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Fall 2014

DIPL 6000 Introduction to International Relations Theory and Diplomacy

Brian K. Muzas PhD
Seton Hall University

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Introduction to International Relations Theory and Diplomacy

Fall 2014

DIPL 6000 NA M 7:35pm-9:45pm Duffy Hall 82	DIPL 6000 NB T 7:35pm-9:45pm Duffy Hall 82	DIPL 6000 R 7:35pm-9:45pm Duffy Hall 82
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Instructor: Rev. Brian K. Muzás, Ph.D.

Office hours: M 6:30pm-7:30pm

T 6:30pm-7:30pm

R 6:30pm-7:30pm

Other times by appointment

Office: 101D McQuaid Hall

McQuaid Tel.: (973) 313-6022

Boland Tel.: (973) 761-9137 (please do not call before 9am or after 9pm)

E-mail brian.muzas@shu.edu

Course Description and Objectives

This course is designed to introduce students to the major theoretical traditions of international relations and diplomacy. We will begin with a critical investigation of the competing assumptions and concepts that form the heart of various or maybe traditional theoretical approaches to the study of world politics. As a class we will discuss the key actors, processes, and variables highlighted by each theory, and assess their relative strengths and weaknesses. Throughout this investigation, we will consider various theoretical tradeoffs relating to the issues such as levels of analysis, parsimony versus accuracy, and the types of research questions being addressed.

There is an important underlying goal of the course: to provide students with an opportunity to improve their ability to engage in critical analysis. As a result, the course will be centered on the examination of competing theoretical perspectives. It is expected that students will use this course to develop further three sets of skills: the ability to read complex material both quickly and effectively; the ability to write cogent analysis and include independent thinking; and the ability to speak, drawing on persuasive and reasoned oral arguments.

Course Materials

For this course, students will read selections from two collections of academic writing on international relations theory, one book of case studies, Waltz's classic *Man the State and War*, and Lebow's recent book on ethics in international relations. The five books listed should be available for purchase in the University bookstore.

1. Kenneth Waltz, 2001(1959). *Man the State and War*.
2. Richard Betts, 2013. *Conflict After Cold War: Arguments on Causes of War and Peace*, 4th edition.
3. Robert Art and Robert Jervis, 2013. *International Politics: Enduring Concepts and Contemporary Issues*, 11th edition.
4. Kendall Stiles, 2013. *Case Histories in International Politics*, 7th edition.
5. Richard Ned Lebow, 2007. *Coercion, Cooperation, and Ethics in International Relations*.

Student Responsibilities

Class participation, 20% of course grade

This course will involve lecture as necessary, but the primary format for class sessions will be discussion. As a result, students must do the readings before class so they can regularly participate in class discussions. The difficult nature of some of the readings makes it crucial for students to engage the course material in search of their own perspectives on the issues addressed in this course. Active, meaningful participation required. Each absence (beyond two excused) will reduce your final grade by 2%.

Journal, ten entries, 20% of course grade

Students will keep a journal covering their reactions to the theoretical readings across the course. The due date for each journal entry is indicated in the list of topics below and should be turned in at the beginning of class that day. Each entry should be two double-spaced typed pages long (no longer). Journals will not be graded on a letter scale like the papers; instead, journals will receive a check, check plus, or check minus depending on how well the entries engage the assigned readings.

Students should at a minimum seek to create short, one-paragraph summaries of each author's main points. Summaries will help you keep the readings straight for the papers, final exam, and future reference. In order to get a check plus on the journal entries, students must go beyond simple summary. Journal entries provide the opportunity to analyze the assumptions and key factors present in each theoretical tradition, to compare and contrast different theories as the semester progresses, to apply different theories to real world events, and to pose discussion questions for class.

