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Fall 2017

# Senior Research Project

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*Seton Hall University*

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**SETON HALL UNIVERSITY**  
**SCHOOL OF DIPLOMACY AND INTERNATIONAL RELATIONS**  
**DIPL 4101NA**  
**SENIOR RESEARCH PROJECT**  
**FALL 2017**

**Instructor: Dr. Margarita M. Balmaceda**  
**Professor of Diplomacy and International Relations**

**Dr. Margarita M. Balmaceda**  
**McQuaid Hall 117**  
**Tel. (973) 303-6202**

**Class: T 5:00-7:30**  
**Location: Alfieri 123**  
**Office hrs: Tue 7:30-8:00 pm**  
**Wed 11:00-12:00 am & 5:30-6:30 pm**  
**or by appointment**

**e- mail: [Margarita.Balmaceda@shu.edu](mailto:Margarita.Balmaceda@shu.edu)**

**Course description:**

This course is designed to help students learn research, writing, and oral communications skills that they can apply to all academic and professional pursuits. The ultimate goal is to complete a well-written, strongly argued, and thoroughly documented Senior Research Project. This course and the Senior Research Project you will produce this semester are designed as a capstone experience: the goal is to use the knowledge you have gained throughout your program in order to produce an original, well designed, well-researched and well-written piece of research. The course will include a combination of group meetings (at the beginning and the end of the semester), mandatory peer-group meetings, and mandatory one-on-one meetings with the instructor.

**Student learning objectives for this course include:**

1. Applying key concepts, models, theories and debates involved in the study of contemporary international relations to an original research project.
2. Gaining knowledge and understanding of the social science research process.
3. Supporting the development of the following skills:
  - a) Collect, sort, and evaluate information
  - b) Analyze complex situations and synthesize information
  - c) Integrate different fields of study in analysis of a complex world
  - d) Communicate effectively in oral and written form

**Skills component:**

By the end of this course, each student should have learned:

1. to write a coherent and original short research project
2. to be able to assess the hierarchy of information included and to present it accordingly
3. to learn the value of careful writing and of tailoring writing to distinct audiences
4. to learn to prepare for unexpected situations through the preliminary and on-the-spot development of contingent, alternative plans ("plan B," "plan C").
5. This course fulfills the Oral Communication Proficiency; acquiring skills to make effective oral presentations on the topic of research as well as on the methodology used is an integral component of the course.

## Important Notes:

Plagiarism and other forms of academic dishonesty will be reported to the administration, and may result in a lowered or failing grade for the course and up to possible dismissal from the School of Diplomacy. See University and School standards for academic conduct here:

<<http://www13.shu.edu/offices/student-life/community-standards/upload/Seton-Hall-University-Student-Code-of-Conduct.pdf>>

<<http://www.shu.edu/academics/diplomacy/academic-conduct.cfm>>

It is the policy and practice of Seton Hall University to promote inclusive learning environments. If you have a documented disability you may be eligible for reasonable accommodations in compliance with University policy, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and/or the New Jersey Law against Discrimination. Please note, students are not permitted to negotiate accommodations directly with professors. To request accommodations or assistance, please self-identify with the Office for Disability Support Services (DSS), Duffy Hall, Room 67 at the beginning of the semester. For more information or to register for services, contact DSS at [\(973\) 313-6003](tel:9733136003) or by e-mail at [DSS@shu.edu](mailto:DSS@shu.edu).

### Policy on Incompletes:

Incompletes will be given only in exceptional cases for emergencies. Students wishing to request a grade of Incomplete must provide documentation to support the request accompanied by a Course Adjustment Form (available from the Diplomacy Main Office) to the professor *before* the date of the final examination. If the incomplete request is approved, the professor reserves the right to specify the new submission date for all missing coursework. Students who fail to submit the missing course work within this time period will receive a failing grade for all missing coursework and a final grade based on all coursework assigned. Any Incomplete not resolved within one calendar year of receiving the Incomplete or by the time of graduation (whichever comes first) automatically becomes an “FI” (which is equivalent to an F). It is the responsibility of the student to make sure they have completed all course requirements within the timeframe allotted. Please be aware that Incompletes on your transcript will impact financial aid and academic standing.

