

Academic Writing Guide

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1 Text length, formatting and formal structure

Below we have summarised the most important formal requirements for the structure of common term papers and theses. The formatting information is intended to serve as a general guide, not as a binding set of rules.

1.1 Length

The required length of written assignments is specified in the module handbook. There you will also find module-specific information on the possible formats such as term papers, essays, and portfolio.

In general, the following requirements apply:

- BA modules with 6 or 8 ECTS: approx. 4,000-4,800 words
- BA modules with 10 ECTS: approx. 6,000–8,000 words
- BA thesis: approx. 16,000 words
- MA modules with 8 or 10 ECTS: approx. 6,000–8,000 words
- MA thesis: approx. 24,000 words



The word count includes the references but excludes the title page, indexes, and appendices. A variation of plus or minus 10% is permitted.

1.2 Formatting

Your paper should have a clear and well-structured layout, leaving sufficient space for the lecturer to take notes. You can use the following information as a guide, bearing in mind that page numbers are mandatory:

- Page layout: left and right margins 2.5-3.0 cm
top and bottom margins 2.0-2.5 cm
page numbers in the footer (starting from the introduction)
- Fonts: e.g. Times New Roman, Calibri, Arial
- Font sizes: 12 pt for text body and references (for Arial: 11 pt);
10 pt for footnotes and indented quotations (for Arial: 9.5 or 9 pt);
14 pt for chapter headings (for Arial: 12 pt)
- Spacing & alignment: main text: 1.5 spaced, justified alignment
references: single spaced, left aligned with hanging indent approx.
1.25 cm, 6 pt paragraph spacing
footnotes and indented quotations: single spaced, left aligned

1.3 Title page

The title page should contain the following information:

University of Freiburg Institute of Social and Cultural Anthropology <type of submission> in the module <module title> <title of the course> <name of lecturer> <semester and year> <title of the paper> <name> student ID:***** <contact information (email / address)> <degree programme(s) and current semester(s)> submission: <date>

Under ‘type of submission’, please indicate whether it is a “graded assessment” (Prüfungsleistung), or non-graded “coursework” (Studienleistung).

If the “graded assessment” / “coursework” is to be credited in an external module, the degree programme (e.g. Gender Studies or Interdisciplinary Anthropology) must also be indicated, in addition to the module title.

► Please note that you must use the templates provided by the Joint Commission of the Faculty of Philology and the Faculty of Humanities (Gemeinsame Kommission der Philologischen und der Philosophischen Fakultät (GeKo)) for all [BA](#) and [MA](#) theses.

1.4 Table of contents

The table of contents reflects the structure of your paper and provides page numbers. Please note the following:

- The table of contents starts with the introduction as the first entry.
- The page numbering starts with the introduction; the table of contents itself is not assigned a page number.
- The (sub)headings in the table of contents correspond to those in the text.

► Tip: You can generate an automatic table of contents in your word processing programme by applying the corresponding heading styles to your (sub)headings.

1.5 References

All sources cited in the text must be included in the reference list. This ensures the scientific transparency and verifiability. At the same time, only those sources that are actually cited in the assignment may be listed. The bibliographic information provided must enable readers to identify and locate the original sources of all citations. For this reason, references follow standardised formats, which may differ depending on the academic field or publisher. At the Institute of Social and Cultural Anthropology, we commonly use a modified version of the ASA citation style (see sections 4 and 6).

Please note the following:

- The reference list is arranged alphabetically by the surname of the author or editor. If there are several publications by the same author(s), they are ordered chronologically by year of publication. Each entry ends with a full stop.
- Additions such as “and”, “translated” or “editor”, or edition details are written in the language of the main text. For example, in an English term paper the editors are indicated as “(ed.)”, or “(eds.)” for multiple editors; in a German text the editors are indicated as “(Hg.)”.



The most important rule is that the reference list is complete and that the formatting of all entries is consistent.

1.6 Appendix

- If necessary, an appendix can be added to the end of the written assignment. This provides space for material that complements the main text, but which would otherwise exceed its scope if integrated directly. This may include figures, tables, maps or interview guidelines.
- If any AI software requiring labelling was used to produce the written assignment, this must be listed in the appendix (see section 5).
- If the written assignment contains several appendices, they must be lettered or numbered consecutively (e.g. Appendix A, Appendix B, Appendix C, etc.).



Field notes or interview transcripts are only required as attachments if explicitly requested in the assignment.

1.7 Key elements of a term paper with an exemplary table of contents

The following example illustrates the key elements of a term paper or thesis and showcases the structure of a possible table of contents. The elements highlighted in grey are included for explanatory purposes only and should not appear in the actual table of contents; only the elements contained within the outlined section should be included.

