

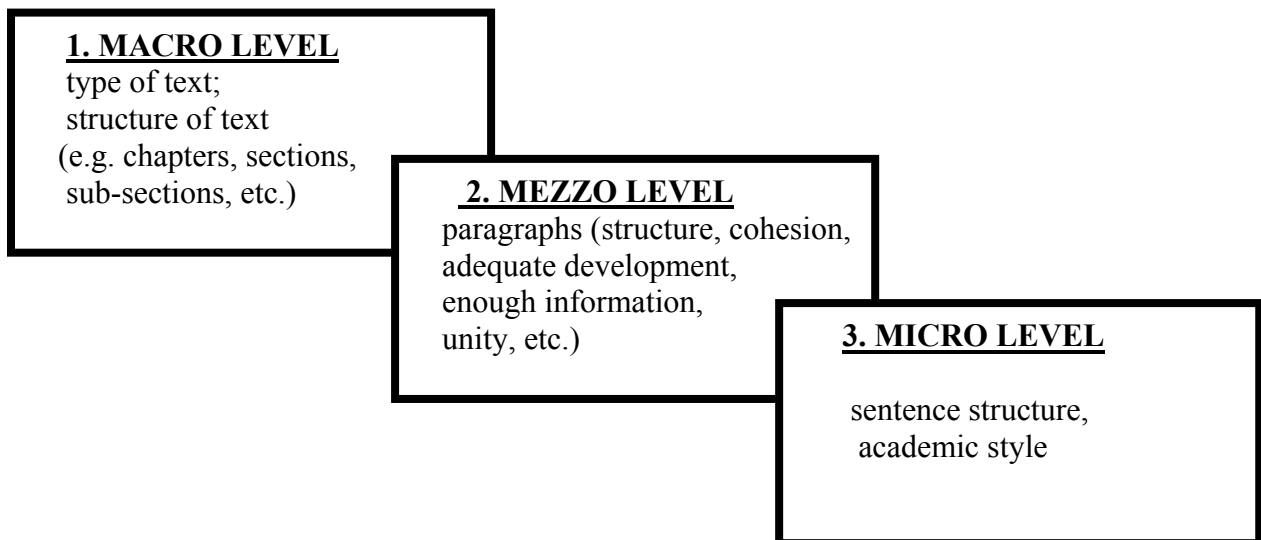
MASARYK UNIVERSITY
Dept. of Foreign Languages

POSTGRADUATE ACADEMIC WRITING COURSE

SESSION 3

a. SESSION 3 PLAN

b. SESSION 1 & 2 SUMMARY



(Adapted from Alison Brown, 2007)

c. Concentrate on the specific topic you write about. Prepare a 1 minute introduction of your topic to be presented to a layman. You must not use any specialized vocabulary but generally common words only.

1.EVIDENCE & REFERENCE

1.1.

Evidence is the support for your statements and opinions from other sources. The quality of your evidence is in fact more important than your opinions. Without evidence your work does not belong in an academic environment.

If you are doing primary research you use your own data as the most important evidence. However in most academic papers this is usually done by placing your own work in the context of other academic work. At the end of longer papers you will use references and perhaps appendices to support your paper.

(Adapted from: <http://vlc.polyu.edu.hk/AcademicWriter/Paragraphs/paragraph.htm>)

Which are the most common ways of referencing?

1.2.

Which statements should be referenced when used or referred to in a piece of academic writing? Do the quiz!

(Adapted from: <http://www.greenwich.ac.uk/~bj61/talessi/tlr5.html>, <http://www.amypadgett.com/2007/05/to-every-action-there-is-equal-and.html>; <http://rense.com/general59/weu.htm>, <http://www.whale.to/m/quotes26.html>; Czechóova, K.2005, p.6)

1.3.

In text referencing (using sources)

It is important to support the points you make with evidence and examples from other research thoughtfully and carefully so you do not plagiarise. Look at the student paraphrased versions of Harden's idea and comment on the quality of their referencing.

Original material:

'...nurses can be viewed as an oppressed group, a view supported by the fact that nurses lack autonomy, accountability and control over their own profession. Yet nursing is by far the largest occupational group within the sphere of healthcare, so why is it so powerless? For me the history of the domination of nursing is inextricably linked to that of the domination and oppression of women.'

Source: Harden, J 1996, *Enlightenment, empowerment and emancipation: the case for critical pedagogy in nurse education*

Student version 1:

Although nurses form the largest occupational group in the healthcare profession, they can be seen as an oppressed group. Harden (1996) states that the domination of nurses is inextricably linked to the historical oppression and domination of women in society. For nurses, she claims this oppression is illustrated by the extremely limited professional independence they have as seen by their lack of accountability and control over their profession.

