INTE 298/4/B: Writing a Research Paper 101

Library Workshop

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Reference & Subject Librarian
Workshop Objectives

1. Turning topics into research questions and problems
2. Using your research question or problem to choose appropriate search terms
3. Creating a search strategy for your paper topic
4. Using inclusion and exclusion criteria to narrow your search focus
5. Saving and preserving your search history
6. Conducting a well crafted literature search
7. Using a reference manager to organize your reference list
8. Where to find citation assistance
Reference Manager: RefWorks

New to RefWorks? Click on "Sign Up for a New Account" from the main login page. If you're off the campus network you will need to enter a group code, which is: RWConcordUMont

What is RefWorks?

RefWorks is a Web-based tool that allows you to:

- manage and organize the bibliographic references you find in library catalogues, databases, and on the web
- prepare a bibliography or reference list automatically
- insert and automatically format in-text citations and a bibliography into a paper using Microsoft Word
RefWorks

Want to learn how to get the most out of RefWorks?

Simply download our Quick Start Guide and you'll be using RefWorks in no time! You can also check out our great series of videos to learn how to quickly navigate through the basic RefWorks features. For more detailed information participate in one of our free live tutorial sessions or view one of our many tutorial recordings.

I have a Group Code: [Enter Group Code]

Create an account through your institution:

Create an account at Concordia University, Montreal (not my institution)

Email Address: [Enter Email]

Re-enter Email Address: [Re-enter Email]

Login Name: [Enter Login]

Password: [Enter Password]

Re-enter Password: [Re-enter Password]

Without your consent, we cannot create your RefWorks account.
Steps in the Research Process

A. Ask questions about your broad topic, (use the who/what/when/where method), try to write a research question based on your topic.

B. Identify the key concepts or key ideas in your research question.

C. For each idea, brainstorm keywords and related terms.

D. Avoiding linking or unnecessary words.

E. Create a search string to use in the library catalogue and journal article databases.
Research Questions

How do I come up with a research question?

A. Who/what/when/where method

**Broad topic:** border walls

**Who:** Northern Ireland, Irish

**What:** peace lines, peace walls, borders, removal of walls

**Where:** Northern Ireland

**When:** last 10 years

**Potential questions:** How do the peacelines in Northern Ireland effect the peace-building process? Did the presence of peacelines in Northern Ireland decrease violence?
Worksheets – Section 1

In section 1 on your worksheets, please fill in your broad topic and break down your topic using the Who/What/When/Where method.

Once you have those Who/What/When/Where options filled in, try to compose a couple related research questions.
B. Identify the key concepts or key ideas in your research question.

**Broad topic:** border walls – peacelines in Northern Ireland

**Research Question:** Did the presence of peacelines in Northern Ireland decrease violence?

**Key ideas:** peacelines/peacewalls, Northern Ireland, violence
C. For each idea, brainstorm keywords and related terms.

**Key ideas**: peacelines/peacewalls, Northern Ireland, violence

**Synonyms/Related terms**

**Peacelines**: peace walls, separation barriers, walls, partition

**Northern Ireland**: Ireland

**Irish**: Catholics, Protestants, Republicans, Loyalists, IRA

**Violence**: violent, ‘Troubles’, conflict (peacebuilding, peace maintenance)
D. Avoid linking or unnecessary terms

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<th>Importance</th>
<th>Significance</th>
<th>Emphasis</th>
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<tr>
<td>Impact</td>
<td>Influence</td>
<td>Results</td>
<td>Response</td>
<td>Cause</td>
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Each author may use different linking words when discussing similar topics.

You don’t want your search to be limited to those books and articles that only contain the word “effect” or “consequence”.
Worksheet – Section 2

In section 2 of your worksheet, break down one of your possible research questions into key concepts/main ideas.

Then brainstorm a few synonyms or related terms for each key concept.

Be careful not to include linking words in your key concepts or synonyms list.
E. Create a search string to use in the library catalogue and journal article databases.

**AND** – limits how many results your search produces
Example: democracy AND capitalism

**OR** – increases the number of results your search produces
Example: aboriginal OR indigenous

“ ” - exact phrase, limits your search results
Example: “public policy”

* - truncation: retrieves all words that start with the letters entered and expands search results
Example: Environment* finds: environments, environmental, environmentalist, etc.
E. Create a search string to use in the library catalogue and journal article databases.

(Ireland or "Northern ireland" or Irish) AND

("peace wall*" or "separation barriers" or peacelines or wall or partition) AND

(violent* or troubles or conflict* or peace*)
Worksheet – Section 3

In section 3 of your worksheet, take your key concepts and synonyms and create a search strategy, using (brackets) / AND / OR/ “phrase searching” / truncation*

This will be what you use to search in the library catalogue and journal article databases.
Using your search strategy to find sources
Searching for books

When searching for books, keep your keywords broad or top-level.

You are searching through the titles, subject and tables of contents for the books. These will not be as detailed or specific as a journal article title or abstract.

You may locate a book on your general topic of interest, that has different chapters about specific more focused aspects of your topic.
You will increase the number of keywords to add to your search, by paying attention to the Subjects.
How do I know if the book is scholarly?

Look for bibliographical references and an index.

Scholarly books always have citations to other scholarly sources like books and journal articles.

A good bibliography can be a useful tool for your own search as well.
How do I know if the book is scholarly?

If the publisher is a university press, it is more likely to be a scholarly book.

Find the author biography and look at their affiliations.

Bernadette C. Hayes is Professor of Sociology at the University of Aberdeen. Ian McAllister is Professor of Political Science at the Australian National University.
RefWorks

You can add book citations to RefWorks, directly from the Library Catalogue. Click on the RefWorks button and it will export the information.
Worksheet – Section 4

In section 4 of your worksheet, try your search strategy in the library catalogue and see if you are able to locate a book relevant to your topic.

If you find a relevant book record, save it to your RefWorks account.
Selecting an article database

Databases by subject

Search for database by:
- Name
- Subject

Browse by database type:

See also:
- Find article from citation
- Search Open Access resources
- Conditions of use
These are the databases I recommend for students in political science.

Each subject guide on the library website, will have a list of selected databases, specific to that subject area, recommended by the librarian.
Applying limiters to your search will help narrow down a list of results.
Results

Search Results: 1 - 30 of 61

   Subjects: IRISH question, HOME rule, UNIONISM (Irish politics), CIVIL rights movements, NATIONAL self-determination, IRELAND, NORTHERN Ireland history, 1968-1998, NORTHERN Ireland, Partition, Northern Ireland, Peace Process
   Cited References: (8)

2. The Meaning of the Peacelines of Belfast.
   Subjects: CONFLICT management, VIOLENCE -- Forecasting, OBSTACLES (Military science), URBAN planning, RIOTS, PROTESTANTS, TERRITORIAL partition, SIEGES, POLITICAL doctrines, HUNGER strikes, BELFAST (Northern Ireland); NORTHERN Ireland; BELFAST (Northern Ireland) -- Social conditions, WALLS, BARBED wire; GRAFFITI
   Cited References: (8)

   Subjects: PEACEBUILDING, CIVIL war, CIVIL, ABRAHAMS-iran conflict -- 1993 -- Peace, CIVIL society, RELIGION & politics, NORTHERN Ireland
   Cited References: (20)

4. Hard to miss, easy to blame? Peacelines, interfaces and political deaths in Belfast during the Troubles.
   Subjects: SOCIAL capital, POLITICAL science, DISCRIMINATION in housing, BELFAST (Northern Ireland); PROTESTANT Union (1608-1621); SOCIAL boundaries

61 is not a huge number of results, I may need to modify my search strategy to produce more results.
Adding more synonyms

By adding OR boundar*, my search produced over 80 more results.
Exporting to RefWorks

After independence? The challenges and benefits of Scottish-UK defence cooperation.

