

Topics for Bachelor or Master theses

This list includes topics of current research projects at the Chair of Microsociology and is supposed to provide a first inspiration to students regarding potential topics for BA and MA theses. By choosing one of the following topics or a closely related topic, students may benefit from a better fit with substantive and methodological knowledge currently available or developed by myself and colleagues. All of the topics should be taken as rough suggestions and will need further narrowing down depending on the student's interest. If you are interested in any of the topics, please attend my colloquium to discuss it.

In most cases, bachelor theses will consist of a detailed review and discussion of available literature. Only in exceptional cases when students are already familiar with a secondary data set, the BA thesis may also contain descriptive statistical analyses.

Master theses are required to include some empirical statistical analysis. For topics that are particularly suitable for M.A. theses, several potential data sets which are likely to be well suited to explore the respective question are included in [square brackets].

BA- and MA-theses can be written either in German or English. Students are encouraged to write their thesis in English and not to worry about minor language issues – the thesis will be marked on content and substantive arguments.

Possible thesis topics:

1. Romantic relationships of young adults [data sets: FReDA, DU&ICH, CILS4EU]
 - a. Gender identities, discrepancies with partner perceptions and relationship quality among young adult couples
 - b. Variations in the quality of romantic relationships among young adults and the potential role of relationship education
 - c. Gender differences in conflict behaviours in relationships
2. Does the wellbeing of people with non-binary or more diverse gender identities vary from individuals who clearly identify with their sex in different European countries [ESS 2023]:
 - a. What role do support networks play?
 - b. What role do discrimination experiences (in the labour market, health care etc.) play?
3. How do different combinations of masculine and feminine gender identities relate to health-related behaviours (e.g. smoking, alcohol consumption, sports) and physical health outcomes in different European countries? [ESS 2023]:

- a. Are more feminine identities related to healthier food consumption and better self-reported health among both men and women?
 - b. Do marginalised groups of men (low educated, unemployed) report more risky health behaviours and worse health than other groups?
 - c. Are the relationships of masculinity and femininity with health behaviours and outcomes weaker in countries with more egalitarian gender cultures and institutions?
4. How do different masculine and feminine identities relate to environmental attitudes in different European countries? [ESS 2023]:
 - a. Are there groups of alternative hybrid masculinities that show strong support for pro-environmental attitudes and pro-gender equality measures?
 - b. Do marginalised groups of men (low educated, unemployed) show lower support for pro-environmental attitudes than other groups?
5. Policy regulations regarding divorce and custody arrangements (EU- SILC 2021, FReDA):
 - a. How do policy regulations regarding divorce and custody arrangements affect parenting arrangements and labour force participation of mothers and fathers?
 - b. How do parenting arrangements in post-separation families relate to labour market participation and economic outcomes of mothers and fathers?
6. Norms and expectations around work:
 - a. (How) do norms and expectations around work, e.g., regarding working hours in general (“Four-day week”) but also regarding flexitime and flexiplace differ across social groups?
 - b. (How) are norms and expectations around work changing?
 - c. (How) do such changes in norms and expectations around work differ across workplaces, occupations and industries?
 - d. (How) do policies at the state- and workplace-level relate to such changes in norms and expectations?
7. Sustainable/green living condition and wellbeing:
 - a. How do urban living conditions, especially green living, impact subjective well-being/health?
 - b. How do social inequalities shape the possibilities and practices of sustainable living conditions?
8. Social upward mobility and eating practices (data available from online survey of French college graduates):
 - a. How does upward social mobility relate to altered eating practices (e.g. food consumption, shopping behaviours, restaurants visited)?
 - b. How do college graduates from lower socio-economic backgrounds construct their new class identities in their eating practices?