

# MA Critical Urbanisms Additional Study Guidelines

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This document complements the [MA Critical Urbanisms Study Guidelines](#).

**Please note this compilation of additional study guidelines replaces any previous, individual versions of such guidelines that might be circulating. This is (and should be) the only final version for all additional guidelines.**

## **FULFILLMENT OF EXTRA REQUIREMENTS**

The Urban Studies Teaching Committee defines and administers the fulfillment of extra requirements. These requirements are not counted towards the degree, but are required as part of your full admission to the Master in Critical Urbanisms. Please see your admission letter for the specific extra requirements assigned to you.

The requirements can consist of the following:

- Independent Study Package “Introduction to Urban Studies” (between 1 and 15 KP), and/or
- Seminar Paper (5KP)

### **Independent Study: “Introduction to Urban Studies” (pass/fail)**

This independent study package provides you with a foundation in urban studies that will enable you to successfully complete the Master in Critical Urbanisms curriculum. As an introduction to the conceptual and methodological approaches that make up this multidisciplinary field of study, the syllabus below guides you through reading a variety of types of texts and visuals which constitute our field. This includes volumes of literature (in this case handbooks and companions), journal articles on urban methods and theorizing as well as films and novels. The syllabus assignments expose you to a variety of forms of practice in reading and writing, including short essays and personal reflective pieces.

If you have 15 KP to fulfill, you are required to work through the entire syllabus, and complete the five assignments as noted therein. If you have less than 15 KP to fulfill, you will sit together with your examiner to tailor the assignments to correspond to the amount of KP you are requested to fulfill. Please fill out a learning contract (LC) for the independent study (see end of this document for instructions).

All readings (apart from the novels) and most films are on Switch drive for easy access. Commercial use of any of this material (including the reproduction, promotion, or any other activity involving a financial transaction) is strictly prohibited, with or without modification.

## 1. Fulfillment of Extra Requirements

The independent study will be assessed through the submitted assignments and/or the seminar paper. Within the first month of the semester, you will be assigned to one faculty member who will confirm and assess your allocated extra requirements through an oral exam. You can sign up for a maximum of two office hour meetings with your assessor to discuss any questions about the assignments, and to receive feedback on them. Please check with your assigned assessor about their specific office hour times and sign-up procedure. w

### **Timeframe**

Extra requirements have to be fulfilled in the first year of the program. Please liaise with your allocated assessor about your individual timeline. Extra requirement assignments are assessed as pass/fail. The seminar paper is graded but the grade will not be counted towards your MA.

### **Assignment 1: Key Themes in Urban Studies**

We have selected three handbooks, which will introduce you to key debates in some of the disciplines that are core to urban studies, such as design, planning, and social sciences. These volumes cover a wealth of approaches and materials, are situated in cities 'north' and 'south' and in wide-ranging thematics.

Select one of the following key themes that speak to you:

- Modernism/modernity/modernization
- Planning
- Capitalism
- Knowledge and Power
- Heritage
- The Everyday
- Global North/Global South
- Political Violence
- Urban Surveillance
- Citizenship
- Infrastructure
- Resistance
- Migration
- Race/Racialization/Racism
- Colonialism/Decolonization
- Gentrification
- Informality

## 1. Fulfillment of Extra Requirements

### - Materiality

Read the handbooks listed below. Select three (3) chapters in total from at least two different handbooks that you find most useful in explaining and engaging with your chosen concept. Write a short essay (2000 words) that critically engages with the concept using the arguments and ideas put forward in the three chapters. The aim here is not to regurgitate what the author(s) articulate in the readings, but rather to critically juxtapose their engagements with and different views on that concept.

### Readings:

- Lancione, Michele & Colin McFarlane, eds. *Global Urbanism: Knowledge, Power and the City* (London: Routledge, 2021)
- Susan Parnell and Sophie Oldfield, eds. *The Routledge Handbook on Cities of the Global South* (London: Routledge, 2014)
- Cupers, Kenny, Helena Mattson, and Catharina Gabrielsson, eds. *Neoliberalism on the Ground: Architecture and Transformation from the 1960s to the Present* (Pittsburgh: University of Pittsburgh Press, 2020)

### **Assignment 2: Reading the Urban**

Read one of the following urban-focused monographs. Write a book review (1000 words) that critically reflects on the contributions of the work, and the insights it offers for a reader interested in the city and its complexities.

### Monographs:

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- *Righteous Dopefiend* by Philippe Bourgois
- *Evicted: Poverty and Profit in the American City* by Matthew Desmond
- *City of Quartz* by Mike Davis
- *Factory Girls: From Village to City in a Changing China* by Leslie T. Chang
- *Maximum City: Bombay Lost and Found* by Suketu Mehta
- *Favela: Four Decades of Living on the Edge in Rio de Janeiro* by Janice Perlman
- *Behind the Beautiful Forevers: Life, Death, and Hope in a Mumbai Undercity* by Katherine Boo
- *Hollow Land: Israel's Architecture of Occupation* by Eyal Weizman
- *Nature's Metropolis: Chicago and the Great West* by William Cronon (1991)
- *On the Run: Fugitive Life in an American City* by Alice Goffman (2014)
- *The Fabric of Space: Water, Modernity, and the Urban Imagination* by Matthew Gandy (2018)

## 1. Fulfillment of Extra Requirements

- *Pipe Politics, Contested Waters: Embedded Infrastructures of Millennial Mumbai* by Lisa Björkman (2015)
- *Hydraulic City: Water & The Infrastructures of Citizenship in Mumbai* by Akhil Anand (2017)
- *Badlands of the Republic: Space, Politics and Urban Policy* by Mustafa Dikec (2007)
- *Rule by Aesthetics: World-Class City Making in Delhi* by Asher Ghertner (2015)
- *Insurgent Citizenship: Disjunctions of Democracy and Modernity in Brazil* by James Holston (2007)
- *The Surrounds: Urban Life within and beyond Capture* by AbdouMaliq Simone (2022)
- *Feminist City: Claiming Space in a Man-Made World* by Leslie Kern (2021)
- *For the War Yet to Come: Planning Beirut's Frontiers* by Hiba Bou Akar (2018)
- *Global Heartland: Displaced Labor, Transnational Lives, and Local Placemaking* by Faranak Miraftab (2016)
- *Endangered City: The Politics of Security and Risk in Bogotá* by Austin Ziederman (2016)
- *Garbage Citizenship: Vital Infrastructures of Labor in Dakar, Senegal* by Rosalind Fredericks (2018)
- *Oxford Street, Accra: City Life and the Itineraries of Transnationalism* by Ato Quayson (2014)
- *Joyriding in Riyadh: Oil, Urbanism and Road Revolt* by Pascal Menoret (2014)

### **Assignment 3: Selected Critical Interventions**

Read three (3) of the following selections of critical interventions. Among other topics, these texts engage with key notions of power, citizenship, environment, law, subjectivity, privilege, gender/sexuality, exploitation, exclusion, race, and colonial and imperial legacies that inform our work and practice in critical urban studies. Write one short essay (2000 words) that critically engages with the arguments and ideas put forward in the three texts, and discusses how these inform understanding of the urban.

