UNIVERSIDAD COMPLUTENSE MADRID

Como escribir un texto académico en ciencias sociales y humanidades

Emmanuel Dalle Mulle, 11.12.2023

Esquema

- Parte 1 - Preguntas de investigación y revisión de literatura
  - Cuándo una pregunta es una pregunta de investigación
  - Cómo escribir una revisión de literatura
- Parte 2 - Cómo escribir y estructurar un trabajo académico
- Parte 3 - Trabajo en grupo

Parte 1 - Preguntas de investigación...

- ¿Cuándo una pregunta es **una pregunta de investigación**?

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- ¿Cuándo una pregunta es **una pregunta de investigación**?
  - Factible ➔ ¿Puedes responder? ¿Cómo?
    - Mejor si no es demasiado amplia ➔ De todos modos, pasarás mucho tiempo reduciendo el alcance de la pregunta
  - Innovadora ➔ Deberíamos evitar repetir las mismas preguntas, a menos que tengamos nuevas respuestas
    - Problema de los paradigmas ➔ Confirmar el consenso vs. desafiar el consenso
  - Socialmente relevante ➔ La investigación es un esfuerzo colectivo, mejor si es útil
    - Tensión entre relevancia y rigor

Parte 1 - Preguntas de investigación...

- Tipos de preguntas de investigación:

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- Tipos de preguntas de investigación:
  - Descriptiva ➔ ¿Qué o cómo (es)?
  - Comparativa ➔ ¿En qué se diferencian/parecen?
  - Explicativa ➔ ¿Por qué?
  - Normativa ➔ ¿Cómo (debería ser)?

Parte 1 - Preguntas de investigación...

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  - Explicativa ➔ ¿Por qué?
  - Normativa ➔ ¿Cómo...?
- La pregunta de investigación evoluciona ➔ Proceso iterativo más que lineal

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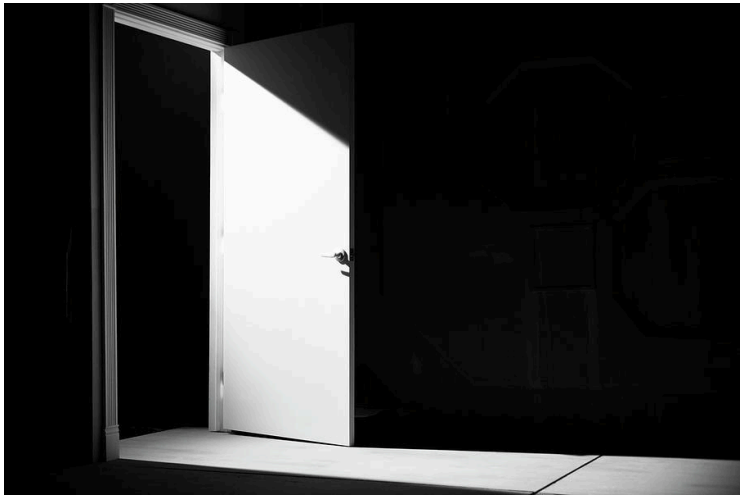
  - Explicativa ➔ ¿Por qué?
  - Normativa ➔ ¿Cómo...?
- La pregunta de investigación evoluciona ➔ Proceso iterativo más que lineal
- ¿Por qué elegiste esa pregunta? Interés/relevancia científica e impacto social, vale, pero también:
  - Motivación personal
  - Contingencia

...y revisión de literatura

- Objetivo:

