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Diplomacy Syllabi

School of Diplomacy and International  
Relations

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Fall 2015

## DIPL 1711 Introduction to International Relations

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*Seton Hall University*

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**Course Syllabus: Introduction to International Relations (DIPL 1711)**  
**School of Diplomacy and International Relations**  
**Seton Hall University**  
**Time: Thursday, 11:00 AM – 1:30 PM**  
**Location: DH 80**

Instructor: Borislava Manojlovic, PhD  
Email: borislavam@gmail.com  
Phone: 571 406 9099  
Office Hours: By appointment

## **I. Course Introduction and Objectives<sup>1</sup>**

This course is an introduction to the field of International Relations –its basic concepts, theories and central concerns such as war and peace, conflict and cooperation, poverty and prosperity. The course will provide you with an understanding of the basic concepts in the field, including power, interdependence, sovereignty and globalization. We will examine different levels of analysis that structure this inquiry, and learn the different ways in which scholars of global politics explain evolution and functioning of the international system. The course will focus on the nation-state, historically the primary actor in IR, as well as examine the growing role of non-state actors, including non-governmental and international organizations as well as social movements. Students will develop a basic understanding of different theoretical approaches and utilize these lenses to explain international events, applying this knowledge to explain and understand the relations of different actors in the international system. As a course designed to meet the Oral Communication Proficiency, students will also be expected to demonstrate and hone oral and written communications skills.

Learning Outcomes:

1. Familiarity with the basic concepts, theories and perspectives of IR to understand and analyze world events of your time
2. A foundation from which to critically think about, analyze and relate current issues to contemporary IR
3. Application of theoretical concepts and theories in analyzing real-life cases.

## **II. Course Requirements**

### **Required Texts:**

1. Jackson, Robert H, and Georg Sørensen. 2010. *Introduction to International Relations: Theories and Approaches*. New York: Oxford University Press.
2. Nye, Joseph S. 2009. *Understanding International Conflicts: An Introduction to Theory and History*. New York: Pearson Longman.
3. Other readings may be assigned throughout the semester and they will be made available on blackboard so you avoid incurring the additional expense of purchasing a reader.

- **Attendance and Participation: (10 points)** Attendance is extremely important because the

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<sup>1</sup> The instructor reserves the right to change, add, or delete material or otherwise alter this document as she deems fit.

course will be interactive in nature. Participation in the class discussions is critical to student learning and to exhibit that the required material is being read. Students should read and reflect on the readings ahead of time in order for class sessions to have the most value. Students can also participate by asking questions, circulating emails, organizing study groups, exchanging writing or introducing new ideas and resources. Excessive absences may result in a failing grade.

- **Student debates (10 points):** During debates, you will have the opportunity to discuss and debate controversial issues in international relations, that is, issues on which there is disagreement, and reasonable, strong arguments can be made on both sides. The topics of debates will be distributed in class.

The debates will be run using a panel format, with two or three class members adopting the pro (yes) side of an issue and two or three others, the con (no) side. Panel members on both sides will present arguments on their respective sides. Following the arguments, the discussion will be opened up for questions, comments, and criticisms from the general class. Each student will participate on a panel for one issue, selected at random at the beginning of the term. Each student on the pro and con side will present his/her arguments for 10 minutes (30 min for each team) followed by the Q & A from the class. To prepare your debate, you can use readings provided on the Blackboard or in textbooks, but you are also encouraged to conduct a research and find additional sources that can support your arguments.

- **Debate paper (5 points): on the day of the debate,** each panelist must also provide the instructor with a short paper (maximum two pages, 12 point font, Times New Roman, double spaced) on your preparation and research for the debate. The paper will be collected at the beginning of class. The paper should address the following:
  1. A summation of your position stand in the debate and the reasons for your stance
  2. A description of the distribution of work within the group (who did what).
  3. What you liked about the assignment and what difficulties you had with the assignment
  4. A list of references consulted in the preparation for the debate (any reference style can be used, but be consistent). The reference list is not included in the page limit.
- **Group presentation (25 points):** Students in this class will be divided into groups of 4 to 5 people. Each group will conduct a research project to explore the deep sources of a current international conflict of their choice and suggest ways of addressing it. In this project, you should apply concepts and theories from the readings on the case that you have chosen. Each group will submit an outline on the group's findings prior to the presentation (as bullet points or notes, 2- 5 pages, double-spaced) to the instructor and through an oral presentation to the class.
- **Midterm and final exams (50 points):** There will be a midterm exam worth 25 points and a final take-home exam worth 25 points. Midterm exam should be 3-6 pages long and the final take home exam should be 7-10 pages long (double-spaced, font 12, Times New Roman font, 1'-margin). For each paper, you will be asked to choose one out of three questions and reflect critically on it using materials covered in the class.
- Delays, deferrals, or a grade of "incomplete" for the course will be given only in cases of personal or immediate family crisis. Late papers will receive penalized points.