#### Selected Texts:

- Roy, Ananya. "At the Limits of Urban Theory: Racial Banishment in the Contemporary City." 2018.
- Michel Foucault, "Panopticism" in *Discipline and Punish* (1995) (195-228).

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- Katherine McKittrick. 2011. "On Plantations, Prisons, and a Black Sense of Place." *Social & Cultural Geography*, 12:8, 947-963.
- Giorgio Agamben. 2003. "State of Exception as a Paradigm of Government" (Ch.1), in *State of Exception*
- Raewyn Connell, "Indigenous knowledge and African Renaissance" *Southern Theory* (2007)
- David Harvey "Right to the city" *New Left Review* (2008)
- Frantz Fanon, *The Wretched of the Earth*, 1961
- Sandro Mezzadra and Brett Neilson, "Chapter 1" *Border as Method: Or, the Multiplication of Labor* (Duke University Press, 2013).
- Haraway, D., 1988. "Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective." *Feminist Studies* 14, 575–599.
- Balibar, Étienne 2002. "What is a border?" in *Politics and the Other Scene*. London; New York: Verso, 75–86.
- Achille Mbembe, "Necropolitics" *Public Culture* (2003)
- James Scott, "Introduction" *Seeing like a State: How Certain Schemes to Improve the Human Condition Have Failed* (1998)
- Ann Stoler, "Colonial Archives and the Arts of Governance" *Archival Science* (2002)
- Ruth Gilmore, "Introduction" *Golden Gulag: Prisons, Surplus, Crisis, and Opposition in Globalizing California* (2007)
- James Baldwin, "Equal in Paris" and "Stranger in the Village" *Notes of a Native Son* (1955)
- Dipesh Chakrabarty, "Introduction" *Provincializing Europe: Postcolonial Thought and Historical Difference* (2008)

### **Assignment 4: Engaging Novels on the City**

Select and read one novel from the list below. Write a reflective essay (1000 words) that shares how the work brings the city to view, its interactions, its form and encounters within it. In your writing, consider what novels as a genre may offer for thinking about the city, and its context, complexities and dynamics. This assignment invites you to include your own feeling and engagement on the ideas presented and can be a mixture of your honest felt reaction as well as a reflective engagement with the content.

#### *African/Middle Eastern*

- *Dust*, by Yvonne Adhiambo Owuor (UB)
- *Tram 83* by Fiston Mwanza Mujila (Imaginary/Lubumbashi)(Loan from Maren)
- *Zoo City* by Lauren Beukes (Imaginary/Joburg) (English Seminar)

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- People of the City by Cyprian Ekwensi (Imaginary/Lagos) (UB)
- Istanbul by Orhan Pamuk (Istanbul) (UB)
- Blackass by A. Igoni Barret (Lagos)
- Everyday is for the Thief by Teju Cole (Lagos)
- The City Always Win (2017) by Omar Robert Hamilton (Cairo)
- Taxi by Khaled Al Khamissi (Cairo)
- Season of Migration to the North by Tayeb Salih (Sudan) (UB)
- The Lights of Pointe-Noire: A Memoir by Alain Mabanckou (DR Congo)

### *Latin American/Caribbean*

- Love in the Time of Cholera by Gabriel García Márquez (Imaginary/Cartegena) (UB)
- The House on Mango Street by Sandra Cisneros (Chicago) (English Seminar)
- Dance with Snakes by Horacio Castellanos Moya (San Salvador)
- Thursday Night Widows by Claudia Piñeiro (Buenos Aires)

### *Indian/Asian*

- The White Tiger by Aravind Adiga (Delhi/Bangalore) (UB/English Seminar)
- A City Happens in Love by Ravish Kumar (Delhi) (Loan from Maren)
- Delhi: A Novel by Khushwant Singh (Delhi)
- Shanghai Baby by Wei Hui (Shanghai)

### *European/North American*

- Berlin Alexanderplatz by Alfred Döblin ((Berlin, also see original movie and remake currently in cinemas)
- Dubliners by James Joyce (Dublin)(UB/English Seminar)
- Post Office by Charles Bukowski (Los Angeles)
- Open City by Teju Cole (New York City)(UB/English Seminar)
- Ghettsoside: A True Story of Murder in America by Jill Leovy (Los Angeles)
- The New York Trilogy by Paul Auster (New York City)
- Cosmopolis, White Noise by Don De Lillo (Imaginary/New York City)
- Invisible Cities by Italo Calvino (Imaginary)
- NW by Zadie Smith (London) (English Seminar)
- The Elegance of the Hedgehog by Muriel Barbery (Paris)

## **Assignment 5: Engaging Films on the City**

Select one film from the list below. Write a reflective essay (1000 words) that shares how the work brings the city to view, its interactions, its form and encounters within it. In

## 1. Fulfillment of Extra Requirements

your writing, consider what films as a genre may offer for thinking about the city, and its context, complexity and dynamics. This assignment invites you to include your own feeling and engagement on the ideas presented and can be a mixture of your honestly felt reaction as well as a reflective engagement with the content.

### Selected Films:

- *The Battle of Algiers*, by Gillo Pontecorvo
- *Bande des Filles*, by Celine Sciamma
- *La Haine*, by Mathieu Kassovitz
- *Salt of this Sea*, by Annemarie Jacir
- *Black Panther*, by Ryan Coogler
- *Ten*, by Abbas Kiarostami
- *The Pearl Button*, by Patricio Guzman
- *Los Angeles Plays Itself*, by Thom Andersen
- *Do the Right Thing*, by Spike Lee
- *Atlantics*, by Mati Diop
- *Blade Runner*, by Ridley Scott
- *City of God*, by Fernando Meirelles and Kátia Lund
- *The Pruitt-Igoe Myth*, by Dirk Freidrichs (a copy can be obtained from Kenny Cupers)
- *Roma*, by Alfonso Cuarón
- *The Man without a Past* by Aki Kaurismäki
- *Wings of Desire* by Wim Wenders
- *Come Back, Africa* by Lionel Rigosin
- *Kinshasa Mboka Té* by Douglas Ntimasiemi and Raffi Aghegian
- *Jeppe on A Friday* by Arya Laloo and Shannon Walsh
- *Not in my neighbourhood* by Kurt Oderson
- *East LA Interchange* by Betsi Kalin
- *African Metropolis* (six short films by Jim Chuchu, Ahmed Ghoneimy, Folasakin Iwajomo, Marie Ka, Philippe Lacôte, Vincent Moloji)
- *Chungking Express* by Wong Kar Wai
- *Los Angeles plays itself* by Thom Anderson
- *Gomorra* by Matteo Garrone
- *Suzhou River* (2000)
- *Wandering Earth* (2019)
- *Tie Xi Qu* (2002)
- *Parasite* (2019)



## 1. Fulfillment of Extra Requirements

### **Seminar Paper (5 KP)**

If you have a seminar paper as an extra requirement (see your letter of admission), the process is as follows.

