has led, however, to prolific theoretical analyses of the meaning and limits of game-theoretical methods within international relations.

### (III) Network analysis

Network analysis is a mathematical approach to the different relationships between the entities that constitute the units of analysis of research. The relationships that network analysis focuses on are obviously the relationships relevant to the research objective. If statistical techniques and quantitative approaches target the properties of the units of analysis (sociodemographic characteristics, socio-professional characteristics, social, economic characteristics, attitudes, perceptions, etc.), network analysis addresses the existing or existing connections that are established between the units of analysis. In this sense, we can say that network analysis is a complementary approach to statistical techniques. The relationships between the units of analysis constitute a network, and the study of this network is mainly carried out with the help *of graph theory*. Thus, the properties (*symmetry, transitivity,* etc.) of the relations (*edges*, in graph theory) between the units of analysis (*vertices*, in graph theory) are mathematically captured, models of the networks formed by these vertices and edges are elaborated, the properties of these networks (*density*, *centrality, etc*.) are analyzed) and their dynamics are established on the basis of these properties. Graphical representations of social networks are called *sociograms* and are, to the extent that the network is small, a powerful heuristic tool. In sociograms, the nodes are represented by flat geometric figures – circles, squares, triangles – and the edges by lines – straight or curved – that join these points. Depending on the properties of the relationships, the lines can be simple or directional, which is marked in the sociogram by an arrow. For example, marriage is a symmetric relationship, therefore the line representing the matrimonial relationship between two nodes or two actors is simple, and the graph that illustrates a network made up of symmetric or nondirectional relationships is called  *the unoriented graph*. Directional nonsymmetric relationships such as the counseling relationship or the helping relationship are marked by an arrow, and the graph containing such relationships is called  *the oriented graph*. The learning aid relationships within a seminar group can be represented by a graph or sociogram in which the edges are directed and express the asymmetry of the relationship. Network analysis establishes, among other things, the structural properties of nodes and distinguishes the pre-eminence of some nodes, which explains, for example, how erroneous information circulates among students on an exam. In addition to the explanatory function, the results of the network analysis also have a predictive function.

Network analysis is useful in contexts where the attributes of the actors are sensitive to the structure of which they are part. For example, the type and amount of information that an individual holds depends on the information exchange structure in which he or she finds himself. Phenomena such as influence, diffusion, contamination, learning, in general, transfers or exchanges between different entities, are studied more accurately and efficiently with the help of network analysis. A classic analysis in this regard is that of John F. Padgett and Christopher K. Ansell[[10]](#footnote-10) regarding the rise of the de' Medici family. The two authors use the data and information collected by Dale Kent[[11]](#footnote-11) to analyze the matrimonial, economic, political and friendship ties and relationships between different Florentine aristocratic families. Following this analysis, Padgett and Ansell provided an explanation in terms of the network analysis of the rise of the de' Medici family.

A more recent example is Matthew Elliott, Benjamin Golub and Matthew O. Jackson's study[[12]](#footnote-12), "Financial Networks and Contagion" which looks at how economic shocks propagate between different states. In this regard, the authors investigate with the tool of network analysis the external debt relations of six states in the European Union: Greece, Spain, Portugal, Italy, France and Germany.

*Last, but not least*, network analysis is used intensively in the study of social networks, where the range of analysis varies from information transfers to the way in which actors mobilize through these networks.

The pace of adoption and use of network analysis as a methodological tool for investigation is increasing exponentially, which determines a considerable expansion of the area of applicability of network analysis.

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| Summary  *The quantitative methods of data collection are*:  (1) Observation  2) Inquiry  3) The experiment  *The mathematical and quantitative methods of data analysis are divided into*:  1) Method statistice  2) Methods imported from game theory  3) Network analysis |

## Methods and techniques for collecting qualitative data

### Participatory observation

This method of data collection is *indispensable* when it comes to sensitive social issues with high stakes (i.e. it involves time spent among subjects and gaining trust); it is *useful* when it comes to correcting/supplementing data collected by other methods (e.g. to reveal the contradiction between honest answers and equally honest facts that contradict them or to avoid changing behaviours generated by the more invasive methods of observation); respectively it is *problematic* when it comes to limited time resources or when it comes to issues that need to be put in a broader context (than the one observable on the ground) in order to be better understood.[[13]](#footnote-13)

### Field Notes

Field notes can be seen as the inevitable and indispensable bureaucratic element of any qualitative research, making the difference between the amateur and professional researcher. At the time of collecting and coding the notes, it becomes obvious to anyone that the analysis and data collection take place simultaneously by establishing the relevance criteria (what facts we followed and what facts we ignored, what questions we asked and what questions we omitted, etc.) and by organizing the information with the help of the codes used in indexing paragraphs.[[14]](#footnote-14)

### Unstructured interview

The freer the structure of the interview, the greater the probability of gathering qualitative data with a high degree of novelty, respectively the greater the degree of control, the greater the quantitative character, rather obtaining confirmations or verifying frequencies. The unstructured interview is also known as ethnographic interview, because it is the most common form of interview used to collect qualitative data.[[15]](#footnote-15)

### Focus-Group

All the issues mentioned regarding the unstructured interview are also valid in the case of the focus group. Both produce data with a strong ethnographic character, both have an acceptable degree of validity, and both have the same limit: when it comes to representativeness or if measuring frequencies is an important issue, they must be supplemented with quantitative methods. An advantage over the personal interview would be to be able to study the dynamics of the group, the conflicts, the ways of negotiation and the cultural forms in which they are expressed, etc., if this is what we intend to do. Also, the focus-group is more useful than the interview if we study the subjects involved in a situation, because they will complement and correct each other, activating each other's memory of the situation in question.[[16]](#footnote-16)

## Methods and techniques for analyzing qualitative data

### Materialist analysis

This type of analysis recommends collecting those data that can make intelligible the material infrastructure of social facts, the transformations it has undergone over time as well as the way in which it affects the adaptation strategies of the individuals targeted by the research. To make such an analysis, research must focus on issues such as the resources available, the ways of accessing them, the competition for resources, the objective relationships between individuals, groups, adaptive processes, etc. This type of analysis was produced, used and perfected (predominantly) by researchers who worked in the fields of sociology-anthropology, respectively, philosophy-economics. They have been labeled as evolutionists, Marxists, and neo-evolutionists, respectively[[17]](#footnote-17).

### Cultural analysis

This type of analysis recommends collecting data that account for the circulation/dissemination of cultural information, from interpersonal to mass, from traditional to modern, depending on what can be found on the spot and according to the audience/verifiable impact of each ideology dissemination channel. This method could explain various patterns of behavior, habits/habits in doing or looking at things in the group studied. Along with the critical approach, whose usefulness lies in the cautious use of classical tools and methods or in becoming aware of the fact that, in the writing process, the results of the research are altered by the literary means used, the deconstructivist method that postmodern authors use to criticize the positivist methodology can be used in the research itself, following the process of cultural/social construction of issues that are presented as natural, Of course[[18]](#footnote-18).

### Functional analysis

This type of analysis recommends the follow-up of the relations between formal and informal institutions, the placement of individuals in social positions/roles, the repressive mechanisms, the formal, informal, spontaneous or organized sanctions, and the finding of the function of the relevant social facts in maintaining the order of the whole of which they are part. It is recommended to follow the contradictions and multiple logics that offer subversive alternatives to the subjects studied, the way in which they manipulate the available symbolic elements, the way in which they negotiate their assigned position or the conflicts that highlight the cracks in the system and the possibilities of transformation. This type of analysis is, of all the methods presented here, the furthest removed from culture and the closest to society or groups and, in more recent versions, to the individual.[[19]](#footnote-19)

### Structural analysis

This type of analysis recommends identifying the logic of organizing cultural information. These logics of organizing cultural information structure in practice the way of seeing, thinking or doing things, producing patterns or regularities that deserve to be studied from this perspective. The focus will be on the presentation of the post-structuralist variants, more precisely on the structural/relational analysis of Pierre Bourdieu, respectively the discourse analysis of Michel Foucault. Bourdieu's variant of relational analysis recommends collecting data that shed light on the power relations between fields, the power relations within a field and the limitations given by the position of an individual in the field, the logic of inclusion or exclusion from a field, the capital that matters for a good positioning in the field, the way in which the various forms of capital are constituted and reproduced (economic, culturally, socially, symbolically), affinities based on habitus, etc. Although the method may seem difficult at first, with well-chosen examples it becomes easy to internalize. The method has been applied with spectacular results in the study of the media, in the study of education systems, in the study of the state and bureaucratic structures, in the study of the relationship between economy, ideology and politics, etc. Foucault's variant of discourse analysis recommends, according *to the principle of inversion,* balancing what a discourse says with what it does not say, with what it omits or sometimes deliberately hides (and in this case we can analyze the strategies of effective positioning in a conflict), but most of the time unconsciously (and in this case we can analyze the discursive or non-discursive social practices that limit, controls and carves out a space of the possible for any manifestation). Through this type of analysis, it is possible to highlight the way in which the plausible, the possible, the acceptable or the desirable is produced in a given social context as well as the power relations behind them. This type of analysis can be complemented (or can complement) a diffusionist analysis.[[20]](#footnote-20)

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| Summary  *The qualitative methods of data collection are*:  1) Participatory observation  2) Field notes  3) Unstructured interview  4) Focus-group  *The qualitative methods of data analysis are divided into*:  1) Materialist analysis  2) Cultural analysis  3) Functional analysis  4) Structural analysis |

## Common methods and techniques of analysis

We conclude the section of research methods by specifying that some analysis techniques are common to both methodological approaches. One such common technique is secondary data analysis, which we will focus on next.

