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School of Diplomacy and International
Relations

Fall 2018

DIPL 1711 AA/AC International Relations

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International Relations
DIPL 1711 AA, AC
Seton Hall University, School of Diplomacy
Mondays/Wednesdays
9:30-10:45 (AA)
11:00-12:15 (AC)
Fall 2018

COURSE DESCRIPTION

This course is intended as an introduction to the study of international relations (IR). The course is both theoretical and historical. Students will be expected to attain a firm grasp of major theories, concepts, and controversies in the field of international relations, as well as the significance of important historical events to shaping contemporary world politics. The central theme of the course is the relationship between theory, history, and practice: how do our theories of world politics and the lessons we draw from historical events shape our understanding of the contemporary world?

The course is divided into three parts. First, we discuss the practice of interpretation and the concept of interpretive frameworks. We also introduce the central structure of international relations: the Westphalian, anarchic nation-state system. Second, we study four leading theories and frameworks for interpreting world politics: Realism, Liberalism, Constructivism, and Gender. Third, we examine the events and ideas that have most profoundly shaped the theory and practice of world politics today. Here we focus on the watershed events of the past century, giving particular emphasis to the effects of inter-state wars on the conduct of world politics and on the nature of the international system. As we travel through history, we explore the roots of contemporary issues on the international agenda, including the causes of war, the role of international law and the United Nations, the advent of WMD, the global economy, international human rights, and the rise of the Military Industrial Complex.

LEARNING OBJECTIVES:

After taking this course, students will be able to:

- Identify different theoretical perspectives on world politics;
- Compare and contrast different schools of thought in IR;
- Assess critically the various theories of IR in light of the empirical evidence;
- Describe and analyze watershed events in world politics, especially over the past century;
- Engage in informed debates about major controversies in world politics;
- Evaluate the quality of scholarly and journalistic analyses of IR;
- Defend an opinion, both orally and in writing, on controversial political questions.

COURSE MATERIALS

There are three required texts for the course, and one (free) podcast for subscription:

1. Joseph S. Nye, Jr. and David Welch, Understanding Global Conflict and Cooperation: An Introduction to Theory and History (New York: HarperCollins College Publishers, 2013), 10th ed. **NOTE: Please purchase or rent the 10th edition. Earlier editions will not align with assigned page numbers.**

2. Robert J. Art and Robert Jervis, International Politics: Enduring Concepts and Contemporary Issues, 13th edition (Boston: Pearson, 2017) **NOTE: There are many editions of this reader. The 12th edition has most of the readings in the 13th, so if you wish to purchase a used copy, please make sure it is the 12th edition, and not earlier ones. The 13th edition is the best choice, however.**

3. Erich Maria Remarque, All Quiet on the Western Front (Fawcett Crest, 1958), any edition will do!

4. *The New York Times*, "The Daily," found in iTunes, or subscribe here: <https://www.nytimes.com/podcasts/the-daily>

Additional readings will be available on the course Blackboard site.

Recommended:

This course requires us to keep up with current world events. Recommended daily sources: The New York Times, The Washington Post, The Wall Street Journal, The Guardian, NPR radio, and the BBC News Hour. Excellent weekly source: The Economist.

COURSE REQUIREMENTS

I. Class Participation, Attendance	(10%)
II. Podcast Blogs (6)	(15%)
III. IR In the News (2) (Sign up for groups Sept. 10)	(20%)
IV. July Crisis Role Play (10/1, 10/3)	(5%)
V. Mid-term Exam (Oct. 17)	(20%)
VI. Final Exam (cumulative, finals Week)	(30%)

I. Class Participation and Attendance Policy

(a) Class attendance is mandatory. More than TWO unexcused absences over the course of the semester will adversely affect your final grade for the course. **Three or more absences will put you at risk of failing the course.** I will take attendance at the start of every class. Since coming to class late is disruptive, punctuality counts as well. If you are consistently late to class, it will lower your grade for participation and attendance. **While emergencies may occur, absences due to them still count.** If an emergency requires you to miss class consistently, it is recommended that you take steps to withdraw from the course. For any absences, you are responsible for notifying me, getting any important information conveyed in class (e.g., about syllabus changes), and submitting on time any assignments due on that day. **Attendance on your IR in the News presentation day is mandatory.**

(b) Class Participation: The only way to really learn is to be actively engaged with your classmates on a regular basis in discussions about complex issues and

challenging readings. For you to be successful in this course, therefore, your active participation in class discussions is required. Our classes will consist of short lectures, informed discussion among students, small group activities, impromptu debates, and group presentations, so there are many opportunities for participating. Participation grades are calculated from both the *quality* and *quantity* of your classroom participation. If you think you will have trouble speaking up in class, please come see me so we can devise strategies for you to do well in this part of the course. I will do my best this semester to create a classroom environment in which all of us feel comfortable contributing to our discussions, but I cannot do this without your help.

