

# Student Handbook

Master Programme Social and Cultural Anthropology,  
Tübingen University

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Prof. Dr. Gabriele Alex, Asia-Orient-Institute, Dep. of Social and Cultural Anthropology;

Gabriele.Alex@uni-tuebingen.de

<b>MA Social and Cultural Anthropology, Tübingen University</b>
<b>Student Handbook</b>
Welcome to the MA program Social and Cultural Anthropology of Tübingen University.
This handbook guides you through the program, clarifies the regulations, explains the learning objectives and study requirements as well as the formalities for written assignments.
If you have any recommendations - please contact the author.

## 0\_Guideline for coursework and structure of the programme

The program is structured into four semesters and divided into three phases.

The **first phase** comprises the first and second semesters of the program, in which students acquire theoretical and methodological knowledge and are given the opportunity to develop their own focus for their study project. This phase serves above all for scientific reflection and personal focus setting, which should enable students to pursue independent scientific projects.

In the **second phase** - in the third semester - a study project takes place: this forms the core of the Master's program. Its purpose is to translate the abstract theoretical and methodological knowledge acquired in the first phase into concrete empirical questions and to implement these in a study project. Through the study project, students gain sensitivity for the complexity and diversity of the discipline and for the ethical aspects of anthropological work; they acquire in-depth theoretical and ethnographic knowledge of at least one particular region/field and one subject area (e.g. economic, political, religious, material, museum, visual) of anthropology; they learn the methods and independent critical problem-solving skills in various context, i.e. in scientific and applied fields.

The final, **third phase** in the fourth semester serves to process the information collected in the study project, to present the study project in the joint MA colloquium and to complete the writing of the Master's thesis. In the colloquium, students acquire the ability to present their research results orally and in written form to both an academic and a lay audience. In the Master's thesis, the students learn to analyse the concrete empirical data obtained from the study project in order to contribute to further abstract theory as well as to develop problem solving proposals.

### PHASE 1:

The **first semester** comprises the following modules and courses:

Module 1 consist of 2 seminars and an assignment:

1.1.) History/Key Debates in Social and Cultural Anthropology (2 h weekly/6 CPs)

1.2.) Theory and practice of Social and Cultural Anthropology (2 h weekly/6 CPs)

1.3.) Written assignment due at the end of the semester/31.3. 3 CPs

(For further clarification please see "Explanation about coursework and assignments" below)

These two seminars give you an overview on the discipline's history, theories and key debates (1.1) and you get familiar with one selected specific topic (1.2).

Module 2 consists of 2 seminars, and a written assignment:

- 2.1 Research Methods (2 h weekly/6 CPs)
- 2.2 Planning and Designing the mobility semester (2 h weekly/6 CPs)
- 2.3 Written assignment in the form of an exposé and oral presentation of the same in the summer (see detailed explanation on p.--) graded/3 CPs  
(For further clarification please see "Guideline for module 2.3 – written assignment/exposé" below)

The two seminars from Module 2 are interlinked, they help you to prepare your study project methodologically and topic-wise and enable you to write the written assignment/exposé. They are a requirement for the study project!

You further are obliged to attend the tutorial

- 3.2 Module 3.2 (2 h weekly, ungraded, 3 CPs),  
which teaches you scientific working and academic writing skills, esp.in the field of Social and Cultural Anthropology.

**SUMMARY: The workload for Semester 1 is:**

Module 1 – 2 seminars (Key debates & Theory and Practice) & written assignment/graded  
Module 2 – 2 seminars (Methods & Planning and Designing) & written assignment/exposé & oral presentation/graded, due in the summer 2<sup>nd</sup> semester  
Module 3.2. – 1 tutorial (scientific working skills) ungraded

In the **second semester**, you have already planned and prepared your study project to a considerable degree, now you take immersion seminars in Social and Cultural Anthropology, and you can choose from seminars that help you to deepen your knowledge and provide you with practical skills. These seminars can be either from Social and Cultural Anthropology or from other disciplines. In the working group, you work together with other students on a regular basis. In the reading course, you are able to select the literature that is important for your specific project and read and discuss it under supervision – this will provide you with the theoretical and regional background for your study project.

The **second semester** comprises the following modules and courses:

Module 3

- 3.1 Reading Course (2 h weekly)
- 3.3 Working Group (2 h weekly)

Module 4

- 4.1 Main seminar in Social and Cultural Anthropology on changing topics (2 h weekly/6 CPs)
- 4.2 Main seminar in Social and Cultural Anthropology on changing topics (2 h weekly/6 CPs)
- 4.3 Written assignment, due at the end of the summersemester, graded 3 CPs.  
(For further clarification please see "Explanation about coursework and assignments" below)

## Module 5

Seminars or other courses that can be chosen freely from the range of other subjects (e.g. EKW, AOI subjects, sociology, literary studies, media studies, languages/see module handbook for further information) and Social and Cultural Anthropology (including e-learning courses), seminars, exercises, language courses, excursions or lectures can be attended. You need to obtain 6 CPs. Your need to get approval for your choice from the MA programme coordinator before you enrol for the seminar.

### **SUMMARY: The workload for Semester 2 is:**

Module 3 – 2 courses (Working group/3 CPS & Reading Course/3 CPS) ungraded  
Module 4 – 2 seminars (2 x Main Seminar in Social and Cultural Anthropology) 12 CPs ungraded & written assignment 3 CPS/graded  
Module 5 – Seminars or other courses that support your study project, total of 6 CPS, ungraded

## **PHASE 2**

In the third semester you will do your study project. This can only be done, if you have successfully passed Module 1-5 from semester 1 and 2. It is obligatory that you please fill out the checklist (document 4 under 'Supportive Material' below) for this and get it signed by your mentor. The study project forms the core of program. It consists of:

### Module 6:

- 1.) Study Project or Internship, workload 450 h, around 12 weeks in total, 15 CPs, not graded.

Explanation: The study project can take place in Germany or abroad, in cooperation with an organization, in the form of an internship or self-organised. Its purpose is to a.) develop and practice an anthropological perspective on a specific topic on the basis of your preparation in year 1 ,and b.) apply the methods and techniques of research and analysis (e.g. interviews, participant observation, genealogies, visual methods; scientific analysis of a selected topic, etc.) both based on the literature/ethnographies discussed and learned during the course of study in order to generate findings/perspectives that help to answer the research questions formulated in the exposé.

Students in the Museum and Collections programme complete an internship semester with 12 CP and additionally take the tutorial Introduction to Scientific Working Techniques.

### Module 7:

- 1.) Writing Ethnography, written assignment, workload 450 h, 15 CPs, graded.

The written assignment refers to module 6 and takes place after the completion of module 6. It summarises the study project and documents the procedure, methodological work processes, difficulties and learning progress in the context of the relevant regional, topical and theoretical literature (for further explanation please see Ch. 5/p.10).

### **SUMMARY: The workload for Semester 3 is:**

Module 6 – Study Project or Internship, 450 h workload  
Module 7 – Writing up, Summary and critical analysis of study project, 450 h workload

### PHASE 3

In the **fourth semester** students present their findings in the joint MA colloquium The MA thesis is written, handed in and finally defended in the oral exam. This is all contained in:

#### Module 8

- 1.) MA Colloquium, 2 h weekly, ungraded, 3 CPs. Tasks for a successful pass of the course are: attendance, presentation and discussion of study project and MA thesis, design and creation of a poster, which will be exhibited.
- 2.) Master thesis, 15.000 – 18.000 words, 20 CPs, graded
- 3.) Oral exam, 30-60 minutes, 10 CPs, graded, presentation and defence of the thesis.  
(For further explanation please see document 6 under ‘Supportive Material’ below.)

#### **SUMMARY: The workload for Semester 4 is:**

Module 8.1 – MA Colloquium – ungraded.

Module 8.2 – MA Thesis – graded.

Module 8.3 – Oral Exam – graded.

900 h workload

### **1 Explanation about coursework and assignments in module 1.3 and 4.3**

In every seminar, there is a certain amount of coursework that you need to do to pass the course, coursework can be e.g., essays, summaries, discussion/reflection papers to be handed in, presentations in class, moderation of course based discussion, preparation of handouts. This coursework is not graded, but it is a prerequisite for a pass. It must be completed until the end of the respective semester.

For modules 1 and 4 you must hand in a written assignment, which is graded (module-number 1.3 and 4.3) and the grade counts towards your final MA grade. The assignment has a scope of 5000-6000 words, it must be connected to one of the seminars from the respective module. The content, structure and the literature used must be discussed with the respective lecturer, who will also grade it. Please inform your lecturer about your wish to write an assignment in his/her seminar **before the end of the teaching period**. You must register for this within the respective semester in ALMA (the study online portal) under 1.3./4.3. Without a registration, your essay cannot be graded, and you need to repeat the class then in the next semester, when the module is offered again. For every written work you must fill out and add the antiplagiarism form.

## 2 Guideline for module 2.3 – written assignment/exposé

Examination paper to be handed in: Exposé for the planned practical module. Scope/length of the assignment/exposé should be between 6000-7000 words.

### Template for the exposé

<b>The exposé for the <u>study project</u> should be structured as follows:</b>
1. Cover sheet, name, matriculation number, module number, semester, title.
2. Introduction - Project in general (about 1 page)
3. Content part
a. – Research Question (s) - What is the topic of inquiry, the question in your study project? To which debate(s) do you contribute and in which field(s) (e.g. anthropology of migration, media, religion, medical anthropology etc...)?
b. – This should be based on a literature review on regional, thematic (and possibly theoretical) aspects concerning the region and the specific project (9-10 pages)
4. Methodological part - you are conducting a study project, but you are not doing research, you are doing a certain everyday ethnography, i.e. you are interested in a topic that you have prepared in the exposé, and then you deepen this project through your study project by trying to gain further information, a different insight, on this topic.
So, what methods can you use, what is your timetable for carrying out your study project, what are your tasks e.g., when you do an internship; when you study, how do you structure your time? If you are conducting a study project with empirical study research, how is this distributed over the time of your stay? Please also address the <b>ethical aspects</b> of the study project! (4-5 pages in total).
5. Letter of motivation (1 page), what interests you about this project, the region, the topic? How did you get to this topic, what is your fascination about it, where does it come from?
In the methodological part, you have the opportunity to transform what you have learned about methodology into a project outline. If you wish to conduct research abroad, a research visa is mandatory. This is a study project where you try to apply and implement what you have learned, in order to learn about the ethnological approach and the subject matter. In the regions where research could lead to difficulties, and these are most countries in the world, you have to think carefully about what you can do and what you should not do.
This touches the ethical aspects of every study/research project - please consider them thoroughly!

The following instructions/questions might help you:

1. Outline the problem/issue to be studied – explain, why this needs to be studied?
2. List the relevant literature and discuss this literature regarding the theoretical and regional /ethnographical input that it should /could have for your project?
3. Which theories and theorems are most important for your topic – outline these theories and discuss their value and relevance for your question?
4. Can you develop one or a few hypothesis on the basis of 1-3 – and try to develop research questions, a.) descriptive questions what, who, where, when, in which ways, why in eyes of x,y,z, how and how exactly... and b.) analytical questions that relate different spheres to each other, e.g. “how does the class, caste, social stratification relate to educational structures and ideologies”?
5. What are the challenges ethically and methodologically that you have to face, where is the information you need?

6. Can you translate the questions and agenda into methods and methodology?
7. How will you analyse – put into meaning, into an argument, a statement or a narrative – the information and data gathered?
8. Write a plan/schedule on how you will proceed over the time you have at your disposal to do the tasks develop above.
9. What is the outcome (and possible output for other parties) of your study?

<b>The exposé for the <u>internship</u> should be structured as follows:</b>	
1.	Cover sheet, name, matriculation number, module number semester, title.
2.	Introduction - Projects in general (about 1 page)
3.	Content part
	a. - What interests you about the planned internship? What is the topic, the question in your study project? What do you want to deepen in terms of content, which field are you entering?
	b. To which debate(s) do you contribute and in which field(s) (e.g. anthropology of development, education, migration, media, religion, medical anthropology etc...)?
	c. – This should be based on a literature review on regional, thematic (and possibly theoretical) aspects that relate to the region/problem (e.g. development cooperation, integration/migration, NGOs) and the specific project
4.	What will your tasks be during your internship, what knowledge do you hope to gain? Can you relate this to 'Public or Applied Anthropology', or can you bring together the fields of anthropology/applied anthropology and the work in the internship in a fruitful way?
5.	Applicable - which kinds of methods/ methodology do you plan to do? (4-5 Pages)
6.	Letter of motivation (1 page), what interests you about this project, the region, the topic? How did you get to this topic, what is your fascination about it, where does it come from?

It is **important for all exposés** that you read and discuss anthropological/ethnological literature on the region and the topic. This must be discussed in the content part, in view of your specific field of interest in the mobility semester. It is not enough to present general information on the country/theme/question, but we expect you to have an anthropological/ethnological background and to follow an anthropological perspective. You need to be able to hand in a version that is at least a pass until 31.3/end of winter semester, the final version can be handed in by the end of June (please discuss with the respective staff).

### **Presentation of Exposés:**

In the summer semester, in July, you will present your study project to the staff members. This oral presentation is set for 25-30 minutes, followed by 25-30 minutes of discussion and evaluation of your exposé. The three possible outcomes are:

- A – You will either get 'green light' –you are ready to start the mobility semester.
- B – You will get feedback regarding points that need to be improved, which means that you need to change your exposé accordingly. You will hand in the revised exposé - if the suggested changes are implemented satisfactorily – you are ready to go.
- C – You need to rework your proposal substantially and present again, either in the following winter-semester or at a later point – this applies if there are severe flaws in your project exposé.

### **3 Declaration of participation in the mobility semester of the Master programme in Social and Cultural Anthropology at the University of Tübingen**

I have been informed in detail about the following points: I accept that I am solely responsible for my own decisions and actions in the context of the practical module I am completing in Germany or abroad.