Student version 2:

Despite nurses forming the largest group in the healthcare professions, Harden (1996) claims they can be categorised 'as an oppressed group' (p.33). She explains the domination of nurses as a reflection of the historical oppression and domination of women in society. For Harden (1996), this subservient role of nurses is illustrated by their 'lack of autonomy, accountability and control over their own profession' (p.33).

Student version 3:

Nursing is by far the largest occupation group in healthcare. Yet, nurses can be seen as an oppressed group. This view is supported by the fact that nurses lack control over their own profession. They do not have autonomy or accountability. The history of the domination and oppression of women is the link to explaining the domination of nursing.

(Adapted from Alison Brown, 2007)

1.4.

Rewrite the following passage from Andrew Merton's article "Return to Brotherhood" in your own words in roughly the same length:

For many adolescent males just out of high school, the transition to college represents a first step in a struggle for a kind of "manhood" from which women are viewed as objects of conquest-worthy, but decidedly inferior, adversaries. The idea of women as equals is strange and inconvenient at best, terrifying at worst. Unfortunately, most colleges and universities provide refuges ideally suited to reinforce these prejudices: fraternities.

*Note: fraternity – a social organization for male students at an American or Canadian college
(vs sorority – a female equivalent)*

1.5. Writing help....

Parenthesis and ellipsis

Adding emphasis to a quotation

If you wish to add emphasis to a quotation, for example by italics, use the words *emphasis added*, *my italics*, or *italics* + your initials after the quotation:

'Everyone is entitled to all the rights and freedoms set forth in this Declaration, *without distinction of any kind ...*'

A Universal Declaration of Human Rights (emphasis added)

To show that the emphasis was in the original quotation and not added by you, use *italics in original* or *emphasis in the original*, for example:

'It was all very well to say "Drink me", but the wise little Alice was not going to do *that* in a hurry.'
Lewis Carroll, *Alice's Adventures in Wonderland* (emphasis in the original)

Adding a comment or clarification to a quotation

Use square brackets when you wish to add a comment or clarification within a quotation. For example in Shakespeare's Sonnet 18:

'Shall I compare thee [you] to a summer's day?

Thou art [you are] more lovely and more temperate.'

By convention, square brackets show that the comment or clarification was added by you and not by the original author(s).

Omitting words from a quotation

The ellipsis sign of three dots ... is used to show where you have removed text from an original quotation.

For example from the American Declaration of Independence:

'We hold these truths to be self-evident, that all men are created equal ... with certain ... rights ... among these ... life, liberty and the pursuit of happiness.'

Be consistent in whether or not you add spaces before and after the ellipsis sign. Some writers use four dots where an omission spans two or more sentences.

(Howe, S. & Henriksson, K. (2000 - 2007). *PhraseBook for Writing Papers and Research in English*. The Whole World Company Press, Cambridge.)

Reference styles:

APA: <http://owl.english.purdue.edu/owl/resource/560/01/>

MLA: http://www.library.cornell.edu/newhelp/res_strategy/citing/mla.html

2. TEXT TYPES

2.1.

Match the following sentences with adequate text types.

TEXTBOOK JOURNAL ARTICLE MAGAZINE ARTICLE DOCTORAL THESIS

- a) The text is probably a quality piece of work and can be of great interest to the academic community, however, it is usually not very easy to make it publishable.
- b) The authors of the text are paid by the publishing company to write about what somebody else is doing in a style suitable for general but targeted audience.
- c) Its purpose is to distribute highly specific knowledge to experts and students.
- d) It is a publication produced according to the demand of educational institutions.
- e) Its purpose is to make money by supplying a platform to advertisers who want to reach a particular audience.
- f) The text is reviewed before published by a peer review board or a panel of experts that decides which submissions can be identified as trustworthy sources and are acceptable for publication.
- g) This is a long text where the author provides detailed evidence and justification regarding what was or was not done, or considered, in a research project in order to back up the ultimate conclusions that are offered.
- h) It is a publication used for the formal study of any branch of study.

(Adapted from: <http://jerz.setonhill.edu/writing/academic/sources/journals/index.html>; Robert Q. Pollard Jr. 2005; http://jerz.setonhill.edu/writing/academic/sources/journals/vs_magazines.htm; <http://gradpsych.apags.org/mar06/dissertation.html>)

3. TEXT STRUCTURE

3.1. WHAT IS THE STRUCTURE OF AN ACADEMIC TEXT?

1. What are the basic/ “compulsory” parts of every academic text?

2. What parts do academic texts usually consist of?

3. What parts can academic texts consist of?

4. Why do we include these parts?

3.2.

