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Spring 2014

## DIPL 4101 AA Senior Research Project

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**The School of Diplomacy and International Relations**  
**Seton Hall University**  
**Senior Research Project**  
**DIPL 4101 AA**  
**Spring 2014**

Professor Naaborle Sackeyfio

Tuesdays, 11:00am-1:30pm (AA) Duffy Hall, Rm. 82

Office Hours: Tuesdays 3:30pm-4:30pm and by appointment

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**Course Summary:**

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. The course is structured to include both class and individual meetings. The first several weeks mix class and individual meetings with the professor to focus on helping students turn their research interests into a research puzzle, find and use primary and secondary sources, develop hypotheses, conceptualize variables, identify an effective research design, and present their ideas professionally in public settings. The next several weeks help students shape their particular projects, with a focus on writing, revising, and providing effective feedback to fellow students. During the last weeks the students formally present their research findings and constructively critique one another's presentations.

**Required Reading (available at the SHU Bookstore):**

Wayne Booth, Gregory Colomb, and Joseph Williams, *The Craft of Research* (Chicago: University of Chicago, 2008) 3<sup>rd</sup> Edition.

**Course Policy:**

- Academic Integrity/Plagiarism- Students are expected to honor the standards of academic integrity as outlined in the University catalog. 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://www.shu.edu/offices/community-development/community-standards/> <http://www.shu.edu/academics/diplomacy/academic-conduct.cfm>. If any policies seem unclear, feel free to contact the professor for additional clarification.
- Use of electronic devices for any purpose other than taking notes is not appropriate during class time. It distracts other students and the professor and will result in a lowered grade (in other words, do not use your laptop for email, shopping, Twitter, Facebook, and the like).
- Email Policy- I will do my best to get back to you within a minimum of 24 hours. However, I am not available on the weekends.

### **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:

- Writing assignments: 15%
- Participation: 15%
- Preliminary draft: 15%
- Oral presentation: 20%
- Final draft: 35%

### **Evaluation: Final Grades will be based on the following scale:**

A 94-100	B+87-89	C+ 77-79	D+ 67-69
A-90-93	B 83-86	C 73-76	D 60-66
	B- 80-82	C- 70-72	F 0-59

### Course Meetings, Readings, Assignments, and Due Dates:\*

\*Note: Any assignments may be turned in early

### **Weeks 1-3: Class and Individual Meetings**

#### Tue, Jan 14

Course overview and choosing a topic

Identifying research questions, defining problems, and finding, using, and citing sources

*Reading:* BCW (Booth, Colomb, & Williams), pp. 35-101, 273-276

#### Tue, Jan 21 (class):

Hypotheses, variables, thesis statements, causal claims, and research design

*Assignment:* **Preliminary Bibliography – due in class Tuesday, Jan 21**

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 choose one of two. All sources should be academic books, journal articles, or primary materials such as government documents or institutional databases.

#### Tue, Jan 29: Individual meetings

*Reading:* BCW, pp. 105-138

*Assignment:* **Research Topic Descriptions – due at meeting**

Write two descriptions of 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.

### **Week 4: Class Meeting**

#### Tue, Feb 4

Discussion of the bibliography, research question, and research strategy

*Reading:* BCW, pp. 139-151

*Assignment:* **Annotated Bibliography – due at meeting**

Bring a bibliography with at least 10 annotated sources. Below each of these 10 sources describe the article's key points and how they relate to your research in 3-4 sentences. Do not simply use the article's abstracts; use your own words. All sources should be academic books or journal articles. Be prepared to discuss progress and future plans.

## **Weeks 5-7: Class and Individual Meetings**

Tue, Feb 11

Assessing existing research

*Assignment:* **Preliminary Literature Review – due in class Tuesday, Feb 11**

Write a three-page review of *at least* five articles in *academic journals* that directly relate to your research topic. The review should compare and contrast the readings, stressing the major arguments presented, the evidence used, the type of analysis employed, limitations, and areas of contention between the authors. Most importantly, the review should propose how your research question relates to one or more debates within the academic literature. Be prepared to present the review to the class.

Tue, Feb 18 (Individual meetings)

Thesis statements and research strategies

*Assignment:* **Thesis Statement / Research Strategy – due at meeting**

Write a two-page thesis statement and research strategy that includes how the thesis relates to the state of the debate regarding your topic and what strategy you will use to assess your causal claims, including what cases you will examine and what data sources you will use.

Tue, Feb 25 (Class):

Thesis statements and research strategies

*Assignment:* **Thesis Statement / Research Strategy – due in class Tuesday, Feb 25**

Present a revised thesis statement and research strategy to the class in a 3-5 minute formal presentation that includes how the thesis relates to the state of the debate regarding your topic and what strategy you will use to assess your causal claims, including what cases you will examine and what data sources you will use.

## **Weeks 8-11: Individual meetings**

Tue, Mar 4, Mar 18, Tue, Mar 25

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

*Reading:* BCW, pp. 173-202

*Assignment:* **Introduction and Outline – due at meeting**

Bring a detailed 3-7 page introduction and outline. The introduction should not be more than 4 pages and should include the research puzzle, the policy &/or theoretical importance of the question/topic, 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.

## **Spring Break: March 11**

### **Week 12: Class meeting**

Tue, Apr 1:

### **Week 13: Class meeting**

Tue, Apr 8:

Presenting research in public and making revisions

*Assignment:* **Preliminary draft – due in class Tuesday, Apr 8**

Hand in the preliminary draft at the beginning of class and send an electronic copy as well. The preliminary draft should be at least 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 pages.

### **Week 14: Individual meetings**

Tue, Apr 15:

Discussion of ways to strengthen the preliminary draft

*Reading:* BCW, pp. 203-210, 232-269

### **Weeks 15 & 16: Class Meetings**

Tue, Apr 22, and Tue, Apr 29:

Student presentations

*Reading:* BCW, pp. 213-231.

*Assignment:* **Oral Presentation and Constructive Critique**

Students should come prepared to present their research, including the puzzle, thesis statement, findings, and conclusions. Presentations should be 10-12 minutes long and should include some kind of visual aid (overhead projector, PowerPoint presentation, or hand-out). Students should also be prepared to provide constructive critiques (including praise) of their fellow students. To this end, I will provide a peer review critique guidelines to help you assess your peers.

### **Thursday, May 8: Final Paper Due (earlier is welcome)**

Final drafts are due. An electronic copy should be sent to my email address and a hard copy placed in my mailbox by noon. Both an electronic and a hard copy are required.

Requirements:

- 7,000 to 9,000 words total, including title, text, notes, bibliography, and tables (roughly 25-30 pages)
- Typed, double spaced, one-inch margins
- Must incorporate suggestions from the individual meetings with the professor and from the oral presentation
- Must include appropriate citation method, and all sources in the bibliography must be cited in the text