### Secondary data analysis

Secondary data analysis involves a scientific investigation based on information gathered in other studies or research. A significant part of the data collected for different purposes is publicly accessible, so that, with this data available, we can issue or test different hypotheses, we can answer research questions in a qualified way. Therefore, secondary data analysis consists of approaching with qualitative or quantitative tools the information collected in different theoretical circumstances (with another research purpose) to analyze phenomena in the social sciences perimeter. Two advantages stand out in this approach: a) the elimination of the financial and time costs claimed by the data collection phase and b) the use of professionally collected data. In this regard, we strongly recommend to students and master's students the copious use of secondary data analysis. Of course, the approach also has some shortcomings, the most important of which, of a theoretical nature, is given by the fact that the data with which it operates were collected for other purposes, therefore, certain information relevant to the research may be missing. Another disadvantage is the limited accessibility of data rigorously collected by competent institutions. However, the scientific value of research that uses secondary data analysis is significantly superior to research in which data is collected in a more permissive scientific manner.

Pippa Norris' book, *Democratic Phoenix: Reinventing Political Activism[[21]](#footnote-21)*, mentioned in the previous chapter, is an example of research that used secondary data analysis. As I said in the previous chapter, Norris aims to investigate the hypothesis that there is a steady decline in political and civic activism in many states, especially after World War II. In this regard, Norris defined, tracked and analyzed political engagement and civic activism in 193 countries, using multiple databases (Eurobarometer, International Social Survey, World Values Study, etc.) developed by different institutions specialized in data collection and analysis. His analysis showed that the hypothesis of the decline of political activism is not supported by the data.

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| Recommendation  We recommend the use of secondary data analysis as a methodological tool in the elaboration of the bachelor's/dissertation thesis. The advantages of using secondary analysis are a) the elimination of the financial and time costs claimed by the data collection phase and b) the use of professionally collected data. The area of availability of data collected by specialized institutions is large enough to allow research undertaken within a bachelor's or master's thesis. |

# Rules, recommendations and standards regarding the writing of the bachelor's thesis/dissertation

## Standards regarding the structure of the bachelor's/dissertation thesis

*Cover* and *Title Page* – the information that must appear on the cover and title page of the bachelor's thesis and their print are presented in Annexes 1 and 2 of this Guide.

*Standard statement* – the bachelor's thesis will contain a declaration on the graduate's own responsibility, dated and *signed by hand,* showing that the work belongs to him, has never been presented before and is not plagiarized. The coordinator may refuse the agreement to enter the paper in the license exam if he/she finds that the paper contains plagiarized elements. The Commission will reject, regardless of the time of discovery, the works that contain plagiarized elements. Plagiarism means the taking over of texts, data or ideas in whole or in part without proper references to their authors. For details on the definition of plagiarism and the rules for avoiding it, see the corresponding chapter of the Guide. We also mention two important sources of documentation on plagiarism and its avoidance available online at:

<http://oxforddictionaries.com/definition/english/plagiarism> <http://www.princeton.edu/writing/university/resources/WPAPlagiarism.pdf>

*Table of contents* – the bachelor's thesis will have a table of contents containing at least the titles of all chapters and subchapters accompanied by the page number on which each of them begins.

*List of figures and list of tables* – if the bachelor's thesis contains figures (images, graphs) and/or tables, they will be presented, immediately after the contents, in the form of lists (separately for figures and tables) containing the name of each element and the number of the page on which it is located.

*Introduction* – this will contain the motivation for choosing the theme, the degree of novelty of the theme, the general objectives of the paper, the methodology used, a summary by chapters of the paper, as well as the limitations/shortcomings of the paper (data confidentiality, low response rate to questionnaires/interviews, lack of access to some bibliographic reference sources, etc.). Also, the introduction must specify the relevance of the work, as well as its originality.

Also in the introduction, the author must provide details about the methodology used, detailing the research tools or methods. At the same time, the hypotheses (if it is a work that uses quantitative methods) and the structure of the developed arguments must be presented. Also at this point, the research questions that support the research objectives must be described or specified. We draw attention to the formula of objectives and research questions: if the former can be expressed in a general manner, the research questions must be precise and delimit a narrow field.

As a general rule, we suggest that the introduction occupies 5-10% of the full text of the paper.

*The body* – the bachelor's thesis will contain between 3 and 6 chapters, numbered in ascending order, each of which can have (if it helps you) a short introduction, and in the final part, a section of conclusions, which will summarize the information and/or results presented in that chapter.

The chapters must be proposed in such a way as to cover the two fundamental axes of a bachelor's thesis/dissertation: the theoretical part and the case study/application.

The theoretical part (spread over one or more chapters, usually only one) must necessarily contain an incursion through the specialized literature related to the topic addressed. In order to issue opinions on a certain topic, it is necessary to go through, at least partially, the texts previously published in the field of research concerned, as well as to identify, if necessary, the main theories/currents of thought.

In the research or analysis chapters themselves, the eminently descriptive style should be avoided. A bachelor's or dissertation paper represents the author's own point of view, so taking over or paraphrasing should be avoided. Last but not least, the originality of the work must be taken into account: even if the text brings few new elements, they must be highlighted and presented with priority.

The last chapters contain the analysis of a case study or the processing of data obtained through research, if the work operates with data. Regardless of the research formula, the author will highlight what the work brings new compared to the already known studies.

*Conclusions of the thesis* – in this part of the bachelor's thesis there are the most important assertions of the thesis, the qualified opinion regarding the results obtained in the thesis, their significance as well as potential future research directions related to the approached theme.

*Bibliography* – this is the last part of the work and will contain the list of all sources of information used by the graduate for writing the bachelor's thesis. The bibliography should be broken down into sections, depending on the status of the sources consulted (primary sources, secondary sources, books, articles, reports/studies, etc.) Preferably it should contain more than 20 titles which, of course, must be cited throughout the work.

*Appendices* (if applicable) – these appear in a separate, unnumbered section. Each annex shall be mentioned at least once in the text of the paper. The annexes are numbered in ascending order (Annex 1, Annex 2, etc.). The pages that constitute the Appendices are not numbered, because they do not represent the product of the author's intellectual effort, but only support for documentation.

|  |
| --- |
| *Please note:*   * The introduction and conclusions are not numbered! * The inconsistency between the footnotes and the Bibliography may be penalized. * The works mentioned in the footnotes must be found in the Bibliography. |

## Formatting standards

*Page.* The minimum number of pages is 50, in A4 format. The following values will be used for Page Setup -> Margins: left: 2.5 cm; right: 2 cm; top: 2 cm; bottom: 2 cm. Page numbering is done starting with the title page, up to the last page of the paper, but the page number appears only starting with the Introduction. The page number is inserted in the footer of the page, centered.

*Paragraph.* The text will respect a line spacing of 1.5 lines (Format->Paragraph->Line spacing-> 1.5 lines). The text within the normal paragraphs will be aligned between the left and right margins (*justified*). The first line of each paragraph will have an indentation of 1.27 cm. Exceptions are chapter titles, which can be centered or right-aligned, as well as table and figure labels (see explanations below).

*Font/character*. The font used for writing will be Times New Roman, with a size of 12 points, using the diacritics specific to the language in which the paper is written (ă, ş, ţ, î, â - for Romanian). The use of consecrated expressions – generally Latin expressions – such as *a priori*, *in nuce*, *ad nauseam*, *in extenso* is done with the help of the *Italic* font. Also, the *italic*  font is used to emphasize the importance of words, concepts, expressions, etc. – as well as the aesthetic underline font – and the **bold**  font is generally used for writing chapters, subchapters and sections of the paper. The random and/or excessive combination of these ways of underlining (not to mention their simultaneous use; e.g. ***underlining***) undermines the very approach of highlighting. The same goes for playing with font type or size.

*Tables and Figures (if applicable).* The tables are numbered with 2 digits, the first representing the chapter number, and the second representing the table number in that chapter. Each table has a number and title, which is mentioned above the table, aligned at the right edge. If applicable, the source of the data is specified below the table, aligned between the left and right margins (*justified*), indicating the name of the author(s), the work (book), the publisher, the year, the page or the complete Internet address. The figures (including images, graphs, screenshots) are numbered with 2 digits, the first representing the chapter number, and the second being the figure number in that chapter; each figure has a number and title, which is mentioned above the figure, centered; if applicable, the source of the figure is indicated under the figure, *justified*, indicating the name of the author(s), the work (book), the publisher, the year, the page or the full Internet address.

## Author citation standards

*Occasions of summons*

In case of paraphrasing, the source of the ideas or arguments presented must be indicated. In the case of reproduction, in addition to indicating the source, you must use quotation marks to specify the literal takeovers.

In conclusion, the source must be specified in any situation in which an idea or an argumentative structure of an author is taken over, either general-descriptive or literal.

*Citation style*

We propose the "classic" style of citation, with footnotes, according to the following model (the name, titles and number of pages, although they are real, were chosen randomly).

If the specifics of the work and the sources cited allow it, you can use the "Harvard" style of citation, presented in the Appendices, **with the agreement of the coordinating teacher**.

1. **Books**

**A. Printed books**

1. **Footnote**: First and Last Name of the author(s), *Title of the book in italics*, Edition of the book (if applicable), City: Publishing House, year, page/pages.

**Examples**:

(i1) *an author*: Pierre Bourdieu, *Practical Reasons. A Theory of Action,* Bucharest: Meridiane Publishing House, 1999, p. 93.

(i2) *two authors*: Ian Chiswell and Wilfrid Hodges, *Mathematical Logic*, Oxford: Oxford University Press, 2007, pp. 171-173 (if the information extends over several pages, use pp. and give the range of pages).

(i3) *trei autori*: George S. Boolos, John P. Burgess și Richard C. Jeffrey, *Computability and Logic*, ediția a IV-a, New York: Cambridge University Press, 2002, p. 127.

(i4) *patru sau mai mulți autori*: Edward O. Laumann *et al., The social organization of sexuality: Sexual practices in the United States*, Chicago: University of Chicago Press, 1994, p. 55.

*Please note*:

a) In the elaboration of footnotes, commas are interspersed between the fragments of information (author, title, etc.), not periods, except for the mention of the city and the publishing house, between which the symbol two dots (:)

b) If the book has four or more than four authors cited in the text, only the first author followed by *et al.*

1. **Bibliography**: Name, Surname of the author(s), *Title of the book in italics*, City: Publishing House, year.

