Wednesday, August 29, 18

CMEN17 – Gender and Sexuality in the Middle East (7.5 credits)
Fall 2018

Course Instructor(s)
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Office hours: By appointment

Course Dates
Start Date: 06.11.2018
End Date: 04.12.2018
Course Days: Tuesdays and Thursdays
Location: CMES Seminar Room
Time: 13.15 – 16.00 (academic quarter)

Course Objective
This course examines the key issues and emerging directions in research on gender and sexuality with a focus on the Middle East. Throughout the course, we will analyze how gender and sexuality have been regulated, experienced, and subverted in diverse Middle Eastern settings. In our analysis, we will employ an intersectional approach that conceptualizes gender and sexuality as axes of power and as relational to systems of class, race/ethnicity, citizenship status and geopolitics. We will explore diverse and complex ways in which gender and sexuality shape and become (re-)shaped by socio-political institutions, structural forces and social hierarchies. Some of the themes that will assist addressing these questions include citizenship, belonging, immobility, precarity, family, diaspora, processes of migration and displacement, civil society and activism.

The course highlights research on gender and sexuality in the Middle East from the perspective of different disciplines and critical social theories. In addition, the course draws on research that studies the Middle East from a transnational perspective by focusing on connections between the global, regional and local contexts. In this way, the course aims to assist its participants in engaging critically with static, ahistorical, dualistic and normative configurations of the notions of “East-West”, “culture”, “religion”, and “modernity/civilization” that pervade representations of the region in much of mainstream scholarship, policymaking, activist, media and artistic work.
**Course Structure**

Welcome to Gender and Sexuality in the Middle East! I look forward to getting to know each of you and being a part of this academic expedition to the key issues and emerging directions in research on gender and sexuality in the Middle East.

The course builds on the idea that teaching and learning are collaborative processes. It is designed to (1) enable active teaching, (2) respond to different learning styles, (3) empower critical dialogue and respectful debate, (4) foster informed insights into issues under discussion, and (5) encourage further inquiry.

The course consists of lectures and seminars. We will begin with an introductory meeting/lecture and will conclude with a peer-review/feedback seminar. Throughout the course, we will work on seven themes. Each class will begin with a lecture and continue with a seminar (either instructor-led or student-led). Some weeks we will have co-curricular activities such as in-class documentary/video screenings, or a guest speaker will join us for an hour. As seminars constitute a significant component of this course, group discussions (in smaller groups or for the entire class) will take place every class meeting.

**Course Grading**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Reading Journal</td>
<td>30 percent (30 points)</td>
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<tr>
<td>Essay Outline</td>
<td>30 percent (30 points)</td>
</tr>
<tr>
<td>Major Essay</td>
<td>40 percent (40 points)</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100 percent (100 points)</strong></td>
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The course is assessed through written home assignments. All assessed components are awarded points which will be added up to a total on which the final grade is based. The grades awarded are A, B, C, D, E or Fail. The highest grade is A, and the lowest passing grade is E. The grade for a non-passing result is Fail. For the grade of E the student must show acceptable results. For the grade of D the student must show satisfactory results. For the grade of C the student must show good results. For the grade of B the student must show very good results. For the grade of A the student must show excellent results. For the grade of Fail the student must have shown unacceptable results.

The grade for the entire course is determined by the following grading scale:

- A = 92–100 % of total points
- B = 84–91 % of total points
- C = 76–83 % of total points
- D = 68–75 % of total points
- E = 60–67 % of total points
- F = 0–59 % of total points

**Assignments and Work Methods**

**On Reading**

Media, art, politics, events, our biographies, lived experiences, and testimonies all ‘inform’ us in unique or cross-cutting ways. You are therefore more than welcome to bring your experiences, insights, questions, and ‘puzzles’ to the classroom. However, I would like to underline the fact that reading is an essential component of this course and you are encouraged to read all the assigned readings before you come to class. This is because reading is
necessary to contextualize and theorize our ideas and experiences as well as to construct and strengthen our arguments. Also, ethically and meticulously conducted research offer us ‘new windows’ “to look closely at a view of the world we may not have previously seen.”¹ To know what others have done before you and how they have done it is also essential to develop your research and writing skills, which are sine qua non of any career path within the social sciences and humanities. Finally, you might want to know that lectures will not always cover the content of all the assigned readings, and the assigned (compulsory and recommended) readings are chosen to provide you with different aspects of and perspectives on a given theme. For these reasons, you are expected to keep up with reading assignments and think about the readings critically before you come to class. Below are some questions that might guide your reading exercises:

