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HANDBOOK FOR SCIENTIFIC WRITING:

TERM PAPERS

CONTENT

1. STRUCTURE

A scientific term paper is formally structured into: Title page, table of contents, introduction, main section, conclusion, and bibliography.

A declaration of originality (also: plagiarism declaration) must be submitted with each term paper. You can find it on the internet on the pages of the department: https://www.fb03.uni-frankfurt.de/101940130/Plagiate.

1.1 TITLE PAGE

The following information must be included on the title page:

- Surname and first name of the author
- Address, phone number, e-mail address and matriculation number of the author
- Title of the paper
- Title of the course
- Period of the course (for example: "Summer term 2009")
- Name of the lecturer
- Name of the university and department
- course of study
- semester of study

1.2 TABLE OF CONTENTS

The table of contents presents the content and logical structure of the work. It should provide an overview of the structure of the work and informs about the course of the argumentation. The table of contents lists all chapters and subchapters of the thesis, including bibliography and appendices. Chapters follow the numbering 1, 2, 3, etc., and subchapters follow the numbering 1.1, 1.2, 1.3, etc. A further level of outline can be added on a higher level, e.g., by separating the chapters into "Part I: Theoretical Approaches" and "Part II: Empirical Findings". Try to choose the titles of the individual headings in such a way that it is clear what you are discussing in the respective section.

1.3 INTRODUCTION

In the introduction, a problem outline of the thematic object of the work is conveyed, i.e., the topic is located in a scientific and/or public debate and the sociological relevance of the topic is made clear. The introduction should fulfil two requirements: First, it formulates the specific research question and delineates the topic. If you focus on certain aspects of the topic in the paper or use a particular method, list your reasons for the selection here. On the other hand, the introduction serves to give an overview of the structure and the approach and thus offers the reader an orientation and reading guide for the work.

1.4 MAIN SECTION

The main section serves as a detailed and systematic treatment of the topic. In it, you give an overview of the state of research on your topic area, present key texts and discuss them critically against the background of your research question. The research question guides you like a 'red thread' through the main part and helps to link individual aspects and sections of the argumentation. The main part is divided into individual sections (chapters and subchapters) in which certain aspects are presented and discussed. When dividing, make sure that the sections fit into the intended argument sequence and serve to answer and illuminate the problem outline.

1.5 CONCLUSION

The conclusion serves to summarize the results and to answer the question raised at the beginning. It may be useful to present an outlook on further questions and/or practical consequences or to position the literature presented on the topic, e.g., by pointing out analytical gaps or problems resulting from the approach.

1.6 BIBLIOGRAPHY

The bibliography lists in detail all literature used and referred to in the text in the context of citations, references and footnotes. The individual titles are listed in alphabetical order according to the (last) names of the authors. If several works by one author are referred to, they are listed in chronological order according to the year of publication. Multiple texts by the same author from the same year are indicated by a, b, c, etc. (e.g., 1991a, 1991b). Please make sure that you indicate the exact source of the text so that it could be consulted by the reader. If a seminar reader is available, the respective publications (i.e., book or journal titles) must be cited according to their original place of publication.

EXAMPLES OF FORMATTING

BOOKS (MONOGRAPHS)

Foucault, Michel. 2010. *The Birth of Biopolitics: Lectures at the Collège de France, 1978–1979.* Translated by Graham Burchell. New York: Picador.

Gilroy, Paul. 2000. *Against Race: Imagining Political Culture beyond the Color Line*. Cambridge, MA: Harvard University Press.

Ong, Aihwa. 2006. *Neoliberalism as Exception: Mutations in Citizenship and Sovereignty.* Durham: Duke University Press.

JOURNAL PAPERS

Mbembe, Achille. 2003. "Necropolitics." *Public Culture* 15, 11–40.

Rose, Nikolas. 2007. "Molecular Biopolitics, Somatic Ethics and the Spirit of Biocapital". *Social Theory & Health* 5 (1), 3–29.

Terranova, Tiziana. 2009. "Another Life: The Nature of Political Economy in Foucault's Genealogy of Biopolitics". *Theory, Culture & Society* 26 (6), 234–62.

EDITED VOLUMES

Appel, Hannah, Nikhil Anand, and Akhil Gupta, eds. 2018. *The Promise of Infrastructure.* Durham: Duke University Press.

Selin, Helaine, ed. 2000. *Mathematics Across Cultures*. Dordrecht: Springer Netherlands.

CHAPTERS IN EDITED VOLUMES

Appel, Hannah, Nikhil Anand, and Akhil Gupta. 2018. "Introduction: Temporality, Politics, and the Promise of Infrastructure". In *The Promise of Infrastructure*, edited by Appel Hannah, Nikhil Anand, and Akhil Gupta, 1–38. Durham: Duke University Press.