Authors: FLEMING, COLIN
Document Type: Article
Subject Terms: MILITARY readiness, NATIONAL security, AUTONOMY & independence movements, REFERENDUM, GREAT Britain, SCOTLAND, Politics & government - 21st century, GREAT Britain - Politics & government - 21st century
Abstract: The Scottish government's white paper on independence, Scotland's future, sets out its defence blueprint following a 'yes' vote. It makes clear that its defence plans would be subject to a Strategic Defence and Security Review in 2016, as well as negotiation on the division of assets with London. However, it also provides a strong indication of how it envisages its defence posture.

Export Manager

Number of items to be saved: 1

Save citations to a file formatted for:
- Direct Export in RIS Format (e.g. CITAVI, EasyBib, EndNote, ProCite, Reference Manager, Zotero)
- Generic bibliographic management software
- Citations in XML format
- Citations in BibTeX format
- Citations in MARC21 format
- Direct Export to RefWorks
- Direct Export to EndNote Web
- Direct Export to EasyBib
- Download CSV

Save Cancel
Too few or too many?

Worksheet – Sections 5, 6, & 7

In section 5, Choose a relevant journal article database appropriate for your research.

In section 6, try your search strategy in the journal article databases and see if you are able to locate an article relevant to your topic.

In section 7, apply limits to your search.

If you find a relevant article, save it to your RefWorks account.
Saving your search strategy - EBSCO

My search history, shows all the keywords I’ve used, and all the limiters I’ve applied
How do I know if my article is scholarly?

Has the article gone through the peer review process?

**What is peer review?**

Peer review is a system used to decide if an article should be published in a peer-reviewed journal. Each paper submitted to a peer-reviewed journal is read and evaluated by experts in the article’s subject area.

The reviewers assess the article’s validity, importance, and originality, and then recommend whether it should be printed in the journal.

The reviewers’ suggestions are considered by the journal’s editor, who makes the final decision about whether to accept or reject the article.

**Criteria for evaluating academic or scholarly articles**
Is it scholarly?

Length of the article, should be 10+ pages long.

Check the author affiliations, they should be university researchers.
Introduction

In October 2012, Scottish First Minister Alex Salmond and UK Prime Minister David Cameron signed the Edinburgh Agreement, allowing Scotland to hold an independence referendum. The ensuing debate centred around the ‘Yes’ side, namely the Scottish National Party (SNP) (in power in the Scottish executive since 2007), versus the ‘No’ side (later charged to ‘No, thanks’, namely the Better Together campaign (an umbrella organisation). Although this matter was for eligible voters of Scotland to decide, external actors also weighed in, contesting Scotland’s potential roles as a sovereign state. We argue that the case demonstrates a crucial interplay between sovereignty and roles. This is the first theoretically focused empirical analysis of the international dimensions of the Scottish referendum.

We focus on the period when the international community became interested in the question of an independent Scotland (from 2012 to the 18 September 2014 vote). Previous moves increasing Scottish autonomy (including the 1997 referendum that enshrined devolution) did not attract much international attention, but the political transition from seeking devolution to seeking independence highlighted for international actors the importance of this case (Walker, 2014). A new Scottish state would have significant implications for international institutions such as the European Union (EU) and the North Atlantic Treaty Organization (NATO), the remainder of the UK, and other independence movements. Although the ‘Yes’ side failed to achieve its independence bid, the case is more salient following the 2016 British referendum to leave the EU (‘Brexit’) vote, in which English and Welsh majorities favoured a departure while a substantial majority in Scotland voted to remain (BBC News, 2016a), suggesting independence discussions.

We use the Scottish case to develop a conception of socialisation prior to statehood—which we term ‘pre-socialisation’—which involves a fundamental interplay between international conceptions of sovereignty and foreign policy roles. This sovereignty-role nexus manifests itself in the pre-statehood period through role forecasting, where actors contest the nature and value of sovereignty through the role transformations that could hypothetically be produced in the event of statehood. This symbolic-interactionist account of international state formation advances our understanding of both role theory and state socialisation by viewing roles as constructed repositories of sovereignty within international society. The Scottish case, in particular, illustrates this by bracketing other factors often associated with the establishment of statehood; there was no rejection of international norms, no military conflict, and the bid for independence was accepted by the home state. This analysis not only helps us understand the Scottish independence referendum, but also has broader applicability to other independence movements, as well as role transformations related to sovereignty.