Papers should utilize one of the *Chicago Manual of Style* citation formats: Notes and Bibliography.

### **Grading Policies**

This course will be graded on a letter grade basis (i.e., not pass/fail).

Grades will be calculated according to the following criteria:

Class attendance and participation (inc. one-on-one sessions)	12.5%
Project Outline including bibliography	12.5 %
Chapter 1	12.5%
First Draft of Full Research Project	25%
Final Copy of Research Project	25%
Project Presentation	12.5%

**Required Reading:**

Wayne Booth, Gregory Colomb, and Joseph Williams, The Craft of Research (Chicago: University of Chicago, 2008) 3<sup>rd</sup> Edition. (A 4<sup>th</sup> edition (2016) is available, but the 3<sup>rd</sup> edition is much the same and less expensive.)

**Optional:**

Jean Johnson, The Bedford Guide to the Research Process (Boston: Bedford Books, 1997) ISBN: 0-312-11967-4. (On Reserve)

Michael Ross, Timber Booms and Institutional Breakdown in Southeast Asia (New York: Cambridge U. Press, 2001) (For an excellent example of how to organize a research project as to make it clear and reader-friendly, read introduction, conclusion, and possibly one or more case studies.) (available on inter-library loan or [www.amazon.com](http://www.amazon.com))

Robert Yin, Case Study Research: Design and Methods (Sage U. Press, 2003) (Consult if you are using case studies as part of your research project.) (available on SHU library, inter-library loan, or [www.amazon.com](http://www.amazon.com)).

Expected dedicated work time commitment needed to complete the SRP

Based on the experience of students from previous semesters, completing the SRP successfully requires a minimum of 15 hrs. work per week on most weeks. The work load, however, will be lighter or heavier depending on the week. For example, the week immediately after submitting the full draft of the SRP, and before receiving feedback, will be much lighter than other weeks. Conversely, the work load weeks 2-4 will be higher than other weeks.

Mandatory individual meetings with instructor:

Each student is required to have three scheduled (15 min.) individual meetings with the instructor, on the dates below: Please sign up for a slot on the first day of classes; the slot will remain the same for the three meetings.

Mandatory one-on-one meeting #1: assigned time, week of Sept 26

Mandatory one-on-one meeting #2: assigned time, week of Oct 17

Mandatory one-on-one meeting #3: assigned time, week of Nov 14

During the class meeting on August 29, Students will sign-up for a 15-minute slot (within the regular class time of Tue 5:00-7:30 and additional periods) which they will keep for all one-on-one meetings. In these meetings, please be prepared to discuss: 1) what part of the work you have completed since the last meeting; 2) what work do you plan to complete by the time of the next meeting and how you will go about it; 3) what are some concrete problems you are facing in completing the project. Please come to your meeting 15 minutes in advance of your allotted time, so that you can familiarize yourself with the instructor's written comments on your previous assignments, as well as make a photocopy of them (which you will give the instructor). You are also welcome to consult the instructor during her regular office hours on a drop-in basis.

Required peer group meetings

During regular class meeting times on the following dates you will meet with your assigned peer group to accomplish specific tasks related to the progress of your project. (Peer groups, assigned

on the basis of the complementarity of their research topics, will be announced by September 19).  
Dates are:

- Peer group meeting #1: Tuesday, Oct 24
- Peer group meeting #2: Tuesday, Oct 31
- Peer group meeting #3: Tuesday, Nov 21

Please meet during regular class time; each peer group is responsible for arranging its own meeting space. This could be our regular classroom, a private study room in Walsh Library, or the Student Center, as chosen by the peer group.