Verran, Helen. 2000. "Accounting Mathematics in West Africa: Some Stories of Yoruba Number." In *Mathematics Across Cultures*, edited by Helaine Selin, 345–371. Dordrecht: Springer Netherlands.

INTERNET SOURCES

Sebsted, Jennifer. 2011. "Girls and Their Money." Report, Nike Foundation and Micro-finance Opportunities. Accessed November 23, 2013. http:// www.youtheconomicopportunities.org/sites/default/files/uploads/resource /Nike%20Report%202011.pdf.

Please note that not all texts from the Internet are citable, as much of the information is not scientifically tested and verifiable, this also applies to Wikipedia, for example. E-journals or e-books can be listed with the above citation method.

A DIFFERENT DESIGN OF THE BIBLIOGRAPHY IS POSSIBLE, BUT

CONSISTENT CITATION IS IMPERATIVE.

1.7 REFERENCE MANAGEMENT SOFTWARE

If you wonder how researchers manage hundreds and thousands of references – many of them use an electronic reference management program. Such a program works like a reference library. You feed the program with references and then you can add them automatically via a plug-in for Microsoft Word (or any other writing program you want to use). It may be worthwhile to use these programs, especially if you want to do further research and work with the literature. Once entered into the program they can be used over and over again.

The main programs are:

- Citavi (with university license for students)

- Zotero (open source)

- Endnote (not recommended as browser version)

- Mendeley

For some of these programs a license is provided by the university. More information can be found on the homepage of the university library: https://www.ub.uni-frankfurt.de/litera-turverwaltung/.

2. WRITING TERM PAPERS – GENERAL NOTES

When writing a term paper, students are confronted with the specific requirements of a scientific paper. This includes a special linguistic style as well as the content structure and the formal design of the work. In the following you will find some advice that should help you in writing your term paper.

2.1 BASIC PRINCIPLES OF A TERM PAPER

Term papers (also: seminar papers) should answer a question or discuss a thesis. It is important that you develop your own argumentation in addition to reviewing literature and scientific positions on your topic - and not exhaust yourself in a paraphrase of already written texts. With regard to the argumentation, the following points should be observed:

- Separate between reproduction of the quoted literature and your own thoughts by using, for example, phrases such as "according to Weber," "with respect to Foucault..." etc.

- Terms that are constitutive of the argument should be clarified and explained, e.g., by picking out key quotations and commenting on them.

- Avoid trite phrases such as: "...this is beyond the scope of this paper..." or "Globalization is on everyone's lips...".

- Refrain from biographical details of the theorists you are quoting unless there are compelling reasons (e.g., possibly significant socio-historical contexts) to do so.

2.2 LINGUISTIC NOTES

Scientific papers should be written in a way that is conceptually and argumentatively precise, but also understandable and comprehensible. Try to pay attention to the following points when writing:

- A term paper, like an academic essay, should be written without a personal addressee; **no personal form of address** (such as that of the lecturer) should appear in the paper.

- On the other hand, writing from the **first-person perspective** is by no means forbidden. It is not only the clearest and simplest solution ("My thesis is ..."), but also illustrates your performance and perspective as an author. Avoid passive constructions ("The paper shows...") or phrases in the plural ("We will discuss...").

- Make sure that the **subject of statements** is clear. In other words, who is saying what about whom? When writing, make sure that it is clear in each sentence who the speaker is or who is saying what.

- Conscientiously **link sentences and statements** in your presentation. With links such as "this, that, there, here, thereby, therefore..." you are assuming argumental connections that are often implicit. You may have thought of something, but it is not always obvious to the reader. Make these connections as clear as possible: Which ones exactly? Where? Where exactly? Etc.

- Avoid using judgmental terms such as "extreme, total, etc." if you do not make it clear why you are making this judgment and what your standard of judgment is.

- Writing a paper also includes a final **proofreading**. Use the spell checker in your word processing program. Leave your text for a few hours or days, if there is time, and then look at it again. A short distance often makes it possible to sift through errors and to critically proofread your argumentation. If possible, exchange your papers with fellow students for proofreading and feedback. Discussing your thoughts with others is an essential part of scientific work.

2.3 WRITING INCLUSIVELY

Critical social science not only concerns the content we deal with (e.g., migration, social inequality, racism, technological change, climate change, etc.), but also always means to critically reflect on one's own scientific work and writing. This implies an awareness of the power of language and the development of a discrimination-sensitive approach to it. The following aspects should serve as orientation when writing scientific (and other) texts.

We make no claim to completeness of the following statements and are grateful for further suggestions. Writing styles are part of critical discourses and cultural processes that are constantly evolving, so there is a need for ongoing exchange about them.