This example was taken from a BA term paper on “Practices of Everyday Resistance among Young Iranians: Negotiating Culture, Identity, and Authority”:

Title Page	
Table of Contents	
List of Figures (if applicable)	
Table of Contents	
1 Introduction	1
2 The Impact of the Islamic Revolution on Iranian Society	3
2.1 Veiling, ‘Proper’ Behaviour and the <i>Basij</i>	3
2.2 The Third Generation and Generation Z	5
3 Sociocultural Practices of Resistance and Confrontations with the <i>Basij</i>	7
3.1 Festivities, Celebrations and Collective Resistance	8
3.2 Youth Culture and Individual Acts of Resistance	9
3.3 Digital Resistance: The Internet as a Space of Dissent	10
4 Conclusion	11
References	13
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2 Structure and content

The structure of a term paper or thesis is shaped by the central research question. Developing a clear and coherent outline is therefore an essential part of the analytical process. The introduction and conclusion frame the overall argument and particular attention should be paid to both sections when writing. Each serves a distinct function and contributes significantly to the clarity and impact of the paper.

2.1 Topic, title, research question

Although topic, title and research question relate to each other in terms of content, they differ in form and function:

The **topic** defines the specific subject of investigation and its broader academic context. It provides a general framework for the content and can be developed and refined in various ways, such as in relation to specific historical or regional contexts, particular aspects, analytical perspectives or specific groups of individuals.

The **research question** determines the focus of the writing. It specifies what the text aims to answer. It defines which aspects of the topic are relevant to the paper or thesis, how these aspects will be addressed, and which can be omitted. As both the content and the structure are based on the research question, it is important that it is formulated clearly and precisely. In longer papers or theses, it is common to complement the main question with several sub-questions.

The **title** represents your writing to the outside world. It should convey the core content as clearly and meaningfully as possible while remaining concise and appealing. A good title reflects the key aspects of the topic and research question, making the focus understandable even before reading. It may also be phrased in a creative, provocative or playful way to spark interest.

2.2 Outline

The outline reflects the content structure of a text. Its individual levels follow a logical sequence: the chapter order supports the development of the argument, and each outline level indicates a different degree of abstraction – and, where relevant, the relative importance of the sections. This hierarchical structure must be clearly recognisable. To achieve this, sections and subsections should be numbered using the decimal system (e.g. 1 / 1.1 / 1.2 / 2 / 2.1 / 2.2 / 2.3 / 3). See also the example in section 1.8.

Please note the following:

- Section headings are followed by text before the next heading appears. For example, the heading for section 1 would be followed by text introducing the subsections 1.1 and 1.2.
- A subsection must consist of at least two elements; for example, 1.1 must always be followed by 1.2 (and potentially 1.3 and so on).
- An overly detailed structure runs the risk of fragmenting the text. For short term papers, subdivision up to the second level (1.1) is usually sufficient. For longer theses, subdivision up to the third level (1.1.1) is usually appropriate.
- Headings end without a full stop or colon. However, colons and hyphens are permitted within headings.

2.3 Introduction

The introduction should make readers interested in the topic and explain what it is about. It establishes the thematic focus, presents the central question, and outlines the paper's structure and methodological approach. Together with the conclusion, the introduction frames the text: the questions and objectives formulated in the introduction are addressed and answered in the conclusion.

The introduction should contain:

- An introduction to the topic, which provides a thematic overview that piques interest.
- Context and relevance of the topic or problem: presentation of the wider context, as well as the social and academic significance of the topic or problem.
- Aim of the work: What should the work contribute? What broader context do you want to better understand?
- Topic and thematic limitations: What do you want to write about? How will you narrow down the topic to fit the scope of a term paper or thesis? What is the focus of the content? Which aspects will be left out?
- Leading question: What does the paper seek to explore? Which aspects of the topic will be in focus, and what insights will be gained?
- Method and approach: Description, explanation, and reflection of the methodological approach (literature, sources, methods, and material) used to address the question.
- Structure and flow of the text: In what order will you present the topics/materials to build your argument?

2.4 Body

The body consists of all the chapters between the introduction and conclusion. This is where the actual examination of the topic takes place by gradually developing an answer to the question posed in the introduction. This requires an independent, structured discussion of theories, research literature, data, and sources, with varying emphasis depending on the focus of the paper.

The body should contain:

- Presentation of relevant literature and data: Content and arguments should be described, compared, systematised, analysed, and interpreted in order to develop a coherent line of reasoning that leads toward answering the research question.
- Critical engagement with the research literature: The discussion should be guided by the research question and go beyond mere summary or a simple compilation of content. Engage with the authors' arguments—your own critical perspective and intellectual engagement with the topic should be clearly visible.

The organisation of your text body should align with the specific research question you have chosen to address. The body should be logically divided into main topics and subtopics, as reflected in the chapter and subchapter headings. Since the body is represented by these individual chapters, it does not have a separate heading (see the example under 1.8).



Key terms must be defined and, if necessary, placed in a broader context. These terms should be used consistently throughout the text.

2.5 Conclusion

The conclusion summarises, interprets and discusses the key findings of the work. It refers explicitly back to the introduction and the questions posed there. Remaining open issues may also be addressed, and further perspectives or implications can be outlined.

The conclusion should contain:

- A concise summary of the results with regard to the research question
- Discussion of the results: Evaluation and discussion of the problem or question presented, placement of the results in the current state of research
- Optional: Own evaluation and critical self-assessment, presentation of limitations and challenges
- Optional: Outlook on further research possibilities, questions and perspectives that can be derived from the results.

