



Sveučilište u Zagrebu
Fakultet političkih
znanosti



**GUIDELINES FOR WRITING
ACADEMIC PAPERS AT THE
FACULTY OF POLITICAL SCIENCE**

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INTRODUCTION: ACADEMIC PAPERS

Scientific text is a form of argumentative prose that is used to publish the results of scientific research. Scientific prose is divided into three basic groups (see *Table 1*). The first consists of scientific papers that indicate a scientific innovation, that is, scientific papers in the narrow sense, and examples are: original scientific papers, scientific reviews, preliminary reports, monographs and studies. Professional papers that apply and disseminate scientific knowledge, primarily for educational purposes, form a second set of scientific texts and include: professional papers, reviews, book reviews, reports, and textbooks. A separate group includes academic papers – scientific and professional papers that are created for vocational training and for acquiring academic titles and degrees.¹ Academic papers are: student briefs and reviews, seminar papers and essays, and graduate, final specialist and doctoral thesis (Gačić, 2012: 40-55, Oraić Tolić, 2011: 113-120, Silobrčić, 2003: 13-21, Zelenika 1998: 179-308).

Table 1: Types of scientific prose

SCIENTIFIC PAPERS	PROFESSIONAL PAPERS	ACADEMIC PAPERS
Original scientific paper	Professional paper	Brief/overview
Review article	Professional review	Seminar paper
Preliminary report	Book review	Essay
Monograph	Report	Graduate thesis
Study or project	Textbook	Final specialist thesis
		Doctoral thesis

From a brief to a doctoral thesis, the scope of academic work increases, and the quality of scientific work is increasingly evolving. A brief or overview is the simplest form of academic prose that offers a brief analysis of a subject or opinion on a subject in 800 to 1,000 words.² The scope of a seminar paper depends on the syllabus of a particular course, i.e. the internal organization of work and the allocation of student workload in a particular course. Both the brief and the seminar paper are written as part of a course, and bring a share in its points, i.e. ECTS credits.³ By contrast, an essay carries an additional 2.5 ECTS credits, aside from those

¹ "Academic writing is a form of argumentative discourse – a rhetorical endeavor undertaken in the academic community to spread and transmit, master and validate knowledge and achieve academic professional titles and academic degrees" (Oraić Tolić, 2011: 159).

² There are two basic ways to measure the amount of text, that is, its expression in author pages: the number of words and the number of characters. One author page consists of 1,800 characters, including letters, punctuation, and spacing (*Word Count* → *Characters with Spaces*), or around 300 words.

³ ECTS credits signify a measure of the student workload. One ECTS stands for 25 to 30 SWHs (student working hours).

assigned to the course within which it is written/produced, meaning additional student workload. The scope of the essay is 2,000 to 2,500 words, and the quality is likened to a professional paper or a professional review. These papers make up a part of the educational process during the course of study, while the defense of a graduate, final specialist and doctoral thesis, specifically, marks the end of the educational process and the acquisition of a particular academic title (Oraić Tolić, 2011: 118-119, Zelenika, 1998: 259-263).

In the Bologna model, a three- or four-year undergraduate study program acquires the title of bachelor's degree, which does not include writing a final paper at the Faculty of Political Science. A one-year or two-year graduate study program ends by writing a graduate thesis. After five years of study (3+2 or 4+1)⁴ the student obtains a master's degree. A graduate thesis has the quality of a professional paper, ranging from 10 to 15 thousand words, bringing 18 or 22 ECTS credits depending on the study program, and includes autonomous problems solving in the profession and some forms of originality in processing the topic (Oraić Tolić, 2011: 119 Silobrčić, 2003: 110-111; Zelenika, 1998: 264-277, 303-305).

After a graduate study program, the Bologna system allows for a continuation of education at one-year postgraduate specialist study programs,⁵ thus, allowing a student to obtain, after six years of study (4+1+1 or 3+2+1) the title of university specialist. This study program ends with the defense of the final specialist thesis, its scope ranging from 8 to 12 thousand words, and brings 12 to 20 ECTS credits, depending on the specialist study program. Postgraduate education can also be realized within a postgraduate scientific doctoral study program, which ends with the defense of a doctoral thesis and the acquisition of the title of doctor of science. The doctoral thesis is an independent scientific paper, the highest form of academic prose, with an original topic, methodology and results, which gives one a scientific license (see Dunleavy, 2005, Oraić Tolić, 2011: 120, Silobrčić, 2003: 111-114, Zelenika, 1998: 628-662). A doctoral thesis also carries with it a number of credits (45 or 60 ECTS), and ranges from 60 to 65 thousand words (see *Table 2*).

⁴ See Fpzig.unizg.hr (2013a), and Fpzig.unizg.hr (2013b).

⁵ The Faculty of Political Science conducts postgraduate specialist education through a dozen different studies (see Fpzig.unizg.hr, 2013c).

Table 2: Types of academic papers

Name of paper	Remark	ECTS	Word count (in thousands)
Brief/overview	Within a course	--	0,8-1
Seminar paper	Within a course	<i>Depending on course syllabus</i>	
Essay	ECTS credits outside of a course	2,5	2-2,5
Graduate thesis	Political Science program	18	10-12
	Journalism program	22	12-15
Final specialist thesis	Depending on the study	12-20	8-12
Doctoral thesis	Comparative Politics program	45	--
	Political Science Program	60	60-65

Guidelines for Writing Academic Papers at the Faculty of Political Science provide some basic instructions for producing all kinds of academic prose. The *Guidelines* are particularly focused on the preparation of graduate and final specialist thesis, as well as the technical aspects of their design and the application, evaluation and defense procedures, but can also serve as a guide in writing other types of academic prose.⁶ Students of all levels of study are instructed to consult additional, more extensive literature on the rules of academic writing, standards of scientific style and the technique of producing academic papers (see *List of References*).

RESEARCH CONCEPT

A research concept is a plan for future research; it outlines the structure and manner of research implementation, thus forming a research idea into a project. The (pre)application of a graduate thesis, or a final specialist thesis, is a sort of research project in the simplest form. The purpose of preparing a (pre)application, besides finding a mentor and the formal registration of the paper, is the setup of the foundation for a good research project leading to the writing of the graduate or final specialist thesis. This means that it has the basic qualities of a scientific paper, that it can be implemented within the given time frame, and in a size consistent with the permitted amount of text for each type of paper. The draft or the (pre)application consists of four or five obligatory elements, depending on the type of paper in question (see *Table 3*).

⁶ A doctoral thesis is formulated according to the *Doctoral Thesis Design Guidelines* of the University of Zagreb (see Doktorski.unizg.hr, 2013).

Table 3: Obligatory elements of a graduate and final specialist thesis (pre)application

Obligatory elements of a graduate and final specialist thesis (pre)application		
1.	Title of thesis	a concise form of thesis title (proposal of thesis title in Croatian and English) *
2.	Rationale	area, topic, scientific problem, research question, hypothesis, research goal and plan, and methodology (approximately 500 words)
3.	Content	thesis structure through an overview of basic chapter titles
4.	List of initial literature	at least five sources
5.	Language of paper*	Proposed language of writing and defense – Croatian or English, including argumentation for the use of a foreign language

*Relates only to final specialist theses.

Elements of (pre)application of graduate and final specialist theses

A (pre)application of a graduate or final specialist thesis should contain the basic elements of any scientific or academic prose. This is primarily the title of the thesis, as the most visible and well-read part of the scientific text (Silobrić, 2003: 36). The title is the first and the shortest information about the topic, i.e. the most concise form of the topic and/or thesis (Oraić Tolić, 2011: 260-263). After that, the (pre)application contains a rationale (at least 500 words) providing a brief elaboration of the thesis plan. The planned graduate or final specialist thesis is depicted and explained in five basic heuristic steps (see *Figure 1*). The thesis is positioned in the relevant scientific field and discipline⁷, and its topic precisely determined. A topic is a clearly delineated and defined subject of research and writing (Oraić Tolić, 2011: 164-171). There are several rules for a good selection of thesis topics (see *Table 4*).