Look at the jumbled contents of a thesis below. What should the correct order of the individual parts of a thesis be?

Introduction

Abstract

Abbreviations and Some IDUs' Argots Used in the Analysis

Discussion

Syringe Sharing

Sexual Partnerships

IDU-IDU Relationships

IDU- Smoker Relationships

IDU- Non addict Relationships

The Meaning of AIDS Risk and Intimate Relationships

Methodology

The Drug Scene as the Context of Sexual Relationships

Drugs and Money

Syringe Sharing: Patterns in Context

Drugs, Sex work and Condom Use

The Interplay of Drugs and Sex

Different Patterns of Intimate Relationships among IDUs

Characteristics of IDU-IDU Relationships

Characteristics of IDU- Smoker Relationships

Characteristics of IDU- Non addict Relationships

Two Extended Case Studies

Case Study 1

Case Study 2

Acknowledgments

Conclusion

References

Appendices

Appendix 1- Questions Guidelines

Appendix 2- Characteristics of the Sample

Appendix 3- HIV Sentinel Surveillance among Target Groups 1994-2000

3.3.

Work in pairs. Look at the steps which frequently appear in research article or thesis introductions. Which of them are common in your field? Can you use some of them in your introduction?

Announcing present research

Announcing principal findings

Claiming centrality

Continuing a tradition
Counterclaiming
Indicating a gap
Indicating RA structure
Making topic generalization
Outlining purposes
Question-raising
Reviewing items of previous research

3.4.

Work through the following points to outline a working description of the structure of your thesis.

The Story of a Thesis:

The situation my research field is the following: _____, therefore I study _____ (background information: Chapter 1 – introduction)

This is important because _____ (main issue: Chapter 1 – introduction)

So I intend to _____ (aims: Chapter 1 – Introduction)

Researchers believe/used to believe that this issue _____ (Chapter 2 – literature review, or first part of subsequent parallel chapters)

But I think that _____ (review of aims: Chapter 3 – methodology, or second part of subsequent parallel chapters: argumentative evidence may be integrated to some extent within the literature review)

So I use this method/theory to do some research _____ (Chapter 3 – methodology, continuing second part of parallel chapters)

And I have found that (my) argument suggests that _____ (Chapter 4 – results, or 3rd part of parallel chapters)

This means that _____ (Chapter 5 – discussion, or 4th part of parallel chapters)

At this stage, depending on how many chapters you plan to write, it may be useful to include an overall discussion/analysis chapter to tie together previous parallel chapters.

Overall, this is important because _____ (Chapter 6 – conclusion, or whatever your final chapter number is)

But I would still recommend that _____ (Chapter 6 – conclusion, or final chapter)

(Source: Adapted from <http://www2.ems.uq.edu.au/phdweb/phfaq02.html> in Morgan, J., 2007)

3.5.

Fill the gaps in the table below with the missing comments:

Features across the IMRD section

high (5x)	inside out	low (4x)	outside-in
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<i>Feature</i>	<i>I</i>	<i>M</i>	<i>R</i>	<i>D</i>
Movement of information (Hill et al.)	narrow	narrow
Present tense (Hesolt)	low	high
Past tense (Hesolt)	fairly low	very	very high	fairly low
Passive voice (Hesolt)	variable	variable
Authorial comments (Adam Smith)	very	very

(Adapted from: Swales, J.M. 1990. *Genre Analysis*. CUP.)

3.5.1 Useful phrases for inspiration:

Related work

- The paper presented here is based in part on an earlier study
- An earlier *version* of this paper was presented at ...
- ... was published in the *Journal of* ...
- This paper ...
- ... is a revised *version* of ...
- ... has been substantially revised
- ... includes new chapters on ...
- There are new sections on ...
- This paper etc. forms part of a larger study of ...
- This paper etc. has been *submitted* for publication in ...
- Parts of this study have been or were presented at the *conference* on ...
- Parts of this paper were presented in a *lecture* on ... to ... in April 2007 etc.

The aim of your study and outlining the topic

- ... is widely *perceived* as ...
- the question has been raised whether ...
- Present understanding of ... is limited.
- the field of ... is still relatively undeveloped
- there is as yet or at present no consensus on ...
- As yet, no one explanation has gained acceptance.
- there is at present little agreement on the causes of etc. ...
- there is at present no general agreement on the causes of etc. ...
- there is still *considerable* disagreement on the causes of etc. ...
- the *mechanism* by which ... is unknown or not well understood
- the controversial question of ...
- much of our knowledge of ... comes from ...
- the *task* of ... is complicated further by ...
- The *impact* of ... on ... is not easy to determine
- The effect of ... on ... has not been examined in detail.
- its effects on ... have not previously been studied in detail

Importance of the study

- The study is important for a number of reasons:
- The study is of relevance because ...
- It is important to ...
- the importance of ...
- an important aspect of ...