- What have you learned/relearned/unlearned from these readings?
- What is the central argument of each text? Do these texts speak to each other? Can you integrate arguments across readings?
- Are there any arguments you agree and/or disagree with? Why?
- Did the readings evoke new ideas/questions? If no, why? If yes, what are these new ideas/questions?
- Have you identified any contextual, methodological, and theoretical gaps or contradictions in the research you read?

I also would like to encourage you to take notes while reading with a note-taking system you find efficient. Also, please make sure you bring a copy (printed or electronic) of the readings to class.

**Reading Journal**

Active reading is a standard expectation of most courses in social sciences and humanities. This course is no exception. Throughout the course, you will keep a reading journal tracking your engagement with the assigned readings. This assignment will be graded and have two components: 1) formulating discussion questions based on the assigned readings for each class, 2) archiving ‘quotable quotes’ from the course readings.

<table>
<thead>
<tr>
<th>Reading Journal (30 percent/30 points)</th>
<th>Archiving Quotes (23 pts)</th>
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<tbody>
<tr>
<td><strong>Discussion Questions</strong> (7 pts)</td>
<td><strong>Due:</strong> November 27ᵗʰ (Latest by 23.59).</td>
</tr>
<tr>
<td><strong>Due:</strong> Ongoing from the first until the last thematic class (Latest by 18.00 <strong>the day before each class</strong>)</td>
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**I. Discussion Questions**

Before each thematic class (in total, 7) you are required to formulate two questions based on the assigned readings. You will submit the written questions the day **before each class** (latest by 18.00). These questions will be collected in a folder on LUVIT (accessible to all class participants). Some questions from this folder may be selected for in-class discussion. Therefore, please have a look at the questions submitted by other course participants before coming to class.

¹ Darren, Chetty. “You can’t say that! Stories have to be about white people” The Good Immigrant, Edited by Nikesh Shukla (Unbound 2017) 100.
Assessment: Your questions should be designed in a way that demonstrates that your approach to the readings is analytical and critical. If it is the case, each question you add to the folder will earn you a half point. So, for each theme, you will collect 1 pt.
In total: 14 entries at 0.5 pts each = 7 pts

Note concerning the introductory lecture: As it is the first class of the Course, you may bring your questions to class instead of publishing them on LUVIT the day before the introductory lecture.

Make-up assignment: In case of failing to submit two discussion questions for a thematic cluster, please formulate and submit three questions on the theme that you missed, and include a brief explanatory statement indicating the rationale behind these questions. Under normal conditions, you should submit your make-up assignment within the following three days after the class scheduled for the theme you missed.

II. Archiving Quotes
This task aims to encourage you to begin to collect ideas, arguments, definitions, or findings that are worth quoting/citing while writing your course papers or any other future project.
For each thematic cluster, you are required to post three or four quotes from the assigned readings – may them be from required and/or suggested readings. In total, there are seven themes, all of which include at least five readings. It is expected that these three or four quotes come from different texts. In other words, you should not choose two quotes from the same text. You will find an assignment sheet and further instructions on LUVIT.
The deadline for the assignment is November 27th at 23.59. To build a collective archive, I will bring the assignments together (names will be removed) in one document including the quotes I collected throughout my reading. The document will be published on LUVIT (latest by November 29th), so that everyone can benefit from the archive while writing the final course paper or any other academic project.

Assessment: To obtain full credits (23 pts possible) for this assignment, your journal should include a minimum of twenty-three 'quotable quotes'. In other words, each quotable quote you add to the folder may earn you one point (23 entries at 1 pt. each = 23 pts). You are welcome to add more than twenty-three quotes. Extra quotes you add may earn you “bonus points” (max. 2 pts), which will be added to the final calculation of your course grade.
If your journal includes more than twenty-three quotes, you will be asked (in the assignment sheet) to mark those you want the instructor to assess for “bonus points”. It is because each quote will be assessed based on their quotability. In other words, they will be assessed based on their suitability, effectiveness and succinctness in relation to theoretical, conceptual, thematic, geographical, and methodological concerns of the course.