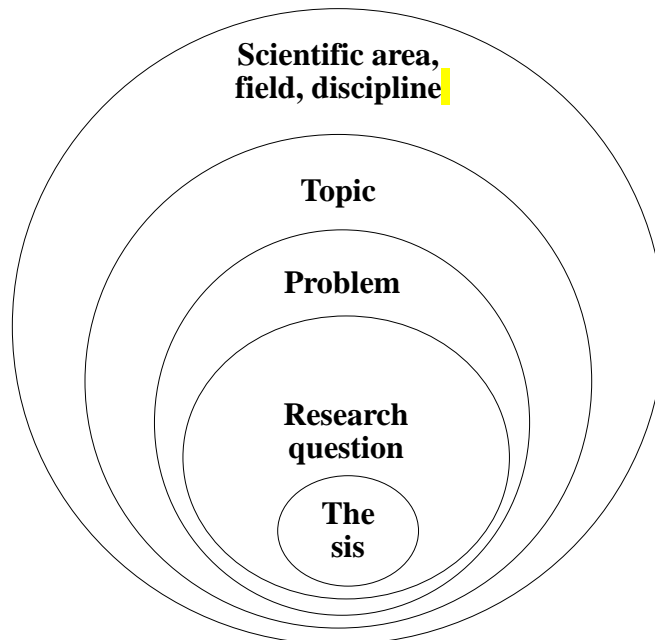
Table 4: Seven rules for a good selection of an academic paper topic

1.	That the topic corresponds to your interests, wishes and expectations, whether from professional, ideological or any other reasons
2.	That you are familiar with the scientific area, field or discipline in which you will write an academic paper
3.	That the topic is new or only slightly processed, and can be seen in a partially or in a completely new way
4.	That is optimal in scope, not too narrow nor too wide
5.	That literature necessary for researching the topic is available to you
6.	That you have ensured the time, space and material conditions for research and writing
7.	That you know foreign languages to the degree required by the topic

⁷ See *Ordinance on Scientific and Artistic Areas, Fields and Disciplines*, Official Gazette: 118/09.

Source: Oraić Tolić, 2011: 165.

Figure 1: Five heuristic steps



Source: Oraić Tolić, 2011: 173.

In academic work, it is not enough to gather facts about a subject and to disclose the content, but within the chosen topic some kind of scientific problem should be noted. If a problem is not identified, nothing relevant can be said about a topic in scientific prose. Simply put, a scientific problem is the puzzle solved by research, since it is not something obvious or self-explanatory. The problem is defined in the form of a research question that must be relevant to the chosen topic. According to content, it can be theoretical or empirical, and according to form it can be a question of speculation (*does it exist*), a question of definition (*what is it*), a question of quality (*what is it like*) or a question of action (*what to do with it*) (Oraić Tolić, 2011: 172-183). A thesis is a response to the research question that is verified and supported by arguments in the paper. This is the basic claim that is to be proven or justified by the paper.⁸

All these elements should be rounded off by a corresponding theoretical-methodological approach. In papers involving empirical research, particular emphasis should be placed on the

⁸ "A thesis is a clear and precisely defined topic (...) The basic rule of academic discourse is that the topic is defined in *one clause of statement* (Crobett and Connors, 1999: 30). Such a close of statement in which something is claimed or denied about a subject matter is called a thesis sentence (...) One that does not have a thesis sentence in the text or that sentence can not be read between the lines, has said nothing. That, as the phrase states, is just 'beating the air'" (Oraić Tolić, 2011: 195-196).

methods of data collection that will be used in order to obtain the empirical material, and the methods of data analysis that will be used to elaborate the empirical material.⁹ The main goal of the research needs to be pointed out concisely, along with the research implementation plan. Then, in the form of a table of contents, the (pre)applications should indicate the planned structure of the paper, via an overview of the main chapter titles (see *Academic Paper Format and Design*). Finally, the (pre)application should demonstrate that the proposed paper is grounded in literature, hence, listing at least five basic initial references for writing the paper, presented in a way that is explained later (see *Citation Rules*).

ACADEMIC PAPER STRUCTURE

Academic papers consist of three portions or macro units: the preceding portion, the basic text and the ending portion (see *Table 5*). In the preceding portion, the required sections of the paper include the title (cover page) and table of contents, and in the ending part the obligatory parts are the summary, the keywords and a reference list. They must be included in each graduate and final specialist thesis. The student may include in the preceding and ending portions some optional elements such as a list of abbreviations, a preface, acknowledgements, various annexes or a short resume. The central portion of the academic prose – the basic text – must contain an introduction, a body of text and a conclusion.

The parts of a graduate or final specialist thesis should be sorted as follows:

1. Cover page (external, internal)
2. Authorship statement
3. Table of contents
4. Table of illustrations (if any)
5. Introduction
6. Body of text
7. Conclusion
8. List of references (and other sources of information used in the production of the paper)

⁹ One can certainly start by using the methodological literature published at the Faculty of Political Science (see Burnham and dr, 2006; March and Stoker, 2005; Landman, 2008; Yin, 2007).

9. Annexes (if any)

10. Summary and keywords

Table 5: Parts of academic prose

Macro units	Obligatory parts	Nonobligatory parts	
PRECEDING PART	title	dedication	list of abbreviations
	table of contents	motto	preface
		table of illustrations	acknowledgement
BASIC TEXT	introduction		
	body of text		
	conclusion		
ENDING PART	references	annexes	
	summary	glossary/index	
	keywords	author's <i>curriculum vitae</i>	

Source: Oraić Tolić, 2011: 260.

BASIC TEXT

Introduction

The introduction is a prelude part of the text that introduces the readers to the content of the paper and generally acquaints them with the topic and should not cover more than ten percent of the total text in a paper. The general rule is that an introduction is better when shorter, but it must contain enough information that the readers can understand and evaluate the text without reading additional extensive literature. In particular, it must be clear why the research topic was chosen. Introduction to academic prose is usually written twice – at the beginning of writing and research, as a wider plan and draft of research, and at the very end of writing – when it is significantly revised.

An introduction in academic prose usually has the following six standard parts. It is most appropriate to begin an introduction with (1) the context of the research, i.e. an overview of the situation in the field and a brief reference of the current research and literature to determine the place and topic in the knowledge base. Then the so-called (2) yawning gaps and the research question are displayed. This constructs a niche by shaping the *holes* in existing research, insight and knowledge, which opens the possibility for a new topic and approach. This is related with emphasizing (3) the importance and contribution of the paper, or pointing out why it is worth investing in such a research question. The introduction also consists, in principle, of (4) a review

of the methodology on which the paper is based, and (5) a short draft of its structure, the course of argumentation by parts, chapters and sections. Finally, the introduction usually brings forth the hypothesis, the author's answer to the main research question, or (6) the thesis sentence (Oraić Tolić, 2011: 270-274).

Body of text

The body of the text, a kind of body of argumentation, is the central and most comprehensive part of the academic paper that provides a thorough discussion of the topic. It is customary that its scope makes up 80 to 85 percent of the basic text. The topic development must correspond to the paper structure as announced in the table of contents and introduction; nothing that has been announced in the introduction should be omitted or stay vague in the body of text. Also, the body of the text must be entirely in the function of explaining and arguing the main idea or thesis, and it must not do anything beyond it. It is most important that the material be coherently divided and structured. The body of the text consists of chapters, sections, subsections and the smallest argumentation units – paragraphs (Oraić Tolić, 2011: 275-293).

