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# *The Hebrew University of Jerusalem*

## *Syllabus*

### **ADVANCED RESEARCH LITERACY - 56964**

*Last update 10-02-2015*

*HU Credits:* 2

*Degree/Cycle:* 2nd degree (Master)

*Responsible Department:* Political Science

*Academic year:* 1

*Semester:* 2nd Semester

*Teaching Languages:* Hebrew

*Campus:* Mt. Scopus

*Course/Module Coordinator:* Professor Alon Peled

*Coordinator Email:* [raanan.s-k@mail.huji.ac.il](mailto:raanan.s-k@mail.huji.ac.il)

*Coordinator Office Hours:* Monday 1000-1100, room 4316

*Teaching Staff:*

*Dr. Alon Peled*

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Course/Module description:

The first part of the course is designed to develop students' skills in critical reading of academic research and in academic writing. The second part is an introduction to research methods with emphasis on advantages and disadvantages of methods to different types of research questions.

Course/Module aims:

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

1. Read academic studies critically.
2. Meet the requirements for writing an academic research.
3. Indicate the advantages and disadvantages of research methods to different types of research questions.

Attendance requirements(%):

80%

Teaching arrangement and method of instruction:

Course/Module Content:

Lecture 1: Scientific Research - Principles and Goals

Lecture 2: Research Design

Lecture 3: Reading and writing research articles

Qualitative research methods:

Lecture 4: Case Study

Lecture 5: Comparative analysis and case selection

Lecture 6: Content analysis and interviews

Quantitative Research Methods:

Lecture 7: Formal analysis and model definition

Lecture 8: Observational study: surveys

Lecture 9: Laboratory experiments and Survey experiments

Lecture 10: Field experiments and natural experiments

Lecture 11: Panel study and Longitudinal analysis

Lecture 12: Time series analysis and survival analysis

Lecture 13: Summary of the course

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Required Reading:

Lecture 1:

Hancké (2009), Chapter 1 [pp. 14-33]

Lecture 2:

Hancké (2009), Chapter 2 [pp. 34-53]

King et al. (1994), Chapter 1 [pp. 1-33]

Lecture 3:

Jordan, Christian H. and Mark P. Zanna. 2003. Appendix: How to Read a Journal Article in Social Psychology, In Arie W. Kruglanski and E. Tory Higgins (Eds.) *Social Psychology: General Reader*, New York, NY: Psychology Press

King, Gary. 2006. Publication, Publication, PS: Political Science & Politics, 39: 119-125

Lecture 4:

Munck, Geraldo L. 2004. Tools for Qualitative Research, In Henry E. Brady and David Collier (Eds.) *Rethinking Social Inquiry: Diverse Tools, Shared Standards*, Lanham, MD: Rowan and Littlefield

Gerring, John. 2004. What Is a Case Study and What Is It Good for? *American Political Science Review* 98(2): 341-354

Lecture 5:

Hancké (2009), pp. 63-74

Sokoloff, Kenneth L. and Stanley L. Engerman. 2000. "History Lessons: Institutions, Factor Endowments, and Paths of Development in the New World." *Journal of Economic Perspectives*, 14(3): 217-232.

Lecture 6:

שקדי, אשר. 2003. "ראיון העומק", בתוך: מילים המנסות לגעת: מחקר איכותני- תיאורי ויישום. עמ'79-69. תל אביב: הוצאת רמות.

Shenhav, Shaul R. 2007. Detecting Stories: Revealing hidden 'voices' in public political discourse, *Journal of Language and Politics* 6(2): 177-200

Lecture 7:

Fiorina, Morris. 1975. Formal Models in Political Science, *American Journal of Political Science*, 19: 133-159

Taagepera, Rein. 2008. *Making Social Sciences More Scientific*, Oxford: Oxford University Press; chapters 3-4 (pp. 23-51).

Lecture 8:

Javeline, Debra. 2003. The Role of Blame in Collective Action: Evidence from Russia, *American Political Science Review*, 97(1): 107-121

Huber, John, Charles Shipan and Pfahler. 2001. Legislatures and Statutory Control of Bureaucracy. *American Journal of Political Science* 45(2): 330-45.

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Lecture 9:

Palfrey, Thomas R. 2009. *Laboratory Experiment in Political Economy*, *Annual Review of Political Science* 12: 379-388.

Sulitzeanu-Kenan, Raanan and Eran Halperin. 2013. *Making a Difference: Political Efficacy and Policy Preference Construction*, *British Journal of Political Science* 43(2): 295-322.

Lecture 10:

Elizabeth Levy Paluck. 2009. *Deference, Dissent, and Dispute Resolution: An Experimental Intervention Using Mass Media to Change Norms and Behavior in Rwanda*. *American Political Science Review*, 103(4): 622-644.

Urbatsch, R. 2011. *Sibling Ideological Influence: A Natural Experiment*, *British Journal of Political Science* 41: 693-712.

Lecture 11:

Zapf, Dieter, Christian Dormann, and Michael Frese. 1996. *Longitudinal studies in Organizational Stress Research: A Review of the Literature with Reference to Methodological Issues*, *Journal of Occupational Health Psychology*, 1(2): 145-169

Sulitzeanu-Kenan, Raanan. 2007. *Scything the grass: agenda-setting consequences of appointing public inquiries in the UK. A longitudinal analysis*, *Policy & Politics*, 35(4): 629-650

Lecture 12:

Soroka, Stuart N. 2002. *'Issue attributes and agenda-setting by media, the public, and policymakers in Canada'*, *International Journal of Public Opinion Research*, 14(3): 264-85

Smith, Alastair. 2003. *Election Timing in Majoritarian Parliaments*, *British Journal of Political Science*, 33: 397-418

Lecture 14:

Manoney, James and Gary Goertz. 2006. *A Tale of Two Cultures: Contrasting Quantitative and Qualitative Research*, *Political Analysis* 14: 227-249

Additional Reading Material:

Relevant books for the course:

Angrist, Joshua D. and Jörn-Steffen Pischke. 2009. *Mostly Harmless Econometrics*, Princeton: Princeton University Press

Hancké, Bob. 2009. *Intelligent Research Design: A guide for beginning researchers in the social sciences*, Oxford: Oxford University Press

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Henry E. Brady and David Collier. 2004. *Rethinking Social Inquiry: Diverse Tools, Shared Standards*, Lanham, MD: Rowan and Littlefield

King, Gary, Robert Keohane and Sidney Verba. 1994. *Designing Social Inquiry*, Princeton: Princeton University Press

Lieblich, A. Tuval-Mashiach, R. And Ilber, T. 1998. *Narrative Research: Reading, Analysis and Interpretation*, Thousand Oaks, CA, London: Sage

Mishler, E. G. 1986. *Research Interviewing: Context and Narrative*, London: Harvard University Press

Shadish, William R., Thomas D. Cook and Donald T. Campbell. 2002. *Experimental and Quasi-Experimental Designs: for generalized causal inference*, Boston, New York: Houghton Mifflin

Silverman, David. 2001. *Interpreting Qualitative Data (2nd Edition)* Sage

Course/Module evaluation:

End of year written/oral examination 40 %

Presentation 0 %

Participation in Tutorials 10 %

Project work 0 %

Assignments 50 %

Reports 0 %

Research project 0 %

Quizzes 0 %

Other 0 %

Additional information:

The course program may change by lecturer's decision, including changing of the exercises specified in the syllabus.