



Research Writing Guidelines

For the INDC Final Project

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Introduction

This booklet contains a number of rules for writing the final research project within the INDC program. The purpose of the booklet is to assist in writing a paper according to what is customary in the academia, and at the same time, to take into account the unique framework of the INDC. As we have already studied and will learn in the various courses, humanities and social studies are not exact sciences. Correspondingly, there are differences in scientific inquiry and writing methods, as well as technical issues such as citation rules.

Therefore, the booklet periodically addresses two main methods. One, more widely accepted in the humanities, and the other, in the social sciences. Participants must decide together with the academic instructor what the method of inquiry and writing will be. The academic instructor will guide the process from beginning to grading, so his or her comments and recommendations should be considered.

Final Project Structure

The final research project consists of several parts and will be submitted in the order of academic research papers.

- Cover page
- Preface
- Summary
- Table of Contents
- Introduction
- Literature review and conceptual / theoretical framework
- Empirical background
- Findings
- Discussion and conclusion
- Bibliography
- Appendixes

Each section opens on a new page.

Cover Page

This is a formal part and should appear in any paper you submit except short reading reports. The cover page will contain the following components: Name of the institution - INDC, University of Haifa / School of Political Science, subject of the paper, name of your academic instructor, name of the submitter, ID of the submitter and the date of submission.

Preface

In this section you may write in a personal, more open style about your paper, including: What motivated you to explore the topic and thanking those who assisted you in writing and researching. For the most part, the preface also includes a personal reference to the research topic and the research process, including unusual difficulties or experiences during research and writing. This is a relatively short section, (half a page to three pages). The preface is not a requirement for every paper; it is up to you if you wish to include one.

Summary

This section briefly presents the main points of the paper - including the central issue at the heart of the project, the purpose of the paper, its findings and conclusions. The purpose of the summary is to help the reader get an idea of the paper even if they have not read it or would not read it. The summary is there in order to ease the processes of judging, classifying information and so on. It should not exceed 5% of the scope of paper.

Table of Contents

The table of contents is a formal part that includes mention of all the sections (chapters and sub-chapters) that appear in the paper, including the introduction, the literature review and conceptual framework, the findings chapter, the discussion chapter, the list of sources and appendixes. The table of contents includes specifying page numbers, depending on the pages where the various chapters appear in the paper. Example of a 'Table of Contents':

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Introduction

This section presents the topic of the paper, its purpose, the specific question or issue that guides the work, as well as a concise and brief presentation of the various sections, and in particular, the way in which you intend to investigate the issue. It is customary to write the introduction at various stages of the work before it takes shape in its final form. Writing the introduction is above all intended for the participants - it is a compass that helps them maintain the conceptual skeleton presented in the research proposal: what they intend to explore and how. Closer to the date of submission, the introduction will be revised and adjusted to the changes

made during the research and writing phases and will be used primarily by the readers who will seek to understand its content and structure.

For the most part, the introduction includes four sections.

- In the first section there is a general reference to the research topic, including a more general paragraph or example that illustrates the topicality of the issue being researched and a clarification of its purpose.
- In the second part of the introduction, more specific research issues are presented, including the research question and the research hypothesis (if any), as well as the theoretical framework by which the research hypothesis was formulated. The research hypothesis, we emphasize, is the participants' temporary answer to the research question. The collection of findings can be viewed as an attempt to test whether the temporal answer is correct or not.
- The third part of the introduction describes the value of the research. This section presents how the issue is empirically (not necessarily quantitatively) examined, including a clear definition of the phenomenon under study. In case the paper is written in a style of social sciences, participants will present a clear definition of the explanatory factor (in the methodological language of social science - the "independent variable") and of the phenomenon explained and examined (or as it is called in the social science "the dependent variable"). Participants will also clarify what practical steps have been taken to collect findings. For example, interviews with senior officials, examination of official documents, analysis of Facebook pages and examination of internet websites.
- In the fourth part, which brings the introduction to its end, the participants briefly write what will be presented later in the work. This part is usually worded as follows: "The structure of the project is as follows. In the next section, we will present the literature review, and will see that the issue was addressed only within a cultural framework. Later, we will present... "

Literature Review and Conceptual Framework

This chapter has two main parts intertwined. Initially, the participants present the main studies and articles written on the issue that is the focus of their paper, emphasizing the paradigm and general theory used in the presented studies. For example, if the paper deals with Israeli deterrence in the twenty-first century, participants will note both the published research and the fact that it was written from a realistic / liberal / other approach. It should be emphasized that the purpose of the literature review is not to present **everything** that has been written on the subject, but to address the main arguments presented in relation to the question or the purpose of the research. The review ends with participants clarifying what claim / research they intend to use. If they intend to propose a theoretical innovation, they must explain what disadvantages they found in the existing explanations. The literature review should refer to studies of an academic or institutional nature that have undergone scientific scrutiny or judgment, and not to media or secondary sources such as textbooks, memories, Wikipedia, etc. In the second part of this chapter, participants present the conceptual framework that will be used later in the study. This framework clarifies not only the definition of the variables / phenomenon being studied and the explanatory phenomenon, but also the proposed explanation for the phenomenon being studied.