There are a number of models for the composition of academic argumentation prose that differ depending on the scope of the paper (whether it is an essay, graduate or doctoral thesis), the field and subject matter of the paper (which field and discipline the paper belongs to), and the approach used (in the widest sense, whether it is theoretical or empirical). The body of text can indeed be structured in a variety of ways, but academic papers generally contain the following parts. The body of the text begins with (1) a review of the literature, including the theoretical context of the work, sometimes the practical context, and, if necessary, a separate review of the methodological literature. The following is (2) the construction of the thesis, the basic explanation of the assumptions and the starting point of the paper. (3) The thesis confirmation is a part portraying relevant evidence, theoretical and factual, which confirms the hypothesis, the basic idea of the paper. In this section, if the paper is empirical, the investigated case or cases are presented, and an overview of empirical material is portrayed, concluding with the results of empirical research. The last part of the body of the text (4) is a discussion, where interpretation of the results is given, the similarities and differences between cases pointed out, and clarification in this regard provided. In the case of theoretical papers, an overview of aspects of the subject matter is provided, followed by a synthesis of perceptions and interpretations, and a presentation of them. A separate part can be added where all potential contradictory

arguments are refuted (Oraić Tolić, 2011: 275-293). The body of the text can generally have a series of good or bad features (see *Table 6*).

Table 6: Good and bad features of a body of text structure

Features of a well-constructed body of text	Features of a poorly-constructed body of text
<ul style="list-style-type: none"> • Comprehensive presentation of the topic and the methodological foundation 	<ul style="list-style-type: none"> • Too much material lacking coherence and interpretation
<ul style="list-style-type: none"> • Analysis of the material 	<ul style="list-style-type: none"> • The topic is presented too generally, without analysis and evidence
<ul style="list-style-type: none"> • Evidence and hypothesis verifiability 	<ul style="list-style-type: none"> • Citations are given without interpretation
<ul style="list-style-type: none"> • Systematic presentation 	<ul style="list-style-type: none"> • Fashionable authors are cited without direct relation to the thesis and ideas
<ul style="list-style-type: none"> • Appropriate scope 	

Source: Oraić Tolić, 2011: 292-293.

A paragraph is the basic technique of scientific discourse on the microsystem level and arguments are shaped in it. In other words, the text of the paper must be structured into paragraphs, which is "the amount of text needed to express an idea or an entire thought" (Oraić Tolić, 2011: 340). The average length of a paragraph is five to 15 lines, depending on how much is necessary for developing the main idea. Paragraphs are linked into sections, they in turn into chapters. As a rule, a text is divided into three or four paragraphs per page. A paragraph is a microstructure mirroring the macrostructure of the text, hence, it has an introduction – a main statement in the first thematic sentence, a body of text – a development of the main idea through argumentation strategies, and a conclusion – a summary of the argumentation and a connection to the next paragraph in the final sentence.

Connectors and modifiers are different text binders (phrases and constructions) that serve to organize the text. They connect ideas within and between paragraphs, and ensure both the internal cohesion of the paragraph and the external cohesion between paragraphs. For this purpose, different types of words are used, such as personal pronouns in the third person, demonstrative pronouns, conjugates, adverbs, particles, expressions, numbers, letters, etc. (Oraić Tolić, 2011: 356-359).¹⁰ Along with connectors, which provide liquidity to the text, it is extremely important to properly construct the paragraph mechanics. There are two basic

¹⁰ Examples of connectors are *this, as well as, thus, hence, certainly, indeed, however, for example, according to, therefore, first (of all), second (of all), on the contrary, namely, pak, in all likelihood, surely, accordingly, opposite (as opposed to), of course, in contrast, what is more, also*, etc.

techniques for marking paragraphs (Oraić Tolić, 2011: 340-341): they are most commonly constructed by indenting the first line and with normal line spacing, and if the first line is not indented, they are separated by a double spacing (see *Figure 2*).

Figure 2: Paragraph mechanics

Standard way of constructing paragraphs Alternative way of constructing paragraphs



Source: Oraić Tolić, 2011: 340-341.

In the content aspect, paragraphs bring forth arguments, testify in favor of the main thesis, those that confirm and prove it. The argument is defined as a legitimate claim, i.e. a structure of the basic claim and its reasoning. Therefore, it always contains what is being justified – a statement that is proved (so-called conclusion), and that what justifies it – one or more statements supporting the main statement (so-called premises). The key feature of the argument is its context of persuasion, which means that the truthfulness of the main statement may be brought into question. Explanations have a structure similar to arguments, but there is no context of persuasion or questioning the truth of the main statement.¹¹ Arguments can be based on inductive or deductive logic of conclusion (Buchberger, 2012: 35-47). Paragraphs that do not follow this logic are neither arguments nor explanations – the evidence of the main thesis – but only a series of sentences, which does not make the text an academic argumentative prose.

Conclusion

A conclusion is an ending part of an academic paper that summarizes and clearly presents the findings that have been reached by research. It is a sort of *post-text*, because it observes the paper from the outside and makes a judgement on it. This final part of the basic text provides the overall synthesis of the entire paper with new thoughts, in new words and in a new format. In a conclusion, the main idea or the thesis of the entire paper is expressed again, but in a way, that puts the thesis sentence in another formulation. Therefore, it is an independent cognitive and structural whole. The conclusion is related to the introduction because it somehow mirrors

¹¹ An example of an argument is: *It is good to enroll in college because education can never be a bad decision.* An example of an explanation: *I enrolled in college because education can never be a bad decision.* (Buchberger, 2012: 36).

it. However, an introduction goes from general to very specific, while a conclusion features a return from very specific, explained and analyzed in the paper, back to general. In the graduate, master's or doctoral thesis, a conclusion is a compulsory part, making up about five to ten percent of the total text.

There are two types of conclusions: 1) the *conclusion-summary* introduces a synthesis of research, data and results, a commentary on how these results relate to research goals, it points out possible deviations from the predicted results and clarifies why this has occurred; 2) the *conclusion-perspective* highlights the importance of the paper and its possible implications, and sets out open questions and proposals for further work. Conclusions in academic prose most often combine the characteristics of both types (Oraić Tolić, 2011: 293-295).

Table 7: Summary of the thematic elaboration of the basic text

INTRO- DUCTION 10% of basic text	(1) Research context (review of the situation in the field, a brief overview of the current research and literature to determine the position of both paper and topic in the existing knowledge base)
	(2) The so-called yawning gap and own research question (constructing a niche by delineating holes in existing research, insight and knowledge, which opens the possibility of creating something new in the subject matter and approach)
	(3) Importance and contribution of paper (why it is worth investing in this research question)
	(4) A comment on methodology that the paper is based on
	(5) A short draft of the structure of the paper (course of argumentation by parts, chapters and sections)
	(6) Thesis sentence
BODY OF TEXT 80-85% of basic text	(1) Literature overview (theoretical context of the paper, sometimes practical context and, if necessary, a separate overview of methodological literature)
	(2) Thesis construction (basic explanation of assumptions and starting point of the paper)
	(3) Confirmation of thesis (relevant evidence, theoretical and factual, which confirm the thesis; in case the paper is empirical, the investigated case or cases are shown and an overview of the empirical material is given, concluding with the results of empirical research)
	(4) Discussion (the interpretation of results – similarities and differences between cases are emphasized and clarifications are given; in case the paper is theoretical, an overview of aspects of the topic is provided, along with a synthesis of observations and interpretations and their implication; a separate part disqualifying potential counter arguments may be added)
CONCLUSION	= Total synthesis of the whole paper with new thoughts, in new words and in a new format

5-10% of basic text	Conclusion-summary: synthesis of research, data and results; a commentary on how these results relate to research goals, pointing out possible deviations from the predicted results and clarifying why this has occurred
	Conclusion-perspective: importance of paper; possible implications of the paper; open questions and proposals for further work

ACADEMIC PAPER FORMAT AND DESIGN

Paper format

Graduate and final specialist theses should be written in *Times New Roman* font/letters, in letter size 12 with a 1.5 spacing and justified. The pages of the paper should be numbered, omitting the cover pages; the preceding sections are numbered with Roman numerals, and the basic text is written in Arabic starting with the number 1 on the first page of the introduction. Graduate or final specialist theses should be printed on a computer printer on A4 size paper (21x29.7 cm), and embossed (soft or hard binding), as well as graphically unified and inspected. It should not contain less than 10,000 nor more than 12,000 words (graduate thesis at the Political Science study), less than 12,000 nor more than 15,000 words (graduate thesis in Journalism study), less than 8,000 nor more than 12,000 words (final specialist thesis). The word number consists of the entire text of the paper, including footnotes/notes, but excluding the cover pages, the table of contents, the summary and keywords, the list of references and annexes.