- - I undertake to inform the Department of Anthropology, University of Tübingen, Burgsteige 11, 72070 Tübingen (chantal.arold@uni-tuebingen.de) in good time and in writing of my whereabouts (exact address and contact details) and to notify any changes in my contact details.
- - My stay abroad as part of the mobility semester of the MA Social and Cultural Anthropology programme at the University of Tübingen is at my own risk, i.e. the University of Tübingen is not liable for any damage of any kind (health, body, property and assets).
- - I have been informed that I must take care of all formalities in connection with my stay abroad in good time; depending on my needs, this concerns above all the visa, residence / research permit, internship contract or matriculation.
- - I am responsible for my own personal safety. I have been advised of the necessity to inform myself in good time at the Foreign Office or the respective German Embassy about the current security situation and possible risks (robbery, theft, assault, emergencies, conflicts etc.) at the place of stay.
- - All costs incurred in the context of the practical module (e.g. flight, accommodation, food, course fees, etc.) will be borne by me. In particular, I assure that I will personally pay the costs for accommodation and meals in my host family on site punctually and in full.
- - I am responsible for ensuring that I have adequate insurance cover. I have been strongly advised to take out private insurance, in particular against illness, accidental damage and theft.
- - I am solely responsible for bathing in water.
- - If there is an opportunity to register for emergencies at the German Embassy in my place of stay, I will take advantage of this offer. I will also fill in the "emergency sheet" handed out with my personal data and carry it with me at all times in case of accident/illness, as well as a copy of my passport.
- - I have informed myself about possible health risks, or risks that might arise from a health emergency, such as Covid 19, and I undertake any travel or stay at my own responsibility and risk.
- - I have informed myself about the necessity of sufficient protection, e.g. vaccination protection for the respective country at a specialised institution (e.g. Tropical medicine) and have taken appropriate measures.
- - I have informed myself sufficiently about the drug problem in my destination country and accept that any involvement in the drug scene, any consumption of drugs, of whatever kind, will result in my immediate exclusion from the module. In countries where alcohol is illegal, alcohol is counted as a drug.
- - Furthermore, I undertake to refrain from political activities of any kind in the host country.
- - Should a crisis situation arise on site, I will leave immediately and inform my supervisor as soon as possible and discuss the further course of action with him/her.

Tübingen, the

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*Name in Druckschrift*

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*Unterschrift*

Received:

*Member of Staff, name, date, signature:*

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## 4 Checklist

Checklist: Seminars to be completed before the start of the Mobility/3rd Semester

Name/student id:

Start of MA programme: Wintersemester 20\_\_

Module 1
1.1: Key Debates, lecturer, passed/date:
1.2: Title, lecturer, passed/date:
1.3: Title of assignment, lecturer, grade/date:

Module 2
2.1: Methods, lecturer, passed:
2.2: Planning and Designing, lecturer, passed:
2.3.: Title of exposé, passed, date, signature of lecturer:

Module 3
3.1: Working Group, lecturer, passed:
3.2: Tutorial, lecturer, passed:
3.3: Reading Course, lecturer, passed:

Module 4
4.1: Title, lecturer, passed/date:
4.2: Title, lecturer, passed/date:
4.3: Title of assignment, lecturer, grade/date:

Module 5
5.1/5.2: Title, lecturer passed/date:

Form mobility semester signed:

Date/place and signature Student: \_\_\_\_\_

Date/place and signature Tutor/Mentor: \_\_\_\_\_

## **5\_Guideline for module 7 – written assignment/summary & critical reflection on module 6 (Mobility-semester-report)**

### **MA Social and Cultural Anthropology**

**Module 7: Writing Ethnography, written assignment, workload 450 h, 15 CPs, graded.**

**Instructions for the preparation of the mobility-semester-report (based on module 6/the study project, internship)**

#### **Formal guidelines:**

Font: Arial or Times New Roman

Font size:12

Line spacing:1,5

Headings: Font size 14, bold

Scope: Without annex and bibliography 8000-9000 words.

#### **The cover page should contain the following information:**

Name and Matriculation number, email-address, semester, module number, date of mobility semester, date of handing in of mobility semester report.

Title of the Report, Information about the location/place of the mobility semester (e.g. India, Delhi, NGO name)

#### **Structure:**

1. Table of contents

2. Summary and overview of the mobility semester (500-1000 words)

3. Description of the activities in the mobility semester with a tabular overview of the respective time and activities (3000 words)

4. Reflection, i.e., an anthropologically informed discussion of the phenomena encountered, the experiences made during the mobility semester, in which the content and methodological preparations (usually already explained in the exposé) and the expectations regarding the gain of knowledge are dealt with. This reflection should show how the knowledge acquired in the seminars:

- e.g. in relation to concrete research methods,
- access to information,
- on the topic and field (e.g. gender, kinship, ritual/religion, diversity etc.)
- the initial question from the exposé, its concretization and its delimitation or change during the stay, as well as the concrete findings during the stay
- social and cultural specifics (e.g. gender relations, family structures, religion, caste relations, etc.) experienced during the stay
- on intercultural communication

This chapter should ideally be divided into subchapters (4000 words)

5. Resumé (1000 words)

#### **Regarding point 3:**

Assistance for the description of the activities in the mobility semester with tabular overview of the respective months

- Expectations for the mobility semester BEFORE starting? (this is ideally taken from the exposé to be prepared beforehand)
- Why was this internship chosen?
- Overview of the organisation including: structure and organization, fields of activity work ethics, objectives, own area of responsibility during the internship (overview), duration of the internship and the individual work phases, description of the job/study project/study stay, location and equipment
- Familiarization, start of project/study
- Support
- Tasks in detail/ Project description
- Use of existing knowledge/skills
- Newly learned skills (e.g. language)
- necessary social and soft skills

#### **Regarding point 4:**

Assistance for the creation of the reflection

The reflection is intended to provide a theoretical, thematic and ethnological/regional scientific foundation and reflection on the knowledge acquired in the mobility semester. Since the activities are very different, the reflections will also be different.

In a study project, the methodological, thematic-content-related and theoretical considerations will be in the foreground, in an internship, the respective content orientations of the internship (e.g. in a school - anthropology of education or childhood, in a tourism company - tourism anthropology, an NGO - development anthropology, etc.). During a study visit, the reflection should be based on the courses attended at the university, but also on the social and cultural specifics (e.g. gender relations, family structures, religion, caste relations, etc.) experienced during the stay. Here the regional/ ethnological topic is in the foreground.

The aim of the reflection is to relate and contextualize the experiences with anthropological literature.

#### **Regarding point 5 Résumé: Help for the resume:**

- Were the above expectations of the internship fulfilled / exceeded / disappointed?
- What do you rate as positive/negative
- What problems were there in general/ in detail?
- If so - In which areas did culture shock, or general feelings of strangeness play a role?
- Could you practice/apply anthropological methods?
- What NEW insights have you gained?
  - o in relation to the anthropological content they have read to each other
  - o intercultural dialogue
  - o to the work area
- Importance of the internship/study stay/study project for further studies/working life
- Recommendations for future interns

ANNEX: Not obligatory

- significant excerpts from the "field" diary
- project planning sketches
- If available: significant interviews, fieldnotes or excerpts
- More photos (with explanation)
- Maps
- Information material, screenshots

## 6\_Guideline for module 8.2 and 8.3/ MA thesis and oral presentation

8.2. Writing a MA thesis - but how?

### Getting started and deciding on the topic:

Most students base their MA thesis on the mobility semester/study project in the 3<sup>rd</sup> semester, but in varying degrees. Some use the empirical material to substantiate an argument, others write about the field or region, but with lesser connection to the study project or internship. How much your MA thesis is connected to and based on your mobility semester is your decision. But please note: your MA thesis can never rely solely on your empirical data, it needs to be framed within the anthropological literature and debates.

### *Getting started:*

You need a field of interest, or even better a lead-question, that you will answer with and through your MA thesis. Often students start with an interest, or a field of interest, (such as e.g., gender concepts in Swabia or food and identity in Korean restaurants or body concepts in professional sport) and while working on this then develop a more precise question from there. Please note: This is a MA program in Social and Cultural Anthropology and your MA thesis therefore must engage meaningfully with the anthropological literature on the subject matter. We expect you to consult the relevant anthropological literature and to draw on the insights from this literature, to contextualize and embed your question, discussion and analysis in the context of the relevant disciplinary debates. Your own study project results clearly add value to the thesis. But they also must be embedded in a theoretical and thematic-regional framework of literature.

A good starting point for orientation is to look up the encyclopaedias and introductions, to make sure that you get a proper understanding of the topic, such as e.g.

Barnard, A., & Spencer, J. (2009). *The Routledge encyclopedia of social and cultural anthropology*. Routledge.

Ingold, T. (1994). *Companion encyclopedia of anthropology*. Routledge.

Levinson, D., & Ember, M. (Eds.). (1996). *Encyclopedia of cultural anthropology* (Vol. 4). New York: Holt.

There are also numerous introductions to subfields, which help you to get familiar with the general perspectives/theoretical approaches on a topic and help you to find your focus, e.g.

Stone, L. (Ed.). (2002). *New directions in anthropological kinship*. Rowman & Littlefield Publishers.

A further important source are the summary articles in the Annual Reviews on Anthropology, that give you very detailed overviews.

<https://www.annualreviews.org/journal/anthro>

There are encyclopaedias for subtopics in Social and Cultural Anthropology, like e.g.

Ember, C. R., & Ember, M. (Eds.). (2003). *Encyclopedia of medical anthropology: health and illness in the world's cultures topics-Volume 1; Cultures* (Vol. 2). Springer Science & Business Media.

Clark-Decès, I. (Ed.). (2011). *A Companion to the Anthropology of India*. John Wiley & Sons.

Nugent, D., & Vincent, J. (Eds.). (2008). *A Companion to the Anthropology of Politics*. John Wiley & Sons.

And there are encyclopaedias, which are interdisciplinary, and might help you to get a general overview and to understand and apply different disciplinary perspectives on a topic, e.g.

Caliendo, S. M., & McIlwain, C. D. (Eds.). (2020). *The Routledge companion to race and ethnicity*. Routledge.

McLeod, J. (Ed.). (2007). *The Routledge companion to postcolonial studies*. Routledge.

Stefano, M. L., & Davis, P. (Eds.). (2016). *The Routledge companion to intangible cultural heritage*. Taylor & Francis.

You can use debates and insights of other disciplines to a certain degree, but please make sure that your MA thesis is anthropological at its core.

When choosing a topic, first ask yourself: What is the literature like? Is there reliable literature from Social and Cultural Anthropology? Also rethink, whether the question you want to ask is not too large or too specific, make sure, that the question that you pose as the *leitmotiv* of your MA thesis, is suitable for this purpose.

### **Embedding your thesis within the discipline**

In the first part of your thesis, you need to have a sufficient summary of the relevant literature (topic-wise, regional, theoretical and you should give explicit and precise definitions of your key concepts. You should further employ an anthropological perspective, don't make the mistake to write your thesis in another discipline, but make sure to stay in Social and Cultural Anthropology. This means, that you employ a perspective from within the field and literature, and that you look at the question and material through the existing debates and concepts. To do this, please start with a thorough literature search. The first thing to do is to get the 'state of the art' regarding your topic and question - what has been written in this field regarding your interest before? This must be the starting point - (don't reinvent the wheel). This 'state of the art' is also one of the first chapters in your thesis, where you introduce the reader to the topic and where you lay out the different concepts and perspectives that you use – or don't use, because of reasons that you explain to the reader. The literature research takes place through the search engines that you were given in the first semester, but also consult the disciplinary journals (to name a few: *Ethnos*, *American Anthropologist*, *Current Anthropology*, *Journal of the Royal Anthropological Institute (JRAI)*, *HAU*, *Annual Review of Anthropology*, *Medical Anthropology Quarterly*, *Sociologus*, *ZfE/JSCA*) and start browsing and reading them, in order to get a feeling for the topics, methods, ways of writing and argumentation.

## **Theory**

When you analyse data - self-collected or taken from the literature - you need a theory to go with it. Theory enables you to ask a scientific, epistemological question. It provides you with concepts that you can use to analyse the data, i.e., to order and subdivide it in such a way that you can answer your question. Theory is mostly something of a perspective, that you need to explain at the beginning of the thesis. The theory section should therefore be no longer than one third of the paper, or even shorter.

## **Structure and outline of a MA thesis**

There is no fixed or general structure of a MA thesis, however, every thesis should contain:

- Title,
- Abstract (500 -700 words followed by 3-6 keywords),
- Introduction - general intro to the whole thesis,
- Intro to the field, the methodology, theoretical framework, the state of the art in literature/theory (this can be all in one chapter, or in more than one chapter, depending on the length)
- Main chapters - the core of the thesis, either enriched with your own empirical data, or based on existing ethnography/theory
- Conclusion,
- Bibliography.

As mentioned before, you can include empirical material from your mobility semester, in this case you need to have a longer chapter on methodology, and you need to address the ethical issues.

You can also write a MA thesis based on literature, in this case you need a shorter explanation on your methodological procedure, this will be then regarding the selection and analysis of the literature.

## **Choosing a supervisor and organizing supervision meetings**

Choose a supervisor from among the lecturers authorised to examine your thesis, preferably with regard to regional, thematic and theoretical expertise. Make appointments with possible supervisors and discuss your ideas and possibilities of supervision.

We want you to be able to choose your own study project and to focus on your own field of interest, however, we must be able to supervise your thesis, which means that we have to find common ground regarding the topic and the theoretical framework.

You should discuss your MA thesis with the supervisor at least three times before submitting your thesis: once in your conception phase, once just before registration and once during the writing process.

The supervisors are happy to support you in choosing and specifying your topic. But before you come to the office hours, please already think about topics, questions, or at least a focus in terms of content.

Possible supervisors are: K.Polit, G.Alex, M. Priester-Lasch, S. Klocke-Daffa, Markus Schleiter, Cathrine Bublitzky. Under certain circumstances external supervisors are possible,

### **Good scientific practice, formalities (please also see Guide for Academic Working techniques, p.36)**

This concerns above all the correct proof of the sources of your knowledge. Taking text verbatim from a source without reference or without marking it as a citation is **plagiarism and will lead to the rejection of your work**. This also applies to literal translations that are not marked as such.

Minor rephrasing, e.g., in tense, plural/singular, etc. are still half-quotations and therefore close to plagiarism; this can also lead to rejection or devaluation of the work. Accordingly, you should quote verbatim and mark the quotations as such, or use your own formulations. You can mark obvious errors in the original with [sic], but this is unnecessary for spellings that were correct in the past but do not correspond to today's orthography. Please pay attention to the rules of citation, completeness and uniformity of the bibliography. These are essential tools of scholarship, and you must show that you have mastered them at the end of your studies.