3 Further information

When writing papers, it is important to pay attention to correct grammar, punctuation, spelling, and appropriate linguistic expression. At the same time, your writing should reflect your unique voice!

► Write in your “own academic voice” (Wolfsberger 2009: 112–113; authors’ translation): Avoid overly colloquial language, but also avoid writing in overly convoluted language. Instead, try to find clear, concise language that expresses your academic voice.

3.1 Conventions of language use

- Emic terms are *italicised* and used without quotation marks.
- Direct quotations from German- or English-language sources are usually not translated. Depending on the regional context, quotes in French or Spanish may be used in the original, but they should be paraphrased in the main text. All other foreign-language quotations must be translated in footnotes.
- Attention should be paid to using gender-inclusive language. An overview is available on the [website of the Freie Universität Berlin](#), for example.
- Further suggestions for inclusive language can be found in the American Psychological Association’s [Inclusive Language Guide](#).
- Single quotation marks (‘xyz’) signal critical distance from a term, for example, ‘positive’ discrimination. However, when referring to central terms, it is important that any critique is not only marked in this way, but also clearly explained in the text.

3.2 Footnotes

Footnotes should be used for comments that are not part of the main body of the text.

- Footnotes can include relevant details, clarifications, objections, or additional thoughts that would otherwise interrupt the flow of the main text. However, they should be used sparingly.
- Footnotes can also be used to provide additional bibliographical references supporting the arguments or statements in the text.
- Footnotes are indicated by small superscript numbers placed at the end of the relevant passage, typically at the end of a sentence. The corresponding note appears at the bottom of the page.
- Footnotes always end with a punctuation mark, usually a period.

4 Citing sources

Any content adopted from other sources must be cited clearly. Otherwise, there is a risk of plagiarism. This applies to borrowed formulations, ideas, arguments, lines of reasoning and examples, as well as any other content from other authors or one's own work published elsewhere. A distinction is made between direct, verbatim reproduction of external content in the form of a quotation and indirect reproduction through paraphrasing or citing it in general terms.

Citations must be applied consistently throughout the document. The Chicago style, characterised by the in-text citation method outlined below, has become the standard in anthropological writing. **The Institute follows the citation style of the [American Sociological Association \(ASA\)](#) – with minor deviations.**

► The most common way to cite other people's work is through paraphrasing, i.e. reproducing the text you have read in your own words. Verbatim quotations should only be used for key statements, theses or definitions of terms by the respective author that are particularly concise or relevant for your analysis.

4.1 The basics of in-text citations

Any citation of an external source must be accompanied by a complete and accurate reference, enabling the original source to be identified and verified. In the in-text citation style, the source is cited in short form directly alongside the relevant content, either within the sentence or at its end. The full reference for each source appears in the reference list at the end of the paper.

paraphrase/ quotation/
mention in the text ➡ in-text citation ➡ full title in the reference list

The full bibliographic details for the reference list will be addressed in chapter 5. For now, the focus is on the format of in-text citations. They generally follow this pattern:

...text... (author's surname year:page number/s).

Example

A central critique of the anthropological concept of culture is that it constructs people as 'Other' by emphasising cultural differences (Abu-Lughod 1991:137).

As a general rule, the citation goes directly after the statement it refers to. However, if the author has already been mentioned in the sentence, the citation is included earlier, alongside the author's name, to avoid repetition:

Example

Lila Abu-Lughod (1991:137) problematisises 'culture' as an "essential tool for making2other".

In addition, the following rules apply:

- If you refer to an argument developed over several pages, indicate the page range, for example:

... (Abu-Lughod 1991:137–138).

- For works with two authors, both are named, for example:

... (Lewin and Leap 1996).

- For works with three or more authors, only the first author's surname is listed, followed by the Latin abbreviation 'et al.' – short for 'et alia', meaning 'and others', for example:

... (Bejarano et al. 2019).

- When citing publications or websites without an author, cite the organisation instead, for example:

... (Flüchtlingsrat Baden-Württemberg 2024).

- When citing film sequences, the director is listed instead of the author, and the page reference is replaced with the timestamp (minutes:seconds), for example:

... (Cooke 2015: 10:32–11:22)

- If you are citing the same source in consecutive citations, you can omit the full citation in the second instance (and any subsequent instances) and use the abbreviation 'ibid.' instead. This abbreviation derives from the Latin 'ibidem', meaning 'in the same place'. However, it can only be used if the reference directly follows the previous one, with no other citations in between. In this usage, 'ibid.' can replace either the full citation or just the source, with the page numbers added. For example:

[replacing the full citation] ... (Harrison 1991:13). (ibid.).

[replacing the source, page numbers added]... (Harrison 1991:13). (ibid.:16).

- If you refer to one main source throughout your text, you can mention this at the beginning and then use only page numbers for your citations. This approach is particularly useful when your paper or thesis focuses on a single text. However, specific page numbers must still be provided. For example:

The following analysis is based on Dipesh Chakrabarty's central work "Provincializing Europe" (2000). ...