Linguistic and orthographic features

The paper should be written in Croatian standard language. The principle of language validity in the grammatical and orthographic sense is a must for quality scientific and academic style. Regarding orthography, since three different spelling styles are currently in effect (see *List of references*), the student is free to choose in following one, provided that consistency is constant throughout the paper. When using sources in a foreign language, it is necessary to verify in Croatian literature the common translations of technical terms. A final specialist paper can also be written in English if the student chooses that option, however, accuracy and standard quality of the linguistic and orthographic features of the paper are implied.

Cover page

The paper should have a cover or an outer title page (see *Figure 3*), followed by an inner cover or inner title page (see *Figure 4*).

Figure 3: Cover or outer title page of the paper

University of Zagreb Faculty of Political Science Graduate Study of Political Science First and last name of student TITLE GRADUATE THESIS Zagreb, year	University of Zagreb Faculty of Political Science Graduate Study of Journalism First and last name of student TITLE GRADUATE THESIS Zagreb, year	University of Zagreb Faculty of Political Science Postgraduate University Specialist Study of <i>name of study</i> First and last name of student TITLE FINAL SPECIALIST THESIS Zagreb, year
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Figure 4: Inner cover or inner title page of the paper

University of Zagreb Faculty of Political Science Graduate Study of Political Science TITLE GRADUATE THESIS Mentor: title, first and last name Student: first and last name Zagreb month, year	University of Zagreb Faculty of Political Science Graduate Study of Journalism TITLE GRADUATE THESIS Mentor: title, first and last name Student: first and last name Zagreb month, year	University of Zagreb Faculty of Political Science Postgraduate University Specialist Study of <i>name of study</i> TITLE FINAL SPECIALIST THESIS Mentor: title, first and last name Student: first and last name Zagreb month, year
--	---	--

The first page (the second inner page) should provide the following statement on the authorship of the paper and the respect for ethical rules in academic work:

I declare that I have written my graduate thesis/final specialist thesis (title) that I submitted to my mentor (title and name of mentor) for evaluation, independently and that it is entirely in my authorship. I also declare that the paper in question has not been published or used to fulfil teaching obligations at this or any other institution of higher learning, and that I did not obtain ECTS credits based on it.

Furthermore, I declare that I have respected the ethical rules of scientific and academic work, particularly Articles 16-19 of the Code of Ethics of the University of Zagreb.

(first and last name of student)

Table of contents

A table of contents of the paper is an orientation plan of the graduate or final specialist thesis. A table of contents shows the logic of the entire text composition into chapters and sections so that it lists the titles and subtitles in the paper along with the corresponding page numbers. In the organization of the paper into thematic segments, a decimal system of up to four decimal units is required (see *Figure 5*).

Figure 5: An example for creating a table of contents of a paper

1. INTRODUCTION	
2. TITLE (FIRST CHAPTER)	(page number)
2.1. Subtitle (first section of first chapter)	(page number)
2.2. Subtitle (second section of first chapter)	(page number)
2.2.1. Sub-subtitle (first subsection of second section)	(page number)
	(or more)
3. TITLE (DRUGO POGLAVLJE)	(page number)
3.1. Subtitle (first section of second chapter)	(page number)
3.2. Subtitle (second section of second chapter)	(page number)
3.3. Subtitle (third section of second chapter)	(page number)
3.3.1. Sub-subtitle (first subsection of third section)	(page number)
3.3.2. Sub-subtitle (second subsection of third section)	(page number)
	(or more)
4. CONCLUSION	(page number)

Table of illustrations

Academic papers may contain different types of illustrations such as tables, graphs, schematics, images, drawings, photographs, etc. Each illustration in the text must be marked with a number and a short title, such as Table 1: (title) or Figure 1: (title) , in the manner used in these *Guidelines*. If the paper contains illustrations, they should be listed at the beginning. A list of illustrations must contain all the titles of illustrations in the text, with accompanying ordinal numbers and page numbers where such contents are found (see *Figure 6*). It is mandatory to specify the source below each illustration, according to the rules for citing. If the

author of the paper is also the author of illustrations, the source is written as follows: *Source: author*. Generally, consideration should be given to the graphic processing and the size of such content, which must not be too large. The text should always explain the reason for incorporating such content. If it is a table or graph, an explanation of what they portray should also be provided.

Figure 6: An example of a table of illustrations in a paper

Table		
Table 1: Table title	_____	(page number)
Table 2: Table title	_____	(page number)
Table 3: Table title	_____	(page number)
Table 4: Table title	_____	(page number)
(or more)		
Figures		
Figure 1: Figure title	_____	(page number)
Figure 2: Figure title	_____	(page number)
Figure 3: Figure title	_____	(page number)
Figure 4: Figure title	_____	(page number)
(or more)		

List of references

A list of references is provided on a separate page and must cover all the sources used in the text of the paper in the form of citations or as references to someone's authorship work in the form of paraphrasing or summarization. Such a list is denoted by the term reference (literature) (Oraić Tolić, 2011: 466-469).¹² A list of references is designed by listing alphabetically, according to an author's surname, and chronologically for works published by the same author. When citing several publications by the same author published in the same year, they should be

¹² More extensive lists containing all the relevant sources, when they are extended by recommendations for supplementary sources not directly used during the writing of the paper, are referred to as bibliography (Oraić Tolić, 2011: 466-468).

distinguished by letters (a, b, c, etc.) following the year of issue. In the case of multiple authors working together, everyone is listed. If different empirical materials are used in the paper, it is desirable to separate them into a separate list, such as a list of documents, a list of web pages or a list of television programs. The basic literature for producing a graduate or final specialist thesis contains at least 15 classic scientific sources (books, chapters in collections of papers, articles in journals), at least three of which must be books.

Annexes

Annexes may be various additional data or details, explanations or illustrations, or any aspect of the research methodology that the author considers relevant to the topic, and which, due to its scope, did not find a place in the text of the paper itself. Annexes are provided at the very end of the paper, as part of the ending part, after the list of references and other sources.

Summary and keywords

At the very end of the paper, it is necessary to write a summary, i.e. a "condensed overview of the entire paper" (Silobrčić, 2003: 41) or another type of scientific prose. It is a "scientific miniature of high informative value" (Oraić Tolić, 2011: 300). It can be claimed that a summary provides the contents of the introduction and the conclusion of the paper in the concentrated form of a paragraph. It usually contains five standard parts. In a summary, one can usually find (1) the basic purpose and goal of the research – an explanation of why research was undertaken. The summary then customarily defines (2) the specificity of the topic, that is, the main content of the research, and data on the basic (3) principles of the methodology applied, on how research was conducted, and (4) the results of the research, i.e. the insights gained. Finally, a summary also provides (5) important conclusions – the main points and the original contribution of the work (Oraić Tolić, 2011: 299-301; Silobrčić, 2003: 40-45).

A summary should be written simply, using complete and connected sentences. There should be no retelling of the paper title or description of the details in the text, and notes, drawings, equations, structural formulas, abbreviations, jargon, and general terms that do not belong to the standard language, as well as stating references should be avoided. A summary is written in the third person and in the passive. A summary should include several keywords, the main terms used in the text, which serve as in-depth bridges that ensure the overall logic of the text (Oraić Tolić, 2011: 300-301).

CITATION RULES

Citation, paraphrasing and summarizing

When producing academic papers, a lot of different scientific information is always used. Therefore, one of the most important features of scientific discourse is documentation – an accurate and rich reference of all types of information sources. The basic source, of course, are scientific works, scientific literature. Literature is used to support one's own claims so that others' thoughts, ideas, arguments or words are transmitted. There are three basic ways of using literature: paraphrasing (recounting), summarizing and direct transfer or citation.

