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Diplomacy Syllabi

School of Diplomacy and International
Relations

Spring 2024

DIPL 6311 NA Master's Research Project

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Master's Research Project (DIPL 6311NA)
School of Diplomacy and International Relations
Seton Hall University (Spring 2024)

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Virtual Office Hours (Microsoft Teams): Tuesdays and Thursdays, 3:45-4:45pm
+ By APPOINTMENT at other times

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I. About the Course

The primary objective of the course is to produce a well-researched, quality paper by applying the principles and approaches in empirical scientific research (which you covered in DIPL 6310 and for which you have received a course grade of "C" or above) to actual research endeavors. That is, the *primary objective is knowledge production* on relevant topics in international relations. The *secondary objective is critical consumption of existing knowledge* on relevant topics in international relations. The latter pertains to understanding and critically analyzing studies conducted by scholars in a field of study, as it would be virtually impossible to write a quality paper without understanding the state of knowledge of a particular topic in that field of study. As in any legitimate research endeavor, therefore, the course begins with the development of a well-conceived and well-developed research proposal (or research design) that will culminate in the production of a well-researched quality paper. I understand that you have all submitted research proposal/design in fulfillment for the requirements in DIPL 6310; therefore, each student is expected to include, among other things, the following six items, both in the **proposal** (except for item #5) and in the **completed** research paper:

- (1) Description of the problem/issue and why it is significant or important. This section includes statement of the problem/issue and why it is of academic and/or policy interest, the research question(s) raised, and the hypothesis(es)/proposition(s) formulated.
- (2) Literature review and how the study is related to studies that have been conducted previously. What will the study add to the existing knowledge on the issue? In other words, one needs to locate the problem within the extant literature and identify the gap/void to be filled.
- (3) Variable definition/conceptualization, operationalization, and measurement (the latter is especially important if the study is quantitative), and the design and data collection methods.
- (4) Analysis techniques (statistical or otherwise), and why this is a particularly appropriate approach for the study.
- (5) Result interpretation, discussion, and/or conclusion.
- (6) Citations of works based on one of the two *Chicago Manual of Style* citation formats: Author-Date or Notes and Bibliography.

To help you accomplish the secondary objective, among other things, you will critically read two articles published in reputable journals (please see next page for the articles). Based on your reviews, you will submit a critical analysis of each of the two articles, *focusing on whether items #1 thru #6 listed above have been sufficiently addressed*. To reiterate: please do not write general statements or give a general critique of the paper; rather, you have to be specific in your assessment by quoting (or paraphrasing) and by concretely indicating the presence (or the absence, if that is the case) of each item #1 thru #6.

This course may be seen as the Master's program "capstone" course, *where you are expected to show what you have learned over the last two years in the program by writing a well-conceived, thoroughly researched, and*

meticulously prepared paper of publishable quality. Therefore, you are required to spend ample time to plan and equally ample time to write the best paper that you can possibly write.

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 consider the feasibility of conducting research involving human subjects. Completion of the research in one semester may be hard to meet unless IRB approval was granted well ahead of time.

II. Reference materials:

Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations* (6th Edition). Chicago and London, The Chicago University Press, 1996.

Booth, Wayne C. *et al. The Craft of Research*. Chicago and London: The University of Chicago Press, 1995.

Frankfort-Nachmias, C. and D. Nachmias. *Research Methods in the Social Sciences* (6th edition). New York: Worth Publishers, 2000.

Berg, Bruce L. *Qualitative Research Methods for the Social Sciences* (5th edition). Boston: Pearson Education, Inc. 2004.

Articles for critical review, all available in JSTOR.

Salehyan, I. and K. S. Gleditsch. Refugees and the Spread of Civil War, *International Organization*, 2006, 60:335-366. This may be taken as an example of a mixed methods approach...

Vanhanen, Tatu. Domestic Ethnic Conflict and Ethnic Nepotism: A Comparative Analysis, *Journal of Peace Research*, 1999, 55-73. This may be taken as an example of a quantitative approach ...

Lijphart, A. The Puzzle of Indian Democracy: A Consociational Interpretation. *American Political Science Review*, 1996, 90: 258-268. This may be taken as an example of a qualitative approach...