II. Podcast Blogs: Over the course of the semester, you will listen to and submit SIX (6) “on line blogs” that answer specific questions about six different 20-25 minute podcasts on issues of global importance. (One of the six assignments will consist of two blogs, for totally of roughly 45 minutes). For this assignment, students will be divided into two groups: Group 1: Last name A-L; and Group 2: Last name M-Z. These groups will submit their blogs on the same podcast, but on different dates, one week apart. For more on this assignment, please go to the “assignment” tab on Blackboard.

III and IV: Assignments for IR In the News and The July Crisis Role Play: These assignments are also available under the “assignment” tab on Blackboard.

V and VI: Midterm and Final Exams: Formats will be a combination of multiple choice questions, short answers, and an essay. Study guides will available and posted on Blackboard prior to exams.

TWO CARDINAL RULES for the course: Repeated violation of either or both of these will almost certainly adversely affect your grade.

1. **USE OF ANY ELECTRONIC DEVICE DURING CLASSTIME (cell phone, tablet, laptop, e.g.) IS STRICTLY FORBIDDEN**, except when expressly allowed by instructor, or with a student’s medical note documenting a need for electronic note-taking. Otherwise, all notes must be written by hand. The rule for all devices is simple: ***off and away***. This rule is critical to your success in this course. Students violating the off and away rule on a consistent basis will be penalized, and not earn more than a B (83) on their participation and attendance grade for the course, and may earn less than that. An effective learning environment is simply not possible when students are multi-tasking, distracted, or communicating with others outside of the classroom. There is growing body of research that shows how multi-tasking impedes one’s ability to focus and learn. See, e.g., <http://www.facultyfocus.com/articles/teaching-professor-blog/multitasking-confronting-students-with-the-facts/>

In addition, taking notes *by hand* activates the brain in ways that electronic note taking does not. See, e.g., <http://www.theatlantic.com/technology/archive/2014/05/to-remember-a-lecture-better-take-notes-by-hand/361478/>

There will be a PowerPoint presentation for almost every class, which will be posted on Blackboard after every class. If you need to deposit your electronic

devices with me at the beginning of class to ensure compliance, I would be willing to guard and return them at the end of class. You are the best judge of your own ability to resist temptation.

2. **ALL ASSIGNED READINGS MUST BE BROUGHT TO CLASS ON THE DAY THEY ARE ASSIGNED.** We have TWO main texts for the course, one novel, and a few assigned readings on Blackboard. To participate productively in class discussion, you must bring all readings assigned for that day's class with you. For readings brought to class in electronic form, note Cardinal Rule #1. When we are **not** discussing the readings directly, all devices must be...*off and away*.

POLICY ON PLAGIARISM AND 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. Cheating is further defined as using information that is not your own in completing exams or written assignments. No distinction exists between those who provide information and those who use such information.

Plagiarism is further defined as a significant reliance on the words and ideas of another without proper attribution for those words and ideas.

Using substantially similar assignments for more than one course requires the permission of each involved faculty member in advance of submission. Failure to get the permission constitutes an act of cheating.

See University and School standards for academic conduct here:

<<https://www.shu.edu/student-life/upload/Student-Code-of-Conduct.pdf>>

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

UNIVERSITY DISABILITY POLICY: 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](tel:9733136003) or by e-mail at DSS@shu.edu.

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 financial aid and academic standing.

CITATION FORMAT

Papers should utilize one of the Chicago Manual of Style citation formats. The guidelines for these formats are in the *Chicago-Style Citation Quick Guide* posted on Blackboard.