You are requested to write **a paper of maximum 5000 words** (approximately 20 pages), excluding the bibliography. The paper needs to demonstrate your capacity to engage with and synthesize ideas in the literature - derived largely from the syllabus - in order to give an overview and build an argument about a particular theme.

The seminar paper can focus on one of the **KEY CONCEPTS** (from the syllabus list, e.g. migration, citizenship, the everyday,...) and its relevance to the city/urban studies. Each of these keywords is a critical theme, which is both substantive and conceptual, and which is important for cities concretely as well as conceptually for urban studies.

To explore the substance of the theme and a particular element or debate in it, and its relevance to urban studies, your paper needs to include at minimum the following sources:

- Be anchored in the key concept reading for your theme;
- draw on at least one critical intervention piece to elaborate your argument
- draw on at least four relevant readings from the handbooks, which relate and help you develop the theme,
- include at least two additional sources that you find yourself and that help develop your discussion and engagement with the theme and your particular analysis of it in your seminar paper.

You will have two opportunities to meet with your faculty assessor of the paper during their office hours. We recommend that the first meeting engages your bibliography for the paper, to help you ensure that it meets the above criteria and that your additional sources are appropriate for your thematic focus.

- You will research and write the paper independently
- You will submit the paper to the assessor via email, together with the completed Learning Contract with the final title of the paper (see instructions below)
- The assessor grades the paper, returns the grade to you with feedback and finalized the Learning Contract (NB: The paper is graded but does not count towards the MA degree)

### **Writing Guidelines for Extra Requirements**

All written assignments are evaluated on both form and content. This means that you are assessed both on your engagement with the ideas as well as how you present your ideas and claims.

## 1. Fulfillment of Extra Requirements

Assignments should roughly stay within the provided word count (+/- 10%), and include standard formatting written in Times New Roman, 12pt font, and be double-spaced.

On the top of the first page, be sure to include your name, the submission date, and the assignment number. Include page numbers throughout. Title pages are not required.

Each assignment must include an original title (your own) that indicates your selected texts or materials. It should include a bibliography at the end. Make sure to include correct referencing for any materials used from the readings following the “Chicago Manual of Style” for citation as footnotes.

### **Evaluation Criteria for the paper (all are to be fulfilled):**

- The paper employs scientific concepts or theories
- The paper uses these concepts or theories to formulate a question or hypothesis
- The paper employs a relevant literature or method to evaluate the question or hypothesis
- The paper develops a logical structure of argumentation which responds to the question raised
- The paper draws appropriately on the literature to engage and develop a discussion on the theme
- The paper is structured with an introduction and a body divided into sections that show the way in which you are building a discussion of the theme and a particular element or debate in it, and clearly concludes.
- The paper has a title that clearly reflects your focus and argument
- The paper uses sources and references correctly
- The paper is the student's original work
- The paper should be in English (unless otherwise agreed with the assessor)

### **How to fill out a learning contract for the independent study**

1. Follow the instructions in ADAM to create a new learning contract
2. Learning Format (select from drop-down menu): “Select Guided Self-Study”
3. Title: Write: “Extra Requirements - Introduction to Urban Studies”
4. Contents: Write: “This independent study package provides you with a foundation in urban studies that will enable you to successfully complete the Master in Critical Urbanisms curriculum. It is an introduction to the conceptual and methodological approaches that make up this multidisciplinary field of study.”
5. Start date: today
6. Due date: as agreed with your examiner
7. Number of CPs to be earned: the number mentioned in your admissions letter
8. Credited Module: Select “freie Wahlbereich / Komplementärer Bereich”
9. Assessment format: state the number and title of the assessments from the syllabus that you have chosen to complete.
10. Assessor: Select “Internal,” Name and Email: (see email about who is your assessor)
11. Assessment: Pass/Fail
12. Review or repetition: No possibility for repetition.

### **How to fill out a learning contract for the independent study seminar paper**

1. Follow the instructions in ADAM to create a new learning contract
2. Learning Format (select from drop-down menu): “Seminar Paper”
3. Title: Write the final title of your seminar paper
4. Contents: Write a few lines on what your paper argues (very short abstract)
5. Start date: today
6. Due date: when you intend to submit the paper

## 1. Fulfillment of Extra Requirements

7. Number of CPs to be earned: 5 KP
8. Credited Module: Select "freie Wahlbereich / Komplementärer Bereich"
9. Assessor: Select "Internal," Name and Email: (see email about who is your assessor)
10. Assessment: Graded (6.0 - 1.0 0.5)
11. Review or repetition: No possibility for repetition

### ER Seminar paper assessment matrix

Grade categories	Pass (6.0)	Pass (5.5)	Pass (5.0)	Pass (4.5/4.0)	Failed
<b>Composition and structure of argument</b>	Argument is logically structured from beginning to middle to end; narrative is entirely coherent and persuasively argued throughout.	Argument is logically structured from beginning to middle to end; narrative is coherent and well-argued.	Argument has some gaps; narrative does not progress entirely logically.	An attempt to structure an argument is evident but not entirely successful; narrative does not progress logically.	No argument is evident; the narrative is illogical and incoherent.
<b>Language and clarity of expression</b>	Argument is very fluent and clear, shows high ability to integrate theoretical material, empirical material, and analysis.	Argument is very clear; a good attempt is made to integrate theoretical material, empirical material and analysis.	Argument is evident but needs further development; theoretical and empirical material and analysis are not always successfully synthesized.	The nature of the argument is not clear; ideas may be uncritically reported rather than analyzed.	Argument is unclear, ill-informed or unfocused; material presented is irrelevant or has not been understood.
<b>Evidence of knowledge and understanding of subject</b>	Excellent grasp of concepts and source material; sophisticated appreciation of broader intellectual frameworks; critical engagement with key concepts interventions.	Good grasp of concepts and source material; engagement with broader intellectual frameworks; solid engagement with key concepts and interventions.	Good range and use of suitable reading; some relevant areas may be lacking in coverage but there is critical engagement with what is presented.	Acceptable range of reading and source materials; shortcomings in terms of coverage but there is clear understanding of relevant literature.	Inadequate range of reading and source materials; little or no understanding of broader frameworks and relevant literature.