4.2 Paraphrases

As previously mentioned, the most common type of quotation is the paraphrase. The following applies to this form:

- Paraphrases do not use quotation marks.
- But their citation must include page numbers, just like direct quotations.
- The content of the source must be expressed in your own words, i.e. you must summarise or rephrase the original text.
- Translating a direct quote from a foreign language into German or English does not count as paraphrasing. You are still expected to use your own words here!

Example

Anthropological museums developed as an institution in the context of Europe's colonial history, shaping concepts such as collections, exhibitions and knowledge transfer (Appadurai 2020:45).

- Since paraphrases are marked by an in-text citation, there is no need to use indirect speech. However, tense and modal choices can be used to express distance from a paraphrased statement.
- If you are referencing a work as a whole rather than a specific passage, a citation without page numbers is sufficient, for example:

... (Graeber, 2013).

- To avoid repeating the same citation throughout a longer section of paraphrasing, introduce it with phrases such as:

In the following section, I paraphrase Graeber's (2013: 45–49) argument that [...]

In the following section, I outline Graeber's (2013: 67–75) perspective on [...]

...

4.3 Direct quotations

In certain cases, it may be useful to quote a term, sentence, or line of reasoning from another text verbatim. This should be done only when the exact wording is essential to your analysis or argument. The following guidelines apply:

- A direct quotation should include only the specific passage you intend to analyse or interpret.
- Quotations do not speak for themselves; they must always be explained and meaningfully integrated into your text.
- Direct quotations are marked with quotation marks.

Example

As part of the decolonization of anthropology, theorizing practices now involve more diverse conversations, increasingly including those who „would not traditionally been expected to make theory, [but] would more likely be viewed as sources of raw data that more privileged northerners mine and cook into refined forms of explanation” (Harrison 2016:162).

- A sentence can only end with one punctuation mark. Therefore, the final punctuation is placed after the citation if the cited passage is at the end of your sentence or if you are quoting an entire sentence.

Example

... a controversial claim: “Culture is the essential tool for making other” (Abu-Lughod 1991:137).
The role of anthropology...

- Quotations longer than three lines should be formatted as a block quotation: use a smaller font size (e.g., 10 pt), single line spacing, and indent the paragraph to distinguish it from the main text. In block quotations, quotation marks are not used, as the indentation clearly marks the passage as a direct quote. In this format, the punctuation mark is placed before the citation in brackets.

Example

Appadurai describes one of the misconceptions about modern museums as

... a notion that they are also sites of research and teaching, similar to universities and colleges. Hence the busloads of school children that arrive at many Western museums ... today, to be taught how to enjoy exotic objects and cultures or to develop the ideas of taste that the museum patrons, curators, and docents think fit for young minds. (Appadurai 2020:46)

This understanding of museums highlights that they are often more than just educational institutions. They should also ...

- Quoting a single term or short phrase — for example, a coined term or conceptually significant expression — still requires a citation.

Example

To understand anthropology as “philosophy with the people in” (Ingold 2018:4) means recognising it as a discipline that grounds theoretical reflection in the realities of lived experience.

- Direct quotations must be reproduced exactly as they appear in the original, including spelling and punctuation. Any modifications must be clearly indicated. The quotation should be fully integrated into the structure of your sentence.
- Omissions are indicated with [...] or ...
- Additions are placed in [square brackets]
- Errors in the original are marked with [sic] immediately after the error
- Emphasis within the quotation must be explained in the in-text citation:
 - If emphasis is present in the original: (emphasis in original)
 - If emphasis is added by you: (Rubin 1975:42, emphasis M.V.)

4.4 Additional forms of citations

- **Reference citation:** This involves referring broadly to a source that makes a similar point or can serve as further reading. Such references are indicated by adding cf. (short for confer, Latin for “compare”) before the citation. For example: (cf. Rubin 1975).
- **Secondary citation / quotation within a quotation:** Use caution when quoting or citing material taken from a third-party source. This form of citation should generally be avoided; wherever possible, consult the original source directly. A secondary citation should only be used if verifying the original source would require a disproportionate amount of effort relative to the task — for example, if the original is difficult to access. In such cases, both the original source (not directly consulted) and the secondary source (actually consulted) must be cited, linked with the phrase “quoted in...”. Only the secondary source that you actually consulted should be included in the reference list.

Example

If a text by Audra Simpson from an edited volume published in 2018 is consulted, and that text contains a quotation from a work by Franz Boas originally published in 1910, the in-text citation should appear as follows:

... (Boas 1910:35, cited in Simpson 2018:169).

In the reference list, only the contribution by Audra Simpson from the 2018 volume is included, as this is the source that was actually consulted during the writing process.

