



Guidelines for Academic Works and Dispositions at ISEK – Social and Cultural Anthropology

These guidelines apply to all written work at the ISEK–Social and Cultural Anthropology at the University of Zurich. Students base their writing on these guidelines, and lecturers base their assessments on them.

The overall length (word count) of written works depends on teaching format and related ECTS credits. These points indicate students' workload for a course (1 ECTS credit = 25-30h overall work). The written work of a course can consist of several shorter components, or one larger paper spread over the semester. In consultation with the module coordinator, a lecturer defines what is required in the individual course.

Below, we indicate the overall length of all written assignments for a given teaching format. All length specifications refer to the text volume without title page, table of contents and bibliography:

<i>Teaching format (type, ECTS credits granted)</i>	<i>total word count</i>
Written work in exercise groups (Übung, UE 6 ECTS credits)	5,000 words
Written work in methodological extensions (Übung, UE 3 ECTS credits)	2,500 words
Written work in seminars (Seminar, SE 6 ECTS credits)	5,000 words
Written work in master's-level research seminars (Seminar, SE 9 ECTS credits)	7,500 words
Bachelor's thesis according to Bologna 2020 regulations (15 ECTS credits)	12,000-15,000 words
Master's thesis (30 ECTS credits)	22,000–40,000 words (ca. 50–90 pages)



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1 PLANNING OF ACADEMIC WORKS

Roughly speaking, the planning of academic work can be divided into two work phases:

selection of the topic

- a. literature research and narrowing down the topic
- b. literature evaluation: Choosing a topic and formulating a research question

Consider in advance which phase will take how much time and then make a corresponding schedule. The preliminary work - including literature research, reading, formulating the research question and working out the disposition - takes up most of the time. Finally, the writing is a process that includes improvements, proofreading, feedback, etc. This takes time, which must be taken into account. This takes time, which must be taken into account. It is very important to allow time for unforeseen delays.

1.1 Literature Research

The systematic selection and use of literature are essential for writing any academic paper. Literature research is a complex process in which two main steps of identifying and selecting literature alternate. The selected literature is read and then either processed, if useful to the work, or discarded. Often, further questions arise during the reading which have to be dealt with by a renewed literature search.

Strategies for Literature Research

The following information is meant to help you to apply practical search and evaluation strategies to your literature research:

<i>When to start</i>	Start the literature search when you know as precisely as possible what literature is being sought for what purpose . This will enable you to steer the search process in a more targeted way.
<i>Duration</i>	The search for literature should not take up more than one fifth of the time available for a thesis, especially during the assessment year.
<i>Search for orientation and introductory literature</i>	Get an overview of everything that is available on the topic. Work with meaningful key terms and keywords . Lecturers are also an important source of information.
<i>Search for an overview of the narrowed topic area</i>	Narrow down your topic and conduct targeted research on the topic again.
<i>Search for supplementary literature on specific questions</i>	While reading and especially while writing, recognise individual points that cannot yet be answered with the literature you have obtained. Incorporate those points into a new literature search.
<i>Select literature based on relevance</i>	Before reading a book or an article, check the following aspects: is the text important and interesting for your topic/question? Narrow down your literature list in a topic-oriented way.
<i>Select sources critically</i>	Consider who the author (discipline, qualifications) of a text / source is, where (journal, publisher, country) and when it was published, for which target audience / context / intentions, and whether it is a scientific source. Consider on which data a text is based.



In particular, critically evaluate internet sources with regard to URL, imprint/operator, author/author, target group of the website, topicality of what you have found (last update) and content.

1.2 Literatur evaluation: choosing a topic and formulating a research question

A suitable research question is crucial for guiding your writing. The question determines what knowledge is to be gained from a paper.

First, decide on a suitable research field. Then, with the help of the existing literature, check whether and how a given topic – as part of a broader research field - can be investigated within the framework of your work (see also the “Strategies for Literature Research” above). To do this, investigate the state of research on the chosen topic to decide whether the topic is current, relevant and makes sense to work on. Ask yourself the following questions:

- What do I know about the topic? What have others written on the topic?
- Why am I interested in the topic?
- What new aspect of this topic can I cover? What questions and problems would I like to clarify or answer?
- What related topics have been covered?
- What case studies illustrate this topic?
- What theoretical background can I use to approach the research topic?