## 1. Fulfillment of Extra Requirements

<p><b>Style and presentation</b></p>	<p>Presentation conforms to accepted scholarly standards in <b>all</b> respects, including choice of font and font size, margins, paragraphing, line spacing, headings and subheadings, arrangement of graphics.</p>	<p>Presentation conforms to accepted scholarly standards in <b>all</b> respects, including choice of font and font size, margins, paragraphing, line spacing, headings and subheadings, arrangement of graphics.</p>	<p>Presentation conforms to accepted scholarly standards in <b>most</b> respects, including choice of font and font size, margins, paragraphing, line spacing, headings and subheadings, arrangement of graphics.</p>	<p>Presentation is competent though with some inconsistencies; shows ability to conform to accepted scholarly standards.</p>	<p>Presentation is not in appropriate format to conform to scholarly standards.</p>
<p><b>Referencing</b></p>	<p>Consistent; conforms to an accepted academic style.</p>	<p>Consistent; conforms to an accepted academic style.</p>	<p>Not entirely consistent; shows ability to conform to accepted academic style.</p>	<p>Inconsistent or is not in appropriate format to conform to accepted academic style.</p>	<p>Absent, inconsistent, or is not in appropriate format to conform to accepted academic style.</p>
<p><b>Overall coherence, mode of discourse and academic rigour</b></p>	<p>Exemplary work: critical, analytical, and reflexive approach above expected level; appropriate and clear language and structure is deployed.</p>	<p>Very good work: critical and analytical skills are of the expected level; appropriate and clear language and structure is deployed.</p>	<p>Good work: critical and analytical skills are in evidence; language used is appropriate and largely clear.</p>	<p>Below expected level but shows evidence of some critical and analytical skill; language shows ability to conform to accepted standards with scope for development.</p>	<p>Inadequate work; does not show the minimum skills required for this level; language is inappropriate, unclear and/or inconsistent.</p>

## 1. Fulfillment of Extra Requirements

### Assignment assessment matrix (shorter assignments)

	Pass (6.0)	Pass (5.5)	Pass (5.0)	Pass (4.5/4.0)	Failed
<b>Paper Structure:</b>	Excellent structure, with an interesting and analytical introduction and conclusion and excellent headings and interlinking of paper parts.	Well-structured, good linkages between sections, good intro and conclusion. Good overall articulation of themes	Fair structure could be improved and better articulated.  Sections not linked sufficiently.	Weak structure: Use headings, make sure your introduction and conclusion are clear.	Insufficient structure: Use headings, make sure your introduction and conclusion are really clear.
<b>Use of seminar articles:</b>	Excellent articulation of each article argument as their interplay.	Good articulation of each article argument. Good linkages established between articles	Fair articulation of individual article arguments are basic. Some articles not discussed or over-reliance on an individual article.	Weak articulation and engagement with article arguments. Insufficient depth or partial use of seminar articles.	Insufficient discussion of individual papers and insufficient integration of the appears together.
<b>Paper Argument:</b>	Excellent articulation of themes that interconnect articles. Excellent articulation of broader seminar debate and thematic.	Good articulation of themes that interconnect articles. Good articulation of the debate and seminar theme.	Limited articulation of themes. Argument based on individual articles. More development needed to debate and discuss the theme.	Weak attempt at articulating theme and/or paper relies on individual discussion of each article. Little engagement on theme.	Insufficient argument for paper. Insufficient articulation of each article and seminar theme.
<b>Writing quality:</b>	Excellent – effective and nuanced, drawing on and developing conceptual language of seminar theme.	Good – effective, engaging with conceptual language in theme and showing good understanding	Fair – writing style could be developed more effectively and show greater understanding.	Weak – writing needs work. Please come see me writing support.	Insufficient - writing style needs assistance. Please come see me for writing support

# WRITING GUIDELINES

## Basic Requirements

All written assignments are evaluated on both form and content. This means that you are assessed both on your engagement with the ideas as well as how you present your ideas and claims. Assignments should roughly stay within the provided word count (+/- 10%), and include standard formatting written in Times New Roman, 12pt font, and be double-spaced.

On the top of the first page, be sure to include your name, the submission date, and the assignment number. Include page numbers throughout. Title pages are not required. Each assignment must include an original title and a bibliography. Make sure to include correct referencing for any materials used from the readings.

We recommend following either "[Chicago Manual of Style](#)" (for courses at Unibas) or "[Harvard](#)" (for courses at the University of Cape Town) as referencing styles.

## Academic Integrity

When we research, we use other people's work to help develop our own: this is an essential part of the academic world. However, when you use someone else's work, you must cite it. This lets the reader know which parts of the work are your own, and which parts come from other sources. What that means is that anytime you draw from someone's ideas or use their actual words, you must give the name of the author and the book in proper citation form. Please pay particular attention to the university's regulations on plagiarism, collaborative work and falsification of signatures. If in doubt as to what constitutes plagiarism, do not hesitate to contact the instructor.

All breaches of the code of practice will be acted upon promptly and firmly, resulting at least in a fail for the relevant piece of assessment and possibly in further action being taken by the instructor or the university, depending on the severity of the offense. If your instructor is concerned about a possible case of plagiarism, they will contact you for a meeting to discuss, and depending on the severity of the case, they may also decide to submit your paper through Turnitin, a plagiarism-detection software.

## 2. General and Seminar Paper Writing Guidelines

For all written submissions, you are encouraged to keep drafts of your work, notes taken and a record of your research. For more information, see: <https://philhist.unibas.ch/de/studium/studierende/plagiat/>. All theses, seminar papers, and select written assignments (at the discretion of your assessor) should be accompanied with a signed Declaration of Scientific Integrity, attesting that the work is original and your own. You can find this Declaration in the Switch Drive.

### ***Guidelines for the Use of AI Tools***

Scientific integrity also means acknowledging when and how knowledge is created through the use of artificial intelligence (AI) softwares. It is important to note that while the University of Basel does not prohibit the use of AI-supported tools, it is students' responsibility to use them responsibly while developing their academic writing skills. In this vein, theses, seminar papers, and select written assignments (at the discretion of your assessor) should also be accompanied with a signed Declaration of Independent Authorship (template on Switch Drive).

If you use AI software to complete a written assignment in Critical Urbanisms, you will be expected to complete an additional, 1~2 page report reflecting on how and where you used AI. This should include the prompts you have used and how they affected the outcome as well as a description of the extent of automated editing. It is recommended that you save the entire chat history in case you are asked to submit a chat transcript to assess the originality of a written assignment. The University of Basel provides detailed expectations and guidelines for Citing AI Tools that should be followed by all students during their studies. These guidelines can be found on the Switch Drive as well as on the [University's Digital Skills webpage](#).

### **Writing Assignments in Class**

The specific requirements for each assignment are specified in individual course syllabi. Typically, a short writing assignment, such as a critical analysis essay, asks the writer to present a coherent reflection about a set of texts, in this case about a week's required readings. The goal of a critical analysis essay is to: (i) Summarize and explain in your own words the key arguments that the authors are making; (ii) Critically examine and compare the arguments, conceptual methods, and positions of the different authors; and (iii) Illustrate that you can think analytically about arguments and evidence.