Empirical / Historical / Factual Background

In this section, participants present the relevant background for understanding the subject of the study, **with the exception** of the findings collected (which they will present in the next section). This section is based on **secondary sources**. The information and analysis in the body of work should be anchored on the sources that the participants relied on, accurately specifying the sources in accordance with the academic citation rules - including the book or article page numbers. We will clarify that the way the empirical / historical / factual background is presented is related to the conceptual framework chosen. That is, the background is not neutral. It is chosen according to the logic that appears in the conceptual framework. If, for example, the work deals with violence in the Arab sector, then participants in the empirical background will relate to the status of Arabs in Israel and the phenomenon of

violence in the sector. If the conceptual framework offers an economic and non-cultural explanation for the phenomenon of violence, the empirical background will include economic variables and not only or mainly cultural variables. All this, without elaborating on the material they collected in interviews, documents, etc. - which they will present in the next chapter.

Findings / Analysis of the phenomenon

This chapter presents the empirical information - the original findings - that participants collected for the final project. The chapter begins where the empirical / historical / factual background ends, although there may be some overlap between the beginning of this chapter and the end of the previous one. The chapter includes in some cases information that has not been published so far in any academic or other platform. A secondary source whose interpretation sheds new and original light on a familiar phenomenon can be a finding in itself. If, for example, the project is based on interviews, this is the place to present them. If, as another example, the paper analyzes security content in websites, they will be displayed here. Nonetheless, the findings are organized according to the conceptual framework.

Discussion and Conclusion

This chapter concludes the paper, repeating its main findings and answering the questions and hypotheses presented in the introduction and discussed throughout. The conclusion should include the main facts and conclusions that emerged from the chapter dealing with the paper's findings, and their meanings from a broader perspective - the one presented as the research objective. As part of the discussion and conclusions, participants are asked to write to what extent the research hypothesis was confirmed or not, and what their conclusion is. At this stage there is room to express your personal opinion on the entire project, including what you have learned about the conceptual framework, and what you should be investigated in depth in the context of the research topic.

Bibliography and Reference Method to Sources in the Final Project

Throughout the paper, participants are asked to refer to the sources they use (i.e. reference), according to the Social Science Method. The reference is made by writing the author's last name, year of publication of the text and page number. Technically, the reference is written in parentheses at the end of the sentence in which you used the source. At the end of the paper should appear a list of all the sources used in the reference. The list will include only the sources used for the paper, including websites, newspapers and archives. See for example:

Mautner's desire to reduce the power component in judicial practice is also reflected in the third chapter, where he discusses Hans-Georg Gadmer. Mautner regrets the gap between what he interprets as "the deep humanism in the great dialogue," which sometimes exists between human beings, and the relationship of each of the litigants in the court. According to Mautner, judges should try to reduce this gap as much as possible, in part by understanding the litigants in their cultural terms (Mautner 2008: 110-111).

You can also write it like this:

Mautner's ambition (2008, 110-11) to reduce the power component of judicial practice is also reflected in the third chapter, in which he discusses Hans-Georg Gadmer. Mautner regrets the gap between what he interprets as "the deep humanism in the great dialogue," which sometimes exists between human beings, and the relationship of each of the litigants in the court. According to Mautner, judges should try to reduce this gap as much as possible, in part by understanding the litigants in terms of their culture.

The bibliography is presented in **alphabetical order** (last name appears first), and is divided into four groups:

1. Academic articles and books.
2. Press and Internet.
3. Archives.
4. Others: Interviews, visuals, maps etc.

In addition, articles from journals, articles from anthologies and books must be listed differently in the bibliographic list. See for example:

Bibliography

Barak Aaron (2000). "The Rule of Law and the Supremacy of the Constitution." *Law and Government* 5(2): 375-399.

Mautner Menachem (2008). *Law and culture in Israel*. Ramat Gan: Am Oved and Bar-Ilan.

For more information on the method of citing sources and references, please contact Dr. Anat Chen.

Appendixes

The appendixes appear at the end of the paper and aim to add information that may help to understand the research and to elaborate on its details, but had no room to be presented in the paper itself. Not every paper has appendixes, but if they appear in it, they must also be referred to in the body of the research. (Non-referenced appendix in the body of paper will not be read by readers). Sample appendixes: Data tables, illustrations and graphical sources.

Last but not least: Research Plan / Research Proposal

As part of the Research final project preparation process, you must submit a research proposal (for each research final project proposal; a team of three submits

one proposal), consisting of 5-10 pages. The proposal is similar in its components to the introduction of the research final project as stated above, and you must submit it to the academic instructor. Therefore, you must inquire with the instructor about his/her emphases, if any, and follow his/her instructions. Although the academic instructor may add his or her own emphasis, the research proposal should include: theoretical background, the main purpose, its importance and potential contribution, a basic conceptual framework, possible sources and the research final project chapters. The proposals will be submitted in late January (the exact date will be shared by the staff.) Once approved by the academic instructor, you must submit the proposal to your accompanying team instructor.