Narrow down the object of research on an ongoing basis. Formulate a tentative research question and adjust it, when necessary, by asking yourself the following questions:

- Is my question narrow enough (i.e. can I answer my question satisfactorily within the given framework)? Be aware that self-selected topics tend to be too broad.
- Is my question scientific (i.e. is it of interest to other scholars and does it contribute to the advancement of knowledge)?
- Is my question anthropological (i.e. does it relate to existing fields of research in social anthropology)?
- Is my question theorisable (i.e. does it tie in with current theoretical debates)?
- Is my question neutral (or am I anticipating certain outcomes)?



2 WRITING ACADEMIC WORKS

Writing an academic work, like researching the literature, is a complex process. One's own text production, the inclusion of the thoughts of others, one's own revision steps and feedback from others alternate with each other until a finished academic work is finally created. It is useful to set up the structure of the work and the formatting of the text correctly from the beginning, as well as to reflect on the language used. It is advisable to first make sketches (written, drawn) and then write a disposition before tackling the actual work.

1. deepen the topic: writing a disposition
2. present the topic: structuring the work, writing your work

2.1 Deepening the topic: writing a disposition

A disposition is used to deal with a topic in depth. Students learn to plan their work academically. Lecturers may request dispositions in preparation for larger seminar papers. A disposition is always required before tackling a bachelor's or master's thesis. A disposition must be discussed with and accepted by the supervising teacher before writing the paper. For a bachelor's thesis disposition, your supervisor confirms her/his acceptance of your disposition by signing our "Attestation Disposition Bachelor Thesis".

Length of a Disposition

For a seminar paper or bachelor's thesis 1,000–1,500 words

For a master's thesis 1,000–1,500 words

The disposition for the master's thesis is part of the research report. For detailed information, see ["Information Sheet for Research Concept and Research Report Master"](#).

Please format your disposition already like any larger written work (according to these guidelines, point 2.3), use bullet points, create a bibliography (point 3.3), pay attention to your language (point 2.4) and especially academic honesty (point 3).

The following overview lists and explains the points that must be included in every disposition:

Essential Aspects of the Disposition

Family name / first name

Major / minor, semester number

email / mobile / postal address

Course title / assignment name e.g. Regional Module Oceania / seminar paper
or Bachelor Thesis / Disposition

Working title The working title should indicate what the topic is and what direction the work will take. A subtitle may also be used.

Research area Identify to which area(s) of anthropology you are contributing (core areas of anthropology or similarly large fields of anthropology, e.g. political and legal anthropology)? This will help you to situate yourself and your work. Refer to key authors in accordance with



these guidelines, no. 3.2 and 3.3.

<i>Research field</i>	Which research field within a research area are you focussing on (e.g. legal pluralism or the ethnology of courts)? This will help you narrow down your literature search. Refer to key authors in accordance with these guidelines, no. 3.2 and 3.3, and outline key questions / topics that are dealt with in your field of research.
<i>Topic</i>	Every academic paper starts at a certain point in a research field. Think about where you are starting from and justify the relevance of your work for the research field. Indicate which gap within a field of research you want to close. Explain the research's starting point, background, and what it will be about (e.g. "dispute settlement outside state institutions").
<i>Justify relevance</i>	Every academic paper starts at a certain point in a research field. Think about where you start and justify the relevance of your work within the research field.
<i>Goals</i>	What goal(s) are you pursuing with your work?
<i>Problematic / research questions</i>	Ideally, you will have already developed a central research question. If this is not the case, formulate central questions that will guide you in your work.
<i>Available and used literature</i>	This section will later lead you to the "state of the research" section in your actual paper. Collect the most important works and articles that you have used or will use and think about how they can be sorted. Distinguish between essential contributions from the research field and literature that is less important for your work. Present the available literature in a few sentences based on how you have sorted it.
<i>Theoretical approach</i>	Each paper should – unless you justify an exception – refer to an appropriate theoretical approach (or approaches) <u>in social anthropology</u> to address your research question. This approach should help organise your material and develop a perspective and point of view.
<i>Material available and required</i>	What kind of research material are you working with? State, for example, if you are relying exclusively on literature and why. You can also state materials needed that you do not have access to. By outlining this, you can better assess the strengths and weaknesses of your work.
<i>Method(s)</i>	What method(s) will you work with to be able to formulate results on this basis of your topic, question, literature, and material?
<i>Structure of the thesis</i>	In this section you explain your approach to answer your research question. Briefly outline chapters in a few sentences, including