The selection of two articles for critical review of each will be based on the following:

For qualitative approach – Lijphart and Salehyan/Gleditsch

For quantitative or mixed methods approach – Vanhanen and Salehyan/Gleditsch

Other Resources:

Graduate Services Guide (General for all programs): <https://library.shu.edu/gradservices/>

Diplomacy Graduate Remote Research Guides: <https://library.shu.edu/diplomacy-remote>

Data Services Guide (with form to request data support): <https://library.shu.edu/data-services>

For more information on library resources, please contact Michael Murphy, MI; Politics, Policy, and Data Librarian.

III. Course Requirements and Grading

1. Critical review of two published articles as indicated above, carrying a maximum of 15 points (15%) to be submitted on 2/6/2024.

2. Research proposal PowerPoint (PPT) presentation and a written submission (in hard copy) of the completed proposal. The completed written proposal, due on 3/12, carries a maximum of 15 points (15%).
3. PowerPoint (PPT) presentation of the completed (or near completed) research paper carrying a maximum of 20 points (20%) to occur on 4/30/2024 and 5/7/2024.
4. A well-developed research paper carrying a maximum of 40 points (40%) to be submitted in a *hard copy and electronically* on 5/14/2024. You are required to choose one or the other citation style, both of which are posted on the Course Canvas.
5. Class participation carries a maximum of 10 (10%) points. This includes your participation and contribution during class sessions, including instructor lectures, and student PPT presentations of both the research proposal and the final paper.

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

93 - 100 = A
 89 - 92 = A-
 85 - 88 = B+
 81 - 84 = B
 77 - 80 = B-
 73 - 76 = C+
 69 - 72 = C
 65 - 68 = C-
 61 - 64 = D
 < 61 = F

Remarks

1. Students are expected to attend classes regularly based on the Course Schedule below and will be held responsible for materials covered in class. A high rate of participation is expected of each student because it will be an asset in borderline grades.
2. This course is an in-person course, and no student will be allowed to follow any regular class session remotely.
3. The critical review of two articles must be typed (font size = 12) and double-spaced, with one-inch margins on all sides, each 2-3 pages long, and must *demonstrate* (in specific and concrete ways) whether or not the items listed on the first page of this course syllabus are included – directly or indirectly – or not included in the paper.
4. The research proposal must be typed (font size = 12) and double-spaced, with one inch margin on all sides, and 8-10 pages long, including footnotes/bibliography. You must include page numbers! I will go over the proposal with each student; however, proposals will not be returned to students.
5. The research paper must be typed (font size = 12), double-spaced with one inch margin on all sides, and about 24-27 pages long, including footnotes and bibliography, and must be handed by the due date *in hard copy and electronically, as Word attachment. The submission of an electronic copy will help guard against any plagiarism.* You must include page numbers!
6. Each student must seek approval of the research topic **before** starting the research. The final research paper must be **firmly** based on the approved proposal. Once approved, students may not change the topic, questions, and/or methodology unless approved by the instructor; if not, you risk getting zero. In

case of an unavoidable need to amend/modify the proposal, the student must first secure the instructor's approval **before it is too late**.

7. Each student must make his/her PPT of the proposal and the completed paper on the specified dates. *Please remember that the presentations are made to the class, and not to the instructor only.* It is important that (i) the PPT slides are well-organized and are readable from a distance, (ii) the student's oral presentation must explain the issues and go well beyond reading of what is written on the slides, and (iii) the material must be presented with confidence.
8. Each student is required to periodically update the instructor on the progress of his/her research and must meet with the instructor **at least once** after the submission of the proposal. Please remember these meetings will deal with the progress of the research and will occur after the proposal is duly graded and reviewed by the instructor with the student.
9. I expect and will appreciate students who respect deadlines for submission of written assignments. Be it as it may, I will extend a 24-hour grace period after the due date. Any submission of written assignments beyond the grace period will incur a deduction of 5% of points each day after the grace period and will be zero if submitted after 5 calendar days.
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>. In addition, students may not use Artificial Intelligence (AI) tools, such as ChatGPT. Any use of AI tools will be considered plagiarism.
11. 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 failing grades 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.
12. 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.
13. 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>

14. Papers should utilize one of the *Chicago Manual of Style* citation formats: Author-Date or Notes and Bibliography. The guidelines for these formats are posted on the Course Canvas.
15. It is particularly important that students maintain high class etiquette.