4.5 Citing one's own data

When working with your own data, keep in mind the following rules:

- The contextual framework of your research (e.g., location(s), time period) should be addressed in the introduction, the methodology section, or at least in a footnote.
- Individual fieldnotes and interviews are usually cited only when quoted directly.
- Such material is referenced within the main text only; it is not included in the reference list at the end of the document.
- In-text references should be as complete as necessary and as concise as possible. If research was conducted in a single location, for example, the place name may be omitted. In collaborative research projects, fieldnotes should be marked with the relevant researcher's initials.
- When referring to research participants or places, anonymisation may be required. Pseudonyms are generally used for this purpose and should be indicated either in the main text or in a footnote.
- Depending on whether you are quoting from a fieldnote, an informal conversation, or an interview, one of the following formats applies:

(field notes, place, date)	(field notes, Jakarta, 23.11.2014)
(interview with name/pseudonym, place, date)	(interview with Mas Yono, Jakarta, 12.08.2015)
(conversation with name/pseudonym, place, date)	(conversation with Bu Nani, Jakarta, 04.02.2015)

5 Guidelines for using generative AI

The widespread availability of generative AI tools is rapidly transforming the possibilities for academic work. As the didactic examination of these developments is still in its early stages, there is little standardisation regarding their use. The debate touches on fundamental questions of teaching and learning, extending well beyond the scope of a writing guide such as this.

We aim to provide clear and concrete guidelines for handling and documenting the use of AI tools in the near future. These will be developed through ongoing exchange between students and teachers. For now, the following guidelines should be understood as work in progress.

5.1 Categories of permitted AI use and labelling rules

The Institute of Social and Cultural Anthropology follows the recommendations of the [Faculty of Humanities](#) regarding the use of generative AI. These guidelines refer in particular to the use of Large Language Models (LLMs) such as ChatGPT, and distinguish between three types of use:

- (1) Impermissible use for text production — Not allowed. The authorship of texts or text passages must not be delegated to AI tools
- (2) Permissible use as a “sparring partner” (labelling required) — Allowed, but the use of AI must be explicitly acknowledged.
- (3) Permissible use as a supporting tool (no labelling required) — Allowed without specific acknowledgement

These categories differ according to the role the AI tool plays in the work process and the degree of independent human contribution. In the academic context, responsibility for authorship, adherence to scientific standards of traceability and verifiability, and compliance with research ethics — particularly regarding data protection — are of central importance.

In the context of a degree programme, the question of independent performance is directly linked to your individual learning process — and thus to the very purpose of your studies. This perspective shapes this guideline, as in social and cultural anthropology, analytical and reflective thinking is inseparable from the intellectual effort — and, at times, the joy — of structuring, connecting, and articulating ideas. Given the workload and demands of your degree programme — and the costs and resources it requires — it may be tempting to outsource the often tedious work of analysing, structuring, and writing to AI applications. In doing so, however, you deprive yourself of the opportunity to develop essential academic skills.

While AI-generated output may appear convincing at first glance, professional scrutiny often reveals that behind the smooth surface lies a lack of depth and a tendency toward formulaic language. To produce a high-quality academic paper, you will therefore need to engage in substantial independent work.

The Institute defines the three distinct categories of AI use as follows:

Category (1): **Impermissible use for text production** means that the authorship of texts or text passages must not be delegated to LLM applications. LLM output is not suitable as a scholarly source and must therefore be treated as non-citable (see 6.1).

Examples of impermissible use include:

- Adopting AI-generated content or text passages as your own.
- Asking an AI to draft text passages based on your bullet points, notes, or outlines.

Category (2): In the **permissible use as a “sparring partner” (labelling required)** the AI supports and stimulates the user’s own thought process, while full responsibility for the content remains with the human author. This type of usage is characterised by a high proportion of user input, supplemented and refined through interactions with the AI. The user independently evaluates and

processes the AI-generated output, adapting it to their specific objectives. Ideally, this becomes a dialogic process that fosters the development of one's own writing skills. For this type of application, it is mandatory to provide both a declaration and detailed documentation (see 5.2).



Examples of permissible “sparring partner” use include:

- Support in developing ideas
Note: Ensure that the ideas remain closely connected to the seminar context and the subject-specific perspective. The topic and research question must be discussed and agreed upon with the examiner.
- Support in creating and revising outlines
Note: Avoid settling too quickly for a schematic outline. A convincing structure emerges from creative and analytical engagement with your material.
- Support in brainstorming possible titles

Category (3): The use as **supporting applications** is **permissible and does not require labelling**, provided that they mainly serve to support the user's own thought process and facilitate repetitive or time-consuming tasks. Such applications — similar to other computer programs or human assistance — are generally permitted and require neither documentation nor labelling.

Examples of permissible supporting applications include:

- Spelling, grammar, and punctuation checks
Note: This form of use is limited to linguistic corrections. Substantial rephrasing of your text to improve its style or expression does not fall under this category and constitutes impermissible use for text production (see Category 1).
- Translations
Note: Literal translations of a foreign-language source are still considered verbatim quotations and must be marked accordingly (see 4.2).
- Qualified AI-based bibliographic search engines (e.g., Semantic Scholar, Research Rabbit, Elicit, Connected Papers, JSTOR)
Note: A comprehensive literature search should use multiple databases and compare results (see also 6.1).

-  The results produced by AI tools should not be regarded as scientific sources, but rather as comparable to the outcome of a general internet search.
-  If an AI tool is used for research purposes, all results must be independently verified for their subject-specific relevance, accuracy, and reliability. When the results concern published sources, the original source must always be consulted and then cited in the text.