	lines of argumentation. A table of contents is not sufficient!
<i>Expected results</i>	Identify results you are targeting or expecting to help you later when compiling the results and formulating the conclusion.
<i>Bibliography</i>	Creating a careful and formally correct bibliography (see no. 3.4) at this stage will save you from having to rework it later. It will improve your efficiency and consistency.
<i>Deadlines</i>	Identify deadlines and milestones before completion. When the disposition is accepted, the dates will be fixed.

2.2 Structure of an academic work

These bullet points should occur; use thematic and argumentatively relevant headings, especially in the main part of your paper:

- Title page
- Table of contents
- Introduction
- Main part (with a useful thematic heading)
 - This is the most extensive part of your work
 - It usually contains the majority of the chapters, each with its own headings
- Conclusion
- Appendix (if applicable)
- Bibliography

Title Page

A template for the title page can be found on the website of the department: "[Title Page Academic Papers](#)".

The title page must contain the following information:

- Thesis title
- Author's first name and family name, address, email, telephone number (optional)
- Supervisor's title first name and family name
- Submission date
- Institution: Universität Zürich, ISEK–Ethnologie or Ethnographic Museum/Völkerkundemuseum
- Study subjects major / minor
- Semester number

Table of Contents

- Structure clearly with thematic and argumentatively relevant headings. Ideally, the headings appearing in the table of contents already reveal the argumentative structure of a paper.
- Include chapters and sub-chapters (numbered, with a maximum of three levels of structure, e.g. 3.6.2)
- Include page numbers (the title page is not numbered)



- Use a formatting template (for example, Word's Table of Contents tool)

Introduction

The introduction should explain the following points from the disposition (for more detail, see the section "Essential Aspects of the Disposition" above):

- Brief introduction to the topic and demonstration of the relevance of the topic
- Problematic / research question
- State of research or discussion of the literature (for longer papers or pure literature papers, the state of research and the literature review can also make up a separate chapter of the main section)
- Theoretical approach including central terms and analytical concepts (for a master's thesis, this can also be a single chapter of the main part)
- Methodological approach (for a master's thesis, this can also be a single chapter of the main part)
- Structure of the work and the procedure

Main part

The main part of the work answers the research question. It should be clearly structured and follow a clear argumentation. The main part thus has content headings and sub-chapters that point to the central contents following the logic of the argumentation structure.

The empirical data and case studies are systematically linked here with theoretical explanations and arguments.

Results / Conclusions

In the concluding section, the main findings of the work are summarised and analysed. In doing so, the text refers to the research question(s) and theoretical concepts and, where appropriate, offers an outlook for further research.

Annex

Please discuss with your supervisor if and how you include transcripts of your interviews or hand in other data.

2.3 Text Formatting

Please format all your written works as follows:

- Font: Times New Roman
- Font size
 - main text: 12 points with 1.5 line spacing
 - foot notes and longer, indented quotations: 10 points with 1.0 line spacing
- Margins: 2.5 cm left and right
- Use page numbers
- Use footnotes, not endnotes



2.4 Language used

Great importance is attached to **correct language usage** because it is closely related to clear argumentation and presentation of content. Please also pay attention to punctuation. Filler words, colloquial expressions and unfounded evaluative statements should be avoided.