- ... is an important or urgent subject for study
- ... is needed
- ... is necessary
- ... warrants further *investigation*
- ... warrants closer scrutiny or examination
- The problem merits further *investigation*.
- ... is worth examining for its own sake
- ... to shed light on a number of *issues* or problem areas in current *theory*
- Resolution* of this problem would ...
- the *prospect* of a breakthrough in ...
- Other authors have also called for ...
- This study, *thesis*, paper etc.
- ... may show or reveal ...
- ... may stimulate the *debate* on ...

Your method or approach

- To investigate whether ..., we analysed GB or analyzed US ...
- ... was or were measured by ...
- ... was determined for each ... by ...
- ... was measured before and after ...
- ... was used to measure ...
- ... was equipped with ...
- ... was transferred to ...
- ... was or is used in the *analysis* of ... to determine ...
- ... provides a useful *estimate* of or for ...
- the *simulation* showed that ...
- in the presence of ...
- in the absence of ...
- after addition of ...
- substitution* of ... for ...
- if the constraints are *relaxed*
- measurements were made or taken at ... sites
- background measurements, samples etc. were taken ...
- ... under these conditions ...
- ... following the *method* outlined in ...
- ... according to standard *criteria*
- ... following standard *procedure*
- ... in accordance with standard procedures
- ... was performed according to a or the standard ... *protocol*
- ... following the manufacturer's *guidelines* or *instructions*
- ... according to the manufacturer's *guidelines* or *instructions*
- ... as *specified* in the manufacturer's *guidelines* or *instructions*
- For this we can use a number of *strategies*
- One *option* here would be to ...
- Adjustment* of ... allows us to ...
- ... is *enhanced* if we ...
- This *method* can be used to obtain ...
- This *technology* enables us to ...
- The most usual *method* is ...
- ... is commonly used in ... to measure etc. ...
- ... by the ... *method*
- ... according to the ... *method*
- ... as previously described by X
- ... using the ... procedures described by X et al.

Your method or approach

- Previous* measurements based on ... have shown that ...
- The *traditional* approach has been to ...
- This *innovation* allows us to ...
- The most *straightforward* way of ... is ...
- This *route* would enable us to ...
- This is the course or *method* adopted here.
- The advantage of this *approach* is that ...
- This *approach* has the advantage of or that ...
- This *approach* has a number of advantages: firstly, ...
- ... gives a better basis for ...
- it combines ... with or and ...
- This *format* allows us to see more clearly how ...
- In this way, we are or were able to *target* ...
- This enables one to *create* ...
- ... allows or enables the *transfer* of ... from ... to ...
- such a *rigid* approach does not allow ...
- this approach gives greater *flexibility*

- this *construction* allows us to ...
- This rather strict *regime* ensures that ...
- By *monitoring* ..., we are or were able to ...
- This allows ... to be examined within the same *framework*.
- In this way, we are able to *eliminate* several of the problems of previous approaches or methods
- One difficulty in ... is ...
- A or one *significant* problem is ...
- Coordination* of ... and ... is essential or particularly difficult
- a compromise
- One strategy would be to ...
- ... avoids this difficulty by ...
- the practical problems *involved* in ...
- an *alternative* way of approaching the problem
- Another way of looking at the question of ...
- If, *however*, we reformulate the question, we ...
- It is impossible to discuss, examine etc. ... without discussing ...
- It is impossible to discuss, examine etc. ... without reference to ...
- ... methodological *issues* ...
- The original or earlier *method* was abandoned because of problems with ...
- Conventional methods, *techniques* etc. are unable to ...