### **Writing the thesis - more practicalities**

Once you register for your MA thesis (at the Prüfungsamt), you have 3 months for completion and handing in. You need to hand in 2 paper copies and a PDF - check this please yourself. Please read the Studienordnung and the Prüfungsordnung (both below) for all formalities/for further enquiries you can contact Mr. Gerlach from the Prüfungsamt Philosophische Fakultät (responsibilities are changing, please check on the webpage (see below) who is responsible for Ethnologie/Social and Cultural Anthropology). You need to hand in your thesis at least 2 weeks before the oral exam can take place. Please inform your supervisors well in advance about your timeframe and make sure that your timeline fits their timeline. Please structure your time in advance, so that you can finish everything within this timeframe. Make sure to get the literature that you need. You can use the departmental library, if you want to work daily in the library, you can (depending on the availability). You should calculate at least a week for last corrections (proof reading, spell/grammar check, check of literature/bibliography). It is advisable to form working groups with fellow MA students to support each other. Please also make sure that all formalities are met!

Check this page for all formalities: <https://uni-tuebingen.de/en/einrichtungen/verwaltung/iv-studierende/zentrales-pruefungsamt/geisteswissenschaftliche-faecher/allgemeine-informationen/>

### **8.3 Oral presentation of the MA thesis**

After finishing the MA thesis, you must present and defend your thesis in an oral exam of 30-60 minutes. You should present the main structure of the MA thesis and your argumentation; you should be able to discuss this argument within the bigger disciplinary discourse. You should be able to answer questions regarding the methodology, theory, and general narrative of your thesis and to defend your specific line of argumentation.

## **University of Tübingen exam regulations for the degree program in Social and Cultural Anthropology culminating in an examination for a Master of Arts degree (M. A.)**

In accordance with §§ 19 (1) sentence 2 nos. 9, 32, para. (3) LHG of 04.01.2014 (GBl. p. 99), most recently amended by article 1 of the law governing the further development of higher education law of 13 March 2018 (GBl. p. 85), the University of Tübingen Senate on 06.02.2020 passed the Special Provisions of these exam regulations for the program in Social and Cultural Anthropology at the University of Tübingen culminating in an examination for a Master of Arts degree (M. A.).

Approved by the President and Vice-Chancellor on 07.02.2020.

### Contents:

#### **Special Provisions**

**No table of contents entries found.**

#### **§ 1 Validity of General Provisions**

The University of Tübingen exam regulations for Department of Asian and Middle Eastern Studies degree programs culminating in an examination for a Master of Arts (M.A.) degree - – General Provisions – as amended are part of these exam regulations, insofar as no other special provisions have been made.

#### **I Goals, contents and structure of the program**

#### **§ 2 Contents and goals, prescribed minimum period for completion, volume, and start date of program**

(1) <sup>1</sup>The Master's program is a research-oriented program following on from a Bachelor's degree in the same field. <sup>2</sup>The M.A. in Social and Cultural Anthropology program allows students to obtain long-term academic qualifications aimed at obtaining and increasing knowledge in a systematic and critical way, and justifying a general scientifically-based occupational qualification for students in the field of Social and Cultural Anthropology; the program builds upon a first degree in the field. <sup>3</sup>The subject includes a wide range of topics in research and teaching and encompasses Cultural Anthropology theory building, methodology, practical applications and region-specific knowledge. <sup>4</sup> Students develop sensitivity to the complexity and diversity of the discipline and to the ethical aspects of anthropological work; they acquire in-depth theoretical and subject-specific knowledge of at least one particular society/region and thematic area of anthropology; and they learn the subject's methods and independent critical problem-solving skills in a variety of contexts. In the first year of the M.A. program, ethnological theoretical approaches are taught, especially with regard to current developments. <sup>5</sup>The students get an insight into the core research areas in Anthropology at the University of Tübingen and in the related social science and humanities disciplines, and they prepare for a practical or research project in the 3rd semester. <sup>6</sup>Furthermore, they get an in-depth introduction to the regions in which research is conducted as well as to newer research methods. <sup>7</sup>At the same time, students have the opportunity to learn about the professional applications of anthropology. <sup>9</sup>In the second year of study, students prepare a practical or study project and carry out this project in the region of their choice. <sup>10</sup>The project may be either an institutional, practical collaboration with an organization/institution, or a semester



abroad at another university, or the student's own field study involving the independent collection of empirical data, or a literature-based study project. <sup>11</sup>The practical or research project usually takes three months to complete. <sup>12</sup>At the end of the Master's program, students should have mastered the theoretical foundations of cultural anthropology, have an overview of the interrelated academic themes of the subject's various areas, and be able to apply the methodological and practical knowledge imparted so as to work competently in professional fields relevant to cultural anthropology. The skills acquired in the Master's program enable students to work in professions related to cultural and social sciences both in Germany and abroad, or to continue their studies with a doctoral program in cultural anthropology or related subjects.

(2) <sup>1</sup>The regular duration of study in the Social and Cultural Anthropology Master's program is set out in § 1 (5) of the General Provisions of these exam regulations. <sup>2</sup>A total of 120 credit points must be obtained to successfully complete this M.A. degree program. <sup>3</sup>The start of the program (winter or summer semester) is set out in the regulations governing admission and enrollment at the University of Tübingen, as amended.

(3) <sup>1</sup>A prerequisite for enrollment in this Master's program is a Bachelor's degree in Social and Cultural Anthropology completed with a grade of 2.5 or better. In exceptional cases, a B.A. in a related discipline (particularly in the humanities or social sciences, economics) will be recognized upon application, if the applicant has regional language skills or regional competence, or the applicant's prior studies were related to cultural anthropology. The examination board decides on the application.

(4) For admission to the M.A in Social and Cultural Anthropology, proficiency in English (level B2 or better) is required.

(5) For admission to the M.A in Social and Cultural Anthropology with the profile line "Museum and Collections", proficiency in English (level B2 or better) as well as in German is required.

### § 3 Structure

(1) <sup>1</sup>The Social and Cultural Anthropology Master's program is structured over two years. <sup>2</sup>It concludes with the Master's examination.

(2) <sup>1</sup>Students complete a program of 120 credit points from modules all taken from either the following Table A or the following Table B:

Table A: M.A. program (**without** profile line Museums and collections):

Module number	Compulsory/ Required	Module name:	Recommended semester	CP
ETH-MA-01	P	Theoretical foundations and new approaches in Social and Cultural	1	15
ETH-MA-02	P	Methods and the practice of field research	1	12
ETH-MA-03	P	Contextualising anthropological theory and practice	1-2	9
ETH-MA-04	P	Theoretical, thematic and regional debates and case-studies in anthropology	2	15
ETH-MA-05	P	Import module **	2-3	6
ETH-MA-06	P	Study project/Ethnographic fieldwork or internship	3	15

ETH-MA-07	P	Writing ethnography	3	15
ETH-MA-08	P	Thesis and oral exam	4	33
		<b>Total credit points:</b>		<b>120</b>

Table B: M.A. program (**with** profile line Museum and collections):

Module number	Compulsory/ Required elective	Module name:	Recommended semester	CP
ETH-MA-01	P	Theoretical foundations and new approaches in Social and Cultural Anthropology	1	15
ETH-MA-02	P	Methods and the practice of field research	1	12
MA-MUSA-1	P	Museum history and theory	1-2	9
ETH-MA-04	P	Theoretical, thematical and regional debates and case-studies in anthropology	2	15
MA-MUSA-2	P	Student project Museum & Collections	2 and 3	12
ETH-MA-06	P	Study project/Ethnographic fieldwork or internship	3	15
MA-MUSA-3	P	Exhibitions and collections in a disciplinary context	3	9
ETH-MA-08	P	Thesis and oral exam	4	33
		<b>Total credit points:</b>		<b>120</b>

<sup>3</sup>Upon written application by the student to the examinations office, the Museum and Collections profile line may be included in the certificate and/or the transcript of records. <sup>4</sup>The prerequisite for the inclusion of the Museum and Collections profile line in the certificate and/or the transcript of records is the successful completion of the three modules MA-MuSa-01 (9 ECTS), MA-MuSa-02 (12 ECTS) and MA-MuSa-03 (9 ECTS).

## II. Teaching of material

### § 4 Types of classes within the module

<sup>1</sup>Classes of the following types are scheduled:

1. Seminar
2. Exercise
3. Reading course
4. Colloquium
5. Practical or research project
6. Working group

<sup>2</sup> For classes which are wholly or largely made up of elements of the types listed in sentence 1 nos. 1 to 6 above, participant numbers may be limited if training could not otherwise be guaranteed in accordance with the regulations or if a limitation is necessary for other reasons of research, teaching or patient care. <sup>3</sup>Subject-related techniques in particular are to be taught in these classes along with interdisciplinary, professionally-oriented qualifications. <sup>4</sup>In addition, students are to have the opportunity to work in small groups to develop the ability to present the knowledge obtained both

verbally and in written form. <sup>5</sup>In addition, the right to participate in classes may be restricted or admission to part of the course may be made dependent on the completion of certain coursework, if training could not otherwise be guaranteed in accordance with the regulations or a limitation is necessary for other reasons of research, teaching or patient care.

## **§ 5 Languages of instruction and examination**

<sup>1</sup>English is the language of instruction and examination in this Master's degree program. <sup>2</sup>Classes and exams may take place in German or English; students in the "Museum and Collections" profile line are required to be proficient in German.

## **§ 6 Types of assessment**

The assessed coursework required in each of the modules is set out in the module handbook.

## **III. Organization of program**

### **§ 7 Volume of material**

The required volume of study arises from the General Provisions of the exam regulations, the structure of the program and the modules - particularly from § 3 of the Special Provisions of the exam regulations and/or the module handbook. <sup>2</sup>For the "Museum & Collections" profile line, the provisions in the module handbook relating to the modules MA-MuSa-01, MA-MuSa-02 and MA-MuSa-03 may also be made in a special module handbook for the "Museum & Collections" profile line.

## **IV. Master's examination and overall grade**

### **§ 8 Nature and execution of Master's examination**

In addition to the prerequisites set out in the General Provisions of these exam regulations, prerequisites for admission to the Master's thesis process and other possible oral examinations to be completed in the final phase of the program under § 15 of the General Provisions are:

- regular and successful participation in the classes due to be taken in the 1st-3rd semesters of study (cf. overview § 3).
- proof of 87 credit points.

### **§ 9 Oral assessment**

The oral examination usually runs 30 – 60 minutes. Further provisions governing oral assessment are set out in § 12 of the General Provisions of these exam regulations.

### **§ 10 Master's thesis**

The M.A. thesis is expected to be approximately 50 pages and 15,000 to 18,000 words in total. Further provisions governing the Master's thesis are set out in § 17 of the General Provisions of these exam regulations.

### **§ 11 Calculation of the overall grade**

The overall grade of the Master's examination is calculated on 30% of the grade for the Master's thesis module (Master's thesis and further work required for this module according to the table set out under § 3) and 70% of the average (as weighted by credit points) of the grades of the other graded modules,

taking account of the further provisions in § 21 of the General Provisions of these exam regulations.

## **V. Closing remarks**

### **§ 12 Effective date**

<sup>1</sup>These exam regulations come into effect on the date of their publication in the University of Tübingen's official bulletin, the Amtliche Bekanntmachungen. <sup>2</sup>Their first semester of validity is the winter semester 2020/21. <sup>3</sup>Students studying in the degree program in Social and Cultural Anthropology culminating in an examination for a Master of Arts degree (M. A.) at the University of Tübingen prior to the semester specified in sentence 2, are entitled to complete their Master's examination process in the degree program in Social and Cultural Anthropology culminating in an examination for a Master of Arts degree (M. A.) at the University of Tübingen by 31.03.2024 under the previously valid rules, subject to the following provisions. <sup>4</sup>Students studying in the degree program in Social and Cultural Anthropology culminating in an examination for a Master of Arts degree (M. A.) at the University of Tübingen prior to the semester specified in sentence 2, are entitled to complete their Master's examination process in the degree program in Social and Cultural Anthropology culminating in an examination for a Master of Arts degree (M. A.) at the University of Tübingen under these current exam regulations upon written application, which must be submitted to the Examinations Office by 31.03.2021. <sup>5</sup>If no application under sentence 4 above is lodged by the deadline specified in sentence 3, the Master's examination process in the degree program in Social and Cultural Anthropology culminating in an examination for a Master of Arts degree (M. A.) at the University of Tübingen is to be completed in line with the provisions of these study and exam regulations. <sup>6</sup>Coursework and assessment completed previously will only be accredited according to the new exam regulations and the corresponding module handbook, subject to the following provisions. <sup>7</sup>These exam regulations do not grant any new or additional right to be assessed in an area already assessed; any fails in assessed work under the previous exam regulations will be included. <sup>8</sup>Furthermore the responsible board of examiners may agree appropriate transitional arrangements in individual cases, particularly if previous classes are no longer offered as before or if certain classes have been completed, particularly if a "learning agreement" is to be considered.

Tübingen, 07.02.2020

Professor Dr. Bernd Engler

President

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# **Module Manual/Modulhandbuch**

## **Master of Arts**

### **Ethnology/ Social and Cultural Anthropology**

from winter semester 2020/21

Status: 09 December 2019

#### **1. Qualification goals**

The English language M.A. programme "Social and Cultural Anthropology" is a study program in the field of cultural studies and social sciences. A BA degree in the main subject of Social and Cultural Anthropology or an equivalent degree in a thematically-methodologically related subject with an

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Department of Asia-Orient-Sciences  
Department of Oriental and ETHam Science



overall grade of at least 2.5 is required for admission to the MA program in Social and Cultural Anthropology/Ethnology. The program also requires a very good knowledge of English, at least B2.

The two-year MA program serves to acquire in-depth scientific qualifications in the field of Social and Cultural Anthropology and is geared towards systematic critical knowledge acquisition. Students acquire the most important theories and concepts of anthropology and the research methods relevant to the subject. Students are familiarized with the ethical dimensions of anthropological research and knowledge production. Students gain insights into the fields of application and professional areas of Social and Cultural Anthropology and can deepen these in their study project (in the 3rd semester) and acquire scientific and practical knowledge which will qualify them for the labour market.