...y revisión de literatura

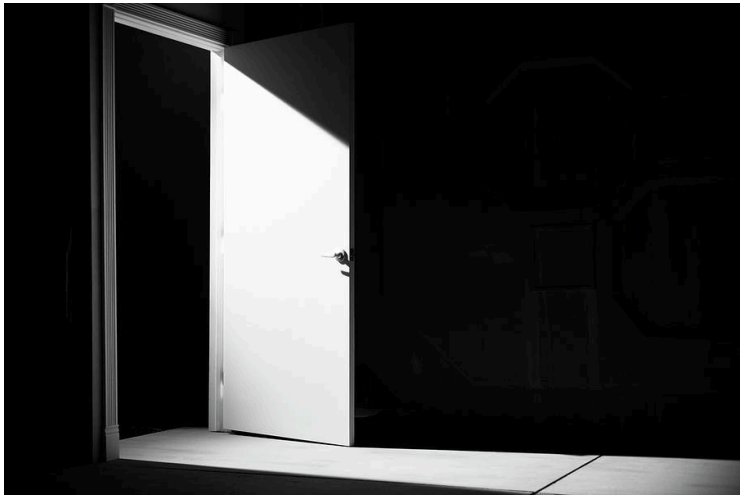
- Objetivo:
  - Lo que se ha escrito sobre el tema y como
  - Lo que vas a hacer tu



...y revisión de literatura

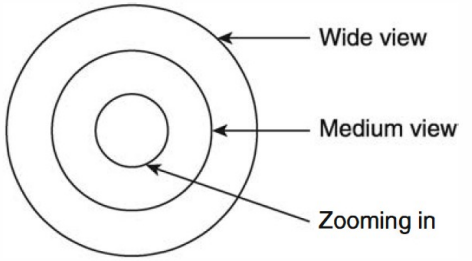
- Objetivo:
  - Lo que se ha escrito sobre el tema
  - Lo que vas a hacer tu

- Lo más difícil es saber qué es realmente relevante ➔ Pregunta a otros:
  - Supervisores/profesores
  - Reseñas publicadas
  - Colegas
  - Conferencias

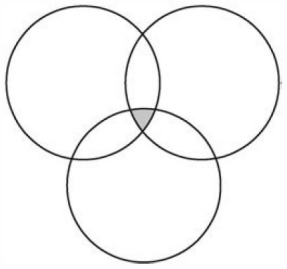


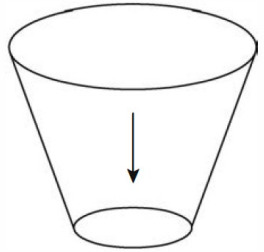
...y revisión de literatura

- Organizar el proceso:
  - Toma notas mientras que estas leyendo
  - Desarrolla tu argumento desde el comienzo
  - Es un proceso iterativo ➔ sigue modificando la revisión y utiliza la pregunta de investigación como brújula
  - Junta tus notas y estructúralas
  - Reescribe, reescribe, reescribe...
- Como estructurar la revisión:
  - De lejos a cerca
  - Orden cronológico
  - Comparación y contraste



(a) Zooming


(b) Finding intersections


(d) Funnelling

Parte 2 - Escritura

- Cuando observas un texto académico, ¿cuáles son los elementos que lo diferencian de uno no académico?

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ABSTRACT

The construction and subsequent analysis of scenarios using energy systems models is an essential tool in energy policy making. This paper presents two descriptive scenarios for the development of the UK energy system to 2050, using four subsequent decadal time-slices. The two scenarios, K.Scenario and Z.Scenario, were modelled with the use of the Department of Energy and Climate Change (DECC) 2050 Pathways Calculator. K.Scenario is a scenario in which the use fossil fuels with carbon capture and storage (CCS) are prominent in the power sector, while Z.Scenario focuses on the development of renewables with energy storage and nuclear power. Both scenarios seek to achieve the UK's legally binding target of an 80% reduction in GHG emissions from 1990 levels by 2050. Abatement is achieved through numerous developments in each of the scenarios, including the development and use of shale gas, hydrogen, additional wind and solar deployment, the expansion of bioenergy and use of carbon capture and storage (CCS). These developments must be driven by policies designed to pursue dramatic decarbonisation.