We encourage you to **write in the most inclusive, gender-responsive and non-discriminatory way possible** and consider how **you represent other** writers or voices. The following questions can help:

- Do you include diverse points of view or do you write in a generalised way about a group and run the risk of not reflecting internal heterogeneity and hierarchies?
- In your representations of a group, do you think of differentiations in terms of age, class, gender, religion, etc.?
- Does what you say apply to all gender identities, age groups, classes, religious beliefs, etc.? How can you further differentiate your statements and make them as specific as possible??
- Do you write / think in binary categories (women – men) or do you also include other gender identities and sexual orientations (LGBTIQ)?
- For questions on gender-equitable language, also consult the following UZH pages:
 - https://www.gleichstellung.uzh.ch/en/agl_beratung/sprachleitfaden.html
 - https://www.gleichstellung.uzh.ch/en/agl_beratung/lgbtiq.html

It is strongly recommended to **have the work proofread** by a third party before handing it in to check aspects like grammar, syntax, comprehensibility, argumentation and conclusiveness.



3 ACADEMIC HONESTY

Science is the exchange with others, the discussion, the further development of existing ideas. Thus, in our works we all make use of statements and thoughts of others many times. It is essential for academic honesty to clearly mark in every academic text when it is about the statements / thoughts / representations of others, and which statements and thoughts come from yourself.

For the handling of citations, paraphrases, references and bibliographies in academic papers, the ISEK Ethnology is oriented at the "Chicago Manual of Style Author-Date System". This is an internationally used bibliography system in the social sciences.

For examples and cases not given below, refer to the Chicago Manual of Style Quick Guide at http://www.chicagomanualofstyle.org/tools_citationguide.html (don't forget to choose "author-date"!) or, to get even more detailed information, look at <https://www.chicagomanualofstyle.org/home.html>.

The following paragraphs explain what plagiarism is and how to be academically honest in order to avoid plagiarism.

3.1 Plagiarism

If we do not correctly identify the author of a thought, we disrespect the authorship of others. All academic work must be written independently in accordance with the academic ethos. The adoption of other people's ideas, concepts and theories is always indicated by citations and references, otherwise we are guilty of plagiarism. Plagiarism - faulty reproduction of text - can occur in many different forms (see (vgl. Merkblatt für den Umgang mit Plagiaten der Lehrkommission as of 2007):

- a) The author submits a piece of work under his or her own name that he or she commissioned another person to write (ghost writer).
- b) The author submits the work of another person under his or her own name (complete plagiarism).
- c) The author submits the same piece of work (or part thereof) for different examinations or course assignments (self-plagiarism).
- d) The author translates foreign language texts, or parts of foreign language texts, and submits these as his or her own work without acknowledgement of the source (translation plagiarism).
- e) The author uses extracts from another's text without citing the source. This also covers the use of text and parts of texts from the Internet without citation of the source.
- f) The author uses parts of another's text and makes slight changes by altering a few words or their order (paraphrasing) without acknowledgement of the source.
- g) The author uses parts of another's text, paraphrases them and does indeed cite the relevant source, not, however, in the context of the part of the text, or parts of the texts, used (for example: concealment of the plagiarised source in a footnote at the end of the work).

In addition to these "classic" forms of incorrect text reproduction, it is now possible to create new texts with the help of artificial intelligence (large language models, LLM). LLM such as ChatGPT search the internet for answers to questions entered by users. They produce original text based on content that



has already been published. As a scientific institution, the ISEK–Social Anthropology follows important principles for students' written works: integrity, truth and transparency (see Editorials Nature 2023¹). A student is accountable for their work; an AI tool cannot take such responsibility. Students should be aware that the quality of any LLM citation is not as valuable as any scientific publication. Students make transparent whether and what role a chatbot (large language models (LLM)) played in the creation of a paper - either in the introduction or in a methods section. They can use the results of a chatbot as an additional source for their written work if they document it: they attach a copy of each LLM result to their written work, indicate in it the search terms and/or questions that led to the result and include this attachment in their bibliography. We investigate any undeclared use of automatically generated text as plagiarism.