**Example**:

(ii1) *an author*: Bourdieu, Pierre, *Practical Reasons. A Theory of Action,* Bucharest: Meridiane Publishing House, 1999.

(ii2) *doi autori*: Chiswell, Ian și Hodges, Wilfrid, *Mathematical Logic*, Oxford: Oxford University Press, 2007.

(ii3) *trei autori*: Barth, James; Caprio, Gerard și Levine, Ross, *Rethinking Bank Regulation: Till Angels Governs*, New York: Cambridge University Press, 2006.

(ii4) *patru sau mai mulți autori*: Laumann, Edward O. *et al., The social organization of sexuality: Sexual practices in the United States*, Chicago: University of Chicago Press, 1994.

*Please note*:

a) For the alphabetical ordering of the bibliography, we first cite the first name, then the surname of each author, separated by a comma.

b) The citation of books with several authors is done in the order in which they appear in the book.

c) In the case of a book written by three authors, in the bibliography we specify the name and surname of the first author, then insert the semicolon symbol (;) after which we specify the name and surname of the second author followed by the conjunction *and* then specify the name and surname of the third author.

d) All the sources used in the paper must also be indicated in the bibliography.

e) In the bibliography we do not repeat the cited pages.

f) Notice that at the end of each citation/bibliographic reference there is a period, as in the case of any sentence.

**B. Books in electronic format**

B1. *Books accessible online*

1. **Footnote**: First and Last Name of the author(s), *Title of the book in italics*, City: Publisher, year, page(s), URL (link), date of access.

**Example**:

Adrian Ludușan, *Mathematical Logic*, Cluj-Napoca: Cluj University Press, 2013, p. 27, <http://www.editura.ubbcluj.ro/bd/ebooks/pdf/1717.pdf>, accessed on 14.06.2015.

*Please note*:

If the book you are consulting has more than one author or several editions, apply the indications in point 1A(i).

1. **Bibliography**: Name, Surname of the author(s), *Title of the book in italics*, City: Publisher, year, URL (link).

**Example**: Ludușan, Adrian, *Mathematical Logic*, Cluj-Napoca: Cluj University Press, 2013, <http://www.editura.ubbcluj.ro/bd/ebooks/pdf/1717.pdf>.

B2. *Books in Kindle, EPUB, or similar format*.

1. **Footnote**: First and Last Name of the author(s), *Title of the book in italics*, City: Publisher, year, page(s), Edition (followed by) Format type (Kindle, EPUB).

**Example**:

George S. Boolos, John P. Burgess și Richard C. Jeffrey, *Computability and Logic*, ediția a IV-a, New York: Cambridge University Press, 2002, p. 127, ediția Kindle.

*Please note*:

If the book you are consulting has more than one author or several editions, apply the indications in point 1A(i).

1. **Bibliography**: Name, First name of the author(s), *Title of the book in italics*, City: Publisher, year, Edition (followed by) Type of format (Kindle, EPUB).

**Example**:

Boolos, George S.; Burgess, John P. și Jeffrey, Richard C., *Computability and Logic*, ediția a IV-a, New York: Cambridge University Press, 2002, ediția Kindle.

**2. Chapters or articles from a collective volume (printed or in electronic format)**

1. **Footnote**: First and Last Name of the author(s), "Title of the article framed by quotation marks" in the First Name and Last Name of the editor/s (ed.)/(eds.) or coordinator(s.) (coord.), *Title of the volume in italics*, City: Publishing House, year, page/pages.

**Examples:**

(i1) *volum colectiv cu un editor*: Mark Steiner, „Mathematics – Application and Applicability” în Stewart Shapiro (ed.), *The Oxford Handbook of Philosophy of Mathematics and Logic*, Oxford: Oxford University Press, 2005, p. 627.

(i2) *collective volume with a coordinator*: Cornelia Mureșan, "Análise logliniară" in Traian Rotariu (coord.), *Metode statistice aplice în ştiinţele sociale*, Iași: Polirom, 2006, pp. 229-230.

(i3) *collective volume with several editors*: Boris Groys, "Communism Seen from the Outside" in Adrian T. Sîrbu and Alexandru Polgar (eds.), *Genealogies of Postcommunism,* Cluj: Idea Design & Print, 2009, p. 48.

*Please note*:

a) If the book consulted has several authors or several editions, apply the indications in point 1A(i).

b) If the book consulted is in electronic format, apply the indications in point 1B.

1. **Bibliography**: Name, Surname of the author(s), "Title of the article framed by quotation marks", in the First and Last Name of the publisher (ed.)/(eds.), *Title of the book in italics*, City: Publishing House, year, pages between which the chapter/article is published.

**Example**:

(ii1) *volum colectiv cu un editor*: Steiner, Mark, „Mathematics – Application and Applicability” în Shapiro, Stewart (ed.), *The Oxford Handbook of Philosophy of Mathematics and Logic*, Oxford: Oxford University Press, 2005, pp. 624-649.

(ii2) *collective volume with a coordinator*: Mureșan, Cornelia, "Análise logliniară" in Traian Rotariu (coord.), *Metode statistice aplice în ştiinţele sociale*, Iași: Polirom, 2006, pp. 228-253.

(ii3) *collective volume with several* editors: Groys, Boris, "Communism Seen from the Outside" in Sîrbu, Adrian T. and Polgar, Alexandru (eds.), *Genealogies of Postcommunism,* Cluj: Idea Design & Print Publishing House, 2009, pp. 47-58.

*Please note*:

a) If the book consulted has several authors or several editions, apply the indications in point 1A(i).

b) If the book consulted is in electronic format, apply the indications in point 1B.

**3. Preface, foreword, introduction, introductory study** or other **similar part** of a book/volume (**printed or in electronic format**)

1. **Footnote**: First and Last Name of the author(s), "Preface/Foreword/Introduction/Introductory Study, etc." in the First and Last Name of the author(s), Editor(s) (ed.)/(eds.) or coordinator(s.), *Title of the book in italics*, City: Publishing House, year, page/pages.

**Example**:

Adrian Luduşan și Bogdan Dicher, „Foreword” în Adrian Luduşan, Bogdan Dicher (eds.) *Philosophy of Pragmatism (II) Varieties of Pragmatism. Classical Tradition and Contemporary Developments*, Cluj-Napoca: EFES, 2009, p. 5.

Mircea Dumitru, "Foreword" in Willard van Orman Quine and Joseph Ullian, *Țesătura opiniilor*, Pitești: Paralela 45, 2007, p. 9.

1. **Bibliography**: Name, Surname of the author(s), "Preface/Foreword/Introduction/Introductory Study etc" in the Name, Surname of the author(s) or Publisher(s) (ed.)/(eds.), *Title of the book in italics*, City: Publishing House, year, pages between which the quoted part is published.

**Example**:

Luduşan, Adrian and Dicher, Bogdan, "Foreword" in Luduşan, Adrian and Dicher, Bogdan (eds.), *Philosophy of Pragmatism (II) Varieties of Pragmatism. Classical Tradition and Contemporary Developments*, Cluj-Napoca: EFES, 2009, pp. i-xiii.

Dumitru, Mircea, "Foreword" in Quine, Willard van Orman and Ullian, Joseph, *The Fabric of Opinions*, Pitești: Paralela 45, 2007, pp. 5-15.

*Please note*:

a) If the book consulted has several authors or several editions, apply the indications in point 1A(i).

b) If the book consulted is in electronic format, apply the indications in point 1B.

**4. Edited book reviews/volumes, coordinated (printed or electronic)**

1. **Footnote**: First and Last Name of the author(s), "Title of the review in quotation marks" (if applicable), review of the *Title of the book/volume in italics* by the First Name and Last Name of the author(s) or Editor(s), in *the Title of the journal in italics*, Volume, Number, Quarter, year, Section (Reviews, Book Review), page(s), URL (link), date of access.

**Example:**

Christopher Pincock, recenzie la *The Applicability of Mathematics in Science: Indispensability and Ontology* de Sorin Bangu, în *Philosophia Mathematica*, Vol. 23, No. 3, 2014, Critical Studies/Book Reviews, p. 405.

1. **Bibliography**: Name, Surname of the author(s), Title of the review with quotation marks" (if applicable), review of the *Title of the book/volume with italics* by the First Name and Name of the author(s) or Editor/s (ed.)/(eds.), in *the Title of the journal in italics*, Volume, Number, Quarter, year, Section (Reviews, Book Review), URL (link), date of access.

**Example:**

Pincock, Christopher, recenzie la *The Applicability of Mathematics in Science: Indispensability and Ontology* de Bangu, Sorin, în *Philosophia Mathematica*, Vol. 23, No. 3, 2014, Critical Studies/Book Reviews.

*Please note*:

a) If the book/volume consulted has several authors or several editions, apply the indications in point 1A(i).

**5. Articles included in journals**

**A. Articles included in printed magazines**

1. **Footnote**: First and Last Name of the author(s), "Title of the article framed by quotation marks", in *the Title of the journal in italics*, Volume, Issue, Quarter (if applicable), year, page/pages.

**Example**:

David Theo Goldberg, „Racism and Rationality: The Need for a New Critique” în *Philosophy of the Social Sciences*, Vol. 20, No. 3, September 1990, p. 344.

1. **Bibliography**: Name, Surname of the author/s, "Title of the article framed by quotation marks" in *the Title of the journal in italics*, Volume, Number, Quarter (if applicable), year, pages between which the article is published.

**Example**:

Goldberg, David Theo, „Racism and Rationality: The Need for a New Critique” în *Philosophy of the Social Sciences*, Vol. 20, No. 3, September, 1990, pp. 317-350.

*Please note*:

If the article consulted has more than one author, apply the indications in point 1A(i).

**B Articles included in e-journals**

B1. *Journals for which a DOI (Digital Object Identifier) is available*

1. **Footnote**: First and Last Name of the author(s), "Title of the article framed by quotation marks" in  *the Title of the journal in italics*, Volume, Issue, Quarter (if applicable), year, page/pages, DOI, date of access.