The relationship to other work

- ... has or have been discussed, examined etc. extensively in the literature
- several or various explanations etc. have been suggested in the literature
- a great many explanations etc. have been put forward for ...
- The *topic* is not a new one; however, ...
- There is now a substantial body of *research* or literature or work on ...
- the wealth of literature on ...
- Noteworthy studies of ... are ...
- X's most influential work
- X and Y, in their influential study of ..., ...
- ... has been carried out in detail by X
- The most detailed examination or study of ... to date is ...
- Initial* observations suggest or *indicate* that ...
- Previous* studies of or on ... have shown or suggested that ...
- Results from earlier studies have indicated or suggested that ...
- Research* conducted in the 1990s etc. indicated that ...
- this has led some authors to suggest that ...
- It has been shown or demonstrated repeatedly that ...
- This view can be found in ...
- a number of other studies ...
- In a *preliminary* or an exploratory study, X found that ...
- ... has been linked to ...
- ..., which is also known to cause etc. ...
- ... has been found to have an adverse effect on ...
- ... has been shown to play an important or a pivotal *role* in ...
- X first remarked on the similarity, relationship or connection between ...
- Originally suggested by X in 1980 etc., ... was subsequently developed further by Y
- X's discovery of ...
- ... paved the way for ...
- ... was taken up by others ...
- ... provided the impetus for further *research* on etc. ...
- ... was the *trigger* for an explosion of research on ...
- ... contributed to the development of ...
- ... marked a *major* turning point in ...
- X showed that ...
- X and Y's study was the first to show etc. that or how ...
- ... was the first *major* work in or on ...
- Before X, it was widely believed that ...
- a long-standing question
- the long-standing issue of ...
- ... are known to exist
- a new line of inquiry

Contrasting work

- Another view is that ...
- ..., *whereas* X believes that ...
- a competing *theory*
- This contrasts with ... who found that ...
- In *contrast*, a study of ... found or reported or showed ...
- this *interpretation* has recently been challenged, however
- X's *theory*, explanation etc. has been challenged on various or several grounds:

- Although *research* suggests that ..., *previous* studies have ...
- Although early work or results suggested that ..., *subsequent* studies have shown ...
- Current *theory*, as it stands, does not adequately account for ...
- A number of *aspects* of the problem require further *investigation*.
- Although a number of studies exist on ...,
- ... still a great deal of disagreement
- ... has been hotly debated in the literature
- a bone of contention
- a *source* or hotbed of *controversy*
- Controversy* remains regarding ...
- Although controversial, ...
- critics of ... *theory* would argue that ...
- X and X's *response* is that ...
- X's views have failed to gain *widespread* acceptance
- X has been criticized *US and GB* or criticised *GB* for failing to take account of etc. ...
- We *rejected* X's hypothesis on the basis of or that ...
- This is reflected in X's findings that ...
- Previous studies have *ignored* ...
- The question has been raised whether ...
- There are increasing doubts about ...
- Many scholars doubt, however, whether or that ...
- Other authors have also called for ...
- Many authors have stressed the importance of ...
- Few authors would dispute that ...

The relationship to other work

- A number of other studies have argued or suggested that ...
- The *traditional* approach has been to ...
- An *alternative* ..., suggested by X, is ...
- However, recent *research* by X ... suggests that ...
- X and Y have also pointed out or to ...
- Researchers have traditionally been *reluctant* to ...
- Researchers adopting this position include for example ...
- ... is beginning to gain acceptance as ...
- a foot in both camps
- Rather than engaging in the *debate* on ..., I would like to ...
- Rather than adding yet another explanation for ..., we would like instead to *focus* on ...
- Rather than going over old ground, ...
- In *contrast* to earlier studies, ...
- In *contrast* to *previous research* on ..., this study ...
- Unlike some or many or most earlier studies, this study ...
- This study contends that ...
- This study questions the widely held view that or of ...
- This study differs from *previous research* in a number of respects:
- At the risk of offending some readers, ...

The limitations of current knowledge

- At present, little is known about ...
- Very little is known about ...
- There is as yet no clear *evidence* of or for ...
- Little attention has been paid to ...
- There has been as yet no systematic examination of ...
- Research* in this *area* has been limited to ...
- ... *research* has concentrated on ...
- Very little has been written on or about ...
- ... is or are frequently overlooked in discussions of ...
- ... has rarely been done before
- ... is not yet clearly or completely understood
- Our understanding to date has been limited to ...
- ... has received very little attention in the literature
- there is as yet or at present no consensus on ...
- there is at present no general agreement on the causes of etc. ...
- no satisfactory account or explanation of ... has been given or provided
- the misleading statement that ...
- It is *somewhat* of an overstatement or exaggeration to claim that ...
- ... contains a number of inaccuracies
- a number of controversial viewpoints
- In fact, the problem is more *complex*
- The *author* fails to take ... into account
- X and Y take little or no account of ...
- The authors have, however, failed to take account of ...
- There is little or no systematic examination of ...
- The study fails to answer the question of or whether ...

- A problem with this argument is that ...
- the same problem also applies to ...
- There is little or no *evidence* to suggest that ...