Plagiarism software is able to indicate text passages produced by LLM. If such paragraphs are found in a student's written work - without being marked as a paraphrase or a citation (including reference to an LLM generated text, attached to that work) - that work may give rise to further inquiry about plagiarism.

All work must be written independently in accordance with scientific ethics. The adoption of ideas, concepts and theories from others must be indicated by citations and references. For written work of 2,500 words or more (i.e. written exercises, seminar papers, bachelor's or master's theses), a "[Declaration of Authorship](#)" must be submitted. Lecturers may require this declaration for other written works as well. If you are unsure whether you are proceeding correctly, please contact your lecturer/supervisor or the study coordinator Juliane Neuhaus: juliane.neuhaus@uzh.ch.

Our lecturers will check references in students' works and may upload written works to our plagiarism checker. Information on dealing with plagiarism at the University of Zurich can be found on the website of ISEK – Social and Cultural Anthropology in the "[Information sheet: Plagiarism in Academic Works](#)" and in the information contained in UZH Teaching Commission leaflet for dealing with plagiarism at https://www.isek.uzh.ch/dam/jcr:0ffc801e-29b6-4d3a-b5a3-273a08f32caa/LK_Plagiarism.pdf.

3.2 Verbatim quotations and paraphrases

In referencing, we distinguish between "quotations" (literal reproduction of text passages from other texts) and "paraphrases" (thoughts of another author expressed in their own words). Both ways of referring to other authors must be documented according to the rules of citation, which we present under "References in the text". It is also important that the references in the text clearly refer to the references in the bibliography.

Verbatim quotations

Verbatim quotations must be reproduced **exactly as they appear in the original**. **Errors**, for example in spelling, are to be preserved but marked by [sic] after the word.

Emphasis in the original is also retained and marked as [emphasis in original]. If you add emphasis, this must be indicated by [author's emphasis].

¹ Editorials Nature. 2023. "Tools such as ChatGPT threaten transparent science; here are our ground rules for their use." *Nature* 613: 612. DOI: [doi: https://doi.org/10.1038/d41586-023-00191-1](https://doi.org/10.1038/d41586-023-00191-1)



If possible, reproduce a quotation in the **original language** if they are written in a common language (English, German, Spanish, French). If you make a **translation** yourself, mark it as such [translation by the author]. A translated quotation remains a quotation and should be marked as such with inverted commas.

Short quotations that contain only one or two sentences and do not exceed five lines are inserted in the text and marked as a quotation by inverted commas.

Example:

The embeddedness of these communities in the economic and political conditions of the nation states is of the utmost importance in his analysis of Latin American conditions. “Communities which form part of a complex society can thus be viewed no longer as self-contained and integrated systems in their own right. It is more appropriate to view them as the local termini of a web of group relations which extend through intermediate levels from the level of the community to that of the nation” (Wolf 1956, 1065). Wolf shows the conditions under which this interaction takes place: Dependence and exploitation.

Long quotations are shown smaller, with narrower lines, with larger margins and without inverted commas. If a citation follows the quotation, the quotation is closed with a full stop and then followed by the parenthesis with the bibliographical reference.

Example:

From the beginning, then, the problem was less how to study the Ilongot social order than where indeed to find it. Like other groups with cognatic forms of organization, the Ilongots would probably have proved intractable to the generation of ethnographers who followed William Jones. (Rosaldo 1980, 9)

Additions (any words inserted into quotations) must be marked by square brackets.

Example:

It constitutes a radical acknowledgement of the possibility that national law may not root in the colonial past but in “our [the Filipino’s] indigenous heritage” (Leonen 2000, 5).

Words omitted are replaced by three dots in square brackets.

Example:

“One chief object [...] will be to discover what is the nature of the concept of disease among those who fail to distinguish medicine from magic and religion” (Rivers 1924, 4).

Quotations within quotations are marked by simple inverted commas.

Example:

“To say that ‘I mean what I say’ is the same as ‘I say what I mean’ [...]” (example from Chicago Manual of Style 2016).