The two-year MA program is divided into three phases. The first phase comprises the first and second semesters of the program, in which students acquire theoretical and methodological knowledge and are given the opportunity to set their own focus for their study project. This phase serves above all for scientific reflection and an individual focus development, which should enable students to pursue independent scientific projects.

In the second phase - in the third semester - a study project takes place: this forms the core of the MA program. Its purpose is to translate the abstract theoretical and methodological knowledge acquired in the first phase into concrete empirical questions and to implement these within the framework of a study project. Based on this study project, students gain sensitivity for the complexity and diversity of the discipline and for the ethical aspects of anthropological work; they acquire in-depth theoretical and ethnographic knowledge of at least one society/region and one subject area of anthropology; they learn the methods and independent critical problem-solving skills in various contexts, which takes place in scientific and applied fields. The final phase, the fourth semester, serves to process the information collected in the study project, to present the study projects in the joint colloquium and to supervise the writing of the Master thesis. In the colloquium, students acquire the ability to present their research results orally and in writing to both an academic and a lay audience. In the Master thesis, the students should learn to analyse the concrete empirical data obtained from the study project in order to contribute to further abstract theory as well as to develop proposals for solutions to concrete problems.

The competences acquired in the MA program enable students to work in cultural and social science professional fields in Germany and abroad or to continue their studies within a doctoral program in social and cultural anthropology or related subjects.

### **Master Profile "Museum and Collections"**

Alternatively, the **Master profile "Museum and Collections"** can be chosen within the two-year MA program. For this, the modules MA-ETH-01, MA-ETH-02, MA-ETH-04, MA-ETH-06.2 and MA-ETH-08 must be taken. In the module MA-ETH-06 an internship of 8 weeks in a museum is recommended, but a study project in the field of museums and collections can also be chosen. The courses of the MA

profile "Museum and Collections" are generally held in German. Therefore, a very good knowledge of German (at least B2) is required for studies within the scope of the MA profile "Museum and Collections".

The two-year MA program with the Master's profile "Museum and Collections" comprises theories and concepts from Social and Cultural Anthropology, art history, empirical cultural studies and archaeology. It offers a holistic view of museum work by examining it in the context of the respective institutional, cultural, political, and social developments. It provides students with special knowledge regarding museum structure and organization, exhibitions in museums and museum education, cultural heritage and new museology.

Students engage critically with the topic of museums and collections; they learn to critically evaluate the relevant debates, problems, controversies, concepts, and theories relevant to museums and collections. Based on the study project and the practical module, the concrete hands-on and applied areas of museum work are learned and academically contextualized. At the end of the program, students will be able to apply the debates originating from museology and social and cultural anthropology to the analysis, research, reflection and synthesis of complex approaches in the field of museums and collections; they understand objects and collections in terms of their relationship to societies (e.g. societies of origin, exhibition societies). This enables students to convey and interpret knowledge and ideas about objects and collections to a general and specialized museum orientated audience.

## 2. Study plan

### 2.1 Overview by modules in the Master's programme "Ethnology/ Social and Cultural Anthropology" (without profile line)

(according to the module overview of the study and examination regulations)

Module-number	compulsory /	Module title	Recommended Semester	CP
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ETH-MA-01	P	Theoretical foundations and new approaches in Social and Cultural Anthropology	1	15
ETH-MA-02	P	Methods and the practice of fieldresearch	1	12
ETH-MA-03	P	Contextualising anthropological theory and practice	1-2	9
ETH-MA-04	P	Thematical, theoretical and regional immersion	2	15
ETH-MA-05	P	Import modules **	2-3	6
ETH-MA-06	P	Study project/Ethnographic fieldwork or internship	3	15
ETH-MA-07	P	Writing ethnography	3	15
ETH-MA-08	P	Thesis and oral exam	4	33
		Total credit points		120

## 2.2 Overview by modules in the Master's programme "Ethnology/Social and Cultural Anthropology" (with profile line Museum and Collections)

(according to the module overview of the study and examination regulations)

Module-number	compulsory / Compulsory voting	Module title	Recommended Semester	CP
ETH-MA-01	P	Theoretical foundations and new approaches in Social and Cultural Anthropology	1	15
ETH-MA-02	P	Methods and the practice of fieldresearch	1	12
MA-MUSA-1	P	Museum history and theory	1-2	9
ETH-MA-04	P	Thematical, theoretical and regional immersion	2	15
MA-MUSA-2	P	Study Project Museum & Collections	2 and 3	12
ETH-MA-06	P	Study project/Ethnographic fieldwork or internship	3	15
MA-MUSA-3	P	Exhibition and collections in a disciplinary context	3	9
ETH-MA-08	P	Thesis and oral exam	4	33
		Total credit points		120

## 2.3 Overview by course of study in the Master's programme "Ethnology/Social and Cultural Anthropology" (without profile line)

Semester	CP								
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1.	30	ETH-MA-01 15 CP	ETH-MA-02 12 CP	ETH-MA-03 (3 CP)					
2.	24			ETH-MA-03 (6 CP)	ETH-MA-04 (15 CP)	ETH-MA-05 (3 CP)			
3.	33					ETH-MA-05 (3 CP)	ETH-MA-06 (15 CP)	ETH-MA-07 (15 C)	
4.	33								ETH-MA-08 (33 CP)

Note: The third semester is particularly suitable for a possible stay abroad.

## 2.4 Overview by course of study in the Master's programme "Ethnology/Social and Cultural Anthropology" (with profile line Museum and Collections)

Semester	CP								
1.	30	ETH-MA-01 15 CP	ETH-MA-02 12 CP	MA-MUSA 1 (3 CP)					
2.	27			MA-MUSA 1 (6 CP)	ETH-MA-04 (15 CP)	MA-MUSA 2 (6 CP)			
3.	30					MA-MUSA 2 (6 CP)	ETH-MA-06 (15 CP)	MA-MUSA 3 (9 CP)	
4.	33								ETH-MA-08 (33 CP)

Legend	
<b>Evaluation system:</b>	b = graded; ub = ungraded (passed/failed) no exam = no written or oral exam
<b>Type of examination:</b>	K= Written examination; MP= Oral examination; H= Homework; R = Presentation, etc.
<b>Duration:</b>	Duration of the test in <i>min</i>
<b>weighting:</b>	For courses = weighting of the examination grade for the module grade For modules = weighting of the module grade for the final grade entered
<b>SWS:</b>	Semester hours per week
<b>Status:</b>	o = obligatory/compulsory; f = optional
<b>Type of teaching form:</b>	VL=Lecture; PS=Proseminar; S=Seminar; Ü=Exercise, SK=Language course, Pr=Internship, etc.
<b>LP:</b>	Credit points (ECTS points)

### 3. Module descriptions

<b>module number:</b> ETH-MA-01	<b>Module title:</b> Theoretical foundations and new approaches in Social and Cultural Anthropology		<b>Type of module:</b> Obligatory						
<b>CP*</b>	15 CP								
<b>Workload*</b> - contact time - self-study	workload: 180 h	contact time: 60 h / 4 SWS	self-study: 150 h						
<b>Module duration*</b>	1 semester								
<b>Frequency of the offer*</b>	Start of each winter semester								
<b>Language of instruction</b>	English								
<b>Teaching/learning forms*</b>	<b>1.1 Advanced Seminar</b> History/Key Debates in Social and Cultural Anthropology (2 SWS) <b>1.2 Advanced Seminar</b> Theory and Practice of Social and Cultural Anthropology (2 SWS)								
<b>Module content*</b>	1.1. Introduction to the different regional and theoretical approaches to Social and Cultural Anthropology, discussion and evaluation of the important debates of the discipline, examples of anthropological practice in science and outside of science. 1.2. Seminars on various main topics in Social and Cultural Anthropology								
<b>Qualification goals*</b>	The students <ul style="list-style-type: none"> <li>- familiarise themselves with the history of science as well as with various fields and theories of Social and Cultural Anthropology</li> <li>- can recognise and formulate different theoretical approaches to Social and Cultural Anthropology at an advanced level</li> <li>- are able to apply paradigmatic elements of specialised knowledge at a high level of communicative competence</li> </ul>								
<b>Study performance</b>	presentation, essay								
<b>Prerequisite for the award of credit points/ grading (possibly weighting)*</b>	<i>Title</i>	<i>Type of teaching form</i>	<i>Status</i>	<i>SWS</i>	<i>CP</i>	<i>Type of examination</i>	<i>Time allowed for the test</i>	<i>Grading system</i>	<i>Calculation module grade</i>
	1.1 Seminar	S	O	2	6	P	-	ub	-
	1.2 Seminar	S	O	2	6	no exa	-	ub	-
	1.3 Written Essay: Elaboration of a presentation/pedagogical handouts either for 1.1 or 1.2		O		3	H	-	b	100
<b>Usability*</b>	M.A. degree								
<b>Conditions of participation*</b>	None								

<b>module number:</b> ETH-MA-02	<b>Module title:</b> Methods and the practice of fieldresearch		<b>Type of module:</b> Obligatory						
<b>CP*</b>	12 CP								
<b>Workload*</b> - contact time - self-study	workload: 360 h	contact time: 60 h / 4 SWS	self-study: 270 h						
<b>Module duration*</b>	2 semesters								
<b>Frequency of the offer*</b>	Start of each winter semester								
<b>Language of instruction</b>	English								
<b>Teaching/learning forms*</b>	<b>2.1 Field research methods exercise (2 SWS)</b> <b>2.2 Seminar</b> Planning and preparation of the practice/research project (2 SWS)								
<b>Module content*</b>	Preparation for the practical module 1st Introduction to the empirical methods of field research, practical exercises for learning the methods, learning of analytical methods and writing of data 2nd Preparatory planning of the individual study project in terms of theoretical contextualisation, regional embedding and methodological framing								
<b>Qualification goals*</b>	The students - can apply various qualitative methods, and can refer to basic methods and design elementary research approaches and projects - can draw up a methodological research plan and present it in writing - learn to assess the ethical aspects of research and apply them to their planned projects - acquire the necessary skills to carry out the modules MA-ETH-06 and MA-ETH-07								
<b>Study performance</b>	Presentation, practical exercises, exposé								
<b>Prerequisite for the award of credit points/ grading (possibly weighting)*</b>	<i>Title</i>	<i>Type of teaching form</i>	<i>Status</i>	<i>SWS</i>	<i>CP</i>	<i>Type of examination</i>	<i>Time allowed for the test</i>	<i>Grading system</i>	<i>Calculation module grade</i>
	2.1 Seminar	S	O	2	6	no exam	-	ub	-
	2.2 Seminar	S	O	2	3	no exam	-	ub	-
	2.3 Housework	H	O		3	-	-	b	100
<b>Usability*</b>	M.A. degree								
<b>Conditions of participation*</b>	None								

<b>module number:</b> ETH-MA-03	<b>Module title:</b> Contextualising anthropological theory and practice		<b>Type of module:</b> Obligatory						
<b>CP*</b>	9 CP								
<b>Workload* - contact time - self-study</b>	workload: 270 h	contact time: 30 h / 2 SWS	self-study: 240 h						
<b>Module duration*</b>	2 semesters								
<b>Frequency of the offer*</b>	Start of each winter semester (3.2) summer semester (3.1., 3.3.)								
<b>Language of instruction</b>	English								
<b>Teaching/learning forms*</b>	<b>3.1. working group</b> <b>3.2 Tutorial</b> <b>3.3 Reading course</b>								
<b>Module content*</b>	Contextualisation and preparation for the practical module 3.1. working group for deepening content and peer learning 3.2 Tutorial for learning scientific working techniques 3.3 Reading course for individual focus on relevant theoretical, regional and methodological contents								
<b>Qualification goals*</b>	The students <ul style="list-style-type: none"> <li>- acquire the ability to work scientifically (researching, summarising texts, penetrating texts analytically, writing their own scientific texts)</li> <li>- learn to present and critically discuss scientific texts,</li> <li>- are familiar with the literature relevant to the planned projects</li> <li>- learn in working groups to critically comment and reflect on their own projects and those of their fellow students</li> </ul>								
<b>Study performance</b>	Essay, individual oral presentation at the end of the semester, organisation of the working group								
<b>Prerequisite for the award of credit points/ grading (possibly weighting)*</b>	<i>Title</i>	<i>Type of teaching form</i>	<i>Status</i>	<i>SWS</i>	<i>CP</i>	<i>Type of examination</i>	<i>Time allowed for the test</i>	<i>Grading system</i>	<i>Calculation module grade</i>
	2.3. working group	AG	O	-	3	no exa	-	ub	-
	2.3 Tutorial	Ü	O	-	3	no exa	-	ub	-
	2.3 Reading course	AG	O	2	3	no exa	-	ub	-
<b>Usability*</b>	M.A. degree								
<b>Conditions of participation*</b>	None								

<b>module number:</b> ETH-MA-04	<b>Module title:</b> Thematical, theoretical and regional immersion		<b>Type of module:</b> Obligatory						
<b>CP*</b>	15 CP								
<b>Workload*</b> - contact time - self-study	workload: 450 h	contact time: 60 h / 4 SWS	self-study: 390 h						
<b>Module duration*</b>	1 semester								
<b>Frequency of the offer*</b>	Start of each summer semester								
<b>Language of instruction</b>	English								
<b>Teaching/learning forms*</b>	<b>4.1 Main seminar</b> on changing topics from the different foci (2 SWS) <b>4.2 Main seminar</b> on changing topics from the different foci (2 SWS)								
<b>Module content*</b>	In-depth treatment of theoretical, thematic or regional focal points from the department's range of services								
<b>Qualification goals*</b>	The students <ul style="list-style-type: none"> <li>- learn to familiarise themselves systematically and independently with subject areas in Social and Cultural Anthropology.</li> <li>- have developed a research-oriented understanding based on paradigmatic topics from the department's offer</li> <li>- they identify suitable further methods and the theories for in-depth scientific discussion in the context of the study project</li> <li>- they are able to present the results of their in-depth study of a topic in writing in a way that is adequate for science</li> </ul>								
<b>Study performance</b>	presentation, essay								
<b>Prerequisite for the award of credit points/ grading (possibly weighting)*</b>	<i>Title</i>	<i>Type of teaching form</i>	<i>Status</i>	<i>SWS</i>	<i>CP</i>	<i>Type of examination</i>	<i>Time allowed for the test</i>	<i>Grading system</i>	<i>Calculation module grade</i>
	4.1 Advanced seminar	S	O	2	6	no exam	-	ub	-
	4.2 Advanced seminar	S	O	2	6	no exam	-	ub	-
	4.3. written elaboration from either 4.1. or 4.2.	H	O	-	3	H	-	b	100
<b>Usability*</b>	M.A. degree								
<b>Conditions of participation*</b>	Modules MA-ETH 01 - MA-ETH-03								