**Example**:

Reuben Goodstein, „On the restricted ordinal theorem” în *Journal of Symbolic Logic*, Vol. 9, No. 2, 1944, p. 35, doi: [*10.2307/2268019*](https://dx.doi.org/10.2307%2F2268019), Retrieved on 14.02.2015.

1. **Bibliography**: Name, Surname of the author(s), "Title of the article framed by quotation marks" in  *the Title of the journal in italics*, Volume, Number, Quarter (if applicable), year, pages between which the article is published, DOI.

**Example**:

Goodstein, Reuben, „On the restricted ordinal theorem” în *Journal of Symbolic Logic*, Vol. 9, No. 2, 1944, pp. 33-41, two: [*10.2307/2268019*](https://dx.doi.org/10.2307%2F2268019).

*Please note*:

If the article consulted has more than one author, apply the indications in point 1A(i).

B2. *Journals for which a DOI is not available – specify the URL (link)*

1. **Footnote**: First and Last Name of the author(s), "Title of the article framed by quotation marks" in *the Title of the journal in italics*, Volume, Issue, Quarter (if applicable), year, page(s), URL (link), date of access.

**Example**:

Hilary Putnam, „Nonstandard Models and Kripke's Proof of the Gödel Theorem” în *Notre Dame Journal of Formal Logic*, Vol. 41, No. 1, 2000, p. 55, <https://projecteuclid.org/download/pdfview_1/euclid.ndjfl/1027953483>, accessed on 21.10.2015.

1. **Bibliography**: Name, Surname of the author/s, "Title of the article framed by quotation marks" in *the Title of the journal in italics*, Volume, Number, Quarter (if applicable), year, pages between which the article is published, URL (link), date of access.

**Example**:

Putnam, Hilary, „Nonstandard Models and Kripke's Proof of the Gödel Theorem” în *Notre Dame Journal of Formal Logic*, Vol. 41, No. 1, 2000, pp. 53-58, <https://projecteuclid.org/download/pdfview_1/euclid.ndjfl/1027953483>.

*Please note*:

If the article consulted has more than one author, apply the indications in point 1A(i).

**6. Articles in newspapers, daily newspapers, shops (printed or electronic)**

1. **Footnote**: First and Last Name of the author(s), "Title of the article framed by quotation marks" in *the Title of the journal in italics*, Volume, Number, date, page(s) (if applicable), URL (link), date of access.

**Example**:

*Newspaper article*: Neil MacFarquhar, "For Russia, Links Between Caucasus and ISIS Provoke Anxiety" in *New York Times*, 20 November 2015, <http://www.nytimes.com/pages/world/europe/index.html?action=click&contentCollection=Europe&module=Kicker&region=Header&pgtype=article>, accessed on 20.11.2015.

1. **Bibliography**: Name, Surname of the author/s, "Title of the article framed by quotation marks" in *the title of the journal in italics*, Volume, Number, date, pages between which the article is published (if applicable), URL (link).

**Example**:

*Newspaper article*: MacFarquhar, Neil, "For Russia, Links Between Caucasus and ISIS Provoke Anxiety" in *Ney York Times*, 20 November 2015, <http://www.nytimes.com/pages/world/europe/index.html?action=click&contentCollection=Europe&module=Kicker&region=Header&pgtype=article>.

*Please note*:

a) If the article consulted has several authors or several editions, apply the indications in point 1A(i).

b) If information is missing on some items, all references that can be found on the cited text must be cited: the author (if it appears), the name of the article, the theme/section to which it belongs (if applicable), the number or date of publication on the site.

c) If the article does not have pagination, mention the section closest to which the citation belongs.

**7. Articles/Documents taken from online platforms or Web pages.**

1. **Footnote**: First and Last Name of the author(s), "Title of the article/document framed by quotation marks", *Name of the platform/website in italics*, date of publication (if accessible), Section (if any), page(s), URL(s), date of access.

**Example:**

(i1) *article taken from an online platform*: Vasile Ernu, "Everything remains old or the causes of Saakashvili's defeat", *CriticAtac,* 3 October 2012, <http://www.criticatac.ro/19333/totul-rmine-pe-vechi-sau-cauzele-infringerii-lui-saakavili/>, accessed on 03.10.2012.

(i2) *Document taken from a web page*: Peter Smith, „Tennenbaum's Theorem”, *Logic Matters*, 28 February 2014, p. 4, <http://www.logicmatters.net/resources/pdfs/tennenbaum_new.pdf>, accessed on 14.02.2015.

1. **Bibliography**: Name, Surname of the author(s), "Title of the article/document framed by quotation marks", *Name of the platform/website in italics*, date of publication (if accessible), pages between which the article is framed (if applicable), URL (link).

**Example:**

(i1) *article taken from an online platform*: Ernu, Vasile, "Everything remains old or the causes of Saakashvili's defeat", *CriticAtac,* 3 October 2012, <http://www.criticatac.ro/19333/totul-rmine-pe-vechi-sau-cauzele-infringerii-lui-saakavili/>.

(i2) *Document taken from a web page*: Smith, Peter, „Tennenbaum's Theorem”, *Logic Matters*, 28 February 2014, <http://www.logicmatters.net/resources/pdfs/tennenbaum_new.pdf>.

*Please note*:

a) If information on some items is missing, all references that can be found on the quoted text must be cited.

b) If the document does not have pagination, mention the section closest to which the citation belongs.

c) The web sources consulted are passed separately, in a special space allocated to them.

**8. Doctoral theses, dissertation or bachelor's thesis (printed or in electronic format)**

1. **Footnote**: First and last name of the author, *Title of the thesis, dissertation or bachelor's degree in italics*, Doctoral thesis/Dissertation/Bachelor's thesis, Educational institution where the work was defended, City, year, page(s), URL (link), date of access.

**Example:**

Adrian Ludușan, *Theories of Reference*, Ph.D. Thesis, Babeș-Bolyai University, Cluj-Napoca, 2013, p. 45.

1. **Bibliography**: Name, Surname of the author, *Title of the thesis, dissertation or license in italics*, Doctoral thesis/Dissertation/Bachelor's thesis, Educational institution, City, year.

**Example:**

Ludușan, Adrian, *Theories of Reference*, Ph.D. Thesis, Babeș-Bolyai University, Cluj-Napoca, 2012.

**9. Official documents (printed or electronic – accessible on the website)**

1. **Footnote**: *Title of the document in italics*, Volume, Number, Quarter, Section, City: Name of the institution that prepared the document, year, page(s ), URL (link), date of access.

**Example:**

*Standard Eurobarometer,* No. 81, Spring 2014, Public Opinion in the European Union*,* Bruxelles: European Commision, 2014, p. 55, <http://ec.europa.eu/public_opinion/archives/eb/eb81/eb81_publ_en.pdf>, accessed on 21.10.2014.

1. **Bibliography**: Name of the institution that prepared the document, *Title of the document in italics*, Volume, Number, Quarter, Section, City, year, URL (link).

**Example:**

European Commision, *Standard Eurobarometer*, No. 81, Spring 2014, Public Opinion in the European Union*,* Bruxelles, 2014, <http://ec.europa.eu/public_opinion/archives/eb/eb81/eb81_publ_en.pdf>.

*Please note*:

a) If information on some items is missing, all references that can be found on the quoted text must be cited.

b) If the document does not have pagination, mention the section closest to which the citation belongs.

**10. Blogs**

1. **Footnote**: First and Last Name of the author(s), "Title of the blog entry (post) framed by quotation marks", *Name of the blog in italics*, date of post, Section, URL (link), date of access.

**Example:**

Timothy Gowers, „Taylor’s theorem with the Lagrange form of the remainder”, *Gower’s Weblog*, 11 februarie 2014, Secțiunea: Taylor’s theorem with the Peano form of the remainder, [https://gowers.wordpress.com/2015/11/10/interesting-times-in-academic-publishing/#more-6003](https://gowers.wordpress.com/2015/11/10/interesting-times-in-academic-publishing/%23more-6003), accessed on 14.02.2015.

1. **Bibliography**: Name, Surname of the author(s), "Title of the blog entry (post) framed by quotation marks", *Name of the blog in italics*, date of post, URL (link).

**Example:**

Gowers, Timothy, „Taylor’s theorem with the Lagrange form of the remainder”**,** *Gower’s Weblog*, 11 February 2014, <https://gowers.wordpress.com/2015/11/10/interesting-times-in-academic-publishing/#more-6003>.

*Please note*:

a) If information on some items is missing, all references that can be found on the quoted text must be cited.

b) If the document does not have pagination, mention the section closest to which the citation belongs.

c) *Nota bene*:

The consulted web sources are passed separately, in a special space allocated to them.

**11. Papers presented at scientific events (conferences, congresses, etc.)**

1. **Footnote**: First name and surname of the author(s), "Title of the paper framed in quotation marks", paper presented at the scientific event (conference, congress) *Name of the scientific event in italics*, date of the event, Organizing institution.

**Example:**

Adrian Luduşan, "On the significance of categoricity arguments", paper presented at the Congress *of Logic, Methodology, and Philosophy of Science*, August 3-8, 2015, University of Helsinki.

1. **Bibliography**: First and last name of the author(s), "Title of the paper in quotation marks", paper presented at the scientific event (conference, congress) *Name of the scientific event in italics*, date of the event, Organizing institution.

**Example:**

Luduşan, Adrian, "On the significance of categoricity arguments", paper presented at the Congress *of Logic, Methodology, and Philosophy of Science*, August 3-8, 2015, University of Helsinki.

**12. Unpublished works (manuscripts, drafts – in physical or electronic format)**

1. **Footnote**: First and Last Name of the author(s), *Title of the manuscript/draft in italics* (if the manuscript/draft is in the form of a book)/"Title of the manuscript/draft in quotation marks", (if the manuscript/draft is presented in the form of an article), manuscript/draft, date, page(s), URL (link), date of access.