Make-up assignment: In case of failing to submit this assignment on time, you are required to submit a reading journal which includes a minimum of twenty-three ‘quotable quotes’ and an annotated bibliography of three academic sources. The chosen sources cannot be a part of the course readings, but they should say something about one of the course themes you would like to work
The chosen sources should be presented as an annotated bibliography means that you need to write a brief evaluative statement indicating why the work is of importance for the theme you chose. Under normal conditions, you should submit your make-up assignment on LUVIT by the last course day.

**Final Course Paper**

For this assignment, you are asked to imagine that you have seen a call for submissions on the website of an independent ezine (such as Jadaliyya or Media Diversified) that you regularly check. The call reads as follows:

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**Call for submissions: First Issue**

We are pleased to announce our first call for submissions for a new section called *Academic Space*. The purpose of *Academic Space* is to provide our audience with critical insights and approaches from the humanities and social sciences on today’s issues and phenomena. We also aim to offer scholars of different backgrounds, (particularly emerging scholars), a place to share their work, to initiate collaborations, and to foster critical debate.

The first issue of *Academic Space* will focus on gender and sexuality in the Middle East. We are looking for short essays (2500-3000 words, excluding references) that offer insights into economic, cultural, political and social phenomena and processes in the Middle East through the analytical lens of gender and sexuality. We are particularly interested in submissions that critically review present-day debates and phenomena in contemporary Middle Eastern societies from an intersectional and/or transnational perspective. The scope of this issue includes - but is not restricted to - the following topics: citizenship, belonging, activism, im/mobility, precarity, family, reproductive rights, masculinities/femininities, identities and identifications, diaspora, migration and displacement, and economies and politics of desire and intimacy.

The deadline for all submissions for Issue 1 is December 10, 2018. *Academic Space* is peer-reviewed, online, and open-access.

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The essay you will write is the culminating point of the course. The purpose of this assignment is to provide you with an opportunity to demonstrate your critical thinking, writing, interpretative and evaluative skills. Since “writing is a process,” it will be completed in four phases.

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### Final Course Paper

<table>
<thead>
<tr>
<th>Topic Proposal Meeting</th>
<th>Essay Outline (30 pts)</th>
<th>Feedback Seminar In-Class Activity: December 4, 13.15-16.00</th>
<th>Major Essay (40 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(recommended but not mandatory)</td>
<td>Due: December 1, latest by 13.00.</td>
<td></td>
<td>Due: December 10, latest by 23.59.</td>
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<tr>
<td><strong>Due:</strong> Latest by November 23</td>
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### I. Topic Proposal

The imaginative call for submissions above invites you to pick a topic of interest that should fall within the broad area of the course’s concerns. It might be a topic discussed in class and/or specified on the syllabus, or something else
you find relevant to the course’s concerns. You may focus on any Middle Eastern context. Your paper can be solely based on secondary sources (relevant literature) or you may combine secondary and primary sources. There are many possibilities. To name a few: You may write a critical analysis of current and emerging policies and/or practices undertaken by governments, political parties, (local, diasporic or international) NGOs or intergovernmental organizations. You may also choose to critically evaluate national or international laws, rulings, economic projects, or legal/economic developments taking shape and their (possible) socio-political implications. You may critically engage with a social movement. Or, you may offer a critical film/book or artistic review. The most important thing you should consider when choosing your topic is that the topic needs to move beyond descriptive analysis and focus on a question, puzzle or problem in relation to gender and sexuality in the Middle East. Please choose a topic that bridges the theoretical, conceptual and contextual concerns of the course, and engage in a discussion you find significant and want people to read. You never know. This imaginative task may result in a real publication.

**Note:** For inspiration, you can check short academic articles published in such ezines. Indeed, there are also a few examples in the reading list.