COURSE SCHEDULE AND READING ASSIGNMENTS

DATE	TOPIC	READINGS	ASSIGNMENTS & GUIDING QUESTIONS
M, W 8/27, 8/29	INTRODUCTIONS: What is International Relations?	*Nye and Welch, pp. 1-17 (for Wednesday) *The syllabus!	What is International Relations? How do we study world politics? What is international anarchy? What are the "building blocks" that are basic to theorizing about IR?
W, 9/5	PART I: An Ambiguous World; The International System	*Nye and Welch, pp. 39-54 ("Levels of Analysis"). *Art and Jervis, pp. 2-9. *Joseph Nye, "What is Power in Global Affairs?," Art and Jervis, pp. 41-47.	What are "nation states"? What is the difference between a nation and a state? What is the international system? What is "sovereignty"? Who are the main "actors" in world politics? What is the difference between soft and hard power? Last name A-L: Post Podcast blog #1 on Blackboard by 8pm.
M, 9/10	PART II. MAJOR THEORIES IN IR: Classical Realism and the Peloponnesian War	*Nye and Welch, pp. 17-25; 55-67 (until "Liberalism"). *Thucydides, "The Melian Dialogue," Art and Jervis, pp. 10-16.	Why do nation-states go to war? Why do we still study Thucydides? Why is the Melian Dialogue important for us to understand? What are "levels of analysis"? How do theories help us interpret our world? What is a 'paradigm'? Sign Up for IR in the News
W, 9/12	Realism and its Critics: Using Gender as a "Lens" on IR	*Hans J. Morgenthau, "Six Principles of Political Realism," Art and Jervis, pp. 19-27. *J. Ann Tickner, "A Critique of Morgenthau's Principles of Political	What is the Realist view of human nature? Do you share this view? Do Realists offer a persuasive interpretation of how world politics works? What is gender and how can we use it to interpret global politics? Is Realism masculine? What does Tickner say about the concepts of power and security? How do these concepts look different when we view them through a

		Realism," Art and Jervis, pp. 28-41.	gendered lens? Do you find Tickner's critique of Morgenthau persuasive? Last name M-Z: Post Podcast blog #1 on Blackboard by 8pm.
M, 9/17	Realism and the Security Dilemma	*Robert Jervis, "Offense, Defense, and the Security Dilemma," Art and Jervis, pp. 104-124. *Robert Jervis, "Cooperation under the Security Dilemma," Art and Jervis, pp. 125-139.	What is the security dilemma? Is this dilemma inevitable in an anarchical world? Are there ways to mitigate the harsh effects of international anarchy? IR in the News: Persian Gulf/Middle East
W, 9/19	Competing Theories to Realism: Liberalism	*Nye and Welch, pp. 67 ("Liberalism")-72 (until "Constructivism"). *Michael Doyle, "Kant, Liberal Legacies, and Foreign Affairs," Art and Jervis, p. 98-110.	Why do nation-states cooperate? How does Liberalism differ from Realism as an interpretative framework for world politics? Why don't liberal democracies go to war with each other? IR in the News: EAST ASIA Last name A-L: Post Podcast blog #2 on Blackboard by 8pm.
M, 9/24	Constructivism and Marxism	*Nye and Welch, chapter 2, pp. 72-76 (Marxism)-79. *Alexander Wendt, "Anarchy is What States Make of It," Art and Jervis, pp. 78-86	What does it mean to say that the social world is "constructed"? Who constructs it? How? What are the implications of international anarchy? Is it what Realists say? Liberals? What is counterfactual history? IR in the News: South Asia
W, 9/26	PART III. INTERNATIONAL RELATIONS IN HISTORY: From Westphalia to 19th Century Balance of Power	*Nye and Welch, pp. 81-98. *Stephen M. Walt, "Alliances, "Balancing and Bandwagoning," Art and Jervis, pp. 110-117. *Erich Maria Remarque, <i>All Quiet on the Western Front</i> , Begin.	What is the Treaty of Westphalia and why is it significant to the study of IR? What is balance of power: theory? Policy? Description? When do nation-states "balance" power and when do they "bandwagon"? <i>Break into country groups for July Crisis Role Play</i> IR in the News: Northern Africa Last name M-Z: Post Podcast blog #2 on Blackboard by 8pm.