**Example:**

(i1) *manuscript (not accessible online) in book form*: Shaughan Lavine, *Skolem was wrong*, manuscript, 1999, p. 21.

(i2) *draft (under form) of article accessible online*: Solomon Feferman, „Is the Continuum Hypothesis a definite mathematical problem?”, draft, 18.9.2011, p. 8, <http://logic.harvard.edu/EFI_Feferman_IsCHdefinite.pdf>, accessed on 14.02.2015.

1. **Bibliography**: Name, Surname of the author(s), *Title of the manuscript/draft in italics* (if the manuscript/draft is in the form of a book)/"Title of the manuscript/draft in quotation marks", (if the manuscript/draft is presented in the form of an article), manuscript/draft, date, URL (link).

**Example:**

(i1) *manuscript (not accessible online) in book form*: Lavine, Shaughan, *Skolem was wrong*, manuscript, 1999.

(i2) *draft (under form) of article accessible online*: Feferman, Solomon, „Is the Continuum Hypothesis a definite mathematical problem?”, draft, 18.9.2011, <http://logic.harvard.edu/EFI_Feferman_IsCHdefinite.pdf>.

## Glossary of terms specific to the critical apparatus

*apud* is used if *the citation is taken from a source other* than the original one (from not knowing the language in which the work was written, the convenience, the poverty of the library, etc.)*tag.*

**Example**:

nKenneth Arrow, „The Principle of Rationality in Collective Decisions” în *Collected Papers of Kenneth J. Arrow*, Vol. 1, *Social Choice and Justice*, Cambridge MA: Belknap Press, 1984, p. 51, *apud* Amartya Sen, *Rationality and Freedom*, Cambridge, MA: Belknap Press, 2002, p. 328.

*Contra* is used to specify references to *a position contrary to the one expressed*.

*Cf.* or *comp*. is used to specify references to other (slightly different) positions for *comparison or confrontation of the position expressed*.

[f.a.] is used if the *year of publication is unknown*.

[f.e.] is used if *the publishing house is unknown*.

[f.l.] is used if *the locality in which the work appeared is unknown*.

*Ibidem* (same work) is used if you refer to *the work mentioned in the immediately preceding citation*.

**Example:**

nIan Chiswell și Wilfrid Hodges, *Mathematical Logic*, Oxford: Oxford University Press, 2007, p. 171.

n+1Ibidem, p. 173.

*Ditto* (same author) is used if *you cite two works by the same author in succession*.

**Example:**

nCharles Parsons, *Mathematical Thought and its Objects*, Cambridge: Cambridge University Press, 2008, pp. 17-19.

n+1Idem, „The uniqueness of the natural numbers”, *Iyyun*, Vol. 39, 1990, p. 15.

*The infra*/*see below* are used to specify the *subsequent page or footnote where details are found* on the topic or idea discussed in this place or references  *to a work mentioned in this point* are specified.

*op. cit.* It is used if the citation of works by different authors is interspersed between the first (complete) citation of an author's work and subsequent citations.

**Example**:

nIan Chiswell și Wilfrid Hodges, *Mathematical Logic*, Oxford: Oxford University Press, 2007, p. 171.

n+1Shaughan Lavine, *Skolem was wrong*, manuscris, 2001, p. 151.

n+2 Chiswell și Hodges*, op. cit.,* p. 174.

*passim*/*et passim* (in different places) are used to specify that *the idea mentioned in the work is found (diffusely) on several pages or paragraphs* in the vicinity of the citation.

*seq/et seq/sq/qq* (and in the following) are used to specify that *the idea mentioned in the paper is developed on the following pages, paragraphs* of the cited paper.

[*sic*] or [*sic!*] is used *to indicate grammatical errors, contradictions, obvious inconsistencies* within the quotation.

*Above/see above* are used to specify the *previous page or footnote where details about*  the topic or idea discussed in this place are found or references  *to a work mentioned in this point* are specified.

*See and* is used to specify *references to works in which a point of view similar* to the one presented is presented or argued.

It is used if *the author is not specified, anonymous or unknown*.

**Example:**

*Orthographic, Orthoepic and Punctuation Guide,* Fifth Edition, Bucharest: Encyclopedic Universe, 1995.

*Please note*:

a) Loc *. cit. formula.* It can be used instead of the *ibidem* formula or the op *. cit. formula.* if we quote the same author, the same book, the same page. It is worth noting, however, the tendency to replace the formula *loc. cit.* with *ibidem*.

b) Note the omission of the first name in the case of using the formula *op. cit*.

c) The indirect citation of a source, by *apud*, implies the recording in the bibliography only of the secondary, indirect source, not of the original, unconsulted source.

d) After *Cf.* do not put a comma.

e) [*sic*] or [*sic!*] is used within the quotation, not in the referential specifications in the footnote.

# Avoiding plagiarism

## Legal and ethical aspects of plagiarism

*Plagiarism* refers to the copying of ideas, reasoning, photographic visual material, passages of text, or the complete copying of a work of intellectual creation without specifying the source of the information.

In our country, Law no. 8/1996 dedicated to the protection of copyright does not provide for the notion of plagiarism, since plagiarism is rather an academic term and less a legal one. The legal correspondent for plagiarism is "unlawful reproduction" or "copyright infringement"; In other words, plagiarism is sanctioned in the national legislation under another legal name.

Plagiarism is also sanctioned by Babeș-Bolyai University. The Code of Ethics of Babeș-Bolyai University (Art. 22) classifies ethical violations in the field of research as follows:

a) plagiarism;

b) the omission of acknowledging, either by mentioning as the author of a work, or by indicating the source, the contribution of third parties to the elaboration of a work;

c) obliging the authors of a work to mention as authors also persons who did not participate in its elaboration;

d) mentioning as authors of a work persons who have not contributed significantly to its elaboration[[22]](#footnote-22).

In its turn, the Faculty of European Studies considers it essential to respect the legal framework and the deontological norms by granting scientific credit in the writing of bachelor's or dissertation papers. Otherwise, if the source of the information is not specified and the ideas or words of others are partially or totally appropriated, intellectual theft is committed. **Thus, the coordinator of the thesis and the specialized commission will reject** the bachelor's thesis if it is found that the work contains plagiarized elements. **Consequently, plagiarism is an extremely severe problem, even if it is not committed intentionally, but out of sheer inattention, with dramatic consequences for the student.**

## What is plagiarism?

The Explanatory Dictionary of the Romanian Language defines plagiarism in the following way:

The act of plagiarism; plagiarism = literary, artistic or scientific work of someone else appropriated (in whole or in part) and presented as a personal creation[[23]](#footnote-23).

This means, in fact, (1) assuming someone else's ideas or statements as one's own; (2) use them without crediting the source; (3) to claim in a work that an idea is new, even if it has been derived from another source. Thus, plagiarism can be considered an act of fraud for two reasons: first, because it involves the non-recognition of the work done by another person, and, secondly, because it does not recognize the importance of the effort made by the person who was stolen.

The question often asked by students is this**: how can the statements and ideas of others be stolen?**

The answer is quite simple. Ideas, interpretations of phenomena or original formulations are considered intellectual property and are protected by copyright law, just as inventions, patents, etc. are protected. Almost all results obtained through research fall under copyright protection, as long as they are recorded in some way (such as by publication in a book, article, or public exposure). Therefore, plagiarism means copying an author's statements or ideas and pretending that they are one's own, not referring to the source where an idea comes from, omitting quotation marks, providing incorrect information about the quoted source, modifying the sequence of ideas and claiming their originality, but also copying the structure of a work. **But cases of plagiarism can be avoided by citing the sources from which the information was collected**, that is, simply by specifying what materials were used.

## Types of plagiarism

The literature shows a wide variety of types of plagiarism, but most of them agree on some main categories:

1. **Full copying** – chapters or entire passages from another work are presented, according to the *copy-paste technique*  (the famous *copy-paste*), pretending that they are one's own creation. This category also includes **works bought** from third parties or received **as gifts** from colleagues.

2. **Partial copying** – copying a few lines, paragraphs or significant parts (several pages long) from a paper.

3. **Paraphrasing** copying – the structure, line of argument, examples and other content elements of the source are taken over, but the wording, sequence of paragraphs or other elements are modified to make it more difficult to identify the author.

4. **Self-plagiarism** – it is taken entirely or massively from one's own, previous work, including one's own bachelor's thesis or dissertation[[24]](#footnote-24).

## Avoiding plagiarism

Avoiding plagiarism involves following a few steps in writing your own papers:

1. First of all, the author must conceive an **original work**  and provide additional knowledge in the field.

2. Then, he must specify in the critical apparatus the sources used, mainly to give **credibility** to the position supported by the author of the bachelor's thesis and dissertation.

3. Precise specification of the author and the source by **citation** (according to citation standards).

4. Avoid formulations such as "the fact is known", "other researchers have shown", "there are authors who affirm", "it is known that". In scientific papers, it is necessary  **to specify** **precisely who is the author** of the concepts, arguments, formulations invoked[[25]](#footnote-25).

## "I didn't mean to plagiarize!"

Succinctly formulated, "plagiarism is not measured by the author's intention, but by the resulting creation, more precisely, by the message sent to the public".[[26]](#footnote-26) In other words, the problem is not whether the student committed the plagiarism intentionally or not, but the effect produced by it, namely copyright infringement and/or non-compliance with the ethical norms of the institution that endorses the work.

In order for students to avoid plagiarism, what they need to do when **they contemplate** is:

* cite the source, using quotation marks and specifying the reference;
* not to copy paragraphs directly, if they are not intended to be used as such, in the form of a quotation;
* summarise the information found in the text by indicating the reference;
* For photographs, graphics and their interpretations, permission to use them must be requested. As a rule, the authors offer this unreservedly[[27]](#footnote-27).

In this way, the sources of information used in writing the work are transparent, the deontological norms in force are respected and the intellectual honesty of the author is ensured.