Citations are a form of literature use in which parts of others' text are literally taken over. A citation is used when the someone else's words support one's own position or oppose it, when they have an author and when they are new, as well as for the recognition of other authors, protection against plagiarism, power of argumentation, and breadth of information (Oraić Tolić, 2011: 439-443). There are several principles to be followed when striving for good citation, especially ensuring that citations used are extremely precise and well-integrated in the author's text (see *Table 8, Figure 7*). Someone else's words must be clearly marked in the text, primarily by using quotation marks. Citations with two to three lines are incorporated into own text and own paragraphs, and citations longer than three lines of text should be separated from own text in a separate paragraph, with slightly larger margins and/or a somewhat smaller font than the author text. Immediately following the citation is the source from which the citation was transmitted, using the so-called citation references.

Table 8: Principles of a good citation

PRINCIPLES OF A GOOD CITATION	
referentiality	– refers directly to the topic, is not just a decoration in the text
accuracy	– identical to the original
denotability	– denoted in quotation marks (or as a separate paragraph)
functionality	– plays a role in argumentation – can be illustrative, polemic or dialogic
incorporation	– embedded in the text smoothly (logically and formally)

Source: Oraić Tolić, 2011: 440-443.

Figure 7: Examples of good and bad citations

Well incorporated, functional and correctly denoted citation:

A political party is "a political association of individuals that is primarily adapted to the political struggle – the struggle for power" (Fink Hafner, 2007: 5). But when talking about European political parties, the concept of a party needs to be expanded, as parties at the European Union level are defined in dualy, as associations of citizens, but also as party alliances.

Poorely incorporated, incorrectly denoted and insufficiently functional citation:

A political party is a group of people who are united in the struggle for power. It has a certain number of members, represents certain interests, and strives towards a goal. In the article "Party System at the European Union Level" political parties are used in the sense of European political parties. ("According to new legal norms, a political party at the European level is

Due to economy, the use of paraphrasing and summarization is more common than citing. Summarization is providing others' ideas in the shortest possible way, where other authors' thoughts or arguments are briefly transmitted, without mentioning the original formulations and without recounting the content. Summarization is also indicated by a citation reference (Oraić Tolić, 2011: 448-449). Ideas and arguments of other authors may also be provided in more detail, not by transposing them word for words or citing them, but recounting them in one's own words. Paraphrases are also noted by citation references. Paraphrasing is very sensitive, because the limit of plagiarism is at its most fragile, so it should only be used when others' ideas can be expressed better than in the original. It is especially important to write everything in completely new, that is, own words, instead of simply replacing some of the original expressions (Oraić Tolić, 2011: 444-448).

It is of the utmost importance that it can always be unambiguously discerned between that which belongs to the author and that which was taken from other authors and sources. Therefore, in ensuring the documentation of the scientific style, it is key to properly mark all the ways in which literature is used. For this purpose, citation references are used in the text, and bibliographic units are listed at the end of the paper. There are several forms of citation references and bibliographic units, which in specific combinations, form so-called citation styles. In other words, "the ways of writing citation references and bibliographic units, as well as citation styles, are infinitely diverse" (Oraić Tolić, 2011: 514). The basic rule is that only one citation style can be used in a single paper, and it must be consistently applied from the beginning to the end. When producing a graduate or final specialist thesis at the Faculty of Political Science, students should use a citation style with citation references in the form of interstitial notes (text notes) and bibliographic units in the *author-year* form. Any improper use of sources is plagiarism.

Citation references

Citation references or references are the ways of listing sources in the text of the paper. These are bibliographic notes that provide the information needed to identify cited or consulted sources. There are three types of citation references: *text notes* (interstitial citation references or notes in the text), *footnotes* (subtext citation references or notes underneath the text), and *endnotes* (citation references outside of the text or notes at the end of the text). In the recommended citation style in these *Guidelines*, interstitial notes (text notes) are used for citing. These are bibliographic notes that in provide data that refer to cited or consulted literature in parentheses and are written immediately after the part of the text to which they relate. Each such citation reference must include the last name(s) of the author and the year the work was published. When referencing the whole work or an idea pervading the entire book or article during summarization, it is not necessary to denote any page numbers. When referring to a specific part of the work, page number(s) should be included. When citing, it is mandatory to specify the page number from which the citation was taken (Oraić Tolić, 2011: 449-462). If the work has two authors, both are mentioned, and in the case of a joint work of three or more authors, the form *XY et al.* is used, i.e. the last name of the first author, and the designation *et al.* All references in the text are cited the same as the first time, meaning denotations such as *ibid.*, *op. cit.*, *loc. cit.*, and the like are not to be used.

Figure 8: Examples of using text notes as citation references

CITING – The transfer of others' words is marked in quotation marks, and a textnote immediately after the citation.

e.g. The process of modernization, characterized by “an ever greater social complexity” (Swanson and Mancini, 1996: 9) and increasing social fragmentation, ...

e.g. "Most political science works are concerned with the study of decision-makers, therefore, a key research technique for political scientists is known as interviewing the elite" (Burnham et al., 2006: 219).

TRANSFERRING A CITATION – If the text cites an already cited citation, the author of the original citation and the original work are first mentioned, and then the work from which the citation is taken. Only the read work is listed in the list of references.

e.g. Values are important in building identity because they rijednosti su važne u gradnji identiteta, jer "say something about big questions: who are we, where do we come from, where do we go, how can we define our identity, what do we want to become, what do we think of others or of difference? And, finally: what gives basic meaning to our lives?" (Lindh and Korhonen, 2010: 138, cit. in Ilišin, 2011: 86).

SUMMARIZING AND PARAPHRASING – When a piece of text is summed up so that the main thought is transmitted or its content is discussed in more detail in one's own words, the source is marked by a textnote in the same way as citations are. If a term pervades an entire book or article, page numbers do not need to be referenced, the author and the year of publication will suffice.

e.g. Swanson i Mancini (1996: 9) claim that the process of modernization is characterized ...

e.g. Modern democracies can be full or embeded, or flawed (Merkel, 2004).

Footnotes

Footnotes are sub-textual citation references or notes under the text. They can be either bibliographic or documentary (referring to the literature used), and explanatory or explicative (providing additional information and comments that are not directly relevant to the argumentation). An academic paper cannot simultaneously use textual and bibliographical footnotes. Only explanatory footnotes are used in the citation style in which text notes are used for referencing bibliographic data. Therefore, footnotes provide additional, useful but not necessary explanations. In addition, they may refer to another source that processes the same or similar issue, which is not cited, paraphrased or summarized in the paper (Oraić Tolić, 2011: 450-457). They are provided at the bottom of the page, with a line separating them from the main text and marked with a number linked to that same number in the text. Footnote numbers are written chronologically in an uninterrupted sequence from the beginning to the end of the paper.

Bibliographic units

Bibliographic units are a "functional description of identification data for the recognition and location (...) of the source" (Oraić Tolić, 2011: 462). A series of bibliographic units creates a list of references that is provided at the end of the paper. Only one bibliographic unit is given to one source.

Three classical sources for writing academic prose are considered serious academic sources and form the basis for collecting data, information and arguments in the production of academic prose. The first are scientific books – monographs or textbooks, the second are chapters in a collection of papers (proceedings), single issue of a series of articles or study by several authors, and the third are articles in periodical scientific publications – journals. Additionally, many other sources such as various documents, newspaper articles, transcripts of interviews, video clips, etc. can be used in the writing of a graduate and final specialist thesis, especially in papers involving empirical research. Today, Internet sources are increasingly being used as sources of scientific information. These can be primary sources, such as various internet sites, portals or online databases, but also secondary ones, such as *online* editions of printed journals. Classical

sources are characterized by a higher level of reliability and credibility of information compared to internet sources.

It is very important to precisely specify the source type. It is important to distinguish publications in which scientific texts and other scientific information were published, since their respective bibliographic units are constructed in a different manner. Different sources are displayed with different data and their bibliographic units contain different obligatory elements (see *Table 9*). Obligatory data in bibliographic units is sorted in a specific order, depending on which citation style is used. The basic characteristic of bibliographic units in the recommended citation style is always the author in the first place, and the year of publication in the second (see *Figure 9*). Thus, the bibliographic unit is linked with the same data to the corresponding text note.

Table 9: Obligatory elements of bibliographic units

	BOOK	CHAPTER IN COLLECTION OF PAPERS	ARTICLE IN JOURNAL	WEB PAGE
author	+	+	+	-----
year of publication	+	+	+	-----
title of work*	+	+	+	-----
title of publication	-----	+	+	-----
publisher	+	+	+	-----
place of publication	+	+	-----	-----
editor	-----	+	-----	-----
number of pages	-----	+	+	-----
volume	-----	-----	+	-----

*The title of the work is the title of a book, chapter, or article. The title of the publication refers to the title of a collection of papers or a journal.

Figure 9: Examples of bibliographic units of classic sources in the *author-year* model

BOOK: last name of author, first name of author (year) *title*. place of publication: publisher.
e.g. Šiber, Ivan (2003) *Politički marketing*. Zagreb: Politička kultura.

CHAPTER IN COLLECTION OF PAPERS: last name of author, first name of author (year) title of chapter. In: last and first name of editor of the collection (ed) *title of collection of papers* (pp. number of pages). place of publication: publisher.
e.g. Petak, Zdravko (2001) Proračunska politika Sabora. In: Kasapović, Mirjana (ed) *Hrvatska politika 1990.-2000.* (pp. 101-131). Zagreb: Fakultet političkih znanosti.

ARTICLE IN JOURNAL: last name of author, first name of author (year) title of article. *Title of journal* volume/year (volume/number): pages.
e.g. Prpić, Ivan (2001) Napomena o shvaćanju suverena u Ustavu Republike Hrvatske. *Politička misao* 38(1): 5-11.

With internet sources, considering they are a much more diverse set of materials than classic sources, it is even more difficult to set simple rules for writing bibliographic units. It is good to follow several principles. First, the bibliographic unit of internet sources should be as similar to those of the classic sources as possible. It is essential that the source can always be clearly distinguished from a bibliographic unit – general data from an internet site, an authored text on a portal, a document on an organization's web page, a scientific article (also) published online, etc. Thereafter, it is necessary to always collect as much information as possible, such as the author's name, date of publication, etc. This is particularly true of *online* journals for which all data should be collected, much like for printed journals. However, the minimum information required for an internet source bibliographic unit is: the domain (which assumes the function of the author, the title of the work and the title of the publication), a fully accurate internet address, and the date when that content was accessed. It is desirable to add a full web page name as a domain description. If it is a source that also exists in the classic form (for example, an article is published in a printed journal and in electronic form), the classic form should be cited. A list of detailed rules of reference for bibliographic units and citations at the Faculty of Political Science, classified by type of source, is provided in *Annex 1*.

Plagiarism

Plagiarism is the knowing or unconscious appropriation of thoughts, words, ideas, or arguments without acknowledging authorship. Thus, plagiarism is the appropriation of someone else's work as one's own, and is the worst form of violation of the code of academic integrity, the highest ethical offense in the academic community, contrary to its fundamental values (Oraić Tolić, 2011: 441). Plagiarism is, in the technical sense, any improper citation, paraphrasing or summarization.

There are three basic forms of plagiarism. The first concerns the theft of another author's text. These are situations in which others' words are conveyed literally, with no quotation marks and/or without mention of sources. Any such (1) improper citation is plagiarism and is also the worst form of plagiarism because it is almost impossible for it to be unconscious. The second form of plagiarism is (2) the simulation of paraphrasing, or improper recounting. It is a situation in which the original author(s) of the source is cited, but their words and phrases are appropriated as if they were one's own. Therefore, someone else's thought is not rephrased in one's own words, which is the only allowed way of paraphrasing. The third form of plagiarism

is the theft of ideas and methods. These are situations where others' ideas are conveyed in one's own words as if they were own, because there is no reference to sources and author(s) of the ideas. This is (3) improper summarization (Oraić Tolić, 2011: 446-448).

A special form of plagiarism in preparing academic papers is self-plagiarism. It is not, of course, permissible to acquire ECTS credits several times by using the same academic paper. A graduate and final specialist thesis must in this sense be original, meaning that they cannot be produced by rewriting of a paper already used to earn credits and grades during the study. This is guaranteed by the student in the statement on the authorship of the paper and the respect for ethical rules in academic work (see *Cover pages*). All forms of plagiarism are considered to be severe disciplinary offenses, the ultimate disciplinary measure for which is permanent exclusion from the study and from the Faculty (Article 4 and 5 of the Rulebook on Disciplinary Accountability of Students).

LIST OF REFERENCES

- Anić, Vladimir and Silić, Josip (2001) *Pravopis hrvatskoga jezika* [Orthography of the Croatian Language]. Zagreb: Školska knjiga and Novi Liber.
- Babić, Stjepan et al. (2008) *Hrvatski školski pravopis* [Croatian School Orthography]. Zagreb: Školska knjiga.
- Badurina, Lada et al. (2008) *Hrvatski pravopis* [Croatian Orthography]. Zagreb: Matica hrvatska.
- Becker, Howard S. (2007) *Writing for social scientists: how to start and finish your thesis, book, or article*. Chicago, London: The University of Chicago Press.
- Buchberger, Iva (2012) *Kritičko mišljenje. Priručnik kritičkog mišljenja, slušanja, čitanja i pisanja* [Critical thinking. A Manual of Critical Thinking, Listening, Reading and Writing.]. Rijeka: Udruga za razvoj visokog školstva Universitas.
- Burnham, Peter et al. (2006) *Metode istraživanja politike* [Methods of Policy Research]. Zagreb: Fakultet političkih znanosti.
- Dunleavy, Patrick (2005) *Kako napisati disertaciju. Kako planirati, skicirati, pisati i dovršiti doktorsku disertaciju* [Authoring a PhD: how to plan, draft, write, and finish a doctoral thesis or dissertation]. Zagreb: Fakultet političkih znanosti.
- Gačić, Milica (2012) *Pisanje i objavljivanje znanstvenih i stručnih radova* [Writing and Publishing Scientific and Professional Papers]. Zagreb: Školska knjiga.
- Marsh, David and Stoker, Gerry (eds) (2005) *Teorije i metode političke znanosti* [Theory and Methods in Political Science]. Zagreb: Fakultet političkih znanosti.
- Landman, Todd (2008) *Teme i metode komparativne politike: uvod* [Issues and Methods in Comparative Politics: an Introduction]. Zagreb: Fakultet političkih znanosti.
- Oraić Tolić, Dubravka (2011) *Akademsko pismo* [Academic Writing]. Zagreb: Naklada Ljevak.
- Silobričić, Vlatko (2003) *Kako sastaviti, objaviti i ocijeniti znanstveno djelo* [How to Compile, Publish and Evaluate a Scientific Work]. Zagreb: Medicinska zaklada.
- Zelenika, Ratko (2000) *Metodologija i tehnologija izrade znanstvenog i stručnog djela*. [Methodology and Technology of Drafting a Scientific and Professional Work] Rijeka: Ekonomski fakultet u Rijeci.
- Yin, Robert K (2007) *Studija slučaja – dizajn i metode* [Case Study – Design and Methods]. Zagreb: Fakultet političkih znanosti.

Internet sources

- Doktorski.unizg.hr (2013) *Online baza doktoranada Sveučilišta u Zagrebu* [Online database of doctoral candidates at the University of Zagreb]. <http://doktorski.unizg.hr/obad> Accessed on 5 February 2013
- Fpzig.unizg.hr (2013a) *Diplomski studij novinarstva Fakulteta političkih znanosti Sveučilišta u Zagrebu* [Graduate Study of Journalism at the Faculty of Political Science of the University of Zagreb]. <http://www.fpzig.unizg.hr/studiji/diplomski/novinarstvo> Accessed on 11 November 2015
- Fpzig.unizg.hr (2013b) *Diplomski studij politologije Fakulteta političkih znanosti Sveučilišta u Zagrebu* [Graduate Study of Political Science at the Faculty of Political Science of the University of Zagreb]. <http://www.fpzig.unizg.hr/studiji/diplomski/politologija> Accessed on 11 November 2015
- Fpzig.unizg.hr (2013c) *Specijalistički studiji Fakulteta političkih znanosti Sveučilišta u Zagrebu* [Specialist studies at the Faculty of Political Science of the University of Zagreb]. http://www.fpzig.unizg.hr/studiji/poslijediplomski/specijalisticki_studiji Accessed on 11 November 2015
- Hascheck.tel.fer.hr (2013) *Hrvatski akademski spelling-checker* [Croatian academic *spelling-checker*]. <http://hascheck.tel.fer.hr/> Accessed on 10 February 2013
- Hrcak.srce.hr (2013) *Portal znanstvenih časopisa Republike Hrvatske* [Portal of scientific journals of Croatia]. <http://hrcak.srce.hr/> Accessed on 10 February 2013
- Hjp.novi-liber.hr (2013) *Hrvatski jezični portal* [Croatian language portal]. <http://hjp.novi-liber.hr/> Accessed on 10 February 2013
- Kgz.hr. (2013) *Knjižnice Grada Zagreba* [Libraries of the City of Zagreb]. <http://www.kgz.hr/> Accessed on 10 February 2013
- Nsk.hr (2013) *Nacionalna i sveučilišna knjižnica u Zagrebu* [National and University Library in Zagreb]. <http://www.nsk.hr/> Accessed on 10 February 2013

ANNEX

RULES FOR DENOTING BIBLIOGRAPHICAL UNITS AND CITATION REFERENCES AT THE FACULTY OF POLITICAL SCIENCE

(NOTE: The arrow and all data behind it are not listed in the bibliographic unit. The arrow serves as a guide to the reader on what a text-note citation reference of a relevant bibliographic unit should look like.)

BOOKS

books with 1 author:

- Becker, Howard S. (2007) *Writing for social scientists: how to start and finish your thesis, book, or article*.¹³ Chicago and London: The University of Chicago Press. → (Becker, 2007)
- Buchberger, Iva (2012) *Kritičko mišljenje. Priručnik kritičkog mišljenja, slušanja, čitanja i pisanja*. Rijeka: Udruga za razvoj visokog školstva Universitas. → (Buchberger, 2012)
- Oraić Tolić, Dubravka (2011) *Akademsko pismo: strategije i tehnike klasične retorike za suvremene studentice i studente*. Zagreb: Ljevak. → (Oraić Tolić, 2011)

books with 2 authors:

- Anić, Vladimir and Silić, Josip (2001) *Pravopis hrvatskoga jezika*. Zagreb: Školska knjiga and Novi Liber. → (Anić and Silić, 2001)

books with 3 or more authors:

- Babić, Stjepan et al. (2008) *Hrvatski školski pravopis*. Zagreb: Školska knjiga. → (Babić et al, 2008)¹⁴
- Burnham, Peter et al. (2006) *Metode istraživanja politike*. Zagreb: Fakultet političkih znanosti. → (Burnham et al, 2006)

¹³ Text titles should always be quoted identically as they stand in the original: separating titles and subtitles with punctuation marks, colons, or dashes as in the original, whether in the lower or upper case – regardless of the original language and spelling of that language.

¹⁴ The rule of economy is especially important to apply in cases of so-called grouping of punctuation marks. In this example, there are two situations of providing an abbreviation for 'and others': et al. when there is a space behind the abbreviation, et al when a comma follows the abbreviation. In the first scenario the punctuation mark remains, in the second it is deleted.

COLLECTION OF PAPERS (PROCEEDINGS)

chapter with 1 author in a collection of papers with 1 editor:

Petak, Zdravko (2001) Proračunska politika Sabora. In: Kasapović, Mirjana (ed) *Hrvatska politika 1990.-2000.* (pp. 101-131). Zagreb: Fakultet političkih znanosti. → (Petak, 2001)

chapter with 2 authors in a collection of papers with 2 editors:

Marsh, David and Stoker, Gerry (2005) Zaključak. In: Marsh, David and Stoker, Gerry (eds) *Teorije i metode političke znanosti* (pp. 305-311). Zagreb: Fakultet političkih znanosti. → (Marsh and Stoker, 2005)

books with 2 editors:¹⁵

Marsh, David and Stoker, Gerry (eds) (2005) *Teorije i metode političke znanosti*. Zagreb: Fakultet političkih znanosti. → (Marsh and Stoker, 2005)¹⁶

ARTICLES

article in journal:

Prpić, Ivan (2001) Napomena o shvaćanju suverena u Ustavu Republike Hrvatske. *Politička misao* 38(1): 5-11. → (Prpić, 2001)

article in newspaper:¹⁷

Marić, Jagoda (2015) Psihijatar i kirurg dovode u sabornicu načelnike i profesore. *Novi list* 69(22.256): 3. 10 November. → (Marić, 2015)

article in online journal:¹⁸

¹⁵ Books with 3 and more editors are cited by the same logic as books with 3 and more authors. After the last and first name of the first editor the abbreviation et al. is inserted, followed by the abbreviation (ed)..

¹⁶ Since citation references do not contain the abbreviation (ed), the order of bibliographic units in the list of literature must be kept in mind. Compare with the previous bibliographic unit – if both are listed in the list of literature then the letter b should be added to the first after the year of publishing (Zaključak comes after Teorija in the alphabetical sequence) and a to the second unit. This results in distinguishing between citation references and in the proper sequence of denoting bibliographical units in the list of literature.

¹⁷ When citing articles from newspapers available in printed form, the year of the newspaper issue, as well as the pages on which the article is located, should also be indicated, analogous to articles in scientific journals.

¹⁸ The rules on referencing *online* newspapers and journals apply only to those editions that do not exist in printed form. If the edition exists in both printed and *online* form then the printed form has precedence, i.e. in the traditional form of referencing of a bibliographic unit. Also, years refer to the years of publication of the text – if this information is inaccessible, only then refer to the year access to text.

Bejaković, Predrag (2007) Važnost i financiranje obrazovanja odraslih i cjeloživotnog učenja u odabranim zemljama. *Političko obrazovanje* 3(1-2): 31-55. <http://www.politologija.hr/casopis.php?kateg=5&sub=12> Accessed on 15 January 2013 → (Bejaković, 2007)

Žiljak, Tihomir and Šalaj, Berto (2007) Programi građanskog obrazovanja i osposobljavanja u nevladinim organizacijama u Republici Hrvatskoj (rezultati istraživanja 2005.-2007). *Političko obrazovanje* 3(1-2): 1-30. <http://www.politologija.hr/casopis.php?kateg=5&sub=12> Accessed on 15 January 2013 → (Žiljak and Šalaj, 2007)

article in online newspaper:

Alač, Zvonko (2015) Kraljica fajrunta: HDZ-u donijela Most tortu od 1.5 milijardi kuna. *Index.hr* 9 November. <http://www.index.hr/vijesti/clanak/kraljica-fajrunta-hdzu-donijela-most-tortu-od-15-milijardi-kuna/854675.aspx> Accessed on 10 November 2015 → (Alač, 2015)

LEGAL DOCUMENTS

from the official gazette:

Hrvatski sabor (2011) Zakon o Vladi Republike Hrvatske. *Narodne novine* 150. → (Hrvatski sabor, 2015)

downloaded from internet pages:¹⁹

FPZG (Fakultet političkih znanosti) (2006) Statut Fakulteta političkih znanosti Sveučilišta u Zagrebu.

http://www.fpzg.unizg.hr/download/repository/STATUT_fpzg_veljaca_2007.pdf

Accessed on 27 September 2015 → (FPZG, 2015)

MVEP (Ministarstvo vanjskih i europskih poslova) (2015) Strateški plan Ministarstva vanjskih i europskih poslova za razdoblje 2016.-2018. <http://www.mvep.hr/files/file/>

¹⁹ All corporate authors (institutions/organizations that appear as individual authors) whose name consists of 3 and more words should be abbreviated for use in the citation reference. This is primarily done using an official abbreviation (can be found in institution documents, and sometimes on the web page domain – see FPZG). Only if an official abbreviation does not exist, it is self-generated – in such a way that the first letter of each word is taken, omitting conjunctions. It is not necessary to state country acronyms, for example, RH (Republic of Croatia). Foreign names are Croatized see example with the Conservative Party in the category Other documents downloaded from internet pages) unless it is an institution/organization name that cannot be reduced to 2 words. In this case, an official abbreviation is used in the original language. Following an abbreviation in parentheses, the exact name of the institution is denoted at the time when it was consulted (for example, ministries change names) in the original language. Also, names are transliterated into Latin script when necessary.

[dokumenti/150717-strateski-plan-mvep-2016-2018.pdf](#) Accessed on 27 September 2015 → (MVEP, 2015)

Ustavni sud (2015) Ocjena propisa: U-I-1397/2015, ocjena i rješenje. <http://sljeme.usud.hr/usud/praksaw.nsf/Novosti/C12570D30061CE54C1257ECA00521E9F?OpenDocument/> Accessed on 27 September 2015 → (Ustavni sud, 2015)

OTHER DOCUMENTS DOWNLOADED FROM INTERNET PAGES

individual author(s):

Aastrup, Jesper (2005) Change in Networks – a Critical Realist Interpretation. <http://www.impgroup.org/uploads/papers/27.pdf>. Accessed on 30 September 2010 → (Aastrup, 2005)

Marcussen, Martin and Olsen, Hans Peter (2005) Bridging a Structural Hole in Governance Network Analysis. Working Papers of the Centre for Democratic Network Governance. Working Paper 2005: 2. http://magenta.ruc.dk/upload/application/pdf/72ef7bed/Working_Paper_2005_2.pdf Accessed on 7 October 2010 → (Marcussen and Olsen, 2005)

Kenis, Patrick and Raab, Jörg (2003) Wanted: A Good Network Theory of Policy Making. Rad izložen na 7th National Public Management Conference. Washington 9-10 October 2003. <http://www.pmrnet.org/conferences/georgetownpapers/Kenis.pdf> Accessed on 17 September 2009 → (Kenis and Raab, 2003)

corporate author(s):

FPZG (Fakultet političkih znanosti) (2015) Upute za pisanje akademskih radova na Fakultetu političkih znanosti. https://www.fpzg.unizg.hr/_download/repository/Upute_za_pisanje_akademskih_radova.pdf Accessed on 1 September 2015 → (FPZG, 2015)

GONG (Građani organizirano nadgledaju glasanje) (2015) Vodič kroz izbore za vijeća i predstavnike nacionalnih manjina 31. 5. 2015. http://www.gong.hr/media/uploads/gong_letak_manjine_15.pdf Accessed on 27 September 2015 → (GONG, 2015)

Konzervativna stranka (Conservative and Unionist Party)²⁰ (2015) The Conservative Party Manifesto 2015: Strong Leadership, A Clear Economic Plan, A Brighter, More Secure

²⁰ Creating a list of literature and citation references has its own rules that do not strictly follow the orthographic rules of the Croatian language (see also the use of punctuation marks after years or abbreviations).

Future. <https://s3-eu-west-1.amazonaws.com/manifesto2015/ConservativeManifesto2015.pdf> Accessed on 1 May 2015 → (Konzervativna stranka, 2015)

GENERIC INTERNET PAGES²¹

- Bbc.com (2015) Election 2015 Results. <http://www.bbc.com/news/election/2015/results/> Accessed on 9 May 2015 → (Bbc.com, 2015)
- Fpzg.unizg.hr (2013a) Diplomski studij novinarstva Fakulteta političkih znanosti Sveučilišta u Zagrebu. <http://www.fpzg.unizg.hr/studiji/diplomski/novinarstvo> Accessed on 3 February 2013 → (Fpzg.unizg.hr, 2013a)
- Fpzg.unizg.hr (2013b) Diplomski studij politologije Fakulteta političkih znanosti Sveučilišta u Zagrebu. <http://www.fpzg.unizg.hr/studiji/diplomski/politologija> Accessed on 3 February 2013 → (Fpzg.unizg.hr, 2013b)
- Hjp.novi-liber.hr (2013) Hrvatski jezični portal. <http://hjp.novi-liber.hr/> Accessed on 5 February 2013 → (Hjp.novi-liber.hr, 2013)
- Kgz.hr (2013) Knjižnice Grada Zagreba. <http://www.kgz.hr/> Accessed on 3 February 2013 → (Kgz.hr, 2013)
- Nsk.hr (2013) Nacionalna i sveučilišna knjižnica u Zagrebu. <http://www.nsk.hr/> Accessed on 14 February 2013 → (Nsk.hr, 2013)

UNPUBLISHED ACADEMIC PAPERS

graduate and masters theses:

Zgurić, Borna (2009) *Diplomacija nedržavnih aktera: studija slučaja Carter Centra* (unpublished graduate paper). Zagreb: Fakultet političkih znanosti. → (Zgurić, 2009)

doctoral theses:

Picula, Boško (2012) *Intrakonfliktni izbori na Bliskom istoku: demokratsko konstituiranje vlasti unutar oružanih sukoba u Afganistanu, Iraku i Palestinskoj samoupravi* (unpublished doctoral thesis). Zagreb: Fakultet političkih znanosti. → (Picula, 2012)

Simplification, avoiding punctuation accumulation, spatial economy – these are the guiding principles. Therefore, cursive is used moderately, in cases of book titles, journals and newspapers, but not for denoting foreign words/designations. However, foreign words must be marked in cursive script in the text.

²¹ The name of a bibliographic unit is the name of the page viewed: for example, the internet page name in the example of Nsk.hr or Kgz.hr, but also the sections of the internet page in the example of Fpzg.unizg.hr.

AUDIOVISUAL SOURCES

film:

Spielberg, Steven and Chricton, Michael (1993) *Jurassic Park*. Universal City: Universal Studios. → (Spielberg and Chricton, 1993)²²

television series:

Percival, Daniel and Spotnitz, Frank (2016) Travelers. In: Spotnitz, Frank (pr) *The Man in the High Castle* (s. 2, e. 3). Santa Monica: Amazon Studios. → (Percival and Spotnitz, 2016)²³

music video:

2Pac and Outlaws (1999) *Still I Rise* (CD). Santa Monica: Interscope Records. → (2Pac and Outlaws, 1999)²⁴

RAW DATA

interview:

Puhovski, Žarko (2017) Personal interview. Zagreb: Conducted on 8 March. → (Puhovski, 2017)²⁵

Interview 1 (2016) Semi-structured interview with a highly-positioned Ministry of Finance official. Zagreb Conducted on 9 September. → (Interview 1, 2016)²⁶

databases:

²² A bibliographic unit for a film is created according to the following template: last and first name of director, last and first name of screenwriter (year of release) *Film title*. Media house headquarters: Studio.

²³ A bibliographic unit for a television series is created according to the following template: last and first name of director and/or last and first name of screenwriter (year of release) *Episode title*. In: last and first name of producer (pr) *Title of series* (s. No., e. No.). Media publisher headquarters: Media publisher.

²⁴ A bibliographic unit for a music video is created according to the following template: name of performer (year of release) *Album title* (sound carrier format). Media publisher headquarters: Media publisher.

²⁵ A bibliographic unit for a conducted interview is created according to the following template: first and last name of person interviewed (year of conducting interview) Interview format. Place of conducting interview: date of conducting interview.

²⁶ Sometimes, for the sake of identity protection, the first and last name of the interviewee should not be mentioned. In this case, Interview 1, Interview 2, Interview 3 and so on are described including a mention of the function or a characteristic of the interviewed person to indicate his or her relevance to the interview, without any precise details, in order to maintain the confidentiality of the identity of the interviewee.

Širinić, Daniela et al. (2016) *Naslovnice Večernjeg lista od prosinca 1989. do prosinca 2015.* (data base). Zagreb: Centar za empirijska politološka istraživanja, Fakultet političkih znanosti. <http://cepis.hr/baze-podataka/masovni-mediji/> Accessed on 6 March 2017 → (Širinić et al, 2016)²⁷

²⁷ A bibliographic unit for a database is created according to the following template: last and first name of researcher (year) *Database title* (data base). Place of origin: Organization that produced the database. Link. Access date.