

Seton Hall University

eRepository @ Seton Hall

Diplomacy Syllabi

School of Diplomacy and International
Relations

Spring 2023

DIPL 4101/5101 Research Project and Diplomacy Thesis Honors Project

Assefaw Bariagaber Ph.D.

Follow this and additional works at: <https://scholarship.shu.edu/diplomacy-syllabi>

Course Syllabus (Spring 2023)
Research Project (DIPL 4101) and Diplomacy Thesis Honors Project (DIPL 5101)
School of Diplomacy and International Relations
Seton Hall University

Instructor: Dr. Asscfaw Bariagaber
Virtual Office Hours (on Microsoft Teams):
 Tuesdays: 7-8pm; Thursdays 3-4pm
 Other times – BY APPOINTMENT
Office: McQuaid 119
Mobile Telephone: 973-409-1145; Email: bariagas@shu.edu

I. About the Course

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 paper.* To this end, the course focuses primarily on the production of knowledge, while at the same time recognizing that knowledge production requires the ability to critically analyze knowledge produced by other scholars.

The course includes both in class and one-on-one meetings with the instructor, all in an effort to turn a general research problem/topic/issue into a researchable question, develop hypotheses, conceptualize and operationalize variables, locate primary and secondary data sources, and identify an effective research design. In most of the class sessions, students will make presentations, and this includes PowerPoint presentation in order to formally present the research findings and constructively critique one another's presentations. The one-on-one meetings with the instructor will focus on the instructor's feedback to students. In addition, two articles published in reputable, peer-reviewed journals will be reviewed in class by the instructor to learn how accomplished scholars communicate with the academic community.

It is hoped that, by the end of the semester, students should have acquired the ability to critically analyze published articles and reports, have an in-depth knowledge of a particular functional area and/or region of the world sufficient to contribute to the existing state of knowledge, and demonstrate an understanding of the social science research process, including skills to collect, sort, and evaluate information; analyze complex situations and synthesize information; and communicate effectively in oral and written form.

Note: Students who intend to conduct interviews may have to seek approval from the Office of Institutional Research Board (IRB) located in the Presidents Hall, especially if the data collection procedure(s) involves risk to human subjects and if the findings are to be disseminated outside of the classroom. This is an issue which Seton Hall University, the State of New Jersey, and the Federal Government see with utmost concern, especially if the interview and any other data collection method involve more than "minimal risk" to the research subjects. Since research involving human subjects may not begin without the IRB approval, you need to see the instructor to file the necessary papers as soon as possible. Given the lengthy process and the time needed for IRB approval, it is important to seriously think about the feasibility of conducting research involving human subjects. Completion of the research on time may be hard to meet unless IRB approval is granted very early in the semester.

II. Books

Required:

Booth, W., Colomb, G., and J. Williams. *The Craft of Research* (4th edition). Chicago and

London: The University of Chicago Press, 2016.

Recommended

Turabian, K. *A Manual for Writers of Term Papers, Theses, and Dissertations* (8th edition). Chicago and London, The Chicago University Press, 2013.

III. Course Expectations and Grading

Students should come to class meetings prepared to discuss the readings and to present their assignments to their colleagues and the professor. Students should come to each of the individual meetings with the professor prepared to present and discuss their assignments.

The final grade will be determined as follows:

- Critical review and anatomy of published articles of interest to you -- 15%
- Participation -- 10%
- Preliminary draft --15%
- PowerPoint presentation -- 20%
- Final paper -- 40%

Final course grade will be awarded according to the following scale:

- 92 - 100 = A
- 89 - 91 = A-
- 86 - 88 = B+
- 82 - 85 = B
- 79 - 81 = B-
- 76 - 78 = C+
- 72 - 75 = C
- 69 - 71 = C-
- 66 - 68 = D
- ≤ 65 = F

Remarks

1. Class attendance and participation are important, as there may be important oral communication from the instructor. Participation will be measured in terms of the contribution a student makes to the richness of class discussions and the overall success of the course. Therefore, class attendance will be taken.
2. The critical review of articles must be typed (font size = 12) and double-spaced with appropriate margins (one inch on all sides). It must be 3 pages long, and must include what the research question is, hypothesis or argument advanced, the variables in the study and their conceptualizations/operationalizations, design and analysis technique, the findings and whether or not the author has provided a convincing explanation/argument/ answer for the question.
3. Each student must seek approval of the research topic **before** starting the research process. The final research paper must be **firmly** based on the approved topic. Students may not change the topic and/or research questions, or risk getting zero. In case of an unavoidable need to make changes, the student must first secure the instructor's approval **before it is too late**.
4. The research paper must be roughly about 7,000 words total, including title, text, notes, bibliography, and tables; typed, double spaced, one-inch margins on all sides; and font size of 12.

It must also incorporate suggestions from the individual meetings with the professor and suggestions during the oral presentation made by students and the professor. Please also remember that all sources in the bibliography must be cited in the text and all sources cited in the text must appear in the bibliography.

5. Each student must make PowerPoint class presentation of the completed research paper on the date indicated below. The presentation must go beyond simple reading of the material in the PowerPoint presentation. Additional information will be communicated at a later date.
6. All work must be completed and submitted on **time**. You have 24 hours grace period; if not submitted by then, the instructor will deduct significant points or may decline to accept any project not handed on time. In the event that the instructor decided to accept a late submitted paper, the amount to be deducted will increase for each day after the grace period. No paper will be accepted if submitted beyond 4 days after the due date, and that means zero points for that paper.
7. Students must make their presentations according to schedule or risk getting zero, as it is virtually impossible to call students to a class session outside of those indicated in the course syllabus or squeeze in an additional student on another presentation date. I will try to accommodate students for legitimate reasons if I am informed early on. But once the presentation schedule is firmly set, then you have to make the presentation on that date.
8. Disability Services Statement -- 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 or by e-mail at DSS@shu.edu.
9. 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.
10. Academic Integrity & Dishonesty -- 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: <https://www.shu.edu/student-life/upload/Student-Code-of-Conduct.pdf> and <https://www.shu.edu/diplomacy/academic-conduct.cfm>.
Resources for academic integrity are on the course Blackboard page.

11. CAPS -- As part of our commitment to the health and well-being of all students, Seton Hall University's Counseling and Psychological Services (CAPS) offers initial assessments, counseling, crisis intervention, consultation, and referral services to the SHU community. The CAPS office is located on the second floor of Mooney Hall, room 27. Appointments can be made in-person or by calling 973-761-9500 during regular business hours, Monday-Friday, 8:45 a.m. - 4:45 p.m. In case of a psychological emergency, call CAPS (973-761-9500) at any time to speak to a crisis counselor. For more information, please visit: <https://www.shu.edu/counseling-psychological-services/index.cfm>
12. Citation Formats -- Papers should utilize one of the Chicago Manual of Style citation formats: Author-Date or Notes and Bibliography. The guidelines for these formats are on the course Blackboard page.
13. It is important that students maintain high class etiquette.

IV. Course Schedule

Week 1(1/19) – in class

About the course – readings, timelines, grading, etc.

Introduction to the research process and how this course may be related to DIPL 3800

Approaches -- quantitative and qualitative

Important components of a research paper

Getting to know you -- do you have a research problem or issue you would like to write a paper about? Do not worry if you do not have it at this time; that is what we will do in this course.

For next Week:

Critically read each of the articles below and answer the following: what is the research problem/topic/issue? The question? Hypothesis/thesis? Variables and conceptualization? Design? Type of approach?

1. Vanhanen, Tatu. Domestic Ethnic Conflict and Ethnic Nepotism: A Comparative Analysis, *Journal of Peace Research*, 1999, 36: 55-73.
2. Jacobsen, Karen. Can Refugees Benefit the State? *Journal of Modern African Studies*, 2002, 40: 577-596.

Please use JSTOR or other SHU databases to locate the articles – if unable ask SHU librarian or the instructor!!

Assignment – IF you have a research problem/issue/topic, please email me (by the weekend) a paragraph that describes the problem/issue or question you would like to write about.

Week 2(1/26): in class -- Identifying research questions, hypothesis/thesis, variables, measurements, etc. defining problems, and finding, using, and citing sources

Detailed discussion of the two articles above – focus on the problem/issue, question, hypotheses, variable identification and operationalization, thesis statements, and research design

Week 3(2/2): one-on-one meeting with the first 9 students in alphabetical order by last name – max 15 minutes for each student

Reading: Booth *et al.*, pp. 105-138

Assignment I: Research Topic Descriptions – due at meeting

Write descriptions of two research topics that you are considering, each a paragraph long. For each, what's the puzzle? Why is it interesting and important? Be prepared to present the descriptions to the professor.

Assignment II: Preliminary Bibliography – due at the beginning of class

Bring a bibliography with at least 10 potential sources on each of your research topics. This should help you to determine if there is enough information about your topic/s to continue with it or to choose one of the two. All sources should be academic books, journal articles, or primary materials such as government documents or institutional databases.

Please note: You may combine Assignment I and Assignment II in the same document, one following the other, for each of the two possible topics.

Week 4(2/9): one-on-one meeting with the remaining students in alphabetical order by last name -- max 15 minutes for each student

Reading: Booth *et al.*, pp. 105-138

Assignment I: Research Topic Descriptions – due at meeting

Write descriptions of two research topics that you are considering, each a paragraph long. What's the puzzle? Why is it interesting and important? Be prepared to present the descriptions to the professor.

Assignment II: Preliminary Bibliography – due at the beginning of class

Bring a bibliography with at least 20 potential sources on your research topics. This should help you to determine if there is enough information about your topic/s to continue with it or to choose one of the two. All sources should be academic books, journal articles, or primary materials such as government documents or institutional databases.

Please note: You may combine Assignment I and Assignment II in the same document, one following the other, for each of the two possible topics.

Week 5(2/16) – in class

Assessing existing research

Assignment: Preliminary Literature Review – student presentation!

Write 2-3-page critical review of two articles in *academic journals* that relate to your research topic. The review should compare and contrast the major arguments presented, the evidence used, the type of approach/analysis employed, limitations, if any, and findings. Most importantly, the review should propose how your research question relates to one or more debates within the academic literature.

Be prepared to present (not necessarily PPT) the review to the class in not more than 6 minutes. [Here, I am hoping to accommodate all 18 or so students.]

Week 6(2/23) – in class (instructor's lecture)

Hypothesis/thesis; Variables and Operationalization; and Research Design

You need to ask: what are the variables in the study: Dependent and independent variables;

What is the research design/strategy (that is, what are the steps one' takes in order to test/evaluate your hypothesis/thesis?)

Week 7(3/2) – in class student presentation

Research question, hypothesis/thesis, research design – due at the beginning of class

Assignment: make 5-6-minute-long oral presentation (not necessarily PPT) to the class on: the research question, why it is important, hypothesis/thesis, variables (dependent and independent), cases you will use, if any, data sources, and the research design you will use. [Here, I am hoping to accommodate all 18 or so students.]

Week 8(3/9) – Spring Break

Week 9 and 10(3/16 and 3/23) -- one-on-one

Discussion of the introduction and outline (and research progress at subsequent meetings)

Reading: Booth *et al.*, pp. 173-202

Assignment: Introduction and Outline – due at meeting

Bring a detailed 3–6-page introduction and outline. This should include the research topic and question, the policy and/or theoretical importance of the issue, the thesis statement (or set of hypotheses), and the plan for the paper. The outline should briefly describe the main points (and, preferably, the sources to be used) in each section.

Week 11(3/30) – in class

Presenting research in public and making revisions

Assignment: Preliminary draft – due at the beginning of class

Hand in the preliminary draft in hard copy at the beginning of class. The preliminary draft should be about 4,000 words and should include at least the introduction, the literature review section, some analysis of cases and data, and an outline of the remaining. Each student will make a presentation (not necessarily PPT) of the important points in the draft in not more than 6 minutes. [Again, I am hoping to accommodate all 18 or so students.]

Week 12(4/6) – Holy Thursday – no class

Week 13(4/13) –one-on-one

Individual meetings with interested students to discuss research issues (by appointment only)

Week 14 –16 (4/20, 4/27, 5/4) – in class PPT presentations

Student PPT presentations:

the first one-third of the class, in alphabetical order by last name, on (4/20);

the second one-third of the class in alphabetical order by last name, on (4/27)

the last one-third of the class in alphabetical order by last name on (5/4).

The PPT presentations should be 12-15 minutes long. Students should also be prepared to provide constructive critiques (including praise) of their fellow students.

Reading: Booth *et al.*, pp. 213-231.

Week 17 (5/11): Final Paper Due (earlier is welcome)

An electronic copy should be sent as an email attachment and a hard copy dropped off in my office by noon. Yes! both an electronic copy and a hard copy are required.