Theoretical foundations of state socialisation

State socialisation is an important process in international relations, affecting: the formation and change of preferences; national identity formations; the creation, diffusion of, and compliance with international norms; and the effects of international institutions. Is it scholarly?

Scholarly articles have sections, including: introduction, literature review, discussion, methods, results and conclusion

References


BBC News (2016a) Scottish independence: Scotland could join EU in 18 months, says expert. 30 January.

BBC News (2016b) How Scotland’s ‘No’ vote resonates around the world. 19 September.


2. For convenience and in terms of customary use, we adopt the term ‘role theory’ even though we agree that it is not a theory per se, but more a theoretical framework.

3. Recent efforts include Harmisch, Frank and Mantel (2011), a special issue of Foreign Policy Analysis edited by Thies and Breuning (2013), and Harmisch, Drezek and Conty (2016).


5. Role theory’s concept of ‘after-casting’ is related to socialisation as both involve others’ reactions and role expectations. Harmisch (2016), however, argues that after-casting is different in that it involves Alters changing their own role to structure the possible roles of Ego (see also Thies, 2016). In pre-socialisation, these roles are hypothetical, yet to be enacted. We suggest that the more general concept of socialisation in which Alters guide Ego’s future roles better captures the dynamics of pre-socialisation.

6. The debate over Scottish independence also revealed different concepts of sovereignty between the pro-independence side in Scotland and the side in England. The English understanding was ‘absolute’ sovereignty, whereas the Scottish conception was ‘participation’, residing with the people.

7. For convenience, this article concurs on the SNP’s leadership all parts of the pre-independence movement supported, for exam membership.

8. On South Sudan, see, for example, Christopher (2011); on small island states, see Balbochino and Huron (2012).
Is it scholarly?

Belfast’s Peace Walls

The construction of peace walls in NI was very clearly seen within such a security framework, at least initially. During the summer of 1969, within the 'troubles' erupted, Republican and Loyalist communities in Belfast and Derry/Londonderry responded to the escalating violence by constructing their own informal barricades, made from bawned material, paving stones, household furniture and barbed wire (Calman and Charlesworth, 2008), and positioned them along the entrances and exits to their respective neighbourhoods. By the end of August 1969, the British Army had been brought in to restore order. The streets of Belfast and Derry/Londonderry (Taylor, 2003) “these 'official' community barricades proved particularly problematic for the security services and government. This was because they were viewed as a threat to the authority of the usurped Stammtisch government and were a visible reminder that they had no real control over law and order within significant parts of the city. More practically, the barricades limited the Army's capacity to move throughout both cities (Hemm, 1985).

In response to the ‘official’ community constructed barricades, the British Army introduced a new security policy that led to the sanctioned and authorised barricades (C/19). Public Records Office of Northern Ireland (1974). The first formal line of defence against the army was established by the British Army in Belfast, was located along the Falls and Shankill divide in Upper Common consisting of green corrugated iron fences. Although the barriers were army-owned, they were generally seen as being too large for their vehicles to pass. At night, these sections were sealed and barriers were flooded (Brady, 1973). This communal violence increased the Army’s peace wall closer to the Clonard Road of North Belfast (Beauregard, 1973). This resulted in an immediate decrease in incidents of conflict and disorders (Browne, 1944). Because of this sense of security especially within the Catholic community, the walls were considered more effective.

Against the potential for any cessation in violence disappeared however, and by late 1972, community tensions increased between the Catholic and Republican communities and Belfast became characterised by new informal barricades, masked gunmen and a lack of state presence. The Catholic community increased and the death toll rose, the British government took over complete responsibility for governing the territory through the British Northern Ireland Office (BNO). From that point, public policy formulation, decision-making and implementation for NI became the responsibility of the British government.