M, 10/1	The July Crisis 1914 and the Origins of World War I: THE SUMMIT THAT NEVER WAS (In-Class Role Play)	<p>*Nye and Welch, pp. 98-108 (until "what kind of war?")</p> <p>*Jack Levy, "Preferences, Constraints and Choices in July 1914," <u>International Security</u>, 15, no. 3, (Winter 1990/91). On Blackboard</p> <p><i>*All Quiet on the Western Front...</i></p>	<p>Why study WWI? How can we understand the causes of the first world war? Was it inevitable? What were the interests and goals of each major power? What could have been done to avoid it?</p>
W, 10/3	THE SUMMIT THAT NEVER WAS, Conclusion(s) and Aftermath of WWI	<p>*Nye and Welch, pp. 108-113.</p> <p><i>*All Quiet on the Western Front</i>, conclude.</p>	<p>How can we analyze the complexity of the first world war? Who was most to blame for its escalation from local conflict to world war?</p> <p>IR in the News: Southern Africa</p> <p>Last name A-L: Post Podcast blog #3 on Blackboard by 8pm.</p>
W, 10/10	The Interwar years and the Lessons of History	<p>*Nye and Welch, pp. 116-126.</p> <p>*Carolyn Rhodes, "The Great Depression and the Origins of the World Trading System." On Blackboard</p>	<p>What are the lessons of WWI? How did Realists' lessons differ from Liberals? What was the League of Nations? Why did it fail? What is collective security and self-determination? Why are these "liberal" concepts? What were the causes of the global great depression?</p> <p>IR in the News: North America IR in the News: South America</p> <p>Last name M-Z: Post Podcast blog #3 on Blackboard by 8pm.</p>
M, 10/15	The Origins of WWII in Europe and the Uses of Force	<p>*Nye and Welch, pp. 126-136 (until "The War in the Pacific").</p> <p>*Carolyn Rhodes, "The Futile Attempt to Avoid a Second World War," On Blackboard</p>	<p>Why did Hitler come to power? Was his rise inevitable? What is irredentism? What are the lessons of the second world war, and how did policymakers apply these lessons?</p> <p>IR in the News: Central America</p>
10/17	MIDTERM EXAM	MIDTERM EXAM	MIDTERM EXAM
M, 10/22	The War in the Pacific and Dropping of the Atomic Bomb	<p>*Nye and Welch, pp. 136-143.</p>	<p>What are the "four functions" of force? Is this a useful framework of interpretation? Why did the U.S. decide</p>

		<p>*Art and Jervis, "The Four Functions of Force," pp. 195-203.</p> <p>*Carolyn Rhodes, "The Decision to Drop the Bomb," On Blackboard</p>	<p>to drop the atomic bomb on Japan in 1945? Was it necessary? What is appeasement?</p> <p>IR in the News: Eastern Europe</p>
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W, 10/24	The Dawn of the Nuclear Age	<p>*Nye and Welch, pp. 172-179.</p> <p>*Henry D. Sokolski, "Our Not so Peaceful Nuclear Future," Art and Jervis, p. 264-269.</p> <p>*Thomas Schelling, "A World without Nuclear Weapons," Art and Jervis, pp. 269-274.</p>	<p>What role do nuclear weapons play in world politics? What should we do about these weapons? What have we been doing? Is nuclear proliferation a problem we must solve, or can we live in a world with nuclear weapons indefinitely?</p> <p>IR in the News: Western Europe</p> <p>Last name M-Z: Post Podcast blog #4 on Blackboard by 8pm.</p>
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M, 10/29	The Origins of the Cold War	<p>*Nye and Welch, pp. 146-167.</p> <p>*David C. Kang, "Hierarchy and Hegemony in International Politics," Art and Jervis, pp. 161-165.</p>	<p>Who started the Cold War? Was the Cold War inevitable? What "level of analysis" best explains why it began? What is the difference between hierarchy and hegemony in the international system?</p> <p>IR in the News: Persian Gulf/The Middle East</p>
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W, 10/31	The Cuban Missile Crisis	<p>*Nye and Welch, pp. 179-191.</p> <p>*Robert Jervis, "Losing Control in Crises," Art and Jervis, pp. 259-264.</p> <p><i>The Fog of War</i>, excerpts</p>	<p>What are the lessons of the Cuban Missile Crisis? Why did the crisis end peacefully?</p> <p>IR in the News: East Asia</p> <p>Last name M-Z: Post Podcast blog #4 on Blackboard by 8pm.</p>
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M, 11/5	Postwar Cooperation: The Birth of the UN	<p>*Nye and Welch, pp. 200-208 (until "The UN Collective Security").</p>	<p>IR in the News: South Asia</p> <p>What is the tragedy of the commons? How does UN peacekeeping work? When and where has it been used?</p>
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<p>W, 11/7</p>	<p>Postwar Cooperation: The Role of International Law</p>	<p>*Adam Roberts and Dominik Zaum, "The United Nations Security Council," Art and Jervis, pp. 491-5000.</p> <p>*Nye and Welch, 208-215 (until "Post-Cold War Armed Conflict...").</p> <p>*Stanley Hoffman, "The Uses and Limits of International Law," Art and Jervis, pp. 176-180.</p>	<p>How is the UN Security Council structured and why is it structured this way? What are the strengths and what are the weaknesses of the Council's structure?</p> <p>What is international law? How does it differ from domestic law? What does it mean to say that international law has "no teeth"? Is this true? What role does the United Nations play in world politics? Is it an important actor or is it irrelevant?</p> <p>IR in the News: Northern Africa</p> <p>Last name A-L: Post Podcast blog #5 on Blackboard by 8pm.</p>
<p>M, 11/12</p>	<p>Postwar Conflict: Civil Wars and Humanitarian Interventions</p>	<p>*Nye and Welch, pp. 215-229 (Until "Exceptions...")</p> <p>*Kofi Annan, "Reflections on Intervention," Art and Jervis, pp. 408-414.</p> <p>*Jon Western and Joshua S. Goldstein, "Humanitarian Intervention Comes of Age," in Art and Jervis, pp. 427-434.</p>	<p>What is the "norm of non-intervention" and why is it important to the conduct of world politics? When is it ethical to intervene into the internal affairs of another nation-state? Is sovereignty still the world's most important rule?</p> <p>IR in the News: Southern Africa</p>
<p>W, 11/14</p>	<p>The Global Economy: Globalization and Interdependence</p>	<p>*Nye and Welch, pp. 298-305.</p> <p>*Robert Gilpin, "The Nature of Political Economy," in Art and Jervis, pp. 282-299.</p>	<p>What's political about the global economy? What is the proper relationship between governments, markets, and society? Which entity should wield the most power?</p> <p>IR in the News: North America</p> <p>Last name M-Z: Post Podcast blog #5 on Blackboard by 8pm.</p>
<p>M, 11/19 (No class 11/21)</p>	<p>The Global Economy: The Bretton Woods Institutions</p>	<p>*Nye and Welch, pp. 305-319 (until "The Politics of Oil")</p>	<p>What are the Bretton Woods Institutions? Is free trade good for world peace? Does economic interdependence play a positive or negative role in global stability?</p>