2.3.1 GENDER-SENSITIVE WRITING

In order not to reproduce the historically grown invisibility in public discourse of women and non-binary people, as well as to avoid inaccuracies, the gendered aspects of language should be reflected upon and used deliberately.

This may include:

- Avoiding gendered nouns such as male-centred terms (e.g., "police officers" instead of "policemen")
- Choosing inclusive and precise terms instead of clichés (e.g., "pregnant people" instead of "pregnant women")
- Using inclusive pronouns (e.g., singular "they" or "he, she, or they")

FURTHER REFERENCES:

Leu, Patrick (2018): Academic Writing: How do we use gender-inclusive language in academic writing? https://englishexplorations.check.uni-hamburg.de/academic-writing-how-do-we-use-gender-inclusive-language-in-academic-writing/, accessed 24.02.2024

2.3.2 WRITING ABOUT RACISM

Critical social science works dealing with different forms of inequality and discrimination occasionally discuss outdated or problematic concepts. In order not to reproduce possible problematic ideas behind such concepts, such terms should be put in simple quotes or italics. An example is the category 'race' or *race*.

Furthermore, in the context of racism-critical language, it should be noted that terms such as Black people or People of Color (PoC) are to be understood as political self-designations and do not refer to the skin color of the persons concerned. Therefore, they should be identified as such and distinguished from normal adjectives by writing them with a capital letter and, if necessary, using italics.

If there is uncertainty about the appropriate designation of social groups or persons belonging to them, it is advisable to use the self-designations recommended by interest groups. This does not include trivializing self-designations of racist groups, such as 'ethnopluralists', which should not be adopted uncritically.

Supposedly neutral representations that implicitly reflect a certain perspective and thus reproduce its power of interpretation should be avoided if marginalized persons, groups, or

forms of discrimination thus become invisible. Acting subjects, interests and conflicts should be clearly named in language. An example is the following formulation: "'In the colonial territories, Herero and Nama rose up in anti-colonial resistance struggles in 1904' instead of 'in the colonies, Germans and natives engaged in warlike confrontations'." (FU Berlin; translated)

FURTHER REFERENCES:

Nesbitt-Johnston Writing Center, Hamilton College (2021): Writing about Race, Ethnicity, Socioeconomic Status, and Disability. https://www.hamilton.edu/documents/Writing%20about%20Race,%20Ethnicity,%20Socioeconomic%20Status,%20and%20Disability.pdf, accessed 24.02.2024.

2.2.3 AVOIDING ASSUMPTIONS AND STEREOTYPES

When speaking and writing about marginalized groups of people and their members, it is particularly important to reflect on the extent to which one's own portrayal draws on clichés and stereotypes and to avoid doing so. For example, it can be useful not to reduce people to their membership of a social group, but to make it clear in language that they are not to be identified only with this one characteristic, as for example by the formulation 'people with disabilities'. Also, think about why naming a specific characteristic is relevant in a given case. Clichéd or stereotyping statements can also be avoided by making heterogeneity within social groups visible. In addition, when discussing social groups or individual members of such groups in depth, it is advisable to reflect their perspective linguistically.

Clichéd and stereotyping linguistic images and phrases should also be avoided, such as 'the weaker/fairer/gentle sex' or 'confined to a wheelchair'.

FURTHER REFERENCES:

Nesbitt-Johnston Writing Center, Hamilton College (2021): Writing about Race, Ethnicity, Socioeconomic Status, and Disability. https://www.hamilton.edu/documents/Writing%20about%20Race,%20Ethnicity,%20Socioeconomic%20Status,%20and%20Disability.pdf, accessed 24.02.2024.

2.2.4 COMPREHENSIBLE WRITING

The goal of the scientific examination of social facts, dynamics and structures is to understand them in their complexity and to bring them to the point. Discrimination-critical language contributes to the accuracy and comprehensibility of scientific work by precisely naming actors, concepts, and interpretive content. A particular challenge is sometimes to do this using language that is as accessible as possible and only as complex as necessary. The intended reader should always be taken into account and care should be taken to ensure that the text produced is pleasant to read.

3. FORMAL DESIGN

3.1 LAYOUT

The layout should already reveal the structure of a text and make it easier for the reader to read. The following points should be observed:

- Line spacing: 1.5

- Font size: 12 points

- Font: easy to read, e.g., Times New Roman, Arial, Helvetica, Calibri, Cambria

- Page margin: 2.5-3.0 cm right and left; 2.0-2.5 top and bottom

- Justification (automatic hyphenation if necessary)

- Use page numbers (not on the cover page and not on the table of contents page) and include them in the table of contents.

- Headings from the table of contents should also appear in the text and be clearly high-lighted.

For further thoughts that are not directly related to the argumentation or would disturb the flow of the text, as well as for references to supplementary literature or cross-references within your own text, it is advisable to use footnotes (never on the cover page). Longer quotations can be set off from the continuous text and indented (see below).

The length of a term paper is usually 10-15 pages for a Proseminar (BA level), and 15-20 pages for a Seminar (MA level). However, the requirements may vary depending on the instructor of the seminar and are usually discussed in more detail in the syllabus or in one of the sessions.

3.2 CITATION

Citations serve to clarify terms, to substantiate claims, to present facts and to make one's own argumentation plausible. They are a central component of scientific papers, as they show which theoretical approaches you refer to and which texts you have dealt with. Therefore, when you refer to an author's arguments, make sure that you make this clear by quoting them. Citations must be clearly recognizable and verifiable for the reader. There are two forms of quotations: direct and indirect.

3.2.1 DIRECT QUOTES

Direct quotations are always placed in quotation marks. The cited source is indicated at the end of a quote, after the quotation marks. If a quotation is shorter than four lines, it is inserted

in the continuous text; if its length is four lines or more, it is set off from the rest of the text by a line break and indented.

- References in the text are in brackets and contain the author's name(s), year, and page number of the source: e.g. (Latour 2004, 15)

- If several works of an author have been published in one year, they are distinguished by lowercase letters after the year: e.g. (Latour 2005a, 2005b)

- If you quote several times in succession from the same text, you should use the following citation: (ibid., p. 12)

- If there are omissions in a quote, these are marked by three dots in square brackets, so that it is clear that you have shortened the quoted passage: [...]

- If you, as the author of your text, add something to the quotation, this can be indicated as follows: [*added text*; author's note].

- If you want to emphasize individual words or sections of a quotation (e.g., set them in italics), they are marked in the following form: (Latour 2005b, 15; emphasis added) or (…; emphasis A.B.), whereby "A.B." stands in for your initials. Emphases corresponding to the original quote is indicated by the following addition: (…; emphasis in original)

- If a quoted text passage already contains a quote (quote within a quote) or a passage placed in quotation marks for other reasons, this is marked with single quotation marks: '...'. Ex: "Clarke describes the volume as an effort to address the 'booming silence' – a term Haraway had used to describe the initial reaction to their proposal" (Clarke 2018, 5).

3.2.2 INDIRECT QUOTES

In the case of indirect quotations, the statement of an author is reproduced in the author's own words. The following source citation is to be used: (author, year of publication, page references) or (see author, year of publication, page references). Even if you refer to a general theoretical approach, for example to Michel Foucault's reflections on governmentality, this must be indicated with an appropriate reference.

3.2.3 FORMATTING REFERENCES

The formatting of source references in the text can vary. Most important is that the formatting is consistent throughout the text.

For example, year and page references can be separated by either a comma or a colon:

(Latour 2004, p. 15)   or   (Latour 2004: 15).

Several authors of a text can be connected by commas or slashes:

(Latour, Mol & Law 2008, S. 11)   or   (Latour/Mol/Law 2008, S. 11).

If there are more than three authors, the name of the first author is indicated while all others are abbreviated with "et al.":

(Latour et al. 2008, S. 11)   or   (Latour et al. 2008: 11).

FURTHER RESOURCES

INSTRUCTIONS ON SCIENTIFIC WORK BY GOETHE UNIVERSITY

Advice on scientific work from the Institute for Political Science at the FB 03 (in German): https://www.fb03.uni-frankfurt.de/46036744/hinweise_gesamt.pdf, accessed 24.02.2024.

Agreement on assessment standards for module theses at the Institutes of Political Science and Sociology at FB 03 (in German): https://www.goethe-university-frankfurt.de/141120065.pdf, 2015, accessed 24.02.2024.

(Please note that this is a sample of a possible standardized evaluation form, which is not used by all lecturers in this form).

Guide to paragraph composition from the Goethe University Writing Center (in English): https://www.goethe-university-frankfurt.de/95831733.pdf, Stand: 2020, accessed 24.02.2024.

Handout on scientific writing (e.g., term paper), Starker Start ins Studium (in German): https://www.starkerstart.uni-frankfurt.de/46777863/Handreichung_IK_E.pdf, accessed 24.02.2024.

Information from the 03 Department on plagiarism (in German): https://www.fb03.uni-frankfurt.de/101940130/Plagiate, accessed 24.02.2024.

Overview of advice on scientific work and consulting services of the Department of Women's and Gender Studies at the Faculty 03, Prof. Sarah Speck (in German): https://www.fb03.uni-frankfurt.de/109981399/handbuch-zum-wissenschaftlichen-arbeiten-und-ubersicht-von-beratungsangeboten_stand-dezember-2021.pdf, 2021, accessed 24.02.2024.

CONSULTATION

The Goethe University Writing Center offers peer writing consultation: https://www.goethe-university-frankfurt.de/87510000/Schreibberatung?locale=en