<b>module number:</b> ETH-MA-05	<b>Module title:</b> Import modules		<b>Type of module:</b> Obligatory						
<b>CP*</b>	6 CP								
<b>Workload*</b> - contact time - self-study	workload: 180 h	contact time: 30-60 h/ 2-4 SWS	self-study: 150-120 h						
<b>Module duration*</b>	1-2 semesters								
<b>Frequency of the offer*</b>	Each semester								
<b>Language of instruction</b>	German or English								
<b>Teaching/learning forms*</b>	<b>Seminars from the field of Social and Cultural Anthropology or other subjects to deepen specific contents</b>								
<b>Module content*</b>	From the range of other subjects (e.g. EKW, AOI subjects, sociology, literary studies, media studies, empirical cultural studies, linguistics/philologies) and Social and Cultural Anthropology (including e-learning courses), seminars, exercises, language courses, excursions or lectures can be attended.								
<b>Qualification goals*</b>	By choosing the import module, students can set their own priorities for their study project and acquire the necessary language, methodological, content-related, practical and/or theoretical knowledge.								
<b>Prerequisite for the award of credit points/ grading (possibly weighting)*</b>	<i>Title</i>	<i>Type of teaching form</i>	<i>Status</i>	<i>SWS</i>	<i>CP</i>	<i>Type of examination</i>	<i>Time allowed for the test</i>	<i>Grading system</i>	<i>Calculation module grade</i>
	5.1	S/Ü/ VL/ Spr/ Exk	O	2-4	6	no exam	-	ub	-
<b>Usability*</b>	M.A. degree								
<b>Conditions of participation*</b>	None								

<b>module number:</b> ETH-MA-06	<b>Module title:</b> Study project/Ethnographic fieldwork or internship		<b>Type of module:</b> Obligatory						
<b>CP*</b>	15 CP								
<b>Workload*</b> - contact time - self-study	workload: 450 h	contact time: 15 h	self-study: 435 h						
<b>Module duration*</b>	1 semester								
<b>Frequency of the offer*</b>	Start of each winter semester								
<b>Language of instruction</b>	German or English								
<b>Teaching/learning forms*</b>	<b>6.01 Study project</b> (15 hours contact time with the supervisor) <b>6.02 Practical semester</b> (15 hours contact time with the supervisor)								
<b>Module content*</b>	The study project can take place in Germany or abroad, in cooperation with an organisation in the form of an internship or self-organised. Its purpose is to apply the methods and techniques of research and analysis (interviews, participant observation, genealogies, visual methods; scientific analysis of a selected topic, etc.) learned during the course of study and to generate findings that help to answer the research questions formulated in advance. Students in the Museum and Collections programme complete an internship semester with 12 CP and additionally take the tutorial Introduction to Scientific Working Techniques.								
<b>Qualification goals*</b>	Students acquire in-depth theoretical and ethnographic knowledge of at least one particular society/region and/or field of anthropology; they learn independent critical problem-solving skills in various contexts.								
<b>Prerequisite for the award of credit points/ grading (possibly weighting)*</b>	<i>Title</i>	<i>Type of teaching form</i>	<i>Status</i>	<i>SWS</i>	<i>CP</i>	<i>Type of examination</i>	<i>Time allowed for the test</i>	<i>Grading system</i>	<i>Calculation module grade</i>
	6.1 Study project	Pr	O/f	1	15	no exam	-	ub	-
	6.2 Practical semester	Pr	-	1	12	no exam	-	ub	-
	6.2.tutorial	T	-	2	3	no exam	-	ub	-
<b>Usability*</b>	M.A. degree								
<b>Conditions of participation*</b>	Modules MA-ETH 01 - MA-ETH-05; MA Museum and Collections: MA-MUSA-01,								

<b>module number:</b> ETH-MA-07	<b>Module title:</b> Writing ethnography		<b>Type of module:</b> Obligatory						
<b>CP*</b>	15 CP								
<b>Workload*</b> - contact time - self-study	workload: 450 h	contact time: 15 h	self-study: 435 h						
<b>Module duration*</b>	1 semester								
<b>Frequency of the offer*</b>	Start of each winter semester								
<b>Language of instruction</b>	German or English								
<b>Teaching/learning forms*</b>	Project work (30 pages)								
<b>Module content*</b>	The project work refers to module 6.1 and takes place after the completed study project. It summarises the study project and documents the procedure, methodological work processes, difficulties and learning progress from the study project. It backs up the study project with academic literature and frames it theoretically.								
<b>Qualification goals*</b>	Students acquire knowledge in the evaluation of their own data, they learn to place these data in the framework of the subject areas and questions developed previously (module MA-ETH-02 and MA-ETH-03, MA-ETH-04). They are able to present the results of their research in writing in an appropriate manner and are capable of structuring and analysing thematic fields of Social and Cultural Anthropology, including anthropological/social science theories and methods.								
<b>Prerequisite for the award of credit points/ grading (possibly weighting)*</b>	<i>Title</i>	<i>Type of teaching form</i>	<i>Status</i>	<i>SWS</i>	<i>CP</i>	<i>Type of examination</i>	<i>Time allowed for the test</i>	<i>Grading system</i>	<i>Calculation module grade</i>
	<i>Project work</i>		<i>O/f</i>	<i>1</i>	<i>15</i>	<i>H</i>	<i>-</i>	<i>b</i>	<i>100</i>
<b>Usability*</b>	M.A. degree								
<b>Conditions of participation*</b>	Modules MA-ETH 01 - MA-ETH-06								



<b>module number:</b> ETH-MA-08	<b>Module title:</b> Thesis and oral exam		<b>Type of module:</b> Obligatory						
<b>CP*</b>	33 CP								
<b>Workload*</b> - contact time - self-study	workload: 990 h	contact time: 2 SWS	self-study: 870 h						
<b>Module duration*</b>	1 semester								
<b>Frequency of the offer*</b>	Start of summer semester								
<b>Language of instruction</b>	English								
<b>Teaching/learning forms*</b>	8.1. MA Colloquium 8.2. Master thesis 8.3 Oral examination								
<b>Module content*</b>	8.1 Introduction of the study project, oral presentation and poster presentation 8.2 Writing a scientific paper on a selected topic of approx. 50-70 pages (approx. 15,000-18,000 words) within a period of 4 months; Two bound copies are to be handed in to the board of examiners and one digital copy to the office of the department; 8.3 Oral examination (30 -60 minutes) consisting of defence of the Master's thesis.								
<b>Qualification goals*</b>	Students write an independent and scientifically sound written qualification thesis according to the guidelines of the Department of Social and Cultural Anthropology. They are able to present their research question and the scientific treatment of this question in the form of a poster presentation and orally to a lay audience and a specialist audience (oral examination) and to discuss it critically.								
<b>Prerequisite for the award of credit points/ grading (weighting where appropriate)*</b>	<i>Title</i>	<i>Type of teaching form</i>	<i>Status</i>	<i>SWS</i>	<i>CP</i>	<i>Type of examination</i>	<i>Time allowed for the test</i>	<i>Grading system</i>	<i>Calculation module grade</i>
	<i>08.1 Colloquium</i>		O	2	3	-	-	ub	-
	<i>08.2 Written master thesis</i>		O	-	20	H	-	b	2/3
	<i>08.3 Oral examination</i>		O	-	10	mP	30-60 min	b	1/3
<b>Usability*</b>	M.A. degree								
<b>Conditions of participation*</b>	Fulfilment of the formal and subject-related admission requirements according to the general examination regulations. Proof of all required module credits according to Par. 8 of the special examination regulations as well as study credits amounting to 87 LP; Written application with all necessary proofs to the responsible examination board; see also the general part of the examination regulations part IV Master thesis and the special part of the examination regulations part IV Master examination and overall grade.								

## ANTIPLAGIATSERKLÄRUNG / NON-PLAGIARISM STATEMENT

PLEASE NOTE – THIS STATEMENT NEEDS TO BE ATTACHED TO EVERY WRITTEN WORK YOU HAND IN!

<b>Name:</b>
<b>First name:</b>
<b>Matrikel-Number/Student ID number:</b>
<b>Adress:</b>

I hereby certify that the work entitled: \_\_\_\_\_

as part of the  
course \_\_\_\_\_

in summer/winter semester 20\_\_\_\_\_ at the Department of Social and Cultural  
Anthropology, Philosophische Fakultät, Tübingen,

has been written by me independently and only with the aids specified in the  
assignment/thesis.

I am aware that I must independently compose and write all written work that I submit during  
my studies as coursework or examinations.

Quotations as well as the use of external sources and aids must be clearly marked by me  
according to the rules of scientific documentation. I am not allowed to pass off other people's  
texts or text passages (also from the Internet) as my own.

A violation of these basic rules of scientific work is considered as an attempt to deceive or cheat  
and will result in appropriate consequences. In any case, the performance will be graded as "not  
sufficient" (5.0). In particularly serious cases, the examination board may exclude the candidate  
from taking further examinations (cf. § 12 Para. 3 of the examination regulations for the  
Master's degree programs of September 11 and 25, 1995, and § 13 Para. 3 of the examination  
regulations For the Bachelor's and Master's degree programs in Cultural Studies of October 12,  
2006 and November 23, 2007).

Date: Signature

\_\_\_\_\_

## Some short notes on the preparation of written assignments

Please consult for academic writing and scientific working techniques the *Guide to Academic Working Techniques*

- The term paper must include a cover sheet.
- In addition to the title of the term paper, title of the seminar, module number, lecturer, and semester plus date, please also state your name, matriculation number, subject combination, semester address and e-mail address on the cover sheet.
- The paper should contain a table of contents, an introduction, a main body and a conclusion with numbered chapters, chapter headings and page numbers.
- The last page must contain an anti-plagiarism statement. Please note the information on plagiarism.
- The introduction must contain a question and the conclusion should contain a reference back to this question.
- Cite correctly and consistently according to the same system. In Social and Cultural Anthropology, the American citation system is usually used, i.e., directly in the text or after a literal quotation (e.g., Müller 2002: 340). Additions or further references that are not necessary for understanding the text, but should nevertheless be cited, belong in the footnotes.
- All verbatim quotations, as well as reproductions and paraphrases of content, **must be** substantiated by correct indication of the source(s).
- Bibliographical information following the text according to the template uniformly with indication of the full name, title, place, year of publication, publisher (only required for books, not for journals).
- **Monographs:** Ferraro, Gary 2001: *Cultural Anthropology. An applied perspective*. Belmont: Wadsworth.  
**Collected works:** Kokot, Waltraud and Dorle Dracklé (eds.) 1999: *Wozu Ethnologie?* Festschrift for Hans Fischer. Berlin: Reimer.  
Sahlins, Marshall D. 1971: Tribal economies, in: Dalton, George (ed.): *Economic development and social change: The modernization of village communities*. Garden City, NY: Natural History Press: 43-61.  
**Journal articles:** Bohannon, Paul: Some principles of exchange and investment among the Tiv, in: *American Anthropologist* 57, 1966: 60-70.
- Formatting: Line spacing 1.5; leave a margin of 4 cm to the right
- Font: Times New Roman 12 point or Arial 11 point (or similar fonts with or without serifs).
- As announced by lecturers, hand in the work via moodle or Ilias, as email or stapled together or in a loose-leaf binder (no spiral stapling).
- Homework that should increase the score by 1 ECTS in the:
  - MA should contain approximately 2500 words and at least 8 sources.
- Essays/assignments or term papers which do not follow these rules above will be rejected and count as fail.

### LANGUAGE and GRAMMAR

We expect your assignments/essays/semester papers to be written in English. The language standard must fulfil at least Cambridge standard B2, which is the requirement for acceptance of this programme. If your written text does not follow this standard, it will not be accepted, and you might risk failing the seminar/module.

**Eberhard Karls University. Asia-Orient Institute, Department of  
Ethnology/Social and Cultural Anthropology**  
*Guide to Academic Working Techniques*

*Compiled by Heribert Beckmann, with assistance from Mirjam Seits*  
*1st edition 2011 Heribert Beckmann*  
*2nd edition Gabriele Alex 2023 with assistance from Ann-Kathrin Neff and Solveig Schreiber*

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# 1. Literature research and literature acquisition

## 1.1. Where do I look for literature?

### First step: 1.1.1. The library catalogue of the University Library Tübingen:

- [www.ub.uni-tuebingen.de](http://www.ub.uni-tuebingen.de) → Link on the right “Katalog plus”
- Here you can find books, articles, journals, theses and more in the holdings of the UB Tübingen in analogue as well as digital form.
- Search possible via names (e.g. author) and keywords (e.g. part of the title, see 1.2.1)
- Optimization of the search, e.g. restriction according to year of publication, language, or type of material, is possible under “Advanced search”
- The search can also be narrowed by departmental libraries, types of media, years, languages, persons, or subjects.
- The catalogue searches only in the holdings of the **University Library of Tübingen!**  
→ **Tip:** Book a guided tour in the university library and ask for a guided tour in the departmental library
- **“Searching & Borrowing”**
  - <https://uni-tuebingen.de/en/facilities/university-library/searching-borrowing/>
  - Here you can find more sources, in which you can search for media and literature, e.g. other catalogues, databases, e-books, e-journals, digitised collections etc.

If the information you are looking for is not available at the UB, you can search for literature in supra-regional catalogues, although some of these involve interlibrary loan fees (so-called “Fernleihe”, see 1.3.2.).

Some of them can be found under “Catalogues” on the UB homepage.