5.2 Requirements for documentation and labelling

Interactions with AI used as a sparring partner must be fully documented. It is recommended to save the entire chat history — including both your own prompts and the AI's responses — either outside the application or by permanently saving the URL of the conversation. Upon request, the complete history must be made available to the reviewing authority.

The labelling requirement can be met by including a tabular overview in the appendix. All sparring interactions must be documented transparently in this table; for extended interactions, concise descriptive summaries are advisable. The documentation should specify:

- the application used
- the respective stage of the work process
- the type of use
- the outcome achieved

Example

Appendix A: Documentation Table

Generative AI application / tool	Stage of work process	Specific usage	Comment on usage or result
ChatGPT (Version 4.0)	Conceptualisation	Dialogue with ChatGPT about my research question to generate ideas for possible focal points	The suggestions served as a basis for further literature research on aspects XY, XZ, XZ; the decision to focus on [topic] was informed by the results of this research.
ChatGPT (Version 4.0)	Outline	Review of my outline: "Does the following structure seem appropriate for a paper on the topic x?"	The outline was independently revised and further developed based on the feedback received.
Research Rabbit	Literature Research	Visualisation of references between foundational texts, e.g. XY and ZY	The network-style visualisation revealed several strands of debate. These were used to identify key concepts.

6 Reference list and bibliographic details

There are many widely used styles for presenting bibliographic details in reference lists. What matters most is that the list is complete and consistent in its formatting. The format suggested here follows the guidelines of the American Sociological Association (ASA).

As a general rule, the main source element in each reference entry — such as a book title or journal name — should be italicised to make it easier to identify at a glance. This facilitates locating the original source during literature research.

If a work was written or edited by multiple people, apply the following rules:

- In the reference list, all authors and editors must be named — in contrast to the abbreviated in-text citation style (see 4.1).
- The first person is listed in the format surname, first name(s). For all subsequent persons, list first name(s) followed by surname.
- All names are separated by commas, with “and” before the final name.

If key bibliographic details are missing, follow these conventions:

- If the work can be attributed to an organisation rather than an individual, list the organisation as the author or editor.
- If no author or editor can be identified, use the placeholder “n.a.” (“no author”) in place of the name.
- If the year of publication is missing, use the placeholder “n.d.” (“no date”).
- If the place of publication is missing, use the placeholder “n.p.” (“no place”).



The use of a [reference management system](#) is strongly recommended. We suggest Zotero as a free, open-source option. The campus licence for Citavi is expected to expire on 31 March 2027.

Zotero’s Style Repository includes the citation style “[American Sociological Association 6th/7th edition](#)”, which forms the basis of this guide. When using this style via automatic configuration, minor deviations from the formatting examples provided below are acceptable, as long as the references remain complete and consistent.

6.1 Guidelines for using online sources

When working with online sources, additional care is required. It is especially important to assess the academic reliability of a source.

- Non-permitted sources: Wikipedia articles and AI-generated summaries may not be used as sources in academic work — unless they are explicitly the object of analysis within the study.
- Publications requiring critical evaluation: Publications not released by a recognised academic publisher are typically not subject to quality control processes such as editorial oversight or peer review. Therefore, you must conduct your own careful, independent assessment of their reliability and relevance.
 - Who is the author of the text?
 - What expertise does this person or organisation have?
 - What kind of data or sources is the content based on?
 - Who is responsible for publishing the text?

- Are there identifiable interests or agendas behind the publication?
- How does the work compare to academically recognised publications?

Such publications cannot replace engagement with relevant academic literature; they may only serve as a supplement.

- Recommended research strategies: Targeted literature searches using the [university library's subject-specific databases](#) are preferred over general web searches (including Google Scholar) or unqualified AI tools. For such databases ensure a minimum level of quality control.

This also requires a careful examination of the source information — both to assess the reliability of the publication and to ensure that all bibliographic details needed for the reference list are identified. Many types of online publications do not clearly state all relevant details, so additional research is often necessary:

- Authorship: Can the text be attributed to a specific author or organisation?
- Date of publication: Is a publication date stated somewhere in the document /on the webpage?
- Title: Is there a clear and identifiable title for the text?
- Publication context: Is the text part of an online journal, a blog, or another overarching platform?

All online sources must include a URL:

- If a permalink is available, it should be used. In this case, an access date may be omitted. A common form of permalink for scholarly publications is the DOI (Digital Object Identifier).
- If no permalink is available, provide a regular link together with the date of access.

► Always check whether the source you are using is the original publication or merely a reproduction of content from another source. The original source must be consulted and cited whenever possible.

6.2 Bibliographic references for common source types

Book / Monography	Last name, First name of author. Year. <i>Full Title. Subtitle.</i> [If applicable: Title of series, volume number.] Place of publication: Publisher. [DOI, if available].
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Example: Haug, Michaela. 2010. *Poverty and Decentralisation in East Kalimantan: The Impact of Regional Autonomy on Dayak Benuaq Wellbeing*. Freiburg: Centaurus.