Their results or conclusions

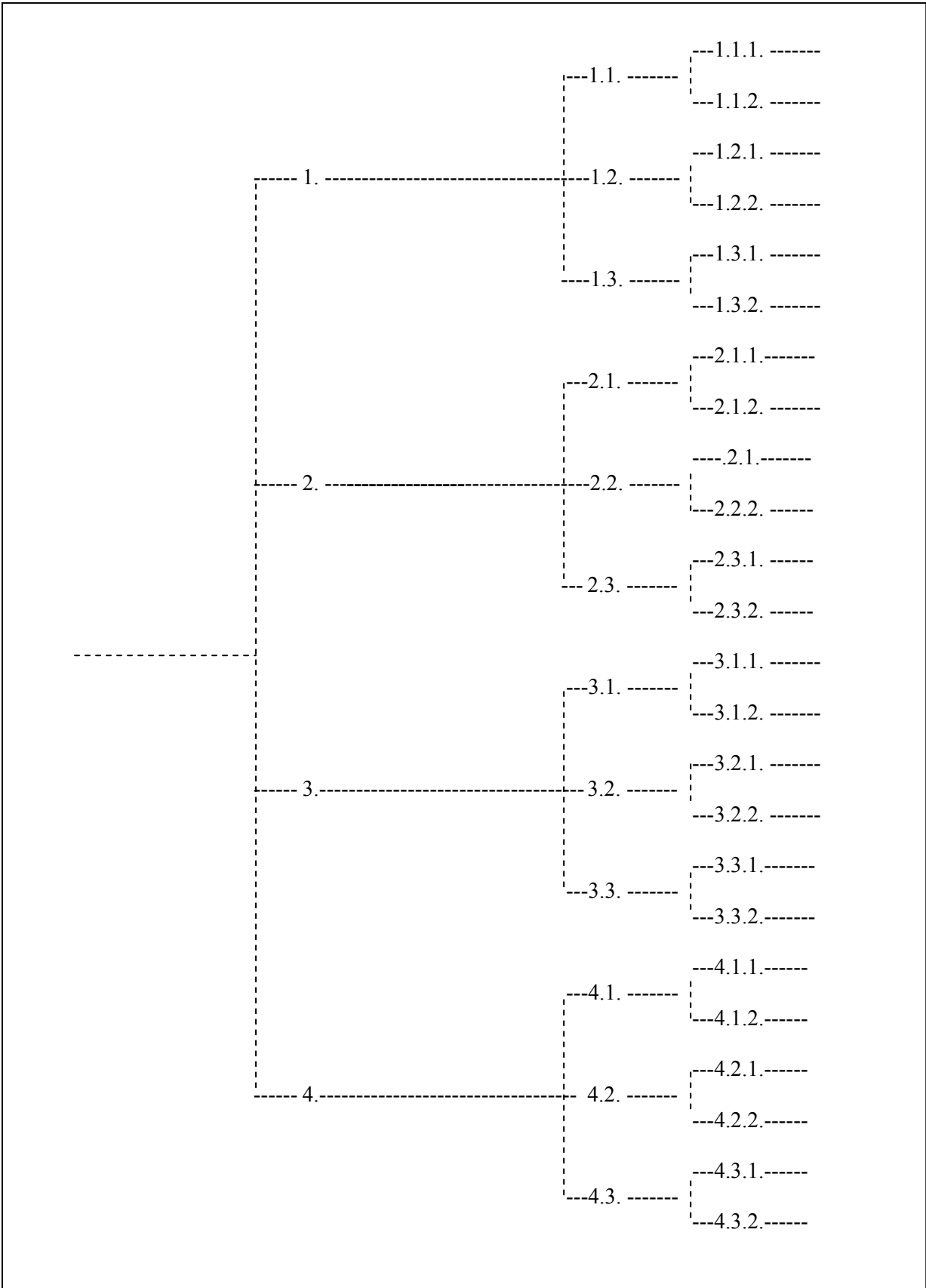
- X's explanation depends on or relies on ...
- The *evidence* for ... is inconclusive
- The reasoning here is problematic
- the conclusions are *somewhat* weak
- X's arguments ... are unconvincing
- this, however, holds only for ...
- the claim or argument that ... simply does not hold water
- ... is not *sufficient* argument for the existence of etc. ...
- this assumption is rather *arbitrary*, however
- X's main assumption that ... is debatable or problematic
- We would dispute X's *conclusion* that ...
- X's explanation for or of ... is rather or highly speculative
- this *contradiction* has also been pointed out by X
- an *error* in the calculation
- X's figures, results, conclusions etc. should, however, be treated with caution
- The results should be treated with a degree of or some or *considerable* caution
- X's conclusions would carry more weight if ...
- further clarification of ... is *required*
- X and Y fail to explain ...
- the *causal* relationship between ... and ... needs to be clarified
- a number of valid criticisms
- ... violates the *principle* of ...