## 2. General and Seminar Paper Writing Guidelines

### Writing Assessment Matrix (useful for the development of your writing)

	Excellent	Very Good	Good	Sufficient	Insufficient
<b>Essay Structure:</b>	Excellent structure, with an interesting and analytical introduction and conclusion and excellent interlinking of parts.	Well-structured, good linkages between sections, good intro and conclusion. Good overall articulation of themes	Fair structure could be improved and better articulated. Sections/paragraphs not linked sufficiently.	Weak structure: Use topic sentences (the first sentence of each paragraph) to make clear links and announce what each paragraph is about, and make sure your introduction and conclusion are clear.	Insufficient structure: Use topic sentences (the first sentence of each paragraph), and make sure your introduction and conclusion are clear.
<b>Use of readings:</b>	Excellent articulation of arguments as well as their interplay.	Good articulation of arguments. Good linkages established between arguments/readings.	Your articulation of arguments is basic. Some arguments or readings are not discussed; you over-rely on an individual reading.	Weak articulation and engagement with arguments. Insufficient depth or partial use of seminar articles.	Insufficient discussion of individual readings and insufficient integration.
<b>Argumentation:</b>	Excellent articulation of themes/arguments that interconnect readings. Excellent articulation of broader debate and thematic.	Good articulation of themes/arguments that interconnect readings. Good articulation of the debate and seminar theme.	Limited articulation of themes. Writing based on individual articles. More attention needed to articulate the debate and bring the readings together.	Weak attempt at articulating themes/arguments; and/or paper relies on individual discussion of each article. Little engagement with the debate.	Insufficient argument or discussion of themes. Insufficient articulation of each reading.
<b>Writing quality:</b>	Excellent – effective and nuanced, drawing on and developing conceptual language of seminar theme.	Good – effective, engaging with conceptual language in theme and showing good understanding	Fair – writing style could be developed more effectively and show greater understanding.	Weak – writing needs work. Please come see me writing support.	Insufficient - writing style needs assistance. Please come see me for writing support

### **Seminar Papers (5CP)**

Seminar papers can be written in conjunction with a seminar in the following modules (see [Study Guidelines](#), p. 9): Urbanism from the South, Urbanism across Geographies, Anthropological Fieldwork, Interdisciplinary Urban Research, or The Urban across Disciplines. Please note that they cannot be written for the courses in the Ways of Knowing the City module.



## 2. General and Seminar Paper Writing Guidelines

(For our visiting faculty not used to the Swiss/German system: students in your course do not automatically have to write a seminar paper. This is considered as a separate task for which the student signs up and gets extra credit. Since they only have to write one paper in each module, and each module consists of several courses, you will likely only have a few students who approach you to write a seminar paper).

The seminar guidelines are defined by the course instructors, and students should develop their seminar topics in consultation with their course instructors.

Length: The required length of seminar papers is courtesy of the instructor for each course, but it usually should be between 6000 and 9000 words.

Style: Unless otherwise specified, please use the [Chicago Manual of Style](#) or [Harvard](#) for reference style.

Grading: Students receive a final grade (1(lowest) through 6 (highest), with 4 = sufficient (lowest passing grade), 4.5 = satisfactory, 5 = good, 5.5 = very good, and 6 = excellent) and written feedback on their work.

If the student disagrees with a grade, they should write a half-page on why/what they disagree with and submit this to the chair of the teaching committee Shourideh Molavi (sc.molavi@unibas.ch). The committee will then review the request and decide whether a second assessment should be organized.

Submission: Students need to create a Learning Contract (see below).

Academic Integrity: Along with the seminar paper, students need to submit a signed form, to confirm that their work fulfills the standards of academic integrity. You can find this form on the university's plagiarism page (copied below). For an English translation, please see the folder "Docs for MA Critical Urbanisms" on the SWITCH drive.

### Seminar Paper Assessment Matrix

Grade categories	6.0	5.5	5.0	4.5/4.0	Fail
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## 2. General and Seminar Paper Writing Guidelines

<p><b>Composition and structure of argument</b></p>	<p>Argument is logically structured from beginning to middle to end; narrative is entirely coherent and persuasively argued throughout.</p>	<p>Argument is logically structured from beginning to middle to end; narrative is coherent and well-argued.</p>	<p>Argument has some gaps; narrative does not progress entirely logically.</p>	<p>An attempt to structure an argument is evident but not entirely successful; narrative does not progress logically.</p>	<p>No argument is evident; narrative is illogical and incoherent.</p>
<p><b>Language and clarity of expression</b></p>	<p>Argument is very fluent and clear, shows high ability to integrate theoretical material, empirical material, and analysis.</p>	<p>Argument is very clear; an good attempt is made to integrate theoretical material, empirical material and analysis.</p>	<p>Argument is evident but needs further development; theoretical and empirical material and analysis are not always successfully synthesised.</p>	<p>The nature of the argument is not clear; ideas may be uncritically reported rather than analysed.</p>	<p>Argument is unclear, ill-informed or unfocused; material presented is irrelevant or has not been understood.</p>
<p><b>Evidence of knowledge and understanding of subject</b></p>	<p>Excellent grasp of concepts and source material; sophisticated appreciation of broader intellectual frameworks; critical engagement with key concepts interventions.</p>	<p>Good grasp of concepts and source material; engagement with broader intellectual frameworks; solid engagement with key concepts and interventions.</p>	<p>Good range and use of suitable reading; some relevant areas may be lacking in coverage but there is critical engagement with what is presented.</p>	<p>Acceptable range of reading and source materials; shortcomings in terms of coverage but there is clear understanding of relevant literature.</p>	<p>Inadequate range of reading and source materials; little or no understanding of broader frameworks and relevant literature.</p>
<p><b>Style and presentation</b></p>	<p>Presentation conforms to accepted scholarly standards in <b>all</b> respects, including choice of font and font size, margins, paragraphing, line spacing, headings and subheadings, arrangement of graphics.</p>	<p>Presentation conforms to accepted scholarly standards in <b>all</b> respects, including choice of font and font size, margins, paragraphing, line spacing, headings and subheadings, arrangement of graphics.</p>	<p>Presentation conforms to accepted scholarly standards in <b>most</b> respects, including choice of font and font size, margins, paragraphing, line spacing, headings and subheadings, arrangement of graphics.</p>	<p>Presentation is competent though with some inconsistencies; shows ability to conform to accepted scholarly standards.</p>	<p>Presentation is not in appropriate format to conform to scholarly standards.</p>

## 2. General and Seminar Paper Writing Guidelines

<b>Referencing</b>	Consistent; conforms to an accepted academic style.	Consistent; conforms to an accepted academic style.	Not entirely consistent; shows ability to conform to accepted academic style.	Inconsistent or is not in appropriate format to conform to accepted academic style.	Absent, inconsistent, or is not in appropriate format to conform to accepted academic style.
<b>Overall coherence, mode of discourse and academic rigour</b>	Exemplary work: critical, analytical, and reflexive approach above expected level; appropriate and clear language and structure is deployed.	Very good work: critical and analytical skills are of the expected level; appropriate and clear language and structure is deployed.	Good work: critical and analytical skills are in evidence; language used is appropriate and largely clear.	Below expected level but shows evidence of some critical and analytical skill; language shows ability to conform to accepted standards with scope for development.	Inadequate work; does not show the minimum skills required for this level; language is inappropriate, unclear and/or inconsistent.

### How to fill out a learning contract for the seminar paper

1. Follow the instructions in ADAM to create a new learning contract
2. Learning Format (select from drop-down menu): "Seminar Paper"
3. Title: Write the final title of your seminar paper
4. Contents: Write a few lines on what your paper argues (very short abstract)
5. Start date: today
6. Due date: when you intend to submit the paper
7. Number of CPs to be earned: 5 KP
8. Credited Module: Select the module of the course
9. Assessor: Select "Internal" and fill out the Name and Email of the instructor
10. Assessment: Graded (6.0 - 1.0 0.5)
11. Review or repetition: No possibility for repetition

## EXAM GUIDELINES

The registration deadlines for the oral exams are noted [here](#).

(NB: There is one registration window offered in the Fall Semester and one in the Spring Semester).

As per the regulations of the University of Basel, any member of the faculty with a doctorate degree can serve as an examiner for students' Masters Exams (see Masterordnung, p. 9). In Critical Urbanisms, your examiners are the supervisor and reader of your Master thesis. You are assigned your supervisor and reader during the Research Design Workshop as part of the Interdisciplinary Urban Research Module (see p. 25). If you intend to register for the Masters Exams before taking the Interdisciplinary Urban Research module, please contact the chair of the teaching committee Shourideh Molavi (sc.molavi@unibas.ch) to determine your thesis advising team (who will also serve as your examiners).

In two oral exams of 60 minutes each, your two examiners assess to what extent the candidate is competent to bring together different bodies of knowledge in urban studies and present them coherently. Prior to the exams and in collaboration with each examiner, students develop annotated reading lists pertaining to two different exam topics, one from the Interdisciplinary Urban Research module, and one from one of the option modules. This means the student prepares a total of four topics for examination, with each topic examined orally for around 30 minutes.

During the exam, students are asked to demonstrate their command of the major themes and positions articulated in the texts included in the reading list. The emphasis is less on the details of any particular text and more on the student's general understanding of the contours, controversies, and stakes of the identified debate.

The exam administration – including application for the exam, assignment of the venue and chairperson etc. – is managed by the Study and Examination Secretariat of the Faculty of Humanities and Social Sciences. Students and examiners agree on the examination language being English, German, or French prior to the exam registration." From: Study Guidelines of the MA Critical Urbanisms.

### 3. Exam Guidelines

Before preparing for the exam, carefully read the Master regulation (Masterrahmenordnung). Please note that both exams together count for 50% of the final grade of your Master's degree. The other 50% comprises the grade of your Master's thesis.

#### **Exam preparation and deadlines:**

##### 1. By 28 Feb / 30 Sept:

Your examiners are your supervisor and your reader (unless otherwise arranged). Email each one of them a short **paragraph for each of the exam topics** you wish to explore. (Two exam topics per examiner.) The examiners will get back to you and comment on the topics you have chosen.

##### 2. By 15 Mar / 15 Oct:

For each topic, submit an **annotated bibliography** via email. Each bibliography should contain 9-10 entries, of which 3-4 should be taken from the coursework, and of which ideally 2-3 are books. These texts should be carefully chosen to represent authoritative, current scholarship on the topic. In other words: the bibliography should depart from a theme in the coursework and encompass a coherent debate that includes the key authors within this debate. Within this debate, you should be able to articulate your own interest.

##### 3. By 15 April / 15 Nov:

Submit a list of **6-8 critical questions** per exam topic. The questions should be carefully selected to cover the substantive arguments of all texts. Sign up for an office hour appointment with each examiner to discuss your lists and possible questions for the exam.

##### 4. By 7 May / 1 Dec:

Submit **your final annotated bibliographies, list of questions, and a folder with PDFs of all the readings for the exam.** (For entire books, you can submit the introduction and/or chapter you found most useful). You will not receive additional feedback at this point. \*Please note that your supervisor and reader have the right to refuse feedback, preparation meetings, or your exam if you fail to submit the exam preparations by their respective deadlines.

### 3. Exam Guidelines

#### 5. The exam:

You are allowed to bring some **notes** to the exam. It is not a good idea to bring tons of notes, which you won't find your way in during the exam. Rather, bring a few cards with some of the main points.

#### Matrix for Grading the Oral Exam:

AREA	6	5.5	5	4.5	4
<b>Content and Bibliography</b>	<ul style="list-style-type: none"> <li>• Submission of a rigorous annotated bibliography that bears on and creatively develops questions from courses taught by the examiner</li> <li>• A full identification of questions, concepts, and principles that bear on the submitted bibliography</li> <li>• A full explanation of questions, concepts, and principles that bear on the submitted bibliography</li> </ul>	<ul style="list-style-type: none"> <li>• Submission of a rigorous annotated bibliography that bears on and develops questions from courses taught by the examiner</li> <li>• A nearly full description of questions, concepts, and principles from course materials that bear on the submitted bibliography.</li> <li>• A nearly full explanation of questions, concepts, and principles from course materials that bear on the submitted bibliography.</li> </ul>	<ul style="list-style-type: none"> <li>• Submission of an annotated bibliography that bears on courses taught by the examiner</li> <li>• An adequate description of questions, concepts, and principles from course materials that bear on the submitted bibliography</li> <li>• An adequate explanation of questions, concepts, and principles from course materials that bear on the submitted bibliography</li> </ul>	<ul style="list-style-type: none"> <li>• Submission of a bibliography that is not fully annotated/developed</li> <li>• An incomplete description of questions, concepts, and principles from course materials that bear on the submitted bibliography</li> <li>• An incomplete explanation of questions, concepts, and principles from course materials that bear on the submitted bibliography</li> </ul>	<ul style="list-style-type: none"> <li>• Submission of an incomplete/patchy bibliography</li> <li>• A failure to describe questions, concepts, and principles from course materials that bear on the submitted bibliography</li> <li>• A failure to explain questions, concepts, and principles from course materials that bear on the submitted bibliography</li> </ul>

### 3. Exam Guidelines

<p><b>Critical Thinking and Contextualisation</b></p>	<ul style="list-style-type: none"> <li>• A very persuasive interpretation of the content included in the bibliography.</li> <li>• A comprehensive analysis of issues and ideas based on the bibliography</li> <li>• A creative and erudite contextualization and exemplification of key concepts from different perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• A persuasive interpretation of the content included in the bibliography.</li> <li>• A detailed analysis of issues and ideas based on the bibliography.</li> <li>• A creative and erudite contextualization and exemplification of key concepts</li> </ul>	<ul style="list-style-type: none"> <li>• An adequate interpretation of the content included in the bibliography.</li> <li>• A sufficient analysis of issues and ideas based on the bibliography.</li> <li>• A sufficient contextualization and partial exemplification of key concepts</li> </ul>	<ul style="list-style-type: none"> <li>• An incomplete interpretation of the content included in the bibliography.</li> <li>• An incomplete analysis of the issues and ideas based on the bibliography.</li> <li>• A incomplete contextualization and partial/lack of exemplification of key concepts</li> </ul>	<ul style="list-style-type: none"> <li>• An incomplete and insufficient interpretation of the content included in the bibliography.</li> <li>• An incomplete and insufficient analysis of the issues and ideas based on the bibliography.</li> <li>• Missing contextualization and lack of exemplification of key concepts</li> </ul>
<p><b>Communication and Sources</b></p>	<ul style="list-style-type: none"> <li>• The argument advances in a manner that is well-structured and easy to follow.</li> <li>• The responses follow an overarching narrative that is complete and shows excellent command of the literature.</li> <li>• Sources are proactively drawn upon, strategically drawn-upon and well connected during the exam</li> </ul>	<ul style="list-style-type: none"> <li>• The argument advances in a manner that is for the most part well-structured and easy to follow.</li> <li>• The responses follow an overarching narrative that is complete and shows good command of the literature.</li> <li>• Sources are proactively drawn upon and strategically during the exam</li> </ul>	<ul style="list-style-type: none"> <li>• The argument advances in an adequate manner but is sometimes hard to follow</li> <li>• The responses have an overarching narrative</li> <li>• Sources are drawn upon but there are some inconsistencies</li> </ul>	<ul style="list-style-type: none"> <li>• The argument advances in an adequate manner but is hard to follow</li> <li>• The responses lack and overarching narrative and command of the literature is questionable</li> <li>• Sources are only drawn upon inconsistently</li> </ul>	<ul style="list-style-type: none"> <li>• The argument does not advance without the intervention of the examiner</li> <li>• The responses lack and overarching narrative and there is no evident command of the literature</li> <li>• Sources are not drawn upon in any sufficient manner</li> </ul>

# THESIS GUIDELINES

## First Step: Plan ahead.

**It is your responsibility to familiarize yourself with and adhere to the Phil-Hist Faculty regulations and registration deadlines!**

To start, see our [Study Guidelines](#), p. 16-17.

Please also see the [Phil-Hist Faculty's guidelines](#), [Merkblatt](#), and [Registration Form](#).

The registration deadlines for the Masters thesis are listed [here](#). There is one registration window offered in the Fall Semester and one in the Spring Semester. When you register, you do not need to fret about having the final title. The title on the form does not have to be the final title, but think about some keywords that you can stick to.

## Expectations about thesis advising

The process by which you are assigned a supervisor and reader to conduct thesis advising and assessment is determined within the Interdisciplinary Urban Research module (apart from exceptional cases). If you feel that you qualify as an exceptional case, please contact the Head of Teaching to determine an alternative assignment process. When registering for the Master Thesis, please note that one professor (from Gruppierung 1) needs to provide their signature on the registration form (as either a supervisor or a reader). The matching process in the Interdisciplinary Urban Research studio takes this requirement into account. Barring any outstanding circumstances or justified requests, your supervisor and reader will also serve as your examiners for the oral exams (see page 21).

In line with the general ethos of our program, the thesis is a place for faculty to think with you and support you in the development of your own intellectual project. Each supervisor has their own individual way of working with you. You will get a specific sense of their style, rhythm, and so on, but it is good to discuss mutual expectations shortly after you have been assigned your supervisor. Your supervisor offers guidance throughout the course of the Master thesis research and writing. Your reader does not serve as a co-supervisor but is available for occasional discussion along with the other



#### 4. Thesis Guidelines

members of faculty. The reader's main responsibility is to read your final work upon submission, providing an additional grade and report. In addition to your advisory team, you should feel comfortable to contact any member of our faculty (or others across the university) to discuss your thesis project during office hours. We are invested in your project and available for feedback where possible and needed.

Regardless of these general expectations, there are some individual habits you should develop. You should give your advisor a good sense of your project's timeline, and update them if this timeline changes. Respect the time you have with your advisor, and be accountable and responsible for this time. You should come to any advisory meeting with some ideas, preferably sent in writing a few days before the meeting. This can be a summary, some notes with questions, a draft, etc. This gives your advisor something to work with and build on.

You are responsible for your own time management. Faculty are committed to giving feedback on partial thesis drafts but should be given enough time to do so. We will not be able to read and comment on your entire thesis if you only send it to us less than 6 weeks before the submission deadline.

### **Form of the Thesis**

Length: ca. 80 pages

Style: Unless otherwise specified, please use the [Chicago Manual of Style](#) or [Harvard](#) for reference style.

Academic Integrity: Along with the thesis, students need to submit a signed form, to confirm that their work fulfills the standards of academic integrity. You can find this form on the university's plagiarism page (copied below). For an English translation, please see the folder "Docs for MA Critical Urbanisms" on the SWITCH drive.

When we research, we use other people's work to help develop our own: this is an essential part of the academic world. However, when you use someone else's work, you must cite it. This lets the reader know which parts of the work are your own, and which parts come from other sources. What that means is that anytime you draw from someone's ideas or use their actual words, you must give the name of the author and the book in proper citation form. Please pay particular attention to the university's

#### 4. Thesis Guidelines

regulations on plagiarism, collaborative work and falsification of signatures. All breaches of the code of practice will be acted upon promptly and firmly, resulting at least in a fail for the relevant piece of assessment and possibly in further action being taken by the instructor or the university, depending on the severity of the offense. If in doubt as to what constitutes plagiarism, do not hesitate to contact the instructor. For more information, please see: <https://philhist.unibas.ch/de/studium/studierende/plagiat/>.

Writing Support: The university offers [academic writing courses](#) and [proofreading services](#). Please contact the Language Center, Stephan Meyer <[stephan.meyer@unibas.ch](mailto:stephan.meyer@unibas.ch)>.

### Thesis Assessment Criteria

<b>1) Thesis topic and research question</b>	
<i>Positive Assessment Criteria</i>	<i>Negative Assessment Criteria</i>
<ul style="list-style-type: none"><li>• Clearly formulated research question</li><li>• Concepts and tensions explored in the research question are clearly defined</li><li>• Originality and ambition of the research question and/or approach</li><li>• Research topic and question are theoretically and/or empirically relevant</li></ul>	<ul style="list-style-type: none"><li>• No clear research question has been posed or there are too many disparate ones</li><li>• The research question is trivial</li><li>• Relevance of research topic and question is not explained or discussed well enough</li></ul>
<b>2) Theory and Use of Concepts</b>	
<i>Positive Assessment Criteria</i>	<i>Negative Assessment Criteria</i>
<ul style="list-style-type: none"><li>• Comprehensive literature review that includes the most important and/or recent debates on the topic</li><li>• Selection of theoretical concepts is well explained, logical and suited for answering the research question</li><li>• Key assumptions, arguments and conceptual characteristics are grasped and critically engaged with</li></ul>	<ul style="list-style-type: none"><li>• Use of outdated, obsolete or unscientific literature</li><li>• Lack of justification for/explanation of the choice of theoretical framework</li><li>• Ineffective use of theory, making arguments seem ad-hoc and disconnected</li><li>• Missing explanation of key assumptions, arguments and conceptual frameworks</li></ul>

