



Syllabus

Research approaches and skills for graduate students - 50999

Last update 19-10-2017

HU Credits: 2

Responsible Department: communication & journalism

Academic year: 0

Semester: 1st Semester

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: Ifat Maoz

Coordinator Email: msifat@gmail.com

Coordinator Office Hours:

Teaching Staff:

Prof Ifat Maoz

Course/Module description:

A course in high level academic writing for Masters and doctoral students

Course/Module aims:

Teach high level academic writing skills

Learning outcomes - On successful completion of this module, students should be able to:

Write an academic research proposal for Masters or doctoral level, present research proposal

Attendance requirements(%):

85%

Teaching arrangement and method of instruction: Reading, writing, collective classroom teaching and personal tutoring

Course/Module Content:

Writing in various research traditions, phrasing the research question, background, identifying the relevant methodology, ethics in research, discussing the importance of the research, academic norms of writing and publication

Required Reading:

*Humphreys, M. & Watson, T. (2009). Ethnographic Practices: From
□Writing-up Ethnographic Research□*

Klinger, J., et al (2005). How to publish in scholarly journals. Educational Researcher, 14-20.

Kilbourn, B. (2006). The qualitative doctoral dissertation. Teacher College records, 108(4), 529-576.

Nenty, J. (2009). Writing Quantitative Research Thesis. International Journal of Educational Science, 1(1), 19-32.

APA (2008). Experimental paper sample.

Purdue.Owl. Writing the Experimental Report.

Manning Peter and Cullum-Swan Betsy (1994) "Narrative, Content and Semiotic Analysis" In Denzin Norman and Yyvona Lincoln (eds.) Handbook of Qualitative Research, 463-77. London: Sage.

Best, Stephen and Sharon Marcus (2009) "Surface Reading: An Introduction,"
Representations 108: 1-21. Permanent URL:
<http://hdl.handle.net/10022/AC:P:19255>

Pink, Sarah (2013) *Doing Visual Ethnography*. London: Sage (3rd edition)
<http://www.uk.sagepub.com/books/Book235866/toc>

Pink, Sarah (2003) "Interdisciplinary agendas in visual research: re-situating visual anthropology" *Visual Studies* 8(2) 179-182.

Hine, Cristine (2001) *Virtual Ethnography* London: Sage.

Ingold, Tim (2010) "Ways of Mind-Walking: Reading, Writing, Painting," *Visual Studies* 25(1): 15-23

C. Wright Mills, "On Intellectual Craftsmanship" in *The Sociological Imagination* (New York: Grove Press, 1961), pp. 195-226.

Eviatar Zerubavel, *The Clockwork Muse* (Cambridge, Mass.: Harvard UP, 1999), pp. 1-55.

Additional Reading Material:

de Vries, M. & Maoz, I. (2013). Tracking for peace: Assessing the effectiveness of Track Two Diplomacy in the Israeli-Palestinian conflict. *Dynamics of Asymmetric Conflict*, 6(1-3), 62-74.

Maoz, I. (2012). *The Face of the Enemy: The Effect of Press-reported Visual Information Regarding the Facial Features of Opponent politicians on Support for Peace*. *Political Communication*.

Mor, Y. & Maoz, I. (in press). perceptions, strategies, experiences and emotions of Israeli-Jewish students regarding self-presentation on Facebook. *Media Frames* (in Hebrew)

Nagar, R., & Maoz, I. (in press.) "(Non)Acknowledgment of Rights as a Barrier to Conflict Resolution: Predicting Jewish-Israeli Attitudes towards the Palestinian Demand to National Self-Determination. *Dynamics of Asymmetric Conflict*.

Amit Pinchevski and Roy Brand, "Holocaust Perversions: The Stalags Pulp Fiction and the Eichmann Trial" *Critical Studies in Media Communication* 24.5 (2007): 387-407

Ron, Y. & Maoz, I. (2013). *Dangerous Stories: Encountering narratives of the other in the Israeli-Palestinian conflict*. *Peace and Conflict: Journal of Peace Psychology*.

Ron, Y., Maoz, I. & Bekerman, Z. (2010). *Dialogue and Ideology: The Effect of Continuous Involvement in Jewish-Arab Dialogue Encounters on the Ideological Perspectives of Israeli-Jews*. *International Journal of Intercultural Relations*, 34(6), 571-579.

Ron, Y. & Maoz, I. (2013) *Peacemaking through dialogue? The effects of continuous participation in dialogue workshops on perceptions regarding the resolution of the Israeli-Palestinian conflict*. *Dynamics of Asymmetric Conflict*

Rosenberg, H. (in press). *Backpacking Experience and the Mobile Phone*. *Media Frames*, 13. (in Hebrew)

Kohn, A. & Rosenberg, H. (2013). "Collapsing walls and the question of commemoration: Graffiti in the Israeli Withdrawal, August 2005". *Social Semiotics*, 23(2), 606-631.

Rosenberg, H. & Maoz, I (2012). "Meeting the Enemy: The Reception of a Television Interview with a Female Palestinian Terrorist among Jewish Youth in Israel". *The Communication Review*, 15(1), 45-71.

Rosenberg, H. & Kohn, A. (2012). "'I feel comfortable speaking with you softly': New Media & Stutters". *Media Frames*, 9, 29-68. (in Hebrew).

Rosenberg, H. & Maoz (2011). *An encounter with the enemy: The reception of a television interview with a terrorist by Hawkish Jewish-Israeli adolescents*. *Media Frames*, 6, 89-117. (in Hebrew).

Course/Module evaluation:

End of year written/oral examination 0 %

Presentation 20 %

Participation in Tutorials 10 %

Project work 40 %

Assignments 0 %

Reports 30 %

Research project 0 %

Quizzes 0 %

Other 0 %

Additional information:

Also recommended for Doctoral students