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Diplomacy Syllabi

School of Diplomacy and International  
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Fall 2023

## DIPL 4101 AB 5101 AB Senior Research Project/Diplomacy Honors Thesis Project"

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*Seton Hall University*

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**School of Diplomacy and International Relations**  
**DIPL 4101AB: Senior Research Project and**  
**DIPL 5101AB: Diplomacy Honors Thesis Project**  
**Wednesdays, 2–4:30, Muscarelle Hall 206 (aka SH 206)**

Professor: Benjamin Goldfrank

Student Hours: Tuesdays, 10:30-12; 4:30–5:30;

Wednesdays, 4:30-5:30

Sign up: [tinyurl.com/y4gptfxn](https://tinyurl.com/y4gptfxn) (if no times work, email me)

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Email: benjamin.goldfrank@shu.edu

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 / Honors Thesis Project. The course structure includes 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 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 and constructively critique one another's presentations.

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:

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

Reading (available at the SHU Bookstore):

Wayne Booth, Gregory Colomb, Joseph Williams, Joseph Bizup, and William FitzGerald,  
*The Craft of Research* (Chicago: University of Chicago, 2016) 4<sup>th</sup> Edition.

(Also available at SHU library: <https://library.shu.edu/c.php?g=1105958&p=8063823>)

Course Meetings, Readings, Assignments, and Due Dates:

**Weeks 1-2: Class Meetings**

Wednesday, Aug 30 (class):

Course overview and choosing a topic

Identifying research questions and puzzles

Wednesday, Sep 6 (class with Librarian, Michael Murphy):

Finding, using, and citing sources

*Reading:* COR (*Craft of Research*), pp. 33-104, 271-274

*Assignment:* **Start on Preliminary Bibliography – due the following week**

### **Weeks 3-5: Individual Meetings**

Wednesday, Sep 13 or Wednesday, Sep 20 (individual meetings):

Discussion of research topics, questions, and bibliographies; meet once (2X if needed)

*Reading:* COR, pp. 105-140

*Assignments:* **Research Topic Descriptions**

Write two descriptions of research topics that you are considering, each a paragraph long. What's the puzzle? Why is it interesting and important? (This could be the same general topic but approached with a different research question and/or method; or it could be two distinct topics.)

#### **Preliminary Bibliography**

Bring a bibliography with at least 20 potential sources on your research topic or topics (if two topics, do 10 and 10). 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. Use the proper format.

Wednesday, Sep 27 – (individual meetings):

Discussion of the bibliography, research question, and research strategy

*Reading:* COR, pp. 141-154

*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, journal articles, or datasets. Be prepared to discuss progress and future plans.)

### **Weeks 6-7: Class Meetings**

Wednesday, Oct 4 (class):

Assessing existing research

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

*Assignment:* **Preliminary Literature Review – due in class for group peer review; then Oct 5 if changes needed**

Write a three-page review of *at least* five articles *in academic journals or books* that directly relate to your research topic. The review should compare and contrast the articles, 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 show how your research question relates to one or more debates within the academic literature. Be prepared to present and discuss with your group.

Wednesday, Oct 11 (class):

Thesis statements and research strategies

*Assignment:* **Thesis Statement / Research Strategy – due in class**

Write and present a two-page thesis statement and research strategy to the class in a 3-4 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 8-10: Individual meetings**

Wednesday, Oct 18 or Wednesday, Oct 25 (individual meetings):

Discussion of the introduction and outline (and research progress); meet once (2X if needed)

*Reading:* COR, pp. 173-213

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

Bring a detailed 3-7 page introduction and outline. The introduction should be 3-4 pages and should include the research puzzle, policy &/or theoretical importance of the question/topic, thesis statement (or set of hypotheses), and plan for the paper. The outline should briefly describe the main points (and, preferably, the sources to be used) in each section.

Wednesday, Nov 1 (Optional individual meetings):

Discuss progress on preliminary draft

**Week 11: Class meeting**

Wednesday, Nov 8 (class):

Presenting research in public and making revisions

*Assignment:* **Preliminary draft – due in class for peer review; then Nov 9 with any changes needed**

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 12: Individual meetings**

Wednesday, Nov 15 (individual meetings):

Discussion of ways to strengthen the preliminary draft

*Reading:* COR, pp. 232-268

**\*\*\*Thanksgiving Break (no class on Wednesday, Nov 22)\*\*\***

**Weeks 13–14: Class Meetings**

Wednesday, Nov 29, and Wednesday, Dec 6 (class):

Student presentations

*Reading:* COR, pp. 214-231.

*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 10-13 minutes long. Students should also be prepared to provide constructive critiques (including praise) of their fellow students.

### **Friday, Dec 15: Final Paper Due (earlier is welcome)**

Final drafts are due by 4:30 p.m. An electronic copy should be uploaded to Canvas and a hard copy placed in my mailbox.

(Pro tip: Ask a peer or the Writing Center to review your paper before turning in the final draft.)

#### **Final Paper Requirements:**

- For DIPL 4101: 7,000 to 8,500 words total, including title, text, notes, bibliography, and tables (roughly 25-30 pages); for DIPL 5101: 9,000 to 11,000 words total, including title, text, notes, bibliography, and tables (roughly 33-40 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

#### Important Notes:

##### **Student Learning Outcomes**

By the end of the semester, students should have acquired in-depth knowledge of a particular functional area and/or region of the world and knowledge and understanding of the social science research process. Students should also have developed the skills to: collect, sort, and evaluate information; analyze complex situations and synthesize information; integrate different fields of study in analysis of a complex world; and communicate effectively in oral and written form.

##### **Academic Integrity**

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>

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

Presenting content from AI tools, such as ChatGPT, as if it were one's own is a new form of academic dishonesty and will be treated as such. If you use AI tools for checking your own ideas for assignments, you should prepare a separate report indicating what you did and how it was helpful (but be aware that AI tools are unreliable and that their use may stifle your own creativity and development of cognitive skills).

Resources for academic integrity are on the course Canvas page.

Use of electronic devices for non-class purposes is not appropriate during class time. It distracts other students and the professor and will result in a lowered grade.

##### **Citation Style**

Papers should utilize the Chicago Manual of Style Author-Date citation format. The guidelines for this format are on the course Canvas page.

##### **Late or Incomplete Assignments**

Students who anticipate not being able to complete an assignment on time should inform me as soon as possible. Please communicate. Late assignments without communication will receive lower grades.

## **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, Wednesday-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-psychologicalservices/index.cfm>

## **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](mailto:DSS@shu.edu).

## **Potentially Useful Websites**

Seton Hall Library Resource Guides: <https://library.shu.edu/subject-guides>

## **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 academic standing.

## ***Links for Student Hours Sign-Up***

Sign up for Student Hours here: <https://tinyurl.com/y4gptfxn>

(If none of the time slots available works for you, email me with a few alternative days/times.)

Sign up for Individual Meetings on Wednesdays (when there's no class meeting) here:

<https://tinyurl.com/2p8dvuwy>