#### 4. Thesis Guidelines

<ul style="list-style-type: none"> <li>• Effective hypothesis (quantitative study) or theses (qualitative study)</li> <li>• Originality of the argument</li> </ul>	<ul style="list-style-type: none"> <li>• Arguments and (hypo)theses are incomprehensible, ambiguous or simply assumed (i.e. taken at face value)</li> </ul>
<b>3) Research Design</b>	
<i>Positive Assessment Criteria</i>	<i>Negative Assessment Criteria</i>
<ul style="list-style-type: none"> <li>• Case study is well selected and explained</li> <li>• Selected case/material is well suited to answer the research question</li> <li>• Methodological mix of at least two social science methods is well explained and suited for responding to the research question at hand</li> <li>• Original data has been gathered and analytically treated</li> <li>• Validity, reliability and limitations of presented data is discussed</li> </ul>	<ul style="list-style-type: none"> <li>• Case selection is not explained/justified</li> <li>• Case description is too short or too lengthy</li> <li>• Lack of clarity regarding the choice and application of methods</li> <li>• Operationalisation of methods and limitations of data not explained and/or methods ambiguously applied</li> <li>• Data sources not disclosed/treated</li> </ul>
<b>4) Empirical Analysis</b>	
<i>Positive Assessment Criteria</i>	<i>Negative Assessment Criteria</i>
<ul style="list-style-type: none"> <li>• Systematic empirical analysis and discussion of findings</li> <li>• Results are discussed effectively and in clear relation to the research question</li> <li>• The discussion of findings clearly ties back to the conceptual theoretical framework</li> <li>• Resourcefulness of empirical research</li> </ul>	<ul style="list-style-type: none"> <li>• No systematic analysis presented</li> <li>• Mere description of findings, instead of a critical analysis that is connected back to the theory/conceptual framework</li> <li>• Empirical claims are overstated and/or interpreted incorrectly</li> </ul>
<b>5) Conclusion</b>	
<i>Positive Assessment Criteria</i>	<i>Negative Assessment Criteria</i>

#### 4. Thesis Guidelines

<ul style="list-style-type: none"> <li>● Key findings are critically reflected</li> <li>● Findings for the case and broader research implications are effectively discussed and results are placed in a broader context</li> <li>● Relevant future research questions are formulated for the specific field of study</li> </ul>	<ul style="list-style-type: none"> <li>● Lack of engagement with key findings</li> <li>● Lack of connection between findings, overall research context and theoretical discourse</li> </ul>
<b>6) Literary Style (expression, grammar, spelling), Visualization and Presentation (figures, references, bibliography)</b>	
<i>Positive Assessment Criteria</i>	<i>Negative Assessment Criteria</i>
<ul style="list-style-type: none"> <li>● All formal criteria are met</li> <li>● Bibliography is complete and uniform in style</li> <li>● Clear and appropriate language is used throughout the thesis</li> <li>● Appropriate headings and subheadings are used throughout the text</li> <li>● Results are visualized in tables, figures and graphs</li> <li>● Maps and photographs are strategically used to illustrate the research context and findings</li> </ul>	<ul style="list-style-type: none"> <li>● Incomplete or incoherent bibliography</li> <li>● Lack/poor quality of figures, tables, graphs, maps and other visuals</li> <li>● Incomplete table of content, missing captions, incoherent formatting etc.</li> <li>● Reads as a draft rather than a finalized, proof-read thesis</li> <li>● Unclear/inappropriate language</li> <li>● Frequent spelling and grammar mistakes</li> </ul>

#### 4. Thesis Guidelines

Grade categories	6.0	5.5	5.0	4.5/4.0	Fail
<b>Overall coherence, mode of discourse and academic rigor</b>	Exemplary work: critical, analytical, and reflexive approach above expected level; appropriate, clear and sophisticated language used, original argument and sensible structure	Very good work: critical and analytical skills are of the expected level; appropriate and clear language and structure is deployed.	Good work: critical and analytical skills are in evidence; language used is appropriate and largely clear.	Below expected level but shows evidence of some critical and analytical skill; language shows ability to conform to accepted standards with scope for development.	Inadequate work; does not show the minimum skills required for this level; language is inappropriate, unclear and/or inconsistent.

#### Administrative Process for Thesis Registration

1. Visit [this page](#) for the schedule of the master thesis application and submission. All necessary forms to be submitted with corresponding deadlines and milestone dates according to university semesters can be found and subsequently downloaded from this page.
2. One of the important documents to be submitted with the necessary form/s is the Module Allocation, which can be reviewed and subsequently downloaded from the student's [MOnA account](#). To make sure that credit points are allocated accordingly, please refer to the credit point breakdown on pp. 9, 21-25 of the [Study Guidelines](#).
3. At this point, a working title of your thesis work is needed. This need not be the final title at this point in time.
4. Kindly be reminded that the form/s to be submitted for the thesis application must also be endorsed by the student's thesis adviser and second reader. Make sure to allot enough time to gather all necessary documents prior to the deadline of application submission. Digital signatures are accepted for Critical Urbanisms, as some members of its faculty are understood to be based in South Africa.
5. The Student Administration Office address for the Phil-hist. Faculty can be found [here](#), where, depending on the existing coronavirus measures, students might

#### 4. Thesis Guidelines

need to submit the aforementioned forms and other required documents physically to the department. Otherwise, documents are submitted via email to the Student Administration person in charge (this is usually indicated on the form to be submitted).

6. Once all forms and documents have been handed in, the Student Administration Office will process the student's documents and correspond with the student via email to confirm the registration.

### **Administrative Process for Thesis Submission and Beyond**

1. The thesis needs to be submitted directly to the supervisor and reader. Earlier submissions are possible. Submissions after the official deadline will not be accepted. The thesis can be submitted physically or electronically - please check with your adviser and reader regarding their preference prior to submission.
2. Once the final thesis has been submitted to the student's thesis adviser and reader (whether as a hardcopy or electronically), the student must ensure to notify the Student Administration Office. Refer to [this page](#) again, under the schedule for *Masterarbeit > Abgabe Bestätigungsformular Masterarbeit* where the student can download the latest form confirming the thesis submission.
3. This form must be signed by the student's thesis adviser OR reader (one signature is sufficient; digital signatures are accepted).
4. This form must be submitted by the student to the Student Administration Office within seven days of the submission date or as indicated in the [schedule](#). The email address to which it must be submitted is [masterarbeiten-philhist@unibas.ch](mailto:masterarbeiten-philhist@unibas.ch)
5. Once the form has been handed in, the Student Administration Office will process the student's submission and correspond with the student later on via email.
6. Final grades and feedback will be sent to the student towards the end of the semester or within the range of dates stated in the [schedule](#).

For any further thesis-related administrative questions (e.g. thesis extensions which have to be applied for by the student) please refer to the [Masterordnung](#) and [Merkblatt](#).

Students who write exceptional theses can be invited to publish their work on the Critical Urbanisms website. This invitation will come directly from the supervisor in such cases.