If one author is cited by another, both authors are mentioned in the reference (it is better if you read and check the original yourself and then refer to the original):



Example: (Huber 1899 in Kappeler 1991, 24).

Better would be: (Huber 1899, plus indication of the page from the original)

Paraphrases

Paraphrases reproduce the thoughts of another author in their own words. It is essential not to change the content of the statement and to refer to the original context; to choose one's own words sufficiently far away from the original and in any case, as with a literal quotation, to refer to the author whose thoughts are being reproduced.

Usually, one paraphrases one author within one paragraph. A reference becomes very clear if the author of a thought is mentioned at the beginning of the paragraph and reference is made to his/her text.

3.3 References in one's own academic work

We distinguish between references to written sources and to audiovisual material, with supplementary requirements for information on sources from the Internet.

Short References to written sources

When citing individual aspects of a work, **either as a verbatim quotation or as a paraphrase**, the page number must be included; otherwise, the year is sufficient. The following information refers to both academic literature and dictionaries as well as popular literature or daily newspapers.

References in the text should be specified by giving the **author's name, the year of publication and the page number(s)**.

Example: (Malinowski 1932, 38)

A literature reference usually follows **at the end of the sentence**. The full stop of the sentence follows after the parenthesis with the bibliographical reference.

Example: (Malinowski 1932, 38–39).

If the **author's name appears in the text**, the name does not have to be mentioned again in the parenthesis.

Example: In his monograph, Malinowski (1932, 38) points out that ...

If the text passage refers to **several authors**, they are mentioned in alphabetical or chronological order.

Example: (Moore 2005, 74; Scott 1998, 33)

Example: (Malinowski 1932, 38; Evans-Pritchard 1940, 21; Sahlins 1974, 55)

If several works of an author published **in the same year** are cited, these must be distinguished by letters (a, b, c, etc.) after the year number.

Example: (Mead 1930a, 22; 1930b, 102)



If a paper is cited that was written by **two or three authors**, all are cited. If your paper is written in German, use “und” between the authors; if your paper is written in English, use “and” between the authors.

Example: (Tiger und Fox 1977, 5) resp. (Jones, Madding, and Davis 1998)

If a paper has been written by **more than three authors**, the first one is named and an “et al.” is added. Note the full stop after ‘al.’ but not after ‘et’.

Example: (Turner et al. 1956, 6)

When **one author is quoted by another**, both are cited as follows:

Example: (Huber 1899 in Kappeler 1991, 24)

Nevertheless, it is preferable to check and then refer to the original source to ensure the accuracy of the quotation.

Example: (Huber 1899, plus indication of the page from the original)

If a **source is used again** immediately after the first statement, e.g. in a section immediately following it, a shortened citation (author’s name, page) may be used. No other source may be mentioned between the complete statement and the second mention. (Caution: Use shortened citations sparingly; if you move sentences when revising, errors can creep in here and your references will no longer be correct.)

Example: use (Mead 1930, 22) as a first reference. A few sentences later or a paragraph later: (Mead, 23–25).

If the text refers to **further sources for comparison** or further consultation, a *cf.* or a *see also* must be inserted, followed by the corresponding references. Both are set in *italics*.

References to articles / Pages from the Internet

In general, references to internet sources are similar to “normal” literature references. Try to indicate internet sources as precisely as possible. Some information is hidden in the imprint, often at the bottom of a website page.

Example: Paige West (2013) spent a year studying how male colleagues behaved towards her and recorded this in five entries in the blog on her own website.

References to videos (DVD, Blu-ray, VHS, etc.)

For films, use the filmmaker as the author: Indicate a filmmaker’s name year of production

Examples:

In one of his recent projects, the Australian filmmaker uses the collaborative method of camera sharing by giving the cameras to four eleven-year-old primary school students (MacDougall 2013).

Rouch’s (1961) film *Chronique d’un été* shows the extent to which the process of filmmaking itself is part of the final product.