IV. Course Schedule

1/23

General introduction

Course readings, schedule, timelines, grading, important remarks, etc.

Introduction to the research process and how this course may be related to DIPL 6310

The scientific method

Empirical scientific research – the research problem! Example!

1/30

Pitfalls in the research endeavor

- (a) Planning (need ample time to plan, organize/ prepare, and draft the research paper)
- (b) The need for sufficient variation of the dependent and independent variables
- (c) Deciding and locating data sources
- (d) Identifying appropriate methodology – measurement levels and statistical technique

Assignment (due on 2/6) -- critical review of each of TWO published articles (the basic question one needs to ask is: does the article include each of the items listed on page 1 of this syllabus? If so, where; please quote, including page number. Be specific!! *Remember! I am not looking/asking for a summary or a critique of the articles.* This is GRADED!

Salehyan/Gleditsch – required for all students!

Vanhanen – qualitative only

Lijphart – quantitative only

2/6

Characteristics of a research proposal?

The structure of an academic research paper – qualitative and quantitative

Assignment due today!

Example(s) of a research problem/issue

Research question, variables (DV and IV), hypothesis(es), operationalization of the variables, data sources, analysis

Assignment – (due as email attachment by 2/13) – 1-2-page description of the research topic/issue you would like to work on. Please include: the research problem/issue, the research question(s), the hypothesis proposed or argument advanced, and why the research is significant (or important). Instructor's approval or non-approval of the research topic will depend on this and modifications thereof, if warranted.

Readings:

My guidelines for DIPL 6310 – posted on Canvas

Orosz, J. "Twelve Characteristics of a Good Proposal." Available at: <https://www.ncfp.org/wp-content/uploads/2018/09/Twelve-Characteristics-of-a-Good-Proposal-The-Grantmaking-School-2000-twelve-characteristics-of-a-good-proposal.pdf>

Frankfort-Nachmias and Nachmias, Appendix B.

Berg, Ch. 12

2/13

Research proposal development/writing (one-on-one meeting)

Meeting with each student (in alphabetical order by last name) in my office for about 20 minutes during class time (5:00-7:10pm) to discuss topic and proposal development. If I cannot meet each student due to time constraints, I will meet with the rest at other times.

2/20

Student proposal PPT presentation (15 minutes max). The schedule of presenters will follow the alphabetical order by last name. The first half of the class will make their presentations on this date.

2/27

No formal class – one-on-one meeting with interested students only – Please make an appointment!

3/5

Spring Break

3/12

No class -- **Proposal due date!** GRADED! Please, submit in hard copy in my office by 5:30pm. I welcome submission before the due-date.

3/19

One-on-one meeting with each student to go over the proposal – 15 minutes each

3/26, 4/2, 4/9, 4/16, 4/23 -- **No formal classes** will be held during these days.

The instructor will hold one-to-one meetings with students between 7:35pm and 9:45pm on issues related to individual projects. Please remember, each student is required to schedule an appointment to update the instructor on the progress of the research at least once (and hopefully more) during these dates. Record of meetings will be kept.

4/30

PPT Presentation of the research paper (22 minutes max). The schedule of presenters will follow the reverse alphabetical order by last name. The first half of the class (in reverse alphabetical order!) will make their individual presentation on this date. The presentation must include detailed items included in proposal presentation and continue with the findings, the discussion thereof, and the conclusion. GRADED!

5/7

PPT Presentation of the research paper (22 minutes max). The schedule of presenters will follow the reverse alphabetical order by last name. The second half of the class (in reverse alphabetical order) will make their individual presentation on this date. The presentation must include detailed items included in the proposal and continue with the findings, the discussion thereof, and the conclusion. GRADED!

5/14

Research paper due date. Please submit the hard copy in my office (slide under the door) and email the electronic copy, as Word attachment, by 5-30pm. GRADED!