Submission of assignments:

**Assignments are due in hard copy in the instructor's mailbox and as e-mail attachment; see summary of deadlines at the end of the syllabus.**

Please make sure the cover page of any assignment includes full class number, assignment, date and name information in the first page, as well as a "header" on each page with your name and short assignment name, as well as page numbers. Please use 1" margins and 12 point fonts, with 10 pts. for footnotes.

**Files submitted by e-mail should be labeled clearly, using the following format:**

YourName\_DIPL4101\_SHORTASSIGNMENTNAME\_day.mo.year.doc

So, for example: JohnEdwards\_DIPL4101\_OUTLINE&BIBLIO.15.09.2017.doc

Files not labeled correctly (both the file names and the information in the actual document) are subject to a grade reduction of up to 4%.

Late assignments policy:

It is essential that assignments are submitted on time; I am unable to grant extensions. If you cannot come to campus to bring the hard-copy paper submission, please mail/Fedex it with sufficient time to reach me by the deadline.<sup>1</sup> Due to the large number of students, we are normally unable to accept submissions by fax.

**Late assignments will be subjected to a 20-point (20 %) penalty per each day late.** (For example, an assignment that merits a 95 ("A") grade will get 75 points if submitted a day late.) If an assignment is not turned in in hard copy form but only in electronic form, the penalty will be 10% per day late; if it is not turned in in electronic copy form but only in hard form, the penalty will be 10% per day late. Assignments submitted after 45 minutes after the due time will be counted a day late. The deadline is to ensure the instructor enough time to read and comment on all assignments.

E-mail communications:

Please submit electronic versions of course assignments at the same time as the hard copy; both copies must be identical. Please label electronic copies as noted above.

For all e-mail communication, to assure efficient communications, please keep in mind to:

1. Start your subject line with: **DIPL4101NA:**
2. **include a clear and fully self- explanatory subject line, including any action requested.**

Examples of *self- explanatory subject lines* are: "Special appt needed to discuss draft due October 30," "Cannot make meeting March 15, special appt requested," etc. Non-explanatory Subject lines such as or "Class" are not useful and will delay getting an answer.

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<sup>1</sup> For regular mail : must be post-marked three business days before the deadline; for Fedex overnight deliveries: must be post-marked one business day before the deadline, but before the Fedex cutoff time.

2. My Spam program deletes e-mails from unknown (non-Seton Hall) accounts, as well as messages lacking an clear subject line or a professional greeting. (Appropriate professional greetings are “Dear Professor Balmaceda” or “Dear Dr. Balmaceda.”)

3. e-mails from DIPL 4101 will normally be answered in three batches:

- a) late Monday evenings
- b) late Thursday evenings
- c) late Friday evenings

If I have more than one e-mail from you waiting in my inbox, *I will look at the most recent of your e-mails first*; please incorporate into it any relevant information from other e-mails you may have sent during this period.

### **Schedule of class meetings**

**Week 1: Tuesday, August 29 (regular class meeting)**  
**Overview of SRP requirements**  
**Individual Exercise #1a (in-class) and 1b (due in class at 5:00pm, September 5)**

**Week 2: Tuesday, September 5 (regular class meeting)**  
**Requirements review**  
**The power of presenting your ideas clearly**  
**Choosing the right topic and the right angle on the topic**  
**What is an appropriate research question for a SRP**  
**From Topic to Research Question: Issues of Methodology**

#### **Assignments to be completed prior to September 5 class:**

- Complete assignment 1b and make copy
- Hand in original at start of class; keep copy
- Weight and consider topic options based on pros and cons; start thinking about literature review and annotated bibliography]
- Read: The Craft of Research, chapters 3, 4, 5, 6 (pp. 35-101 in 3<sup>rd</sup> edition) and section on “The Ethics of Research” (pp. 273-276)

[Optional: Jean Johnson, The Bedford Guide to the Research Process, chs. 1 (“Choosing Your Topic”) 2 (“Planning your search,”), 6 (“Re-searching, Developing a Thesis Statement, and Outlining”)]

**Week 3: Tuesday, September 12 (regular class meeting)**  
**What your first chapter should look like**  
**Literature Review**

#### **Assignments to be completed prior to September 12 class:**

- Reread: The Craft of Research, chapters 3, 4, 5, 6 (pp. 35-101 in 3<sup>rd</sup> edition) and section on “The Ethics of Research” (pp. 273-276) as needed;
- Work on outline and bibliography;
- Analyze/compare the literature review section in two University Press-published academic books/articles related to a similar topic and also related to your research project. How does

each of these reviews goes about the key tasks of a literature noted below? *Be prepared to present these two examples of literature reviews in class.*

- Start working on first chapter by writing a three-page review of *at least* five academic articles and/or books/ part of books directly related to your research topic. The literature review should compare and contrast the readings in terms of how they go about answering the central question, and how they actually answer it, also stressing their major arguments evidence used, differences between arguments. In doing this, keep in mind how your own central question relates to debates within the academic literature.

**Week 4: Tuesday, September 19 (regular class meeting)**  
**\*\*\* CHAPTER OUTLINE AND ANNOTATED BIBLIOGRAPHY**  
**(max 2000 words, c. 4-6 pages)**  
**DUE TUESDAY, SEPTEMBER 19, 5:00 pm \*\*\***

**Writing an effective first chapter; Editing exercise/evaluation of first chapters**  
**(“The proof is in the pudding”)**

**Assignments to be completed prior to September 19 class:**

- Re-read: The Craft of Research, chapters 5 and 6 (pp. 68- 101 in 3<sup>rd</sup> edition). [**You must complete these readings *before* preparing your chapter outline and bibliography**] [Optional: Jean Johnson, The Bedford Guide to the Research Process, chs. 3 (“Compiling your Working Bibliography,”) 4 (“Recording Information from Print and Electronic Sources”), and 5 (“Gathering Information from Other Sources.”). ]
- Chapter outline and bibliography (see above)
- Read: The Craft of Research, chapter 17 (pp. 249-268 in 3<sup>rd</sup> edition).

**Week 5: Week of Tuesday, September 26 (no large-group meeting)**

**Required one-on-one meeting #1 with the Instructor (at assigned time) to discuss bibliography and outline**

**Assignments to be completed prior to one-on-one meeting #1:**

- Read: The Craft of Research, chapters 12 and 13 (pp. 177-202 in 3<sup>rd</sup> edition).

**Week 6: Tuesday, October 3 (no large-group meeting)**

**[Additional office hrs. available by previous appointment]**

**\*\*\* FIRST CHAPTER OF PROJECT (max. 3,000 words, 7-8 p.)**

**DUE TUESDAY, OCTOBER 3, 7:30 pm\*\*\***

**[Fall break – no class Tuesday October 10]**

**Week 7: Tuesday, October 17 (no large-group meeting)**

**Required one-on-one meeting #2 with the Instructor (at assigned time) to discuss first chapter of project.**

**Week 8: Tuesday, October 24 (no large-group meeting)**

**Meeting #1 with Peer Group at regular class time to discuss comments on revised chapter 1 and implementation of work plan**

**Assignments to be completed prior to October 24 peer-group meeting:**

- Read: The Craft of Research, chapter 14 (pp. 203-2012 in 3<sup>rd</sup> edition).

[Optional: Jean Johnson, The Bedford Guide to the Research Process, ch. 8 (“Revising”)]

**Week 9: Tuesday, October 31 (no large-group meeting)**

**Meeting #2 with Peer Group at regular class time to read and comment on draft chapters/sections**

**Assignments to be completed prior to October 31 peer-group meeting:**

- Complete and bring to peer-group meeting drafts of additional chapters/sections of the project (above and beyond chapter 1)
- Read: The Craft of Research, chapters 16 and 17 (pp. 232-270 in 3<sup>rd</sup> edition).

**Week 10: Tuesday, November 7 (no large-group meeting)**

**\*\*\* FULL DRAFT OF PROJECT DUE TUESDAY, NOVEMBER 7, 7:30pm \*\*\***

**Week 11: Week of Tuesday, November 14 (No large-group meeting)**

**Required one-on-one meeting #3 with the Instructor to discuss full draft of project.  
(At individually assigned times)**

**Week 12: Tuesday, November 21 (No large-group meeting);**

**Meeting #3 with Peer Group (at class time or TBA as decided by each group) to discuss a) practical implementation of revisions and to proofread b) style suggestions on selected chapters of full draft of research project c) oral presentation strategies.**

**Assignments to be completed prior to November 21 peer-group meeting:**

- Plan for the practical implementation of revisions/additions based on what was discussed at one-on-one meeting #3 with the Instructor (for discussion at peer-group meeting)
- Start working on project presentation (10 minutes) and bring your ideas to peer-group meeting.

**Week 13: Tuesday, November 28 (regular class meeting)**

**Large-group meeting: Project presentations (10 minutes each)  
(Reverse alphabetical order by last name)**



**Week 14: Tuesday, December 5 (no regular class meeting)**

**Additional drop-in office hrs during regular class time.**

**\*\*\* FINAL COPY OF RESEARCH PROJECT DUE: TUESDAY, DECEMBER 12, 5:00 PM IN PROFESSOR'S MAILBOX AS WELL AS ELECTRONIC VERSION BY E-MAIL \*\*\***

**(max. length 8,000-9,000 words, c. 20-25 pages)**

**\*\*\* PROJECT MUST BE SUBMITTED ON TIME FOR FULL CREDIT \*\*\***

**\*\*\* ALL CLASS REQUIREMENTS MUST BE COMPLETED BY  
DECEMBER 12, 2017\*\*\***

**Thu, Dec 21: Final grades submitted by the Instructor.**

## Deadlines

All materials should be submitted as both hard copies and e-mail attachments. Late penalty: 20 % of assignment per day.

Tuesday, Sept 19  
5:00 pm

### Outline and annotated bibliography (max 2,000 words, c. 4-6 pages)

Your *outline* should have 3 parts:

#### I. *Cover page* (1 page)

- **Include the working title of your project (make it explicit)**
- **Identify your central research question** This question:
  - \* needs to be a *question* (not a description or broad topic of interest; this question cannot simply be a descriptive one, but, even when researched using qualitative methods, must investigate some causal relationship (best when described in terms of a dependent and independent variable)
  - \* needs to be original
  - \* needs to be answerable within 3 months, 9,000 words, with materials/methodologies available

- **Identify your dependent variable**
- **Identify your independent variable**
- **State your hypothesis explicitly**

#### II. *Chapter outline*. [1-3 pages]

For each chapter, include

- Chapter title
- Central question chapter seeks to answer
- Role in project as a whole: Why is this chapter necessary for answering the central research question of the MRP as a whole?
- Descriptive chapter and sub-chapter headings

#### III. *Annotated bibliography* [2-3 pages]

- include at least 10-12 sources
- use correct citation methods
- for all sources, state (in brackets) what chapters or sub-chapters of your project will this source be used for
- for major sources (at least 5), discuss how the main theses of this particular book or article relate to your main research questions

Tuesday, Oct 3  
7:30 pm

### Draft of First Chapter of Research Project (max. 3000 words, c. 7-8 pages)

pages) Must follow all instructions given in “What your first chapter should look like” handout, and include, among others,

- Brief introduction to issue
- “Big question” and “smaller question(s)”
- Relationship with existing literature on topic
- Relationship with important policy issues
- All items in handout “What your first chapter should look like” (using headings provided there)

Tuesday, November 7  
7:30 pm

### Full Draft of Research Project

(Max. length 7,500-8,000 words [c. 18 pages] including footnotes)

- must be typed, 1.5 spaced, use Times Roman 12 pt. font (10 pt for footnotes) and have one-inch margins
- must be thoroughly spell-checked. Spelling and grammar mistakes should be avoided.
- Please use footnotes, not in-text citations or end-notes.
- If specific data, evidence or paragraph be added later is missing, please note in brackets [Data/paragraph on x will be added here] ; keep to a minimum
- Drafts not including at least the introduction, literature review and some analysis of cases and data will automatically receive a failing grade.

Tuesday, November 28

### Public Presentation of Project (10 minutes + Q+A (3 minutes or TBA)

- start preparing your presentation at least a week in advance
- Discuss in peer-group meeting #4
- use a power-point presentation /handouts to help communicate your evidence and help the audience follow your presentation

Tuesday, December 12  
5:00 pm

### Final Copy of Research Project Due

(Max. length 8,000- 9,000 words [c. 20-25 pages] including notes, bibliography)

- Same font and layout requirements as draft
- must incorporate feedback and suggestions for the full draft
- must include a detailed bibliography, use consistent citation method
- Use appropriate citation method; all sources in bibliography must be cited in the text

**ONE-ON-ONE MEETINGS WITH INSTRUCTOR: SCHEDULE AND TASKS**

	<b>DATE</b>	<b>PURPOSE</b>
<b>Required one-on-one meeting #1</b>	<b>Your assigned time, Week of September 26</b>	<b>Discuss completed chapter outline and bibliography.</b>
<b>Required one-on-one meeting #2</b>	<b>Your assigned time, Week of October 17</b>	<b>Discuss completed first chapter of project.</b>
<b>Required one-on-one meeting #3</b>	<b>Your assigned time, Week of November 14</b>	<b>Discuss completed full draft of research project.</b>

**PEER GROUP MEETINGS: SCHEDULE AND TASKS**

	<b>DATE</b>	<b>PURPOSE AND TASKS</b>
<b>Peer group meeting #1</b>	<b>Regular class hours Tuesday, October 24</b>	<b>Discuss revised Central Question, fit between Central Question and other Building Blocks, any changes requested by the Instructor on chapter 1 and work plan. Discuss progress on subsequent chapters.</b>
<b>Peer group meeting #2</b>	<b>Regular class hours, Tuesday, October 31</b>	<b>Proof-read each others' chapter 2's and 3's for spelling, grammar, clarity.</b>
<b>Peer group meeting #3</b>	<b>Regular class hours, Tuesday, November 21 or TBA as agreed by peer-group</b>	<b>Discuss: a) practical implementation of revisions and to proofread b) style suggestions on selected chapters of full draft of research project c) oral presentation strategies.</b>

**SUMMARY OF MEETINGS**

<b>TYPE OF MEETING</b>	<b>DATE</b>	<b>LOCATION</b>
<b>Regular class meeting</b>	<b>Regular class hours, Aug 29</b>	<b>Classroom</b>
<b>Regular class meeting</b>	<b>Regular class hours, Sept 5</b>	<b>Classroom</b>
<b>Regular class meeting</b>	<b>Regular class hours, Sept 12</b>	<b>Classroom</b>
<b>One-on-one w/ Instructor #1</b>	<b>Your assigned time, Week of Tuesday, Sept 26</b>	<b>Instructor's office</b>
<b>One-on-one w/ Instructor #2</b>	<b>Your assigned time, Week of Tuesday, Oct 17</b>	<b>Instructor's office</b>
<b>Peer-group meeting #1</b>	<b>Regular class hours, Oct 24</b>	<b>Classroom/Library/agreed by group</b>
<b>Peer-group meeting #2</b>	<b>Regular class hours, Oct 31</b>	<b>Classroom/Library/agreed by group</b>
<b>One-on-one w/Instructor #3</b>	<b>Your assigned time, Week of Tuesday, Nov 14</b>	<b>Instructor's office</b>
<b>Peer-group meeting # 3</b>	<b>Regular class hours Nov 21 or TBA as decided by group</b>	<b>Classroom/Library/agreed by group</b>
<b>Regular class meeting</b>	<b>Tuesday, Nov 28</b>	<b>Classroom</b>