Interpreting findings

- It is not clear why ...
- It is not immediately *obvious* how or why ...
- ... may have been *indirectly* influenced by ...
- although the *mechanism* is not completely understood
- The results are unclear or inconclusive or contradictory
- ... can be interpreted in a number of ways
- The *impact* of ... on ... is not easy to determine
- The *data* cannot adequately explain ...
- ... complicates the *assessment* of the *data*
- Interpretation* of the *data* is complicated by ...
- The results are to some extent misleading
- The results must be interpreted with a degree of or the utmost caution
- The findings are not *consistent* with ...
- The disparity between the results may be due to ...
- These disparities may reflect ...
- The discrepancy *between* ... may be explained by ...
- These *apparent* differences may be explained by ...
- While it may seem unlikely that ..., it is important to remember that ...
- The reasons for ... remain unclear

(Source: <http://www.englishforresearch.com/editing/index.htm>)

3.6. Planning diagram



(Adapted from: Brooks and Grundy, 1990:92 in Morgan, J., 2007)

3.7. Thesis planner

(See: materials John Morgan)

3.8.

Think of the differences between PhD thesis writing and journal article writing. Look at the contents of the following academic texts and identify which are structures of theses and which of articles.

1. Visual-motor performance and its association with minor neurological dysfunction in children born preterm

Abstract	Empirical part
Introduction	6. Goals of the study
Overview of the dissertation	7. Method
1. What is prematurity	7.1. Participants
1.1. Long-term sequelae of preterm birth	7.2. Procedure
1.1.1. Motor development and its association with cognitive abilities	8. Results
Visual development	8.1. Quantitative measures
Behavioural development	8.2. Qualitative measures
2. Minor Neurological Dysfunction	8.2.1. Guidance of movement
3. Bases of observed dysfunctions	8.2.2. Type of grip
3.1. Impact of early injury/exposure on later development	8.2.3. Finger configurations
4. Theories of different visual subsystems	8.2.4. Quality of the lift and block movement
4.1. Underleider and Mishkin's distinction ('what' and 'where')	8.2.5. Analysis with respect to the presence/absence of MND
4.2. Goodale and Milner's theory ('where' vs. 'how')	9. Interpretation of the findings
4.3. Semantic vs. pragmatic	10. Discussion
4.4. Different susceptibility of the two streams ...?	Conclusion
5. Object-oriented movements - grasping	Appendix
	References

2. The Czechoslovak Policy led by Edvard Beneš and the first Restoration Attempt of Charles Habsburg in Hungary in the Spring 1921

1. Abstract
2. The Royal Question as a Reactionary Factor of the Interior- and Foreign Political Consolidation of Hungary and its Position in Czechoslovak-Hungarian Relations (A Brief Introduction to the Problem)
3. The Course of the First Restoration Attempt of Charles Habsburg and Czechoslovak Anti-Habsburg Diplomatic Offensive
4. Notes

3. Access to justice: a deconstructionist approach to horizontal direct effect

Summary	6 - The Legal Position of HDE – Is A Change Possible?
1 - Introduction	7- Evidence from Workers
2 - Access to Justice	7.1 - Awareness of Employment Rights
3 - Arguments for HDE	7.2 - Perception of Protection From Rights
4 - Practical Need for HDE	7.3 - Awareness of EC Based Laws
5 - Arguments For Non-Application of HDE	7.4 - Membership of Trades Unions
5.1 - Argument 1 – The Wording of the EC Treaty (Article 249 EC)	7.5 - Workers' Confidence in The Advice Provided
5.1.1 - Counter Argument 1 – The Wording of the EC Treaty (Article 249 EC)	7.6 - The Issue of Costs in Pursuing A Remedy
5.2 - Argument 2 - Unfair Burden on Non-Legislators	7.7 - Workers' Claims Based on Their Employment Rights
5.2.1 - Counter Argument 2 - Unfair Burden on	7.8 - Necessity for HDE Derived From Workers'

Non-Legislators	Evidence
5.3 - Argument 3 - Uncertainty of Which Law To Follow	8 - HDE's Effect on Access to Justice
5.3.1 - Counter Argument 3 - Uncertainty of Which Law To Follow	9 - ECJ Movement Towards HDE
5.4 - Argument 4 - The Distinction Between Directives and Regulations Would Become Blurred	10 - Need for HDE - The Advocates-General's Views
5.4.1 - Counter Argument 4 - The Distinction Between Directives and Regulations Would Become Blurred	11 - Conclusions
5.5 - Argument 5 - The Individual Has Other Remedies Available	Bibliography
5.5.1 - Counter Argument 5 - The Individual Has Other Remedies Available	