1. Introduction

The development of a low-carbon energy system, coupled with security, reliability and affordability of supply is of crucial importance if we are to produce a substantial reduction in greenhouse gas emissions in the United Kingdom and elsewhere. In recent decades, the UK has emphasised the use of coal, nuclear energy and natural gas in electricity generation. However, rapid and significant changes are beginning to occur. Ofgem, the UK's energy regulator, has stated that the statistical probability of severe power blackouts in the UK would increase to almost one in 12 years by 2015 compared to the present rate of one in 47 years, an impact resulting from the decommissioning of power plants owing both to EU legislation (principally the Large Combustion Plant Directive), and the expiry of operating lifetimes. Over the coming decade, a total of 20% of the UK's existing electricity capacity is expected to come offline (Wintour & Inman, 2013). Without new capacity rapidly coming on-line to replace such capacity, the issue of security of supply will exacerbate rapidly. North Sea oil and gas reserves are in decline (a reduction of 82 Mtoe was experienced between 1995 and 2011, UK Government, 2013b), producing an unstable and increasingly expensive energy market in the UK (Simms, 2013).

However, the recent discovery of potentially vast reserves of shale gas may satisfy demand over the short to medium term – although geological, economic and environmental issues compound to produce uncertainties surrounding the potential for this resource. Progress is being made, however. In June 2013, negotiations between the Government and the UK Onshore Operators Group resulted in a new charter for the shale gas extraction industry (Harris, 2013).

Within this context of change and uncertainty, and while considering the grand challenges of energy supply reliability, affordability, and climate change (the Energy Trilemma, WEC, 2012), the UK must transform its energy sector to meet the legally binding 80% reduction of GHG emissions by 2050, from 1990 levels – as codified by the 2008 Climate Change Act UK Government (2008). Despite expected difficulties in the future, positive developments are already occurring. A decrease of 9 Mtoe in total final energy consumption occurred between 1990 and 2011, a consequence of changes in consumption patterns, a reduction in demand due to the economic recession, and active energy-related policies (DECC, 2012).

The first comprehensive UK strategy to tackle climate change came in 2000 with the UK's Climate Change Programme, put in place to meet the UK's commitments under the Kyoto Protocol. This was followed by the 2007 Energy White Paper, the 2008 Climate Change Act (discussed above), the 2009 Low Carbon Transition Plan, and most recently, the 2011 Carbon Plan. The 2007 Energy White

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2210-6707/

New UK coalmine 'gave excuse to other nations to miss climate targets'

Fiona Harvey
Environment editor

The UK's decision to open a new coalmine in Cumbria was a "disaster" that encouraged other countries to press ahead with fossil fuels, and the continued expansion of North Sea oil and gas is likely to continue the harm, a former chief adviser to the government has warned.

Other countries are using the UK as an excuse for persevering with fossil fuel projects despite their climate commitments, according to Adair Turner, the first chair of the Committee on Climate Change and a former head of the CBI.

Lord Turner said he had "literally been involved in discussions" in China and India where UK decisions had been given as a reason for not moving faster on the climate.

The Cumbrian coalmine "was a disaster globally, and in China and India, where I was engaged in debates [on reducing greenhouse gas emissions], I have had people say: 'Yeah, but you're building a new coalmine in the UK,'" he said.

"So that was a disaster for our reputation, and it provides arguments for people in China and India to say: 'Oh look, the UK is supposedly committed to net zero, but it's not serious, it's building a new coalmine.' The same occurs with new oil and gas fields in the North Sea."

Turner is now chair of the Energy Transitions Commission (ETC), a thinktank that today publishes a report that finds the production of and demand for fossil fuels must be reduced rapidly, and that this is achievable. "Unabated" fossil fuel use must be phased out, and there is only limited scope for carbon capture and storage (CCS), the report finds.

There is also no need for any new oil and gas fields to meet the limited need for fossil fuel in the future.

At least 65% of all oil and gas reserves, and 90% of all coal reserves, must be left in the ground to have any chance of limiting global temperature rises to 1.5C above pre-industrial levels, the report finds. Oil use must fall by between 75% and 95% by 2050, gas use by between 55% and 70%, and coal use by between 80% and 85%, compared with 2022 levels.

The use of CCS and other technologies to remove carbon dioxide from the atmosphere "cannot be used to justify business as usual", it says.