## Example

*Text original*:

„Security is taken to be about the pursuit of freedom from threat and the ability of states and societies to maintain their independent identity and their functional integrity against forces of change, which they see as hostile. The bottom line of security is survival, but it also reasonably includes a substantial range of concerns about the conditions of existence. Quite where this range of concerns ceases to merit the urgency of the “security” label (which identifies threats as significant enough to warrant emergency action and exceptional measures including the use of force) and becomes part of everyday uncertainties of life is one of the difficulties of the concept”[[28]](#footnote-28).

*Rendering in the form of a quote*:

"Security is considered to be about sheltering from threats and the ability of states and societies to maintain their independent identity and functional integrity, against the forces of change, which they see as hostile. The essential aspect of security is survival, but it also reasonably includes a substantial range of concerns about the conditions of existence. Where exactly this range of concerns ceases to merit the imperative of the 'security' label (which identifies threats as significant enough to warrant emergency action and exceptional measures, including the use of force) and becomes part of everyday uncertainties is one of the difficulties of the concept."

Concise version of playback:

Berry Buzan says that security refers to the concern of states to protect themselves against threats and to maintain their identity, independenceand functional integrity . The core of the concept of "security" is the assurance of survival, but the precise demarcation of the concept, beyond the conditions of ensuring survival, is problematic.

Playback Alternative:

Berry Buzan believes that security involves both the ability of states to protect themselves from threats and to maintain their identity and functional integrity. Security is primarily about survival, but it also includes a number of reasonable concerns about the conditions of existence of states. According to Buzan, it is difficult to establish the demarcation between the concerns that threaten the reasonable conditions of existence of states and justify exceptional interventions on their part and the concerns related to the daily uncertainties that states face.

## Data on the interviewees

Two issues should be mentioned regarding the presentation of data on the interviewed subjects:

1. In the context of bachelor's or master's theses, research, especially qualitative ones, usually involves interviewing subjects. Thus, it is important to specify that they **have the right to anonymity**, especially when it comes to works that are based on a small number of easily identifiable subjects.
2. In the situation where it is necessary to define an attribute that helps to identify a subject (for example, a company manager, a head of a party branch, a senior state official) it is mandatory that the **person concerned be informed** about the fact that data or quotations provided by him will be used in the elaborated work[[29]](#footnote-29).

## Conclusion

Bachelor's and dissertation papers are relevant both scientifically and professionally, as they both represent business cards for the future careers of graduates. For this reason, compliance with deontological norms is crucial.

|  |
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| *Summary*   1. The Faculty of European Studies sanctions plagiarism by rejecting the paper. 2. Make sure that the paper does not fall into any of the types of plagiarism:   (a) *Full copying*  (b) *Partial copying*  (c) *Copying by paraphrasing*  (d) *Auto-plagiere*   1. Avoid plagiarism through the four steps mentioned:   *originality*  *credibility*  *citation*  *accuracy*.   1. The formula "I didn't want to copy" does not exculpate. 2. Respect the right to information and anonymity of the interviewees. |

# Defending/presenting the bachelor's thesis/dissertation. Evaluation criteria, rules and recommendations.

## Public defense of the bachelor's thesis/dissertation. General considerations

The public defense of the bachelor's/dissertation thesis consists in disseminating to the members of an academic community the results of the study carried out, in order to publicly substantiate the entire research process carried out following careful planning and prior preparation. The oral presentation of the paper represents, based on the presentation of the paper and an open and reasoned dialogue with the members of the evaluation committee, the way to validate the capacity for synthesis and understanding as well as the theoretical and empirical skills acquired by the student as a result of the elaboration of the paper.

Through the oral presentation, the aim is to evaluate skills such as: *critical analysis*, *synthesis of relevant information*, *scientific argumentation*, *elements of oral presentation*, *debate of the studied issues,*  etc. In this context, we must emphasize the fact that the presentation of the bachelor's thesis/dissertation in front of the examination committee is as important as its writing by highlighting the relevant aspects of the entire research process.

The final grade obtained by the graduate following the public defense of the elaborated work will reflect both *the result of the evaluation of the entire work* by the coordinating teacher (evaluation recorded in an original signed report), and the *result of the evaluation of the public presentation* by the members of the bachelor's/dissertation committee, following its presentation and defense by the graduate.

## Evaluation of the public defense of the bachelor's/dissertation thesis

The evaluation of the public defense of the bachelor's/dissertation thesis is based on a series of criteria that are structured in two main sections: (1) criteria related to the presentation of the bachelor's/dissertation thesis and (2) criteria related to the argumentation developed following the questions asked by the evaluation committee.

(1) The presentation criteria will focus on a) the fulfillment of the proposed research objectives, b) the results obtained in relation to the proposed objectives, c) the chosen and applied methodology, d) the circumscription of the meaning of the research approach by presenting 1) the implications, limits, proposed solutions/recommendations, 2) the relevance of the research (more precisely the research questions and the results obtained) in the theoretical context of which the research is part and 3) the presentation of the research future research directions.

(2) The second type of criteria according to which the evaluation of the public defense of the bachelor's thesis/dissertation is carried out is represented by the way in which the student articulates and engages arguments following the questions asked by the members of the committee. The questions of the committee may aim at 1) clarifying some aspects related to the theoretical, methodological or applicative approaches assumed within the work (indicators or tools used), some key concepts or terms in the work, 2) arguing the choice of approach and methodology, 3) arguing the interpretation of the data/case study, 4) arguing the significance of the results obtained and 5) selecting the bibliography in relation to the methodology and approaches assumed, case study or the applications offered as well as with certain central concepts of the work.

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| *Please note*:  The evaluation of the public defense of the bachelor's/dissertation thesis is carried out according to two sets of criteria:   1. Criteria related to the presentation of the bachelor's thesis/dissertation 2. Criteria related to the argumentation developed following the questions asked by the evaluation committee |

## Organizational rules for presenting and defending the bachelor's thesis

### Date, place of presentation and coordinator's report

The graduates will be notified about the date, time and place where they will defend their bachelor's thesis/dissertation in front of the committee. Failure of the graduate to appear on the date, time and place established may result in his/her elimination from the license exam.

The coordinating teacher will be present at the presentation of the paper for the presentation of the report on the bachelor's thesis/dissertation. The report involves a brief analysis of the work, in at least 6 sentences, and the completion of the evaluation grid (see *the evaluation grid for coordinating teachers* in the chapter *Standards regarding the evaluation of the bachelor's thesis/dissertation*). During the report, the coordinator(s) propose a grade for the paper. The report is attached to the bachelor's thesis/dissertation on the day of its defense before the Commission, according to Art. 31 and 32 of the Regulations for Bachelor's and Dissertation. The operation of changes in the text of the paper in the final version that were not agreed by the coordinating teacher entails the right of the coordinator to refuse the elaboration of the report and, implicitly, the impossibility of defending the paper in the respective session. If the report has already been drafted, the coordinating teacher has the right to withdraw it.

The bachelor's/dissertation works are written in an international language, with the consent of the coordinator, but are defended in the language in which they studied (languages of the lines of study: Romanian, English, German).

### Multimedia presentation

It should be emphasized that the multimedia presentation depends to a very large extent on the nature of the topic addressed. The most popular option among students for the multimedia presentation of the bachelor's thesis/dissertation is the PowerPoint format. This, however, does not exclude the choice and presentation in different multimedia formats. At the same time, we emphasize that certain topics may require the use of additional means of presentation such as: audio recordings, photographs, projections of short films or film fragments, online access to websites, etc. In certain situations, graduates can develop synthetic materials that they hand over to the committee at the defense.

### Maximum presentation time

The time allocated to the public defense of the student's work is 10 - 15 minutes (the dialogue and subsequent discussions with the members of the committee may extend this interval).

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| *Please note*:   * Failure of the graduate to appear on the date, time and place established may result in his/her elimination from the license exam. * Making changes in the text of the paper in the final version that were not agreed by the coordinating teacher entails the coordinator's right not to sign and, consequently, issues the agreement for the defense of the bachelor's thesis, which implies the student's impossibility to register for the bachelor's degree exam. * The time allocated to the public defense of the work developed by the student is 10 - 15 minutes. |

## Recommendations for oral presentation and multimedia presentation

### Oral presentation

In oral presentation, it is good to emphasize the presentation of the results obtained, whether of a theoretical or practical nature. In this context, it is recommended that the presentation focus on the case study or application carried out. We must emphasize here that it is not recommended that students resort to reading a presentation previously elaborated for the defense, because the committee will expect a free presentation of the research results that proves the graduate's ability to easily use the concepts and notions contained in the study, thus proving a good knowledge and internalization of them.

We recommend that the student specify and, if necessary, detail the technical information presented in the presentation, especially when the information was obtained by computer means, for example, hypothesis testing, model generation, etc., in R, SPSS, etc.

We also recommend that the student expose the graphic elements such as tables, matrices, figures or diagrams from the paper, etc. in order to more accurately capture the argument developed and interpret them, if necessary.

Regarding the question and answer segment of the oral presentation, it is important to note that not in all situations there are predefined answers expected by the committee; As a rule, the questions from the committee aim to capture the way in which the graduates can use the concepts studied, can interpret, support or argue the ideas formulated, while also understanding the limitations of such a research approach.

The presentation must be relevant, clear, precise, easy to follow, and focused on the essential elements addressed. The optimistic attitude, energy and enthusiasm will help the presentation in front of the evaluation committee, proving confidence and a good knowledge of the topic addressed.

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| *Please note*:   * In the presentation of the paper, focus on the presentation of the results obtained (case study, empirical research, analysis of secondary data, etc.). * We recommend that you do not read a previously elaborated presentation. * Not in all situations there are predefined answers expected by the committee; As a rule, the questions from the committee concern the way in which the graduates can use the concepts studied, can interpret, support or argue the ideas formulated. |

### Making the multimedia presentation

We recommend that the multimedia presentation should fit between 10-12 slides which will most often include: a) a title slide – the title of the paper, the name of the graduate and the name of the coordinating teacher; b) a slide with the content of the work; c) a slide that will include key words/concepts and the motivation for choosing the theme/novelty of the researched topic; d) 5-10 slides – synthetic presentation of the content of the paper (it is important to emphasize the emphasis on the practical component/case study of the paper); e) 2-3 slides for conclusions.