### 1.1.2. Major national catalogues and international databases:

- Deutsche Digitale Bibliothek – German digital library: <https://www.deutsche-digitale-bibliothek.de>
- ZDB — German Union Catalogue of Serials: <https://zdb-katalog.de/index.xhtmll>
- StabiKat — Catalogue from the Staatsbibliothek zu Berlin: <https://stabikat.de/Search/Home>
- Evifa — Virtual Library of Ethnology: <http://www.evifa.de>
- KVK — Karlsruhe Virtual Catalogue: <https://kvk.bibliothek.kit.edu/index.html?lang=en&digitalOnly=0&embedFulltitle=0&newTab=0>
- KatalogPlus WWU Münster-Disco — Scientific search engine of Münster University Library with access to 200 million records: [http://disco.uni-muenster.dehttps://hbz-ulbms.primo.exlibrisgroup.com/discovery/search?vid=49HBZ\\_ULM:VU2](http://disco.uni-muenster.dehttps://hbz-ulbms.primo.exlibrisgroup.com/discovery/search?vid=49HBZ_ULM:VU2)

- CrossAsia — Virtual Library of Humanities and Social Sciences from and about Asia: <https://crossasia.org/en/>
- Osmikon — Scientific Research on Central, Eastern and Southeastern Europe: <https://www.osmikon.de/en/search>
- Google Scholar — search engine for scientific literature: <http://scholar.google.de/>
- Google Books — search engine for books of all kinds: <http://books.google.com>
- Vascoda — The Internet Portal for Scientific Information: <http://www.vascoda.de>
- JSTOR — Very good free online archive with selected journals, books, and primary sources: <http://www.jstor.org>
- Academia — Open access database for academic papers: <https://www.academia.edu>
- ResearchGate — Open access database for academic papers: <https://www.researchgate.net>
- SpringerLink — Database of academic publications by Springer publishing house: <https://link.springer.com/search?query=&facet-content-type=Book>
- Project MUSE — Open access database for digital humanities and social science: <https://muse.jhu.edu>
- De Gruyter — Database of academic publishing by De Gruyter: <https://www.degruyter.com>

***Important:** A large part of the content is licensed for the University of Tübingen, which is why it can only be accessed via a remote access (VPN-Client) of the University of Tübingen or from university computers/a connection from within the university.*

*On how to set up a remote access, see here: <https://uni-tuebingen.de/en/facilities/zentrum-fuer-datenverarbeitung/services/network-services/network-access/remote-access-vpn/>.*

## 1.2. How do I search?

### 1.2.1. Research with search terms/keywords

- Note generic terms, synonyms, sub-terms, and related terms, e.g. for “Sunnis”: Islam, Muslim, Hanafite, Shafiite, ahl as-sunna, etc.
  - For bigger topics such as “museum”: exhibitions, material culture, objects, curating, collecting, etc.

→ **Tip:** document the terms used on a piece of paper or similar to avoid unnecessary repetition of search terms
- **Truncation:** search for the root word with all its endings, e.g. enter **ethnolog\*** or **ethnolog?** → ethnologist, ethnology, ethnological, ethnologists, etc.
  - Works with some databases also at the beginning, e.g. **\*ethnology**
  - Religious anthropology, medical anthropology, etc.
- **Important:** keyword search and keyword chain:
  - **Keyword** = word or phrase that describes the content of a document as accurately as possible

- The keyword search function allows you to find materials on specific topics more quickly.
- With “[R]” keyword chains can be displayed: e.g. Ethnology [R]
  - “ethnomathematics” or “ethnomedicine / introduction”
    - Names or series of words are also possible.

### 1.2.2. Snowball system

Refers to the search for relevant literature in the bibliographies of monographs or articles on the topic. Literature, which is indicated in the considered bibliographies repeatedly, can thereby be regarded as fundamental for the topic. Sources include i.e.:

- Literature references in monographs on the subject
- Introductions or handbooks (possibly lexicons or encyclopaedia) with literature references
- Bibliographies (books about books) → Ask librarians where appropriate. bibliographies are located!
- Articles with source references from relevant journals (e.g. Medical Anthropology, Material Culture, Cultural Anthropology) → Usually time-consuming to search but very good
  - In the case of journals, pay attention to any index volumes!

#### Important:

- **Use more recent literature, if possible, since older books naturally contain only older literature!**
- Do not search exclusively in the form of the snowball system, because:
  - Authors may have overlooked important sources.
  - It could be a case of a “citation cartel” for the essays consulted, i.e., only sources belonging to the same scientific school as the author himself are used.
  - Incorrect information continues to be entered in this way!

## 1.3. Literature acquisition

### 1.3.1. Literature from the UB Tübingen:

- For borrowed books there is normally a guaranteed loan period of 28 days
  - If not otherwise reserved, borrowed books can be renewed online, thus renewing the 28-day period. The maximum loan period is four months, after which the books must be borrowed again in person at the UB.
- Books that can be borrowed immediately are arranged according to call numbers (e.g. in the Ammerbau)
- Books from the closed stacks can be ordered, borrowed books can be reserved.
  - To order enter your login-ID and password of ZDV.



- The personal loan account can be viewed under “My Account” on the homepage of the Tübingen University Library.

### 1.3.2. Interlibrary loan via UB Tübingen

- If the book you are looking for is not available anywhere in the entire holdings of the University, interlibrary loan from other libraries via UB Tübingen is possible.
- It can be selected via the “**Interlibrary Loan**” (“Fernleihe”) link in the library catalogue.
- **Important:** Interlibrary loan usually involves a fee of €1.50 per book and it can take two weeks or longer for the book to arrive.
- The borrowed book must usually be returned after one month; renewal is rarely possible.
- If the book is available in a library nearby (Heidelberg, Mannheim, etc.), it can sometimes be faster and easier to go there directly without ordering the book through UB Tübingen, but
  - **Attention:** To borrow books from other libraries outside the UB interlibrary loan system, you usually need a user card from the respective library. Therefore, please inquire beforehand!

If a book is needed very promptly, there is still the option of requesting it through document delivery services. Links to document delivery services can be found at:

*<https://uni-tuebingen.de/einrichtungen/universitaetsbibliothek/suchen-ausleihen/fernleihe-dokumentlieferdienste/tad-tuebingen-aufsatzdienst/>*

### 1.3.3. Interlibrary loan via document delivery services such as Subito

- [www.subito-doc.de](http://www.subito-doc.de)
- Document delivery service of scientific libraries from Germany, Austria, and Switzerland
- Quickly creates copies of essays or books
- Chargeable (from 5,00 €; express service is always more expensive!)

## 2. Introduction to excerpting texts

### 2.1. What is an excerpt?

An excerpt briefly and concisely summarizes a scientific text in your own words to:

- record the main statements and argumentation of the text in a comprehensible way:  
→ “**general, complete excerpt**”
- gain and record information from a text that is relevant for a specific research question  
→ “**targeted excerpt**” (Attention: always consider the context of the text!)

**Important:** The excerpt is usually intended for personal use and should therefore be written

by the excerpter in the form most suitable for him/herself. Excerpts of scientific texts are essential for scientific work and the gathering of information. In the following, some points are addressed that should be part of a good and clear excerpt.

## 2.2. What do I need to pay attention to?

### 1. Literature References

- Note the references of the text to be excerpted  
→ **Tip:** Note the location where you can find the literature if needed (e.g. internet, library location and signature).
- For example:  
**Beer, Bettina & Hans Fischer** 2000: *Wissenschaftliche Arbeitstechniken in der Ethnologie. Eine Einführung*. Berlin: Reimer, 26–39. Location: Ethno-Bib., Signatur: W 90 Bee I 1. (→More details can be found in chapter 4. References)

### 2. Maintain clarity

- Use as many keywords as possible
- Note **central keywords** of the text and excerpt behind the bibliographical reference
- At the beginning briefly note the **question and main message** of the text
- Structure longer excerpts into sections of meaning using **subheadings**
- Mark especially important words or phrases by **italics/bold/underline**

### 3. Basic questions about the text

The following questions should be asked and answered by the author of an excerpt, when reading a scientific text. They form the basis of the excerpt's content. The question/problem and the main message of the text should be formulated in **your own words** in 2–4 sentences each.

#### 3.1. Author and type of text

- Check reputation/expertise of the author.
  - “Who is the author? What else has he/she published?”
- Review the temporal/historical context, ideological background, and source material of the text
  - “When was the text written? Are the dates possibly out-of-date? In what historical context was the text written?”
- Clarify the type of the text (article, essay, etc.) and place of publication (newspaper, book, magazine, etc.)
  - “Is there a reason why the text appeared in this particular context?”

#### 3.2. Content of the text

- What question or problem is the text based on?
  - “Is this made clear at the beginning of the text or is it phrased more indirectly?”
- Main message of the text

- “How is the question or problem answered? What are the central messages of the text?”
- “Can the main statement be understood or do additional sources need to be consulted?”
- What are the important statements and theses?
  - “How are arguments made? What theses or assertions are formulated and what are they based on?”

→ Note important statements and information with **page references** in the excerpt!

### 3.3. *Outline of the text*

- Into which content sections is the text divided?
  - “Is the outline plausible or should the text be divided differently? Does the outline follow the thread of the argument?”
  - “Do additional headings, sections, etc. need to be included?”

→ It is advisable to independently reorganize the information obtained from the text in the excerpt to facilitate access to it

### 3.4. *Source Criticism (“Quellenkritik”)*

- What are the sources (primary, secondary) and where do they come from?
  - “Is the source material sound enough, are the sources balanced or biased in their selection?”
  - “What is the view of the data? Traditional view or new approach?”

### 3.5. *Own evaluation of the text*

- Are the argumentation and main message of the text **convincing**?
  - “Is the text worded in an understandable way?”
  - “Are the selected data and methods appropriate to the topic?”
  - “Is the question underlying the text sufficiently answered through the argumentation and main statement?”

## 4. *Specify page numbers*

Always indicate **page numbers** for excerpted content. Otherwise, you will have to search the text again and again for each source reference!

For example, you can note the page number at the beginning or the end of your notes:

- **30:** Without Page references all work in vain, because verifiability of scientific statements must be guaranteed.
- or:
- Without page references all work in vain because verifiability of scientific statements must be guaranteed **:30**

## 5. *Comments*

- Record your own comments and thoughts on the content of the text in the excerpt.
- Make cross-references to passages in the text with similar content and establish references

- Write any references to in-depth or supplementary literature next to it
- **Important:** Your own thoughts must be clearly distinguishable from those of the author, so you can write your own thoughts *e.g. in another font, such as italic...*

### 6. Use your own formulations

- **Danger of plagiarism accusation**, therefore, paraphrase formulations of the text, do not just repeat them.  
→ Pay special attention to this in **foreign language** texts, do not just translate word by word!
- Special key statements can be quoted verbatim:  
“In general (sic.) one quotes verbatim if the passage contains theses, explanations, or definitions of central terms. Transitions and chains of argumentation are reproduced as concisely as possible” (Beer/Fischer, 2000: 34).
- Mark all verbatim quotations as such: **Proper citation is enormously important, if you fail to do so, the text might be classed as plagiarism!**

## 3. Proper citation and paraphrasing

Citing sources is enormously important for scientific work. This is because every scientific paper is based on the findings of other scientists, and only by citing and paraphrasing correctly is the verifiability of the theories, theses and data used by other scientists guaranteed.

- If statements from other authors are summarized in one’s own words, this is called **“paraphrasing”** or quoting according to meaning. Such foreign ideas in any form must be marked (see below), so that everyone knows where these ideas come from.
- In the case of core ideas or particularly important statements, it is advisable to reproduce them verbatim. In this case, one speaks of a **(literal) “quotation”**. Such a quotation must, of course, also be identified.  
→ But literal quotations should be exception and only be used for core ideas.
- There are different methods of citation (APA, Harvard, Chicago, etc.), with different variations, which can sometimes be a bit confusing. The most important thing is to maintain a consistent style for your work and decide on one citation style.  
→ At the Department of Social and Cultural Anthropology, the Harvard method is commonly used, which regulates the way in which citations, paraphrases and the bibliography are done.

If someone else’s intellectual property is not marked as such, it is **“stolen” — plagiarised**, this leads to a notification to the “Prüfungsamt” and in general a failure of the class/module, in repeated cases you might lose the right to do assignments in your study programme. You might even have to face copyright consequences if the work is published. The theft of another’s intellectual property is referred to as **plagiarism**.

### 3.1. Paraphrasing

- After citations according to meaning, the **author**, **year of publication** of the monograph, and **page number(s)** must be indicated in brackets (parentheses) → **(author year: page)**
- Important: the **dot** at the end of the sentence must be placed **after the parentheses!**
- **Fixed terms** coined by the author should be placed in **quotation marks** (if they are used very frequently by the author, there is no need for a page citation)

**Example:**

Beer and Fischer distinguish between “general” and “targeted” excerpts (Beer & Fischer 2000: 33).

- **Foreign-language terms** should be translated, but can be adopted if they are to be emphasized, fixed terms or do not have an adequate translation in German/English

### 3.2. Literal citation

- Literal quotations are to be indicated by **quotation marks** in addition to the above and may not be changed in their wording.
- **Foreign language quotations** should be translated in a footnote at the most, for English texts a translation can be omitted.
- If possible, try to quote only what is relevant to the following statements and **leave out what is unnecessary**.
- **Omissions** must be indicated by [...] in the following manner:
  - Beginning of the quote: “... ”
  - in the quote: [...]
  - end of quote: ...”
- **Emphasis** (bold, italic, underlined) you made, must be marked after the quotation in the parentheses with your name/initials
  - e.g. (Beer/Fischer 2000: 31; emphasis by A.N.).

**Example:**

Thus, according to Radcliffe-Brown, “... the relationship between a wolf interested in eating a lamb and the lamb interested in not being eaten [...] *is not a social relation*, because there is no adjustment of their interests” (Radcliffe-Brown 1948: 44; emphasis by H.B.).