References to videos from the Internet

For videos from the internet without a traceable filmmaker, reference film title year of production.

Example: Today's re-enactments of the process show the complexity of nineteenth century photographic processes. (*The Wet Collodion Process*, 2010).

3.4 Bibliography

As with references, ISEK–Social and Cultural Anthropology follows the “Chicago Manual of Style Author-Date System” for the bibliography. Details or cases not listed here can be found at the above (no. 3) mentioned websites.

The following information refers to both academic literature and academic dictionaries as well as popular literature.

It is important for each bibliography to be consistent, i.e., that the information is given according to the same principle throughout. Pay special attention to the italics, to the sorting of the information such as author, year, title etc., and to the punctuation as indicated in our examples.

Books and book chapters

Book with one author

Last name, First name. Year. *Book Title*. Place: Publisher.

Scott, James C. 1998. *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed*. New Haven and London: Yale University Press.

Book with two authors

Last name, First name and First name Last name. Year. *Book Title*. Place: Publisher.

Harnack, Andrew and Eugene Kleppinger. 2000. *Online! A Reference Guide to Using Internet Sources*. 3rd edition (3. Auflage). New York: St. Martin's Press.

If the two authors are the editors of an anthology:

Severino, Rodolfo C. and Lorraine Carlos Salazar, ed. 2007. *Whither the Philippines in the 21st Century?* Singapore: Institute of Southeast Asian Studies.

Book with three and more authors

Whereas in the text reference, if there are more than three authors, an “et al.” follows the first author, all authors are named in the bibliography. The “and” follows before the last author.

Last name, First name ; First name Last name and First name Last name. Year. *Book Title*. Place: Publisher

Haller, Tobias; Anja Blöchlinger; Markus John; Esther Marthaler and Sabine Ziegler. 2000. *Fossile Ressourcen, Erdölkonzerne und indigene Völker*. Giessen: Focus Verlag.



Chapter from a book, chapter in anthology (edited volume) or parts of a book

Last name, First name. Year. "Chapter Title." In *Book Title*, ed. by First name Last name, pages.
Place: Publisher.

Kelly, John D. 2010. "Seeing Red: Mao Fetishism, Pax Americana, and the Moral Economy of War." In *Anthropology and Global Counterinsurgency*, ed. by John D. Kelly, Beatrice Jauregui, Sean T. Mitchell and Jeremy Walton, 67–83. Chicago: University of Chicago Press.

Journal Article

Articles from academic journals and those from daily newspapers are generally cited in the same way. If possible, a URL (or DOI) is referred to. Unlike in the case of an academic journal, the publication date (day month year) is also given for (daily) newspapers.

academic journal:

Last name, First name. Year. "Chapter Title." *Journal Title* Volume (quarterly number): pages.
DOI/URL.

Blair, Walter. 1977. "Americanized Comic Braggarts." *Critical Inquiry* 4 (2): 331–49.
<https://www.jstor.org/stable/1342966>.

Hirshleifer, Jack and Juan Martinez-Coll. 1988. "What Strategies Can Support the Evolutionary Emergence of Cooperation?" *Journal of Conflict Resolution* 32 (3): 367–398.
<https://www.jstor.org/stable/174050>.

(daily) newspaper:

Mishra, Pankaj. 2021. "Frantz Fanon's Enduring Legacy." *The New Yorker*, 29th November 2021.
<https://www.newyorker.com/magazine/2021/12/06/frantz-fanons-enduring-legacy>.

Article/Pages from the Internet

In general, references to internet sources are similar to "normal" bibliographic references. Try to be as precise as possible when citing internet sources. Some information is hidden in the imprint, often at the bottom of a website page.

Author's Last name, First name. Year. "Title." Organisation or website owner. Accessed date. URL.

West, Paige. 2013. «My Year in Mansplaining.» Paige West. Zugriff am 2. Februar 2023.
<https://paige-west.com/2016/12/15/my-year-in-mansplaining/>.

⇒ The in-text reference is (West 2013).