Edited Volume	Last name, First name of editor (ed.). Year. <i>Full Title. Subtitle.</i> [If applicable: Title of series, volume number, edition.] Place of publication: Publisher. [DOI, if available].
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Example: Duile, Timo, Kristina Großmann, Michaela Haug, and Guido Sprenger (eds.). 2023. *Plural Ecologies in Southeast Asia: Hierarchies, Conflicts, and Coexistence*. London: Routledge.
<https://doi.org/10.4324/9781003368182>.

Chapter in an Edited Volume	Last name, First name of author. Year. "Title. Subtitle". In: First name Last name of editor (ed.), <i>Title. Subtitle</i> . Place of publication: Publisher, page range of the chapter. [DOI, if available].
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- Examples:
- Brüll, Margarete. 1995. "Kolonialzeitliche Sammlungen aus dem Pazifik". In: Edgar Dürrenberger and Eva Gerhards (eds.), *Als Freiburg die Welt entdeckte. 100 Jahre Museum für Völkerkunde*. Freiburg: Promo, 109–145.
- von Vacano, Mechthild. 2019. "Reciprocity Reconsidered. Towards an Ethic of Economic Participation." In: Thomas Stodulka, Ferdiansyah Thajib and Samia Dinkelaker (eds.), *Affective Dimensions of Fieldwork and Ethnography*. New York: Springer, 123–134.
https://doi.org/10.1007/978-3-030-20831-8_11.

Journal Article	Last name, First name of author. Year. "Title of the article." <i>Name of the Journal</i> Volume(Issue): page range of the article. [DOI or URL (accessed date), if applicable].
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- Examples:
- Dobler, Gregor. 2016. "'Work and Rhythm' revisited: Rhythms and experience in Northern Nambian peasant work." *Journal of the Royal Anthropological Institute* 22(4): 864–883.
- Fernández, Felipe. 2022. "Coping with Extortion. On Violence, Parasites, and Water Infrastructures in Buenaventura, Colombia." *Journal of Illicit Economies and Development* 4(3): 296–309.
<https://doi.org/10.31389/jied.124>.

6.3 Bibliographic references for less common source types

Newspaper or Magazine Article	Last name, First name of author. Year. "Title of the article." <i>Name of the Newspaper or Magazine</i> , date. [DOI or URL (accessed date), if applicable].
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- Dobler, Gregor. 2010. "Unerfüllte Träume vom besseren Leben in Namibia." *Neue Zürcher Zeitung*, 20.03.2010.
<https://www.nzz.ch/unerfuellte-traeume-vom-besseren-leben-in-namibia-ld.887388> (31.01.2025).

Dissertation	Last name, First name of author. Year. <i>Title</i> . Dissertation, University. [DOI or URL (accessed date), if applicable].
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- Tan, See Mieng. 2023. *Speaking Up for the Dead in Bukit Brown Cemetery? An Anthropological Enquiry on Contemporary Civil Society in Singapore*. PhD dissertation, University of Edinburgh.
<http://dx.doi.org/10.7488/era/3468>.

Unpublished Manuscript	Last name, First name of author. Year. <i>Title</i> . [If applicable: Type of thesis or paper,] location: unpublished.
	Hansen, Fabienne. 2020. <i>'We are in the middle of the ocean': Negotiating livelihoods in the aftermath of Hurricane Dorian in the Bahamas</i> . Master thesis, University of Freiburg: unpublished.
Blog post	Last name, First name of author. Year. "Title of the post." <i>Title of the Blog</i> [if applicable: date of publication]. DOI or URL (accessed date).
	Thompson, Michelle. 2021. "Die Körperlichkeit ethnologischer Forschung, jetzt anders." <i>Kontrapunkte</i> , 14.07.2021. https://doi.org/10.58079/gm9u .
Report	Last name, First name of author or name of organization. Year. <i>Title of the Report</i> . Place of publication: Publishing organization. URL (accessed date).
	Pye, Oliver, Fitri Arianti, Rizal Assalam, Michaela Haug, and Janina Puder. 2021. <i>Just Transition in der Palmölindustrie: Eine erste Annäherung</i> . Köln/Bogor: Stiftung Asienhaus. https://www.asienhaus.de/archiv/asienhaus/veranstaltungen/AG_Ressourcen/Just_Transition_Palmoel_Deutsch.pdf (31.01.2025).
Institutional Publication	Name of institution. Year. "Title of the article." [If applicable: further details, publication date], volume number.] URL (accessed date).
	United Nations. 2025. "'Gender Equality Is Essential to Planetary Survival', Speaker Underlines, as Commission on Status Women Continues Session." Meetings Coverage and Press Releases, 13 March 2025 https://press.un.org/en/2025/wom2243.doc.htm (03.07.2025).
Website	Last name, First name of author or name of organization. Year. "Title of the webpage or subpage." URL (accessed date).
	Degrowth. n.y. "Vision and Mission." https://degrowth.info/en/vision-mission (15.08.2025).
Film	Last name, First name of director (dir.). Year. <i>Title of the film</i> . Genre, duration in minutes, further technical details and language. Place of production: Production company.
	Strain, Tracy Heather (dir.). 2023. <i>Zora Neale Hurston: Claiming a Space</i> . Documentary film, 113 minutes, English. Boston: American Experience Films.