In terms of the volume of content, we recommend that each slide contain a maximum of 7 lines of 7 words each. As a consequence, we recommend that you do not load the slides with a lot of information.

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| *Please note*:  The multimedia presentation should fit between 10-12 slides that will include:   * A title slide * A slide with the contents of the work * A slide with the motivation for choosing the theme/novelty of the researched topic and the key words/concepts * 5 – 10 slides with the synthetic presentation of the content of the paper * 2 – 3 slides for conclusions. |

# Standards regarding the evaluation of the bachelor's/dissertation thesis

Each coordinator expresses his/her final point of view on the bachelor/dissertation work after its evaluation according to the evaluation grid.

*The paper evaluation report will contain*:

* approximately 6 sentences that analyze the candidate's contribution and the degree of novelty of the work in the language of the respective line of study or in another international language
* Completed evaluation grid
* the grade proposed by the coordinator(s).

In order to unitarily evaluate the bachelor's/dissertation works, the following *evaluation grid was drawn up for the coordinating teachers*:

|  |  |  |
| --- | --- | --- |
| **Student:**  **Title of the paper:** | | |
| Coordonator(i): | | |
| Assessment | Punctaj maxim | Proposed score for the paper |
| 1. The novelty and importance of the theme | 0.50 |  |
| 2. Structure of the work | 1.50 |  |
| 3. Content |  |  |
| 3.1. Bibliographic synthesis | 1.00 |  |
| 3.2. Originality: Own research (qualitative research, quantitative research); Correct interpretation of results | 3.00 |  |
| 3.3. Formulating correct conclusions and important proposals | 1.50 |  |
| 3.4. Writing style, clarity of expression, correctness of the text from a grammatical and orthographic point of view | 1.00 |  |
| 4. Use of the scientific apparatus (footnotes, tables, graphs) and list of bibliographic references | 1.50 |  |
| TOTAL | 10.00 |  |

*The oral presentation* aims to verify the ability to support the logical structure, argumentation, research hypotheses/themes, choice of methodology and conclusions of the bachelor's thesis. The graduate's ability to critically analyze, present and debate the most relevant theoretical and practical aspects of his/her research approach in a coherent, synthetic, comprehensive form and within a standard time frame is assessed.

Also, through the oral defense of the thesis, the graduate's ability to pertinently answer with arguments to questions both regarding the conceptual apparatus used in the realization of the bachelor's thesis/dissertation and regarding the relevance of the methodological choices and respectively of the conclusions of the research approach are evaluated.

Each member of the defense committee will evaluate the oral test according to the following grid, in the presence of the coordinator of the work. The grades awarded are whole grades from 1 to 10. The final grade of the oral test is the arithmetic average of the marks of the members of the commission for the oral test.

### Grid for the evaluation of the work by the members of the commission

|  |  |  |  |
| --- | --- | --- | --- |
| **Student:**  **Title of the paper:**  Specialization: | | | |
| Name and surname of the member of the Commission: | | | |
| Crt. No. | Evaluation criterion | Punctaj maxim | Paper score |
| 1. | WRITTEN PAPER | 3 pt. |  |
|  | 1.1. Construction of the paper (existence of a concordance between the title and structure of the paper, inclusion of a research topic/case study, existence of conclusions) | 1 item. |  |
|  | 1.2. Use of the critical apparatus | 1 item. |  |
|  | 1.3. Bibliography of the work (relevance, topicality, etc.) | 1 item. |  |
|  | | | |
| 2. | PRESENTATION OF THE PAPER | 7 pt. |  |
|  | 2.1. Purpose and objectives of the paper | 2 pt. |  |
|  | * Synthetic, clear, comprehensive presentation of the arguments that led to the realization of this bachelor's thesis (argumentation/introduction) | 1 item. |  |
|  | * Synthetic, clear, comprehensive presentation of the purpose, objectives and structure of the work | 1 item. |  |
|  | 2.2. Research/case study design | 2 pt. |  |
|  | * Research/case study results – succinct, critical, relevant presentation | 1 item. |  |
|  | * Presentation of the added value and limits of the research/case study, critical, pertinent, reasoned formulation of the conclusions | 1 item. |  |
|  | 2.3. Synthetic, critical analysis of the literature – formulation of research hypotheses | 1 item |  |
|  | 2.4. PPT Presentation  Balanced structure in terms of the number of slides per chapter of the paper/slides correctly made – distribution of information on the slide, their presentation | 2 pt. |  |

# Regulatory provisions regarding the elaboration and coordination of the bachelor's thesis/dissertation

In accordance with the *Regulation for the organization and conduct of the final exam of the Faculty of European Studies* , please take into account the following clarifications:

*Art. 14*. Bachelor's/dissertation works can have scientific coordinators only tenured professors in UBB who hold the title of doctor in the thematic area of the work. The bachelor's thesis/dissertation under co-supervision may have two or more scientific coordinators, in which case at least one of them will be a holder with the title of doctor, the others may be associate professors or doctoral assistants.

*Art. 15*. In order to develop the bachelor's thesis/dissertation, the graduates have the obligation to agree with the scientific coordinator the methodological, bibliographic and organizational requirements for the final thesis, for the studied topic (theme chosen from the list proposed by the coordinator and approved in the Department).

*Art. 16.* The Faculty of European Studies encourages the participation in the coordination of the bachelor's thesis of the scientific coordinators from the partner universities of the European Union (in accordance with the UBB regulation). They will be able to assume the coordination of the bachelor's degree works under a co-tutelage regime.

*Art. 17*. Each teacher can supervise a maximum of 10 bachelor's theses and a maximum of 5 dissertations individually and a maximum of 10 bachelor's theses and a maximum of 5 dissertations under co-supervision.

*Art. 18.* Each teacher presents in the first month of each academic year a list of topics for the bachelor's degree/dissertation, which is approved in the Department by November 1st. The final list regarding the coordination of the bachelor's/dissertation works will be published on the department's website at the end of November. Any change in the topic made by the coordinator together with the graduate will be sent to the department's office up to a maximum of 2 months before the graduation/dissertation exam.

*Art. 19.* The bachelor's/dissertation topics proposed by each teacher will be appropriate to his/her interest and preparation and will be selected either from the research topics of individual interest, or from the research topics proposed by the department or identified within the partnerships that FSE develops with other institutions, companies or non-profit organizations in order to increase the quality and degree of applicability of the bachelor's/dissertation works. No teacher will be able to coordinate bachelor's/dissertation works in a field in which he does not have the appropriate training or for which he has no specific research interest. The department's office will analyze the thematic proposals and will notice the situations of incompatibility in the coordination of some bachelor's/dissertation topics. For the fields in which there is interest for applied research and the transfer of results to different beneficiaries, the practicality of the work will be a basic characteristic.

*Art. 20*. Candidates for the bachelor's/dissertation exam have the obligation to choose the topic of their bachelor's/dissertation thesis from the lists made available by each Department of the faculty no later than the end of the first semester of the academic year in which the bachelor's/dissertation exam is held, for the June-July session, respectively no later than December 20 of the calendar year prior to the one in which the bachelor's/dissertation exam is held, for the February session.

*Art. 21*. After choosing the theme, the student has the obligation to submit to the Secretariat a request to the ESF management for the approval of the theme for the bachelor's thesis/dissertation, established in agreement with the coordinator, signed by the coordinating teacher, no later than the end of the first semester of the academic year in which the bachelor's/dissertation exam is held, for the June-July session, respectively no later than December 20 of the calendar year prior to the one in which the bachelor's/dissertation exam is held, for the February session. This application is valid during the respective academic year. Failure to defend the bachelor's/dissertation thesis in the session for which the topic of the bachelor's/dissertation thesis was approved entails the need to renew the application, with the coordinator's signature of acceptance. Applications submitted after the deadline established and announced at the faculty level will not be accepted.

*Art. 22.* It is forbidden to move from one coordinator to another without prior approval of the transfer by the department's office based on the student's written request, submitted to the Faculty Secretariat. Except for situations of force majeure (medical cases, death, other situations that make it impossible for the teacher to coordinate the bachelor's/dissertation thesis, etc.), the change of coordinator can no longer take place after March 1 of the academic year in which the bachelor's/dissertation exam takes place.

*Art. 23.* The process of coordinating the realization of the bachelor's/dissertation thesis involves the following obligations on the part of the coordinator: ensuring continuous cooperation with the candidates, throughout the elaboration of the bachelor's thesis/dissertation; providing support regarding the selection of the bibliography; offering suggestions on the choice of the case study or the development of the practical component of the bachelor's thesis; face-to-face and/or online meetings for the analysis and revision of parts of the bachelor's thesis/dissertation respectively of the final version. On the occasion of these, the coordinator formulates observations on the quality, progress of the work, aspects that must be addressed, eliminated, improved. Each coordinator must have at least 3 face-to-face and/or online meetings with the student, of which at least one on the final version of the bachelor's thesis/dissertation; discussing other aspects related to the achievement in time and to the quality standard necessary for the bachelor's thesis/dissertation, such as planning in time, formulating a consistent argumentation, formulating conclusions, etc.; optional formulation of suggestions regarding the Power Point presentation of the paper.

# Annexes

**Harvard Citation Style**

1. One, two or three authors, one book:

* *in text*:
* (van Dalen 2008: 57)
* (Chiswell şi Hodges 2007: 34)
* *references*:
* van Dalen, Dirk. 2008. *Logic and Structure*. New York: Springer Verlag;
* Chiswell, Ian şi Wilfrid Hodges. 2007. *Mathematical Logic*. Oxford: Oxford University Press.