**Note2:** This is not a mandatory assignment. However, you are welcome and encouraged to discuss your topic with the instructor first. In this case, meetings need to be held latest by **November 23.**

### II. Essay Outline

II. Essay Outline

An outline is essential to organize your ideas and make progress toward the final paper. The outline should include (1) an introduction to your essay topic and question, (2) a preliminary reflection on your theoretical position/conceptual framework, (3) an outline of the paper’s structure and organization, (4) a statement on how you will support your argument(s). Your outline should be 1000-1500 words in length. Together with the outline, you are required to submit an annotated bibliography of five sources (three of the course material and two academic sources that are not part of the course readings). An annotated bibliography lists the full citations of articles, books, book chapters, and documents (reports etc.). Each citation is followed by a brief statement indicating the relevance of the sources cited. Each citation should be 100-150 words in length. The main aim of this component of the essay outline is twofold. The first is to encourage you to critically examine the content of the sources you are using. The second is to provide you with an opportunity to evaluate whether you use the literature effectively.

**Note:** Please recall that as it is a “work-in-progress”, you are not expected to include all bibliographic sources or material you may have in your final paper, and your outline might change over time. The overall aim of the assignment is to cooperate throughout the writing process so that you can strengthen your work.

**Assessment:** The essay outlines will be marked on:
- Completeness (all steps are followed, and all components are included) – 15 pts
III. Feedback Seminar

While writing outlines are helpful to organize ideas, collaborative work on outlines may offer you some insightful feedback to develop a stronger paper. Therefore, in the final week of the course, we will come together to discuss your paper outlines. Every class participant is expected to read and comment on all submitted outlines, while each paper will be assigned a reviewer for an in-depth assignment. Further instructions will be given during the course.

Note: This assignment will not be graded but please note that providing feedback on fellow classmates’ papers can potentially strengthen your own work, as it might encourage you to look at your own writing from a new perspective.

IV. Major Essay

The final paper, as stated in the call, will be 2500-3000 words in length – excluding references. In your paper, you should reflect on pertinent class material and should include a minimum of two and a maximum of five scholarly sources that you find through outside research. You can find instructions for writing style and references under the ‘policies’ section of this document. The deadline for the assignment is December 10th at 23.59.

Assessment: This is the last writing assignment which will constitute 40% of your final grade. The general structure and content of the papers (critical, interpretive, and evaluative skills) will be assessed in line with the learning outcomes of the course. The organization, style and referencing will be evaluated based on basic academic writing conventions. Here is a more detailed scheme that will be used to evaluate course papers.

<table>
<thead>
<tr>
<th>Essay Topic and Question</th>
<th>Exceeds expectations (40 pts)</th>
<th>Meets expectations (32 pts)</th>
<th>Below expectations (20 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay topic, question and aims are original, stated clearly, developed logically and fully.</td>
<td>Original and clear.</td>
<td>Not clear. Little evidence of originality.</td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td>Literature is well chosen for the topic. All key concepts applicable to the topic are identified and well discussed. The author has a meticulously expressed theoretical and/or methodological position. The article grasps the</td>
<td>Includes a range of sources and uses these sources to support essay. All key concepts applicable to the topic are identified and discussed. The author has a clear methodological and/or theoretical</td>
<td>Insufficient use of sources. Discussed concepts are not applicable to the topic. The authors’ methodological and/or theoretical position is not clear. The text fails to capture the complexity of issues and perspectives</td>
</tr>
<tr>
<td>Organization and Development</td>
<td>The text reads clearly; it is written in a fluent and engaging style (clear transitions between points, sections and paragraphs, and between ideas)</td>
<td>Introduction and conclusion are present but may be incompletely developed.</td>
<td>No main idea. Ineffective introduction and/or conclusion.</td>
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<td>--------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Style and referencing</td>
<td>The presentation of the text is outstanding: correct use of grammar, spelling and punctuation, and referencing and bibliographic formatting. The author follows the written work guidelines.</td>
<td>The text is well-presented: no significant grammatical, spelling or punctuation errors, and fairly consisted referencing and bibliographic formatting. The author follows the written work guidelines.</td>
<td>Ineffective introduction and/or conclusion. Connections between sections/paragraphs and between points are not clear or not present. The text is poorly presented: frequent grammatical and spelling errors, inconsistency, gaps and omissions in references and bibliographic formatting. The author ignores the written work guidelines.</td>
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</tbody>
</table>

*This marking scheme adapted from one developed by Dalia Abdelhady (CMES, Lund University) for the course MOSN33-VT2017.*
Re-examination: I hope you hand in your final course paper on time so that you can get your course credits without a delay. If you do not manage to do this, there will be opportunities for re-examination. Please remember that it is your responsibility to ask for re-examination and to hand it in by the set date (check LUVIT for exact dates).