		*Dani Rodrik, "Why Doesn't Everyone Get the Case for Free Trade," Art and Jervis, pp. 307-313.	IR in the News: South America
M, 11/26	Economic Globalization	*Nye and Welch, pp. 319-325. *Jeffrey Frankel, "Globalization of the Economy," Art and Jervis, pp. 314-330; *Moises Naim, "What Globalization Is and Is Not," in Art and Jervis, pp.330-342.	What does it mean to live in a "globalized" world? Can hegemony and globalization co-exist? Who are the winners and who are the losers in global economy? IR in the News: Central America
W, 11/28	Human Rights and World Politics	*Nye and Welch, pp. 26- 36; 348-352 (top). *Rhoda Howard and Jack Donnelly, "Human Rights in World Politics," in Art and Jervis, pp.414-427. *The Universal Declaration of Human Rights" (GOOGLE it)	What role, if any, does morality play in the conduct of world politics? What are universal human rights? Are they really universal, or are they "Western"? What are the three views of the role of morality? How do they differ? IR in the News: Eastern Europe Last name A-L: Post Podcast blog #6 on Blackboard by 8pm.
M, 12/3	Global Environmental Politics	*Nye and Welch, pp. 377-381 (Section on "Climate Change") *Garrett Hardin, "The Tragedy of the Commons," in Art and Jervis, pp. 408-413. *Alan Dupont, "The Strategic Implications of Climate Change," in Art and Jervis, pp. 541-550.	What is the global commons? What is a 'commons' problem? Is climate change a security threat? IR in the News: Western Europe
W, 12/5	The Terrorist Threat from Non-State Actors	*Nye and Welch, pp. 309-313.	What is terrorism? Is it a new force in world politics? How much of a threat is it to international security? How much

		<p>*Bruce Hoffman, "What is Terrorism," in Art and Jervis, pp. 218-228</p> <p>*Audrey Kurth Cronin, "Ending Terrorism," in Art and Jervis, pp. 401-407.</p>	<p>of a threat is it to <i>your</i> security? What explains terrorism as a political tactic?</p> <p>Last name M-Z: Post Podcast blog #6 on Blackboard by 8pm.</p>
M, 12/10	Conclusions: Thinking about the Future	<p>*Nye and Welch, pp. 327-346</p> <p>*Michael Cox, "Shifts, Economic Change, and the Decