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Fall 2017

## DIPL 6000 Introduction to International Relations Theory and Diplomacy

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# Introduction to International Relations Theory and Diplomacy

Fall 2017

DIPL 6000 NA M 7:35pm-9:45pm Stafford Hall 07	DIPL 6000 NB T 7:35pm-9:45pm Alfieri Hall 123 (Seminary)	DIPL 6000 NC R 7:35pm-9:45pm Alfieri Hall 120 (Seminary)
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Instructor: Rev. Brian K. Muzás, Ph.D.

Office hours: W 2:00pm-4:00pm

W 6:20pm-7:20pm

Other times by appointment

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## 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 centers 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 book on ethics in international relations. The five books listed should be available for purchase in the University bookstore. It may be more convenient or more economical to obtain these books online.

1. Kenneth Waltz, 2001(1959). *Man the State and War*.
2. Richard Betts, 2017. *Conflict After Cold War: Arguments on Causes of War and Peace*, 5th edition.

3. Robert Art and Robert Jervis, 2017. *International Politics: Enduring Concepts and Contemporary Issues*, 13th edition.
4. R. Harrison Wagner, 2007. *War and the State: The Theory of International Politics*.
5. Richard Ned Lebow, 2007. *Coercion, Cooperation, and Ethics in International Relations*.

## **Student Responsibilities**

### Class Participation

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

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 typed, double-spaced, and consist of the following: a three-sentence summary of one of the readings and a three-to-six sentence application of the reading to a current event.

Journal entries will be graded not only on how well the entries engage the assigned readings but on grammar and style as well, for writing is a central skill in the field of diplomacy of international relations.

Good three-sentence summaries should cover the assumptions, methodology, argument, and conclusion of the article or chapter. The three-to-six sentence application may include a critique.

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 Term Paper

What can theory tell us about the real world? What can the real world tell us about theory? This ten-page paper is designed to have you draw upon the theoretical material from the first few 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. 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 will be written **during class time in Week 7.**

### Second Term Paper

How can we reconcile theories that suggest different ways to understand international relations? How do we adjudicate between competing theories? The purpose of this ten-page paper is for you to engage the theoretical readings in a well-organized and well-written critical analysis. The paper 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 a 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 the beginning of class in Week 14.**

### Oral Final Examination

The final examination will be oral. The format is simple. The student will come to the exam with three questions written on separate index cards. The instructor will look at the questions, and, if they are questions which will illustrate the breadth and depth of the student's knowledge and comprehension, the instructor will choose from among the three questions the one which the student will answer. If, however, the questions are found to be unsatisfactory (e.g. "What are the three branches of the U.S. government?"), the instructor will examine the student on whatever topic the instructor wishes.

Yes, you get to write your own final exam. The quality of your questions is as important as the answers you prepare. Design questions that you find interesting and exciting. Make connections between different topics. Impress the instructor with how much you have mastered. Good questions draw together at least three themes covered in the course. There will be a sign-up sheet for the final exam. Time slots will be available during the

scheduled final examination period, during office hours, or by special arrangement with the instructor. The exam will last 15 minutes and be graded out of 10 points.

From time to time, pairs of students have requested the opportunity to sign up for consecutive time slots in order to debate answers to the questions they have prepared. In fact, one time three students signed up for three consecutive time slots in order to hold a three-way debate. The course instructor is open to such initiatives.

### Assignment Grades and Course Grade

The five assignments above will be graded out of ten points each. The assignments will be weighted such that the highest grade will receive the greatest weight on down to the lowest grade which will receive the least weight. The weightings, from highest to lowest, are as follows:

Among the two term papers and the final exam:

Between the journal grade and the infographic grade:

30% -- highest grade  
25% -- middle grade  
20% -- lowest grade

15% -- higher grade  
10% -- lower grade

The ten-point grading scheme, scaled rather than weighted, can be interpreted as follows:

10	A+	7	B+	4	C+	1	D
9	A	6	B	3	C	0	F
8	A-	5	B-	2	C-		

### 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 individual endeavors and be completed on time. The professor will deduct significant points and/or reject any project not handed in on time.
3. 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://www13.shu.edu/offices/student-life/community-standards/upload/Seton-Hall-University-Student-Code-of-Conduct.pdf>

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

4. 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). The web address is:

<http://www.shu.edu/offices/disability-support-services/>

5. 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 financial aid and academic standing.
6. Papers should utilize one of the *Chicago Manual of Style* citation formats. Either the Author-Date or Notes and Bibliography convention is acceptable. The most recent edition is the 16<sup>th</sup>. Aids are available online; I am happy to post a brief guide to Blackboard if the students believe it would be helpful.

### **COURSE TOPICS AND READINGS**

Week 1. Introduction; Syllabus Negotiation; A Tour of the Course

NA: 08/28

NB: 08/29

NC: 08/31

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

Week 2. Orientation (Dr. Goldfrank; Dr. Edwards) ; Fundamental Concepts

NA: 09/11

NB: 09/05

NC: 09/07

- a. Stiles, chapters 2-3, “National Interest” and “Balance of Power” [Blackboard]
- b. Art and Jervis, pages 19-41 (Morgenthau, Tickner)
- c. Betts, pages 4-51 (Fukuyama, Mearsheimer, Huntington)
- d. **Journal entry 1 due**

Week 3. Realism I

NA: 09/18

NB: 09/12

NC: 09/14

- a. Mearsheimer, “Anarchy and the Struggle for Power,” from *The Tragedy of Great Power Politics* (New York: Norton, 2001), 54-72.  
[http://www.ucsf.edu/~russellw/Teaching\\_files/Mearsheimer%20-%20Realism.pdf](http://www.ucsf.edu/~russellw/Teaching_files/Mearsheimer%20-%20Realism.pdf).
- b. Betts, pages 70-101 (Thucydides, Machiavelli, Hobbes, Carr) and pages 108-133 (Gilpin, Blainey)
- c. **Journal entry 2 due**

Week 4. Realism II

NA: 09/25

NB: 09/19

NC: 09/21

- a. Waltz, *Man the State and War*, chapters 1, 2, 4, 6, and 8
- b. Betts, pages 101-108 (Waltz)
- c. Art and Jervis, pages 153-161 (Walt)
- d. **Journal entry 3 due**

Week 5. The Possibility and Limits of Cooperation

NA: 10/02

NB: 09/26

NC: 09/28

- a. Betts, pages 138-174 (Kant, Cobden, Wilson, Doyle, Keohane and Nye)
- b. Oye, “Explaining Cooperation under Anarchy: Hypotheses and Strategies,” *World Politics* 38, no. 1 (October 1985):1-22. (Students need not read to page 24.)
- c. Art and Jervis, pages 139-153 (Doyle), and pages 165-188 (Morgenthau, Hoffmann, Keohane)
- d. Betts, 649-666 (Ikenberry and Slaughter, Huntington)
- e. **Journal entry 4 due**

N.B. – There is a date shift below: no class October 9-10 due to fall break.

Week 6. Consolidation Day I

NA: 10/16

NB: 10/03

NC: 10/05

- a. Review, consolidation, and enrichment
- b. Towards infographics: thoughts on representing important information
- c. **Come with a draft of the information you think is crucial for understanding one theoretical school; this will be discussed and submitted**

Week 7. War and the Use of Force I

NA: 10/23

NB: 10/17

NC: 10/12

- a. Betts, pages 389-418 (Jervis, Levy)
- b. Fairbanks and Shulsky, "From 'Arms Control' to Arms Reductions: The Historical Experience," *The Washington Quarterly* 28, no. 2 (June 1984):219-238. [Blackboard; also mostly available via Google Books]
- c. Art and Jervis, pages 195-218 (Art, Schelling)
- d. **Paper I due**

Week 8. War and the Use of Force II

NA: 10/30

NB: 10/24

NC: 10/19

- a. Art and Jervis, pages 229-246 (Art), pages 252-258 (World Bank), and pages 264-274 (Sokolski, Schelling)
- b. Betts, pages 465-476 (Waltz)
- c. **Journal entry 5 due**

Week 9. Violence Today

NA: 11/06

NB: 10/31

NC: 10/26

- a. Art and Jervis, pages 218-228 (Hoffman)
- b. Betts, pages 448-526 (Crenshaw, bin Ladin, Lawrence, Mao, Huntington, Galula)
- c. Art and Jervis, pages 376-407 (Jervis, Art Cronin)
- d. **Journal entry 6 due**

Week 10. International Political Economy

NA: 11/13

NB: 11/07

NC: 11/02

- a. Betts, pages 249-317 (Machiavelli, Angell, Blainey, Lenin, Schumpeter, Milward, Waltz, Rosecrance)
- b. Art and Jervis, pages 282-299 (Gilpin), pages 314-365 (Frankel, Naím), and pages 358-368 (Rodrik)
- c. **Journal entry 7 due**

Week 11. Norms and Psychology

NA: 11/20

NB: 11/14

NC: 11/09

- a. Art and Jervis, pages 78-86 (Wendt)
- b. Betts, pages 192-248 (Freud, Milgram, Jervis, Lebow, Mead, Tickner)
- c. **Journal entry 8 due**

Week 12. Identity, Ideology, Issues, and Actors

NA: 11/27

NB: 11/21

NC: 11/16

- a. Betts, pages 331-383 (Mansfield and Snyder, Gellner, Kaufmann, Kumar) and pages 619-649 (Homer-Dixon, Libicki)
- b. Art and Jervis, pages 414-427 (Howard and Donnelly), pages 454-479 (Keck and Sikkink, Lin, Ratner), and pages 480-486 (Hardin)
- c. Susan Jane Buck Cox, "No Tragedy on the Commons," *Environmental Ethics* 7 (Spring 1985): 49-61. Note that this article can also be found under her name, Susan Jane Buck.  
<http://web.stanford.edu/group/IDL/102/lectures/Readings/L5R2.pdf>.
- d. **Journal entry 9 due**

N.B. – There is a date shift below: no class on November 26 due to Thanksgiving.

Week 13. Consolidation Day II

NA: 12/04

NB: 11/28

NC: 11/30

- a. Start reading Lebow and Wagner for next week. Even though these authors will not be discussed until next week, do not put this off!
- b. Review, consolidation, and enrichment
- c. Towards infographics: finalizing the class package for TLTC
- d. **Come with a draft of the information you think is crucial for understanding a different theoretical school than you did last time; also come with a draft of how you think the different theoretical schools relate to each other; both will be discussed and submitted**

Week 14. Conclusions

NA: 12/11

NB: 12/05

NC: 12/07

- a. Finish reading Lebow and Wagner for this week.
- b. **Paper II Due**

**Oral Final Examination: TBD by sign-up**