On Seminars
As mentioned earlier, the course consists of lectures and seminars (either instructor-led or student-led). Once during the course, you will design and facilitate a seminar session. This will be a collaborative task, you will work in pairs with a fellow classmate or in slightly larger groups (depending on the number of enrolled students). The detailed seminar assignments will be provided within the first week of the course.

Note1: Seminar schedule and seminar groups will be formed during the introductory class, so please make sure that you join the class on November 6. If you cannot join us for any reason, it is your responsibility to find out in which group you are, and to connect with your groupmate(s).

Note2: Please recall that seminars and seminar assignments are not part of the course grading. Yet, as seminar hours are mandatory to attend, attendance records will be kept. If you are unable to attend a seminar as a participant, please feel free to complete make-up work. If you were absent with a valid reason (like cases of health or family – however you define family – emergencies), please submit a 750-1000 word paper reflecting on the readings for the missed seminar hour(s). If you were absent without informing the instructor, you need to submit a 1500-2000 word paper reflecting on the readings for the seminar you missed. Under normal conditions, you should submit your make-up assignment within the following week after the missed seminar hour(s). If you are unable to attend the seminar that you were signed up for as the facilitator, please inform your groupmate(s) and the instructor as soon as you can. In this case, the make-up assignment will be designed individually depending upon at which stage you had to withdraw.

Course Schedule and Readings

November 6 Politics of Representation and Theoretical Underpinnings

Focus: Overview of the syllabus and coursework, and introduction to the course

Key Issues and Questions:
Theoretical and methodological issues: intersectionality, transnationalism, accountability and responsibility in research.
What does gendering/queering a field of study encompass? How and in which ways are the representations of ‘the Middle East’ gendered and sexualized? What is the relation between power and knowledge? How can we study/research on gender and sexuality in the Middle East without reproducing the static, dualistic, and normative views?

Required Reading:


Suggested Reading:


November 9 Regulating Sex, Gender and Sexuality: Socio-Political Institutions and Power Structures in Shifting Grounds

Required Reading:


Suggested Reading:


Co-curricular Activities:

November 13 Subjectivities, Identities and Communities

Required Reading:

Suggested Reading:

November 16 - Migrations, Borders and (Im)mobilities

Required Reading:

Suggested Reading:

November 20 – Economies and Politics of Love, Intimacy, Desire

Required Reading:
• Jacobs, J. (2009). Have sex will travel: Romantic ‘sex tourism’ and women negotiating modernity in the Sinai. Gender, Place & Culture, 16(1), 43-61. (18p)

Suggested Readings:

November 23 - Feminisms, Women’s Movements and Women’s NGOs: Struggles, Dilemmas and Solidarities

Required Reading:
• Hasso, F. (2014). Bargaining with the Devil: States and Intimate Life. Journal of Middle East Women's Studies, 10(2), 107-134. (27p)
• Salih, R. (2010). Transnational Public Spheres from 'Above' and from 'Below': Feminist Networks across the Middle East and Europe. Anthropology of the Middle East, 5(1), 53-70. (17p)

Suggested Reading:

Co-curricular Activities:
• Guest Speaker: Parvin Ardalan – Feminist activist, writer and journalist
November 27 Homonationalism, Queer Muslims and LGBTQ Organizing: Beyond the “Gay International” and the “International Gay”

Required Reading:

Suggested Reading:

Co-curricular Activities:
- In-class screening: TBA
- Guest Speaker: Cihan Arikan – *Queer activist and Member of the national Board in RFSL.*

December 4 – Peer-Review/Feedback Seminar
- A three-hour seminar during which we will work on your essay proposals.