- Emphasis that already occurs in the original is indicated after the quotation by, the following formulations
  - e.g. (Beer/Fischer 2000: 31; **emphasis in the original**) or (**emphasis of the Author**)
  - Initials (**emphasis of B.B. / H.F.**) are also possible.
- If there are both original and self-added emphases in a quotation, you can concretize them: e.g. (**bold** in the original, *italics* by H.B.)
- **Errors** in the original are to be adopted and marked as such by (**sic.**) behind them

- **Longer quotations** (> 3 lines) should be **indented** as **block quotations** and be in **font size 10** with **line spacing 1.0**

**Example:**

“Morals, law: etiquette, religion, government, and education are all parts of the complex mechanism by which a social structure exists and persists. If we take up the structural point of view, we study these things, not in abstraction or isolation, but in their direct and indirect relations to social structure...” (Radcliffe-Brown 1940: 6).

- Terms used in the original from the **translation language** (e.g. German terms in an originally English text that you quote in German translation) can be e.g. marked with [dt.] for German
- Own comments or explanations in the quotation are to be marked with **[brackets]**, e.g.:  
 “... apparent nitpicking [in verbatim citation] is one of the characteristics [...] of scientific work. Only what one already excerpts exactly can be reproduced correctly later in the manuscript” (Beer/Fischer 2000: 31).
- If a citation already contains (...) and [...], <...> can be used

## 4. References — correct bibliography

At the end of every scientific paper, all literature used must be systematically named. A bibliography is not only important for the traceability of a scientific work, but it also enables the quick finding of literature and contains all important information.

- **Important:** Always arrange references **alphabetically**
- Use a **uniform** system for all specifications!
- The title of the book, journal, or anthology should be *italicized*
- The names of the authors can be **bold**
- Pay attention to **punctuation!**
- You may encounter forms of publication/media for which there is no set bibliography example. If you can’t find a suitable template, do not despair, you are relatively free in the design, the main thing is that you name all the important and relevant information necessary to identify the source.

### 4.1 What belongs in a bibliography?

#### 1. Author(s) / Editor(s)

- Surname/s and first name/s of the author or editor
  - No academic or professional titles
  - Write out surname and first name to distinguish between several authors with the same name
- In the case of **multiple authors or editors**, the first should appear in the form *surname, first name*, and others in the sequence *first name surname*,
  - e.g. Meier, Hans and Sabine Müller

- **From four names** of authors or editors, only the first one is mentioned, with the indication “**et al.**” (for: et alii, “and others”),
  - e.g. Meier, Hans et al.
- Indicate names with “von/of” as follows: Meier, Hans von
- **Editors** are indicated in the same way as authors, with (ed.) or (eds.) for editors, e.g. Meier, Hans (ed.).

## 2. Year of publication

- Indicate the year of publication of the cited work **after** the author.
- In case of several publications of an author from the same year, these are marked with **a, b, c.**
  - e.g. Meier, Hans 2010**a** and Meier, Hans 2010**b**
- The year of publication of the **first edition** can be given as follows:
  - e.g. Meier, Hans 2010 [**1998**] or Meier, Hans (**1998**) 2010
- The edition of the work can be specified as follows
  - e.g. Meier, Hans 2003<sup>2</sup> or Meier, Hans 2010 (2nd edition)
- If year of publication (n.d., “no date”) is unknown, specify:
  - e.g. Meier, Hans (n.d.)

## 3. Title and subtitle

- Do not take title and subtitle from the cover, but from the title page (the former is often not complete!)
- A **dot** is placed between the title and subtitle
  - e.g. *India's Middle Class. New forms of urban leisure, consumption, and prosperity.*

## 4. Place of publication and publisher

- In the case of multiple publishing locations, only the first or the first and a.o. (“and others”) are named.
  - e.g. Berlin a.o.
- After the location, the publishing house follows
  - e.g. Berlin: Reimer → The publisher’s name is usually not given in full
    - e.g. “Suhrkamp” instead of “Suhrkamp Verlag”

## 4.2. Examples of specifications of various forms of literature

### 1. Monograph:

**Beer, Bettina** 2003: *Wissenschaftliche Arbeitstechniken in der Ethnologie. Eine Einführung.* Berlin: Reimer.

→ **Last name, first name** Year: *Title. Subtitle.* Place of publication: Publisher.

## 2. *Anthology:*

**Askew, Kelly and Richard R. Wilk** (eds.) 2002: *The Anthropology of Media. A Reader*. Malden, Mass. et al.: Blackwell Publishing (Blackwell Readers in Anthropology, 2).

→ **Last name, first name, and First name Last name** (ed. or eds.) Year: *Title. Subtitle*.  
Place of publication: publisher (series, number).

## 3. *Contribution to/Article in an anthology:*

**Ovesen, Jan** 2004: All Lao? Minorities in the Lao People's Democratic Republic. In Christopher Duncan (ed.), *Civilizing the Margins. Southeast Asian Government Policies for the Development of Minorities*. London: Cornell University Press, 214–240.

→ **Last name, first name** Year: Title. Subtitle. In First name Last name (ed. or eds.), *Title. Subtitle*. Place of publication: publisher, page numbers.

## 4. *Article in a journal:*

**Antweiler, Christoph** 2003: Anthropology of Violent Conflict. Drivers of conflict and motives for violence. *Development Anthropology* 12 (1+2): 26–73.

→ **Last name, first name** Year: Title. Name of journal Volume number (issue number):  
Page numbers.

## 5. *Dissertation:*

**Redecker, Lutz** 2000: *Mora-Mora — Why Different? Tourism and socio-cultural change on Saonte Marie, Madagascar*. Dissertation, University of Hamburg, Faculty of Philosophy. Hamburg.

→ **Last name, first name** Year: *Title. Subtitle*. Dissertation, university, faculty. Place of publication.

## 6. *Unpublished paper:*

**Neudorfer, Corinne** 2004: *From Theory to Practice — Ethnological Field Research in Tourism*. Trier: Unpublished.

→ **Last name, first name** Year: *Title. Subtitle*. Place of publication: Unpublished.

**Note:** For unpublished habilitation theses, instead of “Unpublished”, “Unpublished habilitation thesis”.



## 7. Digital Source:

**Burka, Lauren P.** 1994: *A Hypertext History of Multi-User Dimensions*. MUD History. [http://www.ces.neu.edu/home/lpb/mud-history.html; consulted 5 Dec 1996].

→ Last name, first name Year: *Title*. [URL; date].

## 8. Personal communication:

**Meier, Hans** 02.08.2011: Personal communication

→ Last name, first name Date: Personal communication/s.

## 5. What is a presentation?

Presentations serve to reproduce the results of scientific work briefly and precisely. Your presentation should present a specific topic — that you need to exactly discuss with the lecturer ahead of the presentation. Due to the limited time available for a presentation, the essentials must be filtered as well as possible and the unnecessary must be omitted. The general basic structure of a presentation is **introduction, main body, conclusion**. The type of presentation and the preparation of the content should be adapted to the audience in order not to lose their attention. Therefore, before preparing the presentation, you should ask yourself the following questions:

- For whom do I give the presentation? Is it perhaps children, journalists, NGO employees, fellow students, or other scientists?
- How much time do I have available and in the case of group presentations: among how many speakers must this time be divided?
- Which question should be answered in the presentation, or which common thread should run through the presentation?
- What technical resources are available to me on site, what might I need to bring with me?
- How many people am I speaking in front of?

### 5.1. Working groups and how to make the most of them

- It is best to arrange a **fixed date** for the first preparatory meeting as soon as the working groups are assigned!
- Exchange **email addresses** or phone numbers with each other and create a group with everybody involved.

- Meet as early as possible, develop a **question** together and create a preliminary **outline** for it, which divides the contents of the presentation sensibly among the presenters.

## 5.2. The presentation

- It is essential to check with the lecturer beforehand how much time is available for the lecture!
  - As a rule, no more than 45–50 minutes should be allowed in total, so that there is enough time for the subsequent **discussion**
- The spoken word is not the same as the written word, so do not present a finished term paper as a lecture
- Do not read too much, but rather **speak relatively freely or use cue cards** for help
- Present only relevant aspects of the topic and not too many details (this is tiring for the audience and only confuses)
  - Detailed descriptions can be dealt with later in the written assignment/essay
- Do not present anything that you yourself have not understood and hope that the listeners may understand on their own.
  - **Clarify what is not understood with the lecturer beforehand.**
- Observe **presentation techniques** (language, content, self-presentation, technical preparations)
- Use **visual aids**: PowerPoint, pictures, film clips, diagrams, facilitation cards, maps, board pictures, newspaper clippings, etc.
  - **Important:** Do not use too many aids, otherwise the audience will be overwhelmed and distracted from the actual content: Sometimes less is more.
  - Consider carefully beforehand which aids are really useful: If a film clip does not sufficiently support the content, then it should rather be omitted.

## 5.3. Visualizing the presentation

- If you work with Power Point, films, or internet recordings, then you should **check if the technology works beforehand** (connections, wi-fi, sound, etc.)
- Power Point slides should contain only keywords or short sentences, not long texts.
  - Listeners cannot listen and read at the same time!
- For PowerPoint or similar, do not choose the font too small and the background so that the font is easily recognizable.
- **MAKE SURE YOU HAVE THE COPYRIGHTS FOR PHOTOS, CITATIONS, VIDEOS, PAINTINGS, ARTWORK DEPICTIONS DRAWINGS etc.**
  - The above should always include a source citation.
- Recorded films should be of such good quality that something can be recognized, otherwise, it is better to do without them.
- **Tip:** It doesn't always have to be Power Point. Maps, self-designed diagrams, or moderation cards can also do the job and may even be more suitable in some cases.

- **Tip:** If you want to use handouts: Handouts should be ready and printed out **the day before**, if possible, to avoid mishaps on the day of the presentation. Also, all presenters should **arrive on time** (at least s.t.) and not just two minutes before the start of the lesson.

## 5.4. How do I create a handout?

### 5.4.1. Header

The header indicates at which university, in which seminar and with which lecturer a presentation was held and always belongs to a handout. The following information is given in the header:

- Indication of the educational institution (Eberhard Karls University Tübingen)
- Department of the educational institution (e.g. department of Social and Cultural Anthropology)
- Course title (PS/HS/Tutorial)
- Module number (e.g. ETH MA.1.1)
- Name of the lecturer
- Speaker name
- Specification of the semester
- Date

#### *Example*

Eberhard Karls University  
 Asia-Orient-Institute, Department of Social and Cultural Anthropology  
 Tutorial “Introduction to scientific working techniques”, ETH-MA-03  
 Lecturer: Ann-Kathrin Neff  
 Student: Max Mustermann  
 WS 2022/23, 25.07.23

### 5.4.2. Layout — Recommendations

- The structure into numbered items and sub-items (e.g., 1., 1.1., 1.2., 2., etc.) increases clarity.
- Clarify for yourself: Should the handout serve as orientation during the presentation or for later read up?  
 → Should it contain a lot of information or serve as a mere orientation guide?
- The main points of the content should be stated briefly and concisely, e.g. in **bullet points**
- **Times New Roman** or **Arial** are recommended
- Space can be left for notes if appropriate

### 5.4.3. Bibliography

- **All literature used** in the presentation must be indicated at the end of the handout
- The literature list must be arranged **alphabetically**
- All information must be complete and in correct form

## 6. How do I write a (comparative) essay?<sup>1</sup>

An essay discusses, analyses, and criticises a literary or scientific question in a short and sophisticated form. It should be able to construct an argument, that is based on the literature but goes beyond the cited/summarised literature by applying it to a certain question and creating an argument. So, an essay should avoid to simply repeat material but rather put the material used into a dialogue with the question posed at the beginning and reach an argument that follows from the discussion.

### *Formalities:*

**Important:** An essay also should follow the formal outlines as explained, meaning there must be a header, content list, bibliography. The header should be a separate page/sheet, containing the following information:

- Indication of the educational institution (Uni Tübingen)
- Department of the educational institution/department
- Course title (PS/HS/Tutorial)
- Module number (e.g. ETH MA.1.1)
- Name of the lecturer
- Title of the Essay/Assignment
- Specification of the semester
- Authors name and immatriculation number
- Date

### 6.1. General outline

An essay, like a term paper (see 7.), is usually divided into introduction, main body, and conclusion. A common essay form is the “five paragraph essay”, which provides one paragraph each for the introduction and conclusion and another three for the main body (the latter can, of course, have any number of paragraphs added), with each paragraph of the main body examining a different aspect of the question.

Before beginning the writing process, it is **important** to consider the following points:

- Obtain **sufficient literature** on the topic (see 1. Literature research).

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<sup>1</sup> For more inspiration regarding writing an essay/term paper/thesis look here: <https://www.lse.ac.uk/anthropology/study/How-To-Write-Like-an-Anthropologist>

→ Make sure that the literature is as up to date as possible!

- Make sure you stick to the discipline, which is anthropology, don't drift into other disciplines, because this would mean that your essay will not pass or even not be accepted in the first place. This means that you should rely from the very beginning on **anthropological literature**. If in doubt, speak to the lecturer.
- Find a **clear question**: What do I want to find out or make clear with my essay?
- Find and decide on **structure** or outline — e.g. “five paragraph essay”.
- For argumentative or persuasive essays, answer the question in advance, as the own answer to the question must be represented as a thesis/argument in the essay.

### ***A. Introduction***

**The following should be noted in the introduction:**

- Name and explain the topic or question, as well as the academic approaches to be compared in the main part or briefly present the thesis argued in the essay.
- State the initial situation: What is the state of the art in research? Who has been written about, what are the positions? Define key terms and provide necessary background information!
- Explain the composition and structure of the essay.
- Arouse the reader's interest: The first sentences should be written in such an exciting way that they encourage the reader to read on! The transition to the main part should be made by a concluding sentence that leads to the first argument of the main part.

### ***B. Main part***

- Present statements in sequence, it is best to have one paragraph for each statement.
- Support statements with **arguments, evidence, examples, and citations!**
- Procedure: **Statement → Evidence → Evaluation → Questions**
- **Important:** The reference back to the question must be recognizable for each thesis!  
→ **The main point** is not about whether the theories are “wrong” or “right”, but about an elaboration of the respective argumentation/evidence/reasoning by the author and possible criticism of it.

### ***C. Conclusion***

- Summarize and re-evaluate the arguments presented in the main body to arrive at a final statement in response to the question.
- Provide arguments and evidence for the correctness of one's own thesis.
- Depending on the space remaining, the limitations of the topic should be pointed out and suggestions for further research made.
- (Summarize similarities and differences of the theories and briefly recap which one is more convincing and why.)