If no author is given, an organisational unit can be named and replaces the author's name. The parent organisation is named after the article title:

ISEK. 2020. "Profile of Social and Cultural Anthropology in Zurich." University of Zurich. Accessed 7 June 2021. <https://www.isek.uzh.ch/en/anthropology/Profile.html>.

⇒ The in-text reference should be (University of Zurich 2020)



If no author is indicated and the organisational structure is simple or not apparent, the organisation or owner of a website replaces the author's name:

Grain. 2012. "Who's Behind the Land Grabs? A Slide Show About Some of the People Pursuing or Supporting Large Farmland Grabs Around the World." Accessed 7 June 2021.

<http://www.grain.org/article/entries/4576-slideshow-who-s-behind-the-land-grabs>.

⇒ The in-text reference should be (Grain 2012)

Non-published academic work (e.g. master's thesis, dissertation)

These are indicated as published works, with the addition "Masterarbeit / Master's thesis"" or "Doktorarbeit / PhD Diss.", as well as the corresponding university. URL.

Choi, Mihwa. 2008. "Contesting Imaginaries in Death Rituals during the Northern Song Dynasty." PhD diss., University of Chicago. *Indicate URL if possible.*

Details of the first publication (for classics)

In principle, the work you actually used should be indicated in the text and in the bibliography. This does not have to be the first publication. In the case of classics, however, the date of the first publication is sometimes (but not necessarily) added to the bibliography by adding it in square brackets **before** the year of the publication used.

Barth, Fredrik. [1959]. 2004. ...

Filmography

In principle, the work being used is indicated here. In the case of historical film material, however, there should be a reference to the original material.

Last name, First name. year of Production. *Film title*. Production company, duration, format.

MacDougall, David. 2000. *Doon School chronicles*. Berkeley Media LLC, 2:20, DVD.

Rouch, Jean and Edgar Morrin. 1961. *Chronique d'un été*. Argos Films, 1:26, VHS.

Videos from the Internet

If the filmmaker is known:

Last name, first name. year of production. "Cliptitle." duration, name of internet portal, uploaded by name User, date of upload, URL.

Lamoureux, Kevin. 2022. "A Beginner's Guide to Decolonization." 14'18", TEDxSurrey Talks. 20 April 2022. Uploaded by TEDx Talks.

http://www.ted.com/index.php/talks/michael_pollan_gives_a_plant_s_eye_view.html.

If the filmmaker is not known:

"Cliptitle." name of internet portal, duration, uploaded by name User, date of upload, URL.

"The wet collodion Process." YouTube Video, 6:12, uploaded by Getty Museum, 17.11.2010, <http://www.youtube.com/watch?v=MIAhPIUno1o>.

Recording of a music group



Last name, First name of musician or band name. Year. *Title*. Label, Article number, format. Further relevant information.

Pink Floyd. 1970. *Atom Heart Mother*. Capitol CDP, 7 46381 2, 1990, compact disc.

⇒ The in-text reference should be (Pink Floyd 1970)

Davis, Miles. 1993. *Live in Zürich*. Jazz Unlimited, JUCD 2031, compact disc. recorded 1960 with John Coltrane, Wynton Kelly, Paul Chambers, Jimmy Cobb.

⇒ The in-text reference should be (Davis 1993)

Single song

Holiday, Billie. 1958. "I'm a Fool to Want You" (vocal performance). By Joel Herron, Frank Sinatra, and Jack Wolf. Recorded February 20, with Ray Ellis. On *Lady in Satin*, Columbia CL 1157, 33½ rpm.

⇒ your reference in the text reads: (Holiday 1958)

Anthology

Last name, First name, ed. Year. *Title*. Label, article number, format. Further relevant information.

Field, Steven, ed. 2001. *Bosavi. Rainforest Music from Papua New Guinea*. Smithsonian Folkways Recordings, SFW CD 40487, compact disc. 3 CDs. 47 Titles. 193 minutes. Booklet with 80 pages.

Contact for feedback concerning these guidelines: Dr. Juliane Neuhaus, juliane.neuhaus@uzh.ch