At a practical level, and in response to local residents’ concerns about sectarian violence and invasions from neighbouring communities, the British government decided to construct a new series of barricades. From the very beginning, the British military had employed the same procedures and materials that had been used to build the barriers in 1969. Essentially, the new constructed defences were demarcated, and subsequently both Loyalist and Republican communities began to solidify into two homogeneous ethnic groupings (Boulton and Boyle, 2008).

Throughout the late 1970s, a political breakthrough in NI did not seem likely. Consequently, the British government and the army adopted strategies and policies that reflected a larger emphasis on distance from the conflict. This was reflected in thinking evident in documentary and visual representations of the peace walls built at that time (Jarram, 2007). Gone were the green corrugated iron fences, barbed wire and use of direct and indirect homes that had been adopted as materielly by the British army over the previous decade. These structures were quickly replaced with large brick and concrete walls, metal railings and steel gates to separate and divide communities. By the end of the decade, the British Army constructed a further 15 peace walls in Belfast (Browne, 2005). These walls, along with the 3 built in 1966, put the total number at 18 by the end of 1979.

By the 1980s, peace walls had become part of the ’normal’ range of security policy interventions employed by the British government in response to communal violence and sectarian disorder (Jarram, 2007). However, the style and form of the walls began to change. The NIO, with the support of the Army, began to transform existing and new peace walls so that they became more aesthetically pleasing and less militaristic in their design. This took the form of extensive laminates, the spinning of trees and shrub and around on the walls, and to a more ‘creative’ designs that extended buildings and land redevelopments so that they became natural barriers between communities (Bolkons, 2000).

At this time, local political representatives and statutory bodies were not formally part of the new policy, which led to the building and maintaining of peace walls. By the late 1980s, some began to criticise this lack of local participation and highlighted the negative impact of the peace walls on those who lived beside them. A Northern Ireland Housing Executive (NIHE) report suggested that the so-called “peace lines” are, in fact, a contradiction in terms. They are, in many instances, characterised not by peace and harmony between neighbours, but by conflict, tension, damage to property and continued instability (NIHE, 1988, p. 34). This led to suggestions by other service providers that the peace walls actually perpetuated, as opposed to contained, the cycles of sectarian violence across the interface communities (Shirvani and Sherwin, 2000). Despite these concerns, the 1980s saw the construction of a further seven peace walls in Belfast, which brought the total number to 25.

Look for in-text citations, footnotes, or endnotes in scholarly articles. Journals use different citation methods.
Worksheet – Sections 8 & 9

In section 8, save or copy & paste your search history from the article database.

Save any relevant articles you find in your RefWorks account.

In section 9, go into your RefWorks account, click on your folder for INTE 298 and ‘Create Bibliography’ – APA 6th edition, using the records in that folder.
Citation Help

APA Style

- Purdue Online Writing Lab (OWL) – APA Style guide: [https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

Refworks Help

Citation Help - Workshops

https://library.concordia.ca/help/workshops/

The way of APA

Learn to cite sources and format papers in the APA style. 90 minutes.

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<td>Register</td>
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<td>Wednesday, March 27</td>
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RefWorks Workshop

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Reading & writing from your sources

https://library.concordia.ca/learn/reading-writing-note-taking/taking-good-notes/
Need help? Just ask us!

For help with research and course work:
- Email us and receive a response within 48 hours (excluding weekends and holidays).
- Call (during service hours) Vanier / Webster: 514-934-2424, ext. 7706 (Vanier) or ext. 7700 (Webster).
- Go to the reference desk to talk to a librarian in person (during service hours Vanier / Webster).
- For one-on-one help with your research project, schedule an appointment with your subject librarian. Consult the research guides by subject for contact information.

For more information, see Research & research assistance.

Live chat with a librarian

E-mail address
Your Question/Message
An email address is required before your chat session begins
Send

Online chat hours

<table>
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<tr>
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<td>Tomorrow</td>
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Look ahead

yyyy-mm-dd

This service is open to all students, faculty, and staff of Concordia University. To learn more, visit our Chat with a Librarian FAQ page.

Chat with a librarian online

Or visit the librarians at the Ask Us desk for help.