The ETC did not break down its advice to specific countries, but Turner said it must apply to the UK. "It's extremely poor for the UK's reputation that we are continuing to agree that coalmine in Cumbria, and oil and gas in the North Sea," he said.

The government delayed a decision on the new mine in Cumbria until after the Cop26 UN climate summit it hosted in Glasgow in 2021, but last December gave it the green light. Last week, it also unveiled plans for new annual licensing rounds for oil and gas fields in the North Sea.

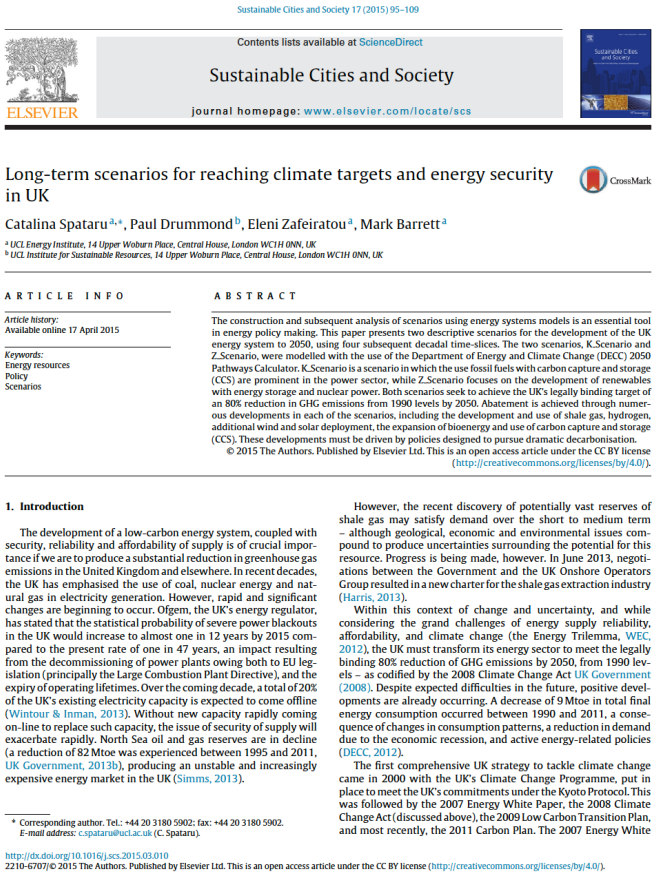
Any national strategy to exploit a country's fossil fuel reserves to the greatest extent was not compatible with the 1.5C limit, the ETC report finds. Rishi Sunak has repeatedly vowed to "max out" the North Sea.

The government did not respond to a request for comment.

90%
Proportion of all coal reserves that must be left in the ground to limit global heating to 1.5C, a report says

Parte 2 - Escritura

- Cuando observas un texto académico, ¿cuáles son los elementos que lo diferencian de uno no académico?
  - Estructura
  - Sistema de referencias
  - Siempre está en diálogo con otros textos académicos ➔ la investigación es una empresa colectiva



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Parte 2 – Escritura ➔ Estructura

- Cuando observas un texto académico, ¿cuáles son los elementos que lo diferencian de uno no académico?
  - Estructura:
    - Introducción
    - Revisión de literatura y pregunta(s)
    - Enfoque
    - Análisis
    - Conclusión

Parte 2 – Escritura ➔ Estructura

- Introducción:

- Revisión de literatura:

Parte 2 – Escritura ➔ Estructura

- Introducción:
  - Presenta un problema/enigma a resolver
  - Explica brevemente su relevancia académica y social
  - Anticipa la conclusión o conclusiones principales
  - Capta la atención de los lectores y estimula su curiosidad
  - **¡¡¡Mejor escribirla al final!!!**
- Revisión de literatura:

Parte 2 – Escritura ➔ Estructura

- Introducción:
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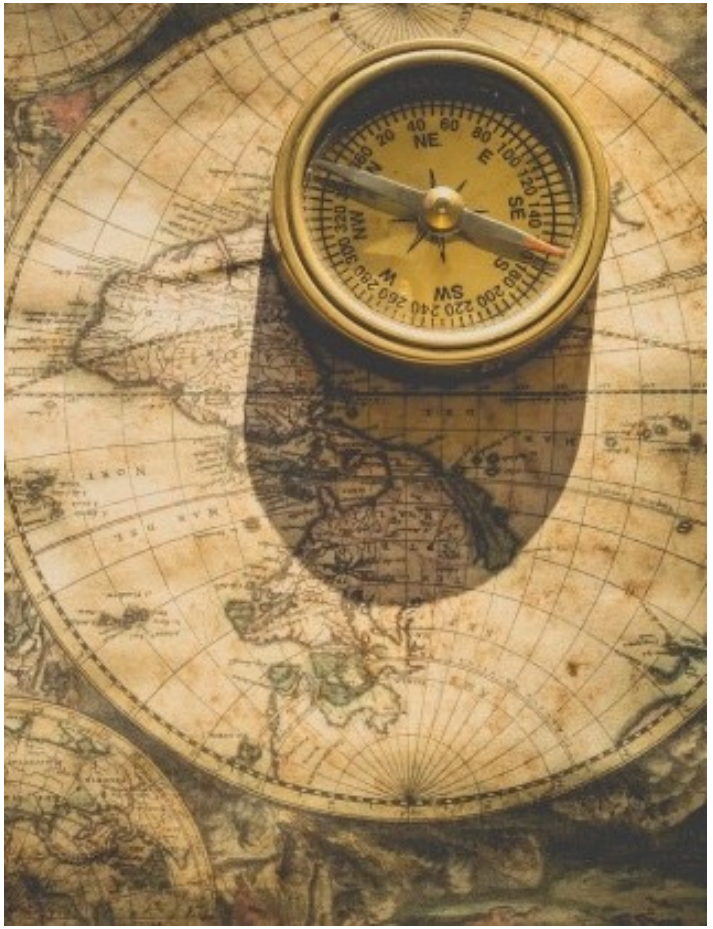
  - Anticipa la conclusión o conclusiones principales
  - Capta la atención de los lectores y estimula su curiosidad
  - **¡¡¡Mejor escribirla al final!!!**
- Revisión de literatura:
  - Lo que se ha hecho y cómo
  - Lo que vas a hacer ➔ suele terminar con la formulación de algunas preguntas de investigación

Parte 2 – Escritura ➔ Estructura

- Enfoque ➔ Explica cómo respondes a la pregunta ➔ diferencias entre disciplinas:
  - Ciencia pol./sociología ➔ estructura y títulos estandarizados, exposición clara de definiciones/métodos/teorías (a menudo en secciones dedicadas)
  - Historia ➔ mayor flexibilidad en la estructura y los títulos, atención a las fuentes y los archivos, definiciones normalmente distribuidas por el texto, importancia de la narrativa
- Análisis:
  - Contextualiza tu análisis/fuentes ➔ especialmente importante para los historiadores
  - Empieza presentando claramente tus argumentos o sub-argumentos seguidos de las pruebas que los apoyan, discute explicaciones/relatos alternativos
- Conclusión ➔ resumir y abrir a nuevas preguntas/cuestionamientos

Conclusión

- La pregunta de investigación y la revisión de literatura como la brújula y el mapa en los que trazas tu trayectoria
- Ambos son procesos iterativos
- Empieza a escribir pronto y sigue revisando sin perder la dirección general
- Aprende de lo que hacen los demás y pide consejos sobre fuentes relevantes que tienes que leer
- Sé creativo ➔ tienes que "ver" preguntas, temas, enfoques innovadores



Un trabajo en grupo en tres partes

- Parte 1 – 7 minutos
  - Piensa a un tema para tu trabajo de fin de master y formula tres preguntas de investigación
- Parte 2 – 13 minutos
  - En grupos de tres/cuatro personas presentad y discutid vuestros temas y preguntas de investigación ➔ Son factibles? Innovadoras? Socialmente relevantes?
- Parte 3 – 10 minutos
  - Presentación de preguntas y discusión de un grupo o dos a toda la clase