Course Policies

Accessibility:
We all learn differently, and we all may encounter challenging life circumstances. If there are aspects of this course that concern your learning or there are/emerge life circumstances that may affect your participation, please let me know as soon as possible. I am confident that, in collaboration, we will be able to harmonize both your needs and the course requirements.
If you need official accommodations, please contact the Accessibility Officer at the faculty. For further information, please visit: [https://www.lunduniversity.lu.se/student-life/preparing-to-come/students-with-disabilities](https://www.lunduniversity.lu.se/student-life/preparing-to-come/students-with-disabilities)

Classroom:
I wish I could write that the classroom is an inherently safe space. On the contrary, it is a site that can potentially be limited by power-and-privilege
dynamics. Yet, as bell hooks reminds us, “the classroom with all its limitations remains a location of possibility.”

Let’s strive for creating an intellectual environment where we can act with solidarity to transcend the boundaries of the classroom. Here is a definition of solidarity I find useful:

Solidarity does not assume that our struggles are the same struggles, or that our pain is the same pain, or that our hope is for the same future. Solidarity involves commitment, and work, as well as the recognition that even if we do not have the same feelings, or the same lives, or the same bodies, we do live on common ground.

Following this, I would like to encourage you to use the discussion board on LUVIT for pre- and post-class discussion. Also, please share course-relevant events or material (such as exhibitions, news, novels, blog or vlog posts, poems) that you find interesting and useful – either on LUVIT or in the classroom.

Finally, I would like to note that you may find some discussions, comments or texts challenging – intellectually or personally. Please also keep in mind that we do not need to agree with each other (or with the course material), but we need to be responsible to ourselves and respectful to each other. The latter includes: Please come to class on time (academic quarter) and please inform the class participants in advance if you know you need to leave the class early. If technology helps your learning, you may use your technological devices to take written notes, to bring the reading material to the class, or to benefit from your own notes. To prevent distractions within the classroom, please keep your mobile phones in silent modes.

Communications:

Warning: In the event of extraordinary circumstances, there might be some changes in the course content and schedule. Also, important information and announcements regarding the lectures, assignments, exercises, seminar groups or any other course-related issues will be distributed to you both in class and via the course page on LUVIT. I may also send you emails via your official university email address available to me through the university system. Please make sure that you have access to LUVIT and your university email, and you check them regularly.

I will be more than happy to schedule an office-meeting when you would like to have one. Please allow at least 48 hours to set up a meeting that fits in both parties’ agenda. As needed, I will also offer occasional virtual/non-virtual office hours. Also, feel free to come and talk to me after the class, or email me your questions if you think they are answerable via email.

In your emails, please insert **CMEN17 in the subject line**. Please note that it may take up to 24 hours (longer on weekends) for you to get a reply. And, please consider that the answer you need might already be somewhere in this document.

If you are experiencing academic, interpersonal, technical or any other problems with this course, please discuss the matter with me as soon as you can so that we can work on the problem together before it is too late.

Your feedback is important. Although there will be a structured opportunity to reflect on and evaluate the course, I would like to encourage you to provide

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feedback at any time over the course period. If you would like to keep your feedback anonymous, keep it unsigned and leave in my mailbox (Department of Sociology, on the first floor on the left side of the corridor – around the staff kitchen).

**Academic Integrity:**
Trust is the key to any knowledge production process. Although I am confident that no one will violate the set of values and policies regarding academic integrity, it is my responsibility to note that all students and staff at Lund University are expected to adhere to guidelines and regulations on academic integrity. If you are unsure what constitutes academic integrity, please consult the resources and information provided by the university at [http://awelu.srv.lu.se/academic-integrity/academic-integrity-at-lu/](http://awelu.srv.lu.se/academic-integrity/academic-integrity-at-lu/)

Further sources on academic writing and reference management can be found at [https://www.lub.lu.se/en/services-and-activities/student-support/academic-writing](https://www.lub.lu.se/en/services-and-activities/student-support/academic-writing)

**Style and Referencing:**
All written assignments must be Times New Roman, 12-point font, double-spaced, and with standard margins. All pages must be numbered consecutively. All written assignments should include a list of references. For referencing you may use the form of APA, MLA or Chicago Style. The most important thing is that your sources are formatted correctly, and you are consistent with whatever citation style you adopt. Please make sure that the text is free of spelling, grammatical, and formatting errors.

All written assignments should be submitted via LUVIT and to the instructor’s email address. Please add your name, course name and number, word count, and date in the upper left-hand of the first page (single-spaced).