First Paper, 20% of course grade

What can theory tell us about the real world? What can the real world tell us about theory? This paper is designed to have you draw upon the theoretical material from the first six

weeks of the course and apply one theory or one theoretical reading to a real-world problem in international relations and diplomacy. Evaluate the theory in terms of the ongoing real-world crisis or relationship. The paper should be about 8 to 10 pages long. Your research can include both library and internet resources, but students need to thoughtfully judge the quality of each source they find. (This caveat is especially true for internet sources.) The papers must explicitly and specifically draw upon the course readings. The paper should be formatted according to the Chicago style guide and citations must follow the Chicago rules for citations (either footnotes or parenthetical).

For the content of the paper, you should include a clearly written introduction which identifies the case you will address, the key theory or concepts from the readings which you will use for your analysis, and a clear thesis statement. It will be impossible to cover all relevant information for your case, so you must make thoughtful judgments about which issues to investigate. Beyond the actual content of the paper, consideration will be paid to stylistic elements such as clarity of writing, a logical organizational structure, and the effective use of supporting citations and evidence.

This paper is due at class time the seventh week of class (Oct. 20th, 27th, or 31st).

Second Paper, 20% of course grade

How can we reconcile theories that suggest different ways to understand international relations? How do we adjudicate between competing theories? The purpose of this paper is for you to engage the theoretical readings in a well-organized and well-written critical analysis. The paper should be 8 to 10 pages long and must include explicit citations to the relevant course readings and any outside readings you consult. The paper should be formatted according to the Chicago style guide and citations must follow the Chicago rules for citations (either footnotes or parenthetical).

The assignment is to compare, contrast and synthesize two competing theories. How do they differ? Why do they differ? How can these differences be reconciled? The paper may include some brief summary of the theories you are investigating but it absolutely must include independent thinking that extends beyond issues covered in class discussion. For most students, the paper will strive to synthesize and compare different competing conceptualizations from class.

This paper is due at class time the twelfth week of class (Nov. 24th, 30th, or 1st).

Take-Home Final Exam, 20% of course grade

The final exam will take the form of an 8 to 10 page paper, due at the time of the final exam as determined by Academic Services. The exam will require students to integrate and evaluate theoretical perspectives from across the semester. This paper will give you a chance to locate where you yourself stand among the theories explored throughout the semester. The paper should be formatted according to the Chicago style guide and citations must follow the Chicago rules for citations (either footnotes or parenthetical).

Remarks

1. It is imperative that students read the assigned material carefully and thoughtfully before class and come to class prepared to actively engage in a discussion of those readings.
2. It is important that the journal entries, papers, and final exam each be an individual endeavor and be completed on time. The professor will deduct significant points and/or reject any project not handed in on time.
3. In this course, academic integrity is of highest importance. Consequently, any form of plagiarism will not be tolerated and will result in a failing grade, potential damage to your academic standing, and possible expulsion from the School of Diplomacy and International Relations and the University.
4. Under the Americans With Disabilities Act and §504 of the Civil Rights Restoration Act, students at Seton Hall University who have a disability may be eligible for accommodations in this course. Should a student require such accommodations, he or she must self-identify at the Office for Disability Support Services (DSS), Room 67, Duffy Hall and work with DSS to develop a plan for accommodations. The web address is <http://www.shu.edu/offices/disability-support-services/>.

COURSE TOPICS AND READINGS

Week 1. August 25/26/28 – Introduction

N.B. There is a date shift below due to Labor Day.

