



## 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](mailto:msifat@gmail.com)*

*Coordinator Office Hours:*

*Teaching Staff:*

*Prof Ifat Maoz*

*Course/Module description:*

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*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.*

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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

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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