Podcast episode	Last name, First name. Year. "Title of the episode." <i>Title of the podcast</i> , release date, produced by Name of producers, podcast, duration. URL (accessed date).
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Fernández, Felipe. 2023. "Illicities – City-Making and Organized Crime." *Crime Beyond Borders*, 11.07.2023, produced by John Collins, Podcast, 22:05. <https://globalinitiative.net/analysis/crime-beyond-borders-podcast/#podcast-35018-2> (31.01.2025).

Radio broadcast	Last name, First name of author. Year. "Title of the episode." <i>Title of the programme</i> , station, date of broadcast, duration. [if applicable: URL (accessed date)]
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Shah, Alpa. 2010. "India's Red Belt" *Crossing Continents*, BBC Radio 4, 06.05.2010, 30 minutes. <https://www.bbc.co.uk/programmes/b00s7dvr> (15.08.2025)

6.4 Special rules for exceptional cases

If multiple publications by the same author in the same year are cited, the following applies:

- The year is followed by lowercase letters, assigned alphabetically.
- In in-text citations, these years with letters are referenced, e.g. "Demian 2021a" and "Demian 2021b".
- In the references, the entries are listed as follows:

Example

Demian, M. A. 2021a. "The problem of the semi-alienable anthropologist." In: N. Bainton, D. McDougall, J. Cox, & K. Alexeyeff (eds.). *Unequal lives: gender, race and class in the western Pacific*. Canberra: ANU Press, 109–129.

Demian, M. A. 2021b. The states of law in Papua New Guinea. *Law Critique* 32, 241–254. <https://doi.org/10.1007/s10978-021-09300-3>.

If a book has multiple editions, the following applies:

- The year of the original (earlier) edition should be given in square brackets after the year of the edition being cited.
- In the references, the edition used should be identified accordingly (e.g. 3rd ed., 12th revised ed., reprint).

Example

Eriksen, Thomas Hylland. 2023 [1995]. *Small Places, Large Issues: An Introduction to Social and Cultural Anthropology*. Reprint. London: Pluto Press.

- For translations, reprints or later editions of older works, the original publication date should be given in parentheses.

Example

Fanon, Frantz. 2004. *The wretched of the earth*. New York: Grove Press. (Original 1961. *Les damnés de la terre*. Paris: Maspero).

- As long as the time difference is minor and not historically significant, only the year of the cited edition is given in the in-text citation, or example:

... (Eriksen 2023).

- If the historical context is relevant, the year of the original edition is added in square brackets, for example:

... (Fanon 2004 [1961]).

7 Submission of term papers

Unless otherwise specified, papers should be submitted by email to the lecturer within the agreed timeline.

To facilitate digital archiving, please submit your paper as a single PDF file (merged if necessary) and name it using the following format:

Year-PL/SL-Lecturer-Course (keyword)-Student Surname

For example:

2020-21-SL-Dobler-Capitalism-Mutlu.pdf

In any case, a signed [declaration of academic integrity](#) must be included at the end of your paper.

Declaration of Academic Integrity

I hereby declare that

- the submitted work has been independently produced by me;
- I have not used any sources or tools other than those indicated, and all passages that have been taken directly or indirectly from other works are clearly marked as such;
- the submitted work has not previously been submitted, either in whole or in substantial parts, as part of another examination process.

The list of materials used provides a transparent account of any AI-based software employed within the permitted scope. This is documented in the appendix of the paper.

Place, Date

Signature

This guide was written by Mechthild von Vacano who was supported by Antonia Tungel, Carla Derzenbach, Nikija Kronberga and Hannah Steigmeier. The following guides and sources were consulted in its preparation:

IfSKA FU Berlin. 2019. *Verfassen von wissenschaftlichen Hausarbeiten*. Institut für Sozial- und Kulturanthropologie, Freie Universität Berlin. https://www.polsoz.fu-berlin.de/ethnologie/studium/Leitfaden>IfSKA_Verfassen_von_wissenschaftlichen_Hausarbeiten_Maerz_2019.pdf (31.01.2025).

Reinhardt, Thomas 2015: *Kleiner Leitfaden zum Abfassen wissenschaftlicher Arbeiten*. Institut für Ethnologie, Ludwig-Maximilians-Universität München. https://www.ethnologie.uni-muenchen.de/studium/lehre/leitfaden/leitfaden_hausarbeiten.pdf (25.01.2025).

Reithofer, Hans. 2014: *Wissenschaftliche Hausarbeiten. Ein Leitfaden mit Richtlinien und Empfehlungen*. Institut für Ethnologie, Georg-August-Universität Göttingen. <https://www.uni-goettingen.de/de/86102.html> (25.01.2025).

Wolfsberger, Judith. 2009. *Frei geschrieben. Mut, Freiheit und Strategie für wissenschaftliche Abschlussarbeiten*. 2. edition. Wien: Böhlau.