4. Lessons from the Sam Hinga Norman Decision of the Special Court for Sierra Leone: How Trials and Truth Commissions can Co-exist

A. Introduction
B. Purposes of Trials and TRCs: A theoretical perspective
I. The TRC Process
II. The Trial Process
III. Synergies between the Trial and TRC Processes: Their overlapping objectives
C. Case Study: Sierra Leone and the Hinga Norman Decision
I. The Country Context
II. The Truth Commission
III. The Special Court for Sierra Leone (SCSL)
IV. The Relationship between the SCSL and the TRC: Pre-planning and coordination
V. The Relationship between the SCSL and the TRC: the Sam Hinga Norman Decision
1. How the conflict arose between the SCSL and TRC
2. The Trial Chamber decision
3. The Appeals Chamber decision

5. Welfare threat and exclusionism of immigrants: Perception of immigrants in different European welfare states

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1.3 Welfare state and attitudes towards immigrants: hypotheses and expectations
1.4. Overview of existing research
2. Research design and measurement instruments
2.1 Data collection
2.2 Sampling strategy and weighting
2.3 Non-response and missing values treatment
2.4. Measurement instruments, variables and methods of analysis
2.5. Comparability
3. Results
3.1. Perceived threat to welfare and the exclusionism of immigrants in different welfare regimes
3.2. Individual socio-economic characteristics, perceived welfare threat and the exclusionism of immigrants

4. Discussion and conclusion
A1. Annex 1: Tables
A2. Annex 2: Items measuring the key concepts (ESS 2002/2003 questionnaire)
References

6. Capture of Extra nuclear DNA at Fission Yeast Double-Strand Breaks

ABSTRACT
MATERIALS AND METHODS
Fission yeast strains and methods:
DNA for yeast transformation:
Identification of *ura4⁺* circular DNA junctions:
Observation of mitochondria in living cells:
DNA sequence comparison:
RESULTS
Extra chromosomal DSB repair assay:
High frequency of mtDNA insertion at extra chromosomal DSBs:
Intermolecular ligation deficiency of *rad50*Δ cells:
Increased capture of mtDNA fragments in stationary phase:
Screen for higher eukaryotic DNA sequences captured at DSBs:
MMEJ-mediated intermolecular ligation in NHEJ-deficient cells:
DISCUSSION
New assay to monitor extra chromosomal DSB repair in *S. pombe*:
Insertion of mtDNA at EC DSBs:
Microsatellite DNA is a good substrate for NHEJ in fission yeast:
MMEJ-dependent intermolecular ligation:
ACKNOWLEDGEMENTS
LITERATURE CITED

7. The dynamics of AIDS risk and gender relations among intravenous drug users in Northern Vietnam

Acknowledgments
Abstract
Abbreviations and Some IDUs' Argots Used in the Analysis
CHAPTER 1 Introduction
A Story of a 32 Year Old Injecting Woman
CHAPTER 2 The Socio-cultural Context of the Aids Epidemic
Drug Abuse
Prostitution
CHAPTER 3 Methodology
CHAPTER 4 The Drug Scene as the Context of Sexual Relationships
Drugs and Money
Syringe Sharing: Patterns in Context
Drugs, Sex work and Condom Use
The Interplay of Drugs and Sex
CHAPTER 5 Different Patterns of Intimate Relationships among IDUs
Characteristics of IDU-IDU Relationships
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Characteristics of IDU- Non addict Relationships
CHAPTER 6 Two Extended Case Studies
Case Study 1

Case Study 2

CHAPTER 7 Discussion

Syringe Sharing

Sexual Partnerships

IDU-IDU Relationships

IDU- Smoker Relationships

IDU- Non addict Relationships

The Meaning of AIDS Risk and Intimate Relationships

CHAPTER 8 Implications for HIV Prevention

CHAPTER 9 Conclusion

Appendices

Appendix 1- Questions Guidelines

Appendix 2- Characteristics of the Sample

Appendix 3- HIV Sentinel Surveillance among Target Groups 1994-2000

References

(Adapted from: Czéekoová, K. (2005), unpublished dissertation; Tóth, A. (2007), unpublished article; <http://www.terrorismcentral.com/Newsletters/2007/022507.html>; <http://webjcli.ncl.ac.uk/2004/issue4/marson4.html>; Klvaňová, R. (2005), unpublished Master thesis; <http://www.genetics.org/cgi/content/abstract/171/4/1535>; Nguyen Tran Lam (2003), unpublished Master thesis)