## Grading Scale

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

### III. Academic Integrity

All students are required to abide by Seton Hall's rules concerning academic integrity, which are discussed in detail in the college catalog. Students are expected to submit their own work, and to give credit when and where credit is due. Any form of cheating -- fraud, copying, submitting another's work, submitting internet papers, plagiarism, etc. -- will result in an "F" for the course.

### IV. Disabilities

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).

### V. Class Calendar

Week 1 (3 Sep)

Subject: Introductions/Studying IR

Sign up for presentation and debates

Week 2 (10 Sep)

Subject: Classical Theories

Readings: Jackson, Robert H, and Georg Sørensen. 2010. *Introduction to International Relations: Theories and Approaches (Chapters 1, 2, 3, 4)*

**Debate 1: Liberal vs. realist approach to crisis in Ukraine?**

Week 3 (17 Sep)

Subject: International society and the concept of responsibility

Readings: Jackson, Robert H, and Georg Sørensen. 2010. *Introduction to International Relations: Theories and Approaches (Part 2: Chapter 5)*

Hoskins, Te Kawehau, Betsan Martin, and Maria Humphries. 2011. "The Power of Relational Responsibility." <https://jyx.jyu.fi/dspace/handle/123456789/37277> (Blackboard)

**Debate 2: Does responsibility to protect justify use of drones?**

Week 4 (24 Sep)

Subject: Constructivism, interdependence and cooperation

Readings: Jackson, Robert H, and Georg Sørensen. 2010. *Introduction to International Relations: Theories and Approaches (Part 3: Chapters 8, 9)*,

**Debate 3: Is European Union a viable project?**

Week 5 (1 Oct)

Subject: Intervention, institutions and conflict

Readings: Nye, Joseph S. 2009. *Understanding International Conflicts: An Introduction to Theory and History* (Ch. 6; pp. 163-201)

Ayub, Fatima, and Sari Kouvo. 2008. "Righting the Course? Humanitarian Intervention, the War on Terror and the Future of Afghanistan." *International Affairs* 84 (4): 641–57.

(Blackboard) <http://onlinelibrary.wiley.com/doi/10.1111/j.1468-2346.2008.00730.x/pdf>.

**Debate 4: Is intervention in Afghanistan a success?**

Week 6 (8 Oct)

Subject: Transnational actors

Readings: Nye, Joseph S. 2009. *Understanding International Conflicts: An Introduction to Theory and History* (Ch. 8, pp. 299-308)

Jackson, Robert H, and Georg Sørensen. 2010. *Introduction to International Relations: Theories and Approaches* (pp. 278-284)

Mendick, Tim Ross David Barrett, Colin Freeman in Calais and Robert. 2015. "Calais Crisis: 'This Is a Global Migration Crisis.'" August 1.

<http://www.telegraph.co.uk/news/politics/11778497/This-is-a-global-migration-crisis.html>.

**Debate 5: Are immigrants a burden or an asset for the host societies?**

Week 7 (15 Oct)

**Subject: Midterm exam**

Week 8 (22 Oct)

Subject: Social movements and non-violent struggle

Reading: Chenoweth, Erica, and Maria J. Stephan. 2011. *Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict*. Columbia University Press. (Ch. 1, 2, 3); Blackboard

Sharp, Gene. 2005. *Waging Nonviolent Struggle: 20th Century Practice and 21st Century Potential* (chapters 1, 3); Blackboard

Film screening: Bringing down a Dictator

**Debate 6: Does non-violent struggle lead to more sustainable peace?**

Week 9 (29 Oct)

Subject: International terrorism

Readings: Jackson, Robert H, and Georg Sørensen. 2010. *Introduction to International Relations: Theories and Approaches* (pp. 278-288),

Cronin, Audrey Kurth. 2015. "ISIS Is Not a Terrorist Group." *Foreign Affairs* 94 (2): 87–98; (Blackboard)

**Debate 7: Is force the best way to fight terrorism?**

Week 10 (5 Nov)

Subject: A new world order?

Reading: Nye, Joseph S. 2009. *Understanding International Conflicts: An Introduction to Theory and History* (Ch. 9; pp. 256-288),

Jackson, Robert H, and Georg Sørensen. 2010. *Introduction to International Relations: Theories and Approaches* (pp. 293-301),

International Crisis Group. 2015. Iran Nuclear Talks (Blackboard)

***Debate 8: Has patient diplomacy been the best approach to Iran's nuclear program?***

Week 11 (12 Nov)

Subject: Globalization, environment and interdependence

Reading: Nye, Joseph S. 2009. *Understanding International Conflicts: An Introduction to Theory and History* (Ch. 7; pp. 202-229)

Jackson, Robert H, and Georg Sørensen. 2010. *Introduction to International Relations: Theories and Approaches* (pp. 288-393),

***Debate 9: Is Globalization Good for the Poor?***

Week 12 (19 Nov): Presentations

Week 13 (26 Nov): Thanksgiving break

Week 14 (3 Dec): Presentations

Week 15 (10 Dec)

Subject: What have we learned?

Conclusion and feedback

**Final Exam (due 18 Dec)**