2. Four or more authors, one book **–** cite in the text only the first author followed by *et al*. and in the bibliography cite all the authors

* *in text*:
* (Laumann *et al*. 1994: 55)
* *references*:
* Laumann, Edward O.; John H. Gagnon, Robert T. Michael și Stuart Michaels. 1994. *The social organization of sexuality: Sexual practices in the United States*. Chicago: University of Chicago Press.

3. Chapter or article from a book:

* *in text*:
* (Steiner 2005: 634)
* (Bueno 2009: 81)
* *references*:
* Steiner, Mark. 2005. „Mathematics – Application and Applicability”. În Stewart Shapiro, editor, *The Oxford Handbook of Philosophy of Mathematics and Logic*, 624-649. Oxford: Oxford University Press.
* Bueno, Otávio. 2009. „Mathematical Fictionalism”. În Otávio Bueno, Øystein Linnebo, editori, *New Waves in Philosophy of Mathematics*, 53-83. Hampshire: Palgrave Macmillan.

4. Preface, foreword, introduction, introductory study, or other similar part of a book

* *in text*:
* (Flonta 2008: 41)
* *references*:
* Flonta, Mircea. 2008. Introductory Study to *The Structure of Scientific Revolutions* by Thomas Kuhn, 5-49. Bucharest: Humanitas.

5. Books in electronic format (if the book is available in more than one format, cite the format consulted. For online books, specify the URL; Include the date of access only if the quote requires it – e.g. article in a newspaper. If the book does not have a page numbering system, include a section or chapter title.)

* *in text*:
* (Boolos, Burgess, and Jeffrey 2002:127)
* *references*:
* Boolos, George S.; John P. Burgess și Richard C. Jeffrey. 2002. *Computability and Logic*. Ediția a IV-a. New York: Cambridge University Press. Ediția Kindle.

6. Article in a scientific journal or journal

* *in text:*
* (Smith, Button 2012: 115)
* *references:*
* Smith, Peter şi Tim Button. 2012. „The Philosophical Signicance of Tennenbaum's Theorem”. *Philosophia Mathematica* 20 (1): 114-121.

7. Article in a scientific journal or journal in electronic format

* *in text*:
* (Goodstein 1944)
* *references*:
* Goodstein, Reuben. 1944. „On the restricted ordinal theorem”. *Journal of Symbolic Logic*, 9 (2): 33-41. two: [*10.2307/2268019*](https://dx.doi.org/10.2307%2F2268019)*.* Accessed on 14.02.2015.

8. Article in a newspaper or daily newspaper (if the article has no author, just put the title. Include a URL and the date of access, if the citation is made after consulting an electronic edition)

* *in text*:
* (MacFarquhar 2015)
* *references*:
* MacFarquhar, Neil. 2015. „For Russia, Links Between Caucasus and ISIS Provoke Anxiety”. *New York Times*, 20 noiembrie. <http://www.nytimes.com/pages/world/europe/index.html?action=click&contentCollection=Europe&module=Kicker&region=Header&pgtype=article>. Accesat în 20.11.2015.

9. Doctoral thesis, dissertation, bachelor's thesis

* *in text* (Luduşan, 2012)
* *references:* Luduşan, Adrian. *Theories of reference.* Doctoral thesis. Babeş-Bolyai University.

"BABEŞ-BOLYAI" UNIVERSITY OF CLUJ-NAPOCA

FACULTY OF EUROPEAN STUDIES

BACHELOR'S THESIS/DISSERTATION

*Coordonator ştiinţific:*

Titlu Prenume Nume

*Absolvent:*

Prenume Nume

Year

BABEŞ-BOLYAI UNIVERSITY CLUJ-NAPOCA

FACULTY OF EUROPEAN STUDIES

Section

Title of the bachelor's thesis/dissertation

*Coordonator ştiinţific:*

Titlu Prenume Nume

*Absolvent:*

Prenume Nume

The locality where the department operates

Year

**Statement**

I hereby declare that the Bachelor's Thesis with the title *Full Title of the Thesis* is written by me and has never been presented to another faculty or institution of higher education in the country or abroad. I also declare that all the sources used, including those on the Internet, are indicated in the paper, in compliance with the rules for avoiding plagiarism:

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Cluj-Napoca, *data*

Graduate *First Name Last Name*

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**Contained**

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[1. Chapter Name 94](#_Toc338250457)

[1.1. Subchapter Name 94](#_Toc338250458)

[1.2. Subchapter Name 95](#_Toc338250459)

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[4. etc. 98](#_Toc338250468)

[Conclusions 99](#_Toc338250469)

[Bibliography 100](#_Toc338250470)

**Introduction**

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**4. etc.**

**Conclusions**

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1. Pippa Norris, *Democratic Phoenix: Reinventing Political Activism*, Cambridge UK: Cambridge University Press, 2002. [↑](#footnote-ref-1)
2. Richard S. Katz**, „**Euroscepticism in Parliament: A Comparative Analysis of the European and National Parliaments” în Paul Taggart și Aleks Szczerbiak (eds.), *Opposing Europe: The Comparative Party Politics of Euroscepticism in Europe*, Vol. 2: *Case Studies and Country Surveys*, Oxford: Oxford University Press, 2008. [↑](#footnote-ref-2)
3. William Foote Whyte, *Street Corner Society: The Social Structure of an Italian Slum*, Ediția a patra, Londra: University of Chicago Press, 1993. [↑](#footnote-ref-3)
4. John H. Goldthorpe *et al*., *The Affluent Worker: Political Attitudes and Behaviour*, Cambridge: Cambridge University Press, 1969. [↑](#footnote-ref-4)
5. We are talking about a short period relative to other landmarks, such as the usual intervals in a longitudinal study, or the size of the phenomenon investigated, for example. [↑](#footnote-ref-5)
6. This subchapter is based on the structure and information provided by the guide for the elaboration of the bachelor's thesis of the S.N.S.P.A. elaborated by conf. dr. Andrei Ţăranu, Assoc. Prof. Dr. Remus Pricopie, PhD. Roxana Cuciumeanu, PhD. Alexandru Gabor under the coordination of Assoc. Prof. Dr. Alfred Bulai. [↑](#footnote-ref-6)
7. An *action profile consists of* the tune (or *n-up*) of the particular actions chosen by each player. An *outcome* of the game consists of such a profile. Mathematically speaking, the set of all action profiles is the Cartesian product of the action sets (agendas) of each player. Consequently, an *action profile* is one element of this crowd. [↑](#footnote-ref-7)
8. De exemplu, Steven Brams în *Theory of Moves*, Cambridge UK: Cambridge Univerisity Press, 1993. [↑](#footnote-ref-8)
9. Steven Brams, *op. cit*. [↑](#footnote-ref-9)
10. John F. Padgett și Cristopher K. Ansell, „Robust Action and the Rise of the Medici, 1400-1434” în American Journal of Sociology, Vol. 98 No. 6, 1993. [↑](#footnote-ref-10)
11. Dale Kent, The Rise of the Medici: Faction in Florence, 1426-1434, Oxford U.K și New York: Oxford University Press, 1978. [↑](#footnote-ref-11)
12. Matthew Elliott*,* Benjamin Golub și Matthew O. Jackson*.* „Financial Networks and Contagion” în *American Economic Review*, Vol. 104, No. 10, 2014. [↑](#footnote-ref-12)
13. Lucian T. Butaru, *Introduction to the methodology of qualitative research,* Cluj-Napoca: EFES Publishing House, 2015*,* p. 12. [↑](#footnote-ref-13)
14. Ibidem, p. 23. [↑](#footnote-ref-14)
15. Ibidem, p. 27. [↑](#footnote-ref-15)
16. Ibidem, p. 38. [↑](#footnote-ref-16)
17. Ibidem, p. 50. [↑](#footnote-ref-17)
18. Ibidem, p. 64. [↑](#footnote-ref-18)
19. Ibidem, p. 82. [↑](#footnote-ref-19)
20. Ibidem, p. 96. [↑](#footnote-ref-20)
21. Pippa Norris, *op. cit*. [↑](#footnote-ref-21)
22. *The Code of Ethics and Professional Deontology of the Babeș-Bolyai University*, Cluj-Napoca: Babeș-Bolyai University, 2013, p. 6, http://www.ubbcluj.ro/ro/despre/publice/files/Codul\_Etic\_al\_UBB.pdf, accessed on 12.06.2015. [↑](#footnote-ref-22)
23. *Explanatory Dictionary of the Romanian Language,* online version: http://dexonline.ro/definitie/plagiat, accessed on 12.06.2015. [↑](#footnote-ref-23)
24. Earl Babbie, *Survey Research Methods*, Belmont: Wadsworth Publishing Company, 1990, pp. 480-482. [↑](#footnote-ref-24)
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26. Ibidem, p. 59. [↑](#footnote-ref-26)
27. Alpár Szász, *Plagiarism: Forms and Techniques of Avoidance*, Faculty of Political, Administrative and Communication Sciences, Babeş–Bolyai University, p. 2, http://www.apubb.ro/wp-content/uploads/2011/03/ReguliPlagiat.pdf accessed on 12.06.2015. [↑](#footnote-ref-27)
28. Barry Buzan, „New Patterns of Global Security in the Twenty-first Century” în *International Affairs*, Vol. 67 No. 3, 1991, pp. 432-433. [↑](#footnote-ref-28)
29. Cristian Pârvulescu (coord.), *op. cit.*, p. 60. [↑](#footnote-ref-29)
30. Lorem ipsum dolor sit amet, consectetur adipiscing elit. Nunc quis faucibus urna. Etiam vestibulum sapien nisl, sit amet luctus tellus luctus sed. Morbi at condimentum mi, a convallis sapien. Cras blandit arcu in volutpat facilisis. Pellentesque feugiat congue nisi, vitae tempus orci placerat ac. Praesent erat ante, consectetur eu viverra sed, tincidunt vitae elit. Integer id rutrum metus, ac pellentesque libero. Curabitur blandit, tellus varius porttitor sagittis, lectus purus dapibus ex, vel facilisis nunc augue vitae nisl. [↑](#footnote-ref-30)