Week 2. September 8/2/4 – Fundamental Concepts

- a. Stiles, chapters 2-3
- b. Art and Jervis, pages 14-34 (Morgenthau, Tickner)
- c. Betts, pages 6-53 (Fukuyama, Mearsheimer, Huntington)
- d. Journal entry 1 due

Week 3. September 15/9/11 – Realism I

- a. Stiles, chapters 1, 11, and 12
- b. John Mearsheimer, “Anarchy and the Struggle for Power,” from *The Tragedy of Great Power Politics* (New York: Norton, 2001), 29-54.
- c. Betts, pages 69-99 (Thucydides, Machiavelli, Hobbes, Carr) and pages 107-132 (Gilpin, Blainey)
- d. Journal entry 2 due

Week 4. September 22/16/18 – Realism II

- a. Stiles, chapters 5-7
- b. Waltz, *Man the State and War*, chapters 1, 2, 4, 6, 7, 8
- c. Betts, pages 100-106 (Waltz)
- d. Art and Jervis, pages 125-131 (Walt)
- e. Journal entry 3 due

- Week 5. September 29/23/25 – The Limits and Possibility of Cooperation I
- Stiles, chapters 8, 10, 13, and 16
 - Betts, pages 136-171 (Kant, Cobden, Wilson, Doyle, Keohane and Nye)
 - Art and Jervis, pages 76-89 (Oye), pages 111-124 (Doyle), and pages 136-158 (Morgenthau, Hoffmann, Keohane)
 - Journal entry 4 due

- Week 6. Oct. 6/Sept. 30/Oct. 2 – The Limits and Possibility of Cooperation II
- Stiles, chapters 14, 15, and 20
 - Betts, chapters pages 641-671 (Ikenberry and Slaughter, Betts and Christensen, Huntington)
 - Journal entry 5 due

N.B. – There is a date shift below: no class October 13-14 due to fall break.

- Week 7. October 20/7/9 – War and the Use of Force I
- Betts, pages 425-464 (Jervis, Levy, Fairbanks and Shulsky)
 - Art and Jervis, pages 164-196 (Art, Schelling, Hoffman)
 - * Paper 1 due

- Week 8. October 27/21/16 – War and the Use of Force II
- Art and Jervis, pages 197-213 (Art) and pages 239-258 (Sokolski, Posen)
 - Betts, pages 465-476 (Waltz)

- Week 9. November 3/October 28/23 – Violence Today
- Betts, pages 481-590 (Crenshaw, Juergensmeyer, bin Ladin, Sageman, Lawrence, Mao, Huntington, Galula)
 - Art and Jervis, pages 214-231 (Pape) and 377-415 (Jervis, Art Cronin)
 - Journal entry 6 due

- Week 10. November 10/4/October 30 – International Political Economy
- Betts, pages 297-363 (Machiavelli, Angell, Blainey, Lenin, Schumpeter, Milward, Waltz, Rosecrance)
 - Art and Jervis, pages 259-370 (Gilpin, Hiscox, Scott, Frankel, Ghemawat, Naím, Blinder, Rodrik, Wade, Micklethwait and Wooldridge)
 - Journal entry 7 due

- Week 11. November 17/11/6 – Norms and Psychology
- Betts, pages 211-293 (Wendt, Lebow, Mead, Mueller, Finnemore, Tickner) and pages 175-210 (Freud, Milgram, Kahneman and Renshon, Jervis)
 - Journal entry 8 due

- Week 12. November 24/18/13 – Identity, Ideology, Issues, and Actors
- Betts, pages 364-420 (Gellner, Mansfield and Snyder, Kaufmann, Kumar)
 - Betts, pages 614-640 (Homer-Dixon, de Soysa)

- c. Art and Jervis, pages 437-506 (Howard and Donnelly, Ratner, Keck and Sikkink, Williams, Lin, Lynch, Hardin)
- d. Susan Jane Buck Cox, "No Tragedy on the Commons," *Environmental Ethics* 7 (Spring 1985): 49-61.
- e. * Paper 2 due

N.B. – There is a date shift below: no class on November 27 due to Thanksgiving.

Week 13. December 1/November 25/21 – Ethics in International Relations

- a. Lebow, chapters 1 to 8
- b. Journal entry 9 due

Week 14. December 8/2/4 – Conclusions

- a. Lebow, chapters 9 to 14
- b. Journal entry 10 due

Take-Home Final Examination: TBD