### ***D. Bibliography***

- List all the literature you used alphabetically.

## 6.2. Comparative essay

In a comparative essay, theories, concepts, positions, texts, or events are to be compared with each other. Essential similarities and parallels are to be identified, but at the same time the differences between the positions are to be worked out.

- The introduction should explain the link between the approaches to be discussed.
- Both approaches should be discussed in relation to the topic or research question.
- Each section of the essay should separately discuss in detail either similarities or differences for both approaches.
- **Important:** Provide balanced details on both theses!
- In the concluding section, the question must be taken up once again and a concluding argument should be reached.  
→ **Tip:** It's typical of a comparative essay to show that two approaches that seem very different are very similar after all, or that two approaches that seem similar, are ultimately very different.

### 6.2.1. Two possible stylistic approaches

- A. Both approaches are tested within a thesis in direct comparison to a statement (“pingpong system”)

Theoretical approach A	Theoretical approach B
<u>Introduction:</u> Brief explanation of the approaches that will be compared below	
<b>Thesis 1: Similarities between A and B → check and compare main statement</b>	
<b>Thesis 2: Differences between A and B → check main statement</b>	
<u>Main part:</u>	
Thesis 3: Similarities between A and B → check complementary (main) statement	
Thesis 4: Differences between A and B → check complementary (main) statement	
or	
<b>Thesis 1: Similarities between A and B → check and compare main statement</b>	
Thesis 2: Similarities between A and B → check complementary (main) statement	
<b>Thesis 3: Differences between A and B → check main statement</b>	
Thesis 4: Differences between A and B → check supplementary (main) statement	
<u>Final part</u>	

- B. Both approaches are reviewed one after the other regarding a specific statement or question → No direct comparison of individual statements

Theoretical approach A	Theoretical approach B
------------------------	------------------------

Introduction: Brief explanation of the approaches to be compared.

Main part:

Thesis 1: Approach **A** → first main statement

Thesis 2: Approach **A** → second (main) statement

Thesis 3: Approach **B** → first main statement

Thesis 4: Approach **B** → second (main) statement

...

Final part

## 7. How do I write a scientific term paper?

A term paper usually means a **scientific examination of a topic discussed in the seminar under a clearly formulated and limited question**. It is therefore particularly important to (strongly) limit the topic and to find a question that can be dealt with in 10–15 pages. Too general or broad term papers usually lead to frustration (for the students and the lecturers) and prevent clear results.

**If you don't know where to start**, it's best to first find literature and start reading to get a first idea and then talk to your lecturer in order to develop ideas for a possible question.

You should already start writing down notes and ideas during the reading phase, because scientific work is always a process, during which the question can still change. In addition to the structure, the individual steps of a term paper and time management will be discussed in more detail below. But first, let's start with the requirements of a scientific text and the formal criteria for a term paper.

### 7.1. Scientific writing

#### 7.1.1. General requirements for a scientific text

- The statements must be verifiable for everyone, and their origin must be traceable  
→ Lay open sources and methods.
- Consideration of controversial opinions
- Separation of fact and conjecture/opinion  
→ **Refrain entirely from biased assumptions, speculation and sweeping generalisations**, such as
  - e.g. “gender relations in the Global North world are better than those in the Global South” or “the residents of XY must have felt terrible” or “religion xyz follows a patriarchal ideology”

- Permissible are formulations such as “this indicates that ...”, or “it can be concluded...” — but make sure, that your conclusion follows neatly from the sources.
- Always leave out the unproven!
- Exclude information that is unnecessary
- Avoid generalizations — such as “the Indians”, “the Tuareg” or “the Japanese do not show any emotions”  
→ *Origin of foreign ideas, theories, findings must be marked: Indicate any literature used and mark all quotations and paraphrases!!!*

### 7.1.2. Language and writing style:

- **Your style of writing should be: precise, understandable, neutral, objective**  
→ Passive-Formulations!
- I-sentences only in a field research work, where the personal approach and experience are in focus  
→ **Better:** in the following work it is verified...; it gives the impression that...; it is shown...; from this it can be recognized/concluded...)
- **No colloquial language**
- Refrain from fashion idioms, filler, and cover words
  - e.g.: “to bring to bear” instead of “to apply”.
- **Complete sentences**
  - no enumerations like e.g. in an excerpt; avoid nested sentences!
- Explain and define terms supposedly unknown to the reader
- Correct use of technical terms
- Avoid repetition of words

## 7.2. Formal requirements

### 7.2.1. Formal criteria of a term paper:

- Length: check module handbook and please discuss with lecturer!
- Line spacing 1.5; use justification of text!
- Margin: leave 4 cm free on the right for corrections by the instructor
- Font: Times New Roman 12 point or Arial 11 point
- The paper should contain a cover page, an outline/table of contents (extra page after the cover page) and the actual text
- **Don't forget signed self-declaration/anti-plagiarism declaration at the end!**  
(Under the Quick Links on the webpage of the Prüfungsamt Philosophische Fakultät)
- Check with lecturer how the work should be submitted, normally as a PDF into the respective folder on the platform (Moodle/Ilias), only if required by the lecturer send by email.

### 7.2.2. Additional layout recommendations



- Footnotes, headers, footers, and blockquotes in size 10 font (Times New Roman) and single line spacing.
- Margins: top and left 2.5 cm, bottom 2 cm
- Specify page numbers! → Table of contents is usually page 1
- Increase clarity through paragraphs in the text
- Put additional notes or very long information on electronic sources in footnotes. Note: Only use one footnote at a time!
- Not too many highlights at the same time (underlined, bold, and italic)
- Chapter headings bold
- Always number figures and graphics consecutively and provide a short explanatory caption
- Important: Pictures from the Internet must be provided with source reference!
- Check copyrights before use!

### 7.3. Structure of a term paper

A term paper is divided into three parts: **Introduction, main body, and conclusion.**

For introduction and conclusion should be used a total of about 20–40% of the term paper. The rest is reserved for the main part. The introduction is preceded by the table of contents, the conclusion is followed by information on the literature used and a signed plagiarism declaration.

#### *A. Cover sheet*

The cover sheet of the term paper should contain the following information:

- Name of the university and institute/department
- Name of the event and the instructor
- Module number
- Specification of the current semester
- Title of the term paper
- Name and address of the student
- Course of study, matriculation number, semester of study
- Email address and deadline

#### *B. Table of contents / Outline*

- Must list all chapters of the term paper including all subheadings.
- **Important:** uniform numbering and page numbers!!!
- Sub-items should **not** stand alone (e.g. only 2.1. without a 2.2.)
- The outline should support the argumentative thread of the paper and guide the readers through the work → Choose headings and subheadings carefully!  
→ **Tip:** Many writing programs have a function for automatically creating tables of Contents

### ***C. Introduction***

- Formulate and explain your research question.
- Short introduction to central terms of the work and possibly used scientific methods.
- Explain the approach and structure of the paper.  
→ It must be clear how the author (you) proceeded and how the paper is structured to be able to approach a differentiated answer to the question.
- Possibly also indicate which (main) literature was used, which (main) author(s), theory(ies) are referred to, which data are compared and how they were obtained.
- Address any difficulties that may have arisen during data analysis.
- **Important:** do not announce anything that does not occur in the main part.  
→ Check the introduction after completion of the entire term paper necessarily again on its content and adjust if necessary!
- **Important:** do not anticipate the results in the introduction (even if it was written at the end)!

### ***D. Main part***

- Here the actual research question is explained and examined in more detail.
- The main part contains the presentation, arrangement, analysis, comparison and discussion of data and facts regarding your question.  
→ **Important:** Texts should not merely be summarized but used and evaluated for your own argumentation.
- Argue stringently and comprehensibly: link the paragraphs, chapters, and parts with a “red thread”!
- Lead the reader through the various chapters to the result of the research question.
- Several answers to a question are also possible; it is important that the reasoning shows how the results were obtained.

#### ***D.1 Structure of the main part***

- To ensure clarity, it is important to divide the text into chapters and subsections that structure the course of the argumentation.
- **Structure here means the subdivision of a topic into aspects, as well as their hierarchy — e.g. argumentation from the specific to the general, from the general to the specific, or causal argumentation (cause-effect).**
- The outline must support the goal of the text as well as its flow.

#### ***D.2 Some example forms for the argumentative outline of a text***

##### ***Chain:***

- Elements are shown sequentially or emerging from each other.
- The following develops from the previous → unilinear structure
- Especially suitable for
  - Chronological representation of elements
  - Process description
  - Step by step justification

*Rhombus:*

- Elements are first discussed in isolation and mutual references are only presented in a subsequent chapter.

*Balance:*

- Elements are contrasted in a deliberative manner and comparisons between positions are made immediately.
- Especially suitable for:
  - Weighing comparison of two positions or situations
  - Discussion of reasons and counter-reasons or advantages and disadvantages
  - Representation of three elements: thesis — antithesis — synthesis

***E. Conclusion***

- Present the key messages (what you want to show) in a nutshell and, if appropriate, place them in a larger context — e.g., whether the results of the work have confirmed or disproved other literature
- Do not introduce any new aspects but summarize again what has been worked out in the main part, bring it to the point and **relate it back to the question**, or answer the question.
- Possibly provide outlook (where is there a need for further investigation, what might become a problem in the future, etc.).

***F. Bibliography***

- All literature used in the paper must be cited here completely and correctly (see 4. References).
- If a particular quote or similar can no longer be substantiated, it must be removed.
- It is best to record each new book during the writing process so that you do not forget any of them. You can use the citation programmes which the university provides to students, e.g. Zotero.
- At the very least, full bibliographic references should be recorded in the excerpts so that they can be inserted directly afterwards without the need for further time-consuming research for bibliographic references or page numbers.

***G. Antiplagiarism Declaration (“Antiplagiatserklärung”)***

- Is to be signed and attached to the paper but does not count towards the page limit of the paper.
  - You can find it on the faculty website under “Downloads”. While there is an English version for your convenience, **only** the German version is legally binding and to be attached.

## **7.4. Steps in writing a term paper**

### ***1. Material sourcing options:***

- 1.1. Literature research in the library catalogues and other catalogues indicated above, snowball search, online catalogues.
- 1.2. Narrow down the question/topic as best as possible and inform yourself about current discourses.
- 1.3. Evaluate your own research data.

## ***2. Find as precise a question/topic as possible:***

- What do I want to represent?
- What is unclear, problematic, incomprehensible, unknown, contradictory, doubtful, etc. about the object of research?
- How can I **critically discuss** the topic, the theses, what I have read (in the context of the scientific debate)?
- What is more needed in terms of work (reading, discussing, summarising) to get further?

**Objective:** What do I want to communicate to the reader? What do I want to achieve with the work?

- Explain a phenomenon or contribute to its understanding?
- Analyse a phenomenon and deal critically with it?
- Investigate a connection between two phenomena?
- Review or compare theories, positions?
- Bringing together different insights or positions?

## ***3. Reading in:***

- **Question-related** reading and excerpting (don't forget the page numbers), sorting out unimportant texts, possibly rethinking/elaborating on the question. This already starts the writing process.

## ***4. Create a bibliography and cover sheet:***

- **Important:** Don't forget to also cite the sources of images!
- The bibliography and the cover sheet are best created and updated while reading, so you can effectively use the time at the beginning of the term paper, when you are still in a writer's block. Literature that is not needed can simply be removed from the directory again at the end.

## ***5. Create outline that can later be translated into table of contents with page numbers:***

- **Tip:** It's convenient and timesaving to use the function for automatically creating a table of contents of the respective writing program

## ***6. Continue the writing process, based on the argument, structure and table of content developed:***

- Follow the steps and move between **writing, reading, thinking**. See the points for writing above. Create a draft, edit, rewrite, edit, rewrite, edit... until you reach a format that is ready to be handed in.

### ***7. Have it proofread:***

- **Important:** Allow enough time and, if possible, do not finish on the day of the deadline, but beforehand.

### ***Additional Tips:***

- Save the term paper every now and then on a USB stick/external hard drive/cloud so that the data cannot suddenly get lost.
- Take enough breaks! Anyone who sits in front of the term paper from morning to midnight is most probably completely exhausted after a few days.

## **7.5. Time management**

Crucial for a term paper is **time management**. For this purpose, the following points should be observed:

- Allow enough time for the term paper (**at least 2 weeks**), preferably at the beginning of the semester break, depending on how much excerpted literature is already available (such as from a previous paper).
- Mark the deadline in all available calendars etc. — so it does not come as a surprise and the paper can be started in time.
- Never wait with term papers until the end of the semester break! To write term papers during the semester is very tedious and cause additional stress.
- Start your literature research as early as possible! Often, urgently needed literature is on loan or must be obtained via interlibrary loan.
- **Set clear deadlines!** This prevents chores from being procrastinated on and on and eventually becoming an unmanageable mountain of pile up.
- If the deadline cannot be met, the instructor must in any case be notified — simply not saying anything will lead to much bigger problems.
- **Tip:** Especially for longer chores, it is helpful to have **precise schedules**, useful tools are **to-do lists**: A fixed schedule helps to keep control over time management and checked off tasks on the to-do list are motivating. This way, you can track your own progress and see how the mountain of work is continuously getting smaller.

**Good luck with your studies!**

## 8. Bibliography

**Beer, Bettina und Hans Fischer** 2000: *Wissenschaftliche Arbeitstechniken in der Ethnologie. Eine Einführung*. Berlin: Reimer.

**Radcliffe-Brown, A.R.** 1940: On Social Structure. *The Journal of the Royal Anthropological Institute of Great Britain and Ireland* 70 (1), 1–12.

**Radcliffe Brown, A.R.** 1948: *A Natural Science of Society*. Glencoe, IL: The Free Press & The Falcon's Wing Pre

## Further Useful Literature

Thomas, D. (2016), *The PhD Writing Handbook*, Houndmills: Palgrave Macmillan.

## Other Useful Sources

Register with EThOS (British Library) <https://ethos.bl.uk/Home.do> - and have a look at anthropology thesis – this will help you to understand the structure and scope of a thesis (even if these are PhD theses, you get an idea).

Have a look at the shelf in the departmental library for PhD students, where you will find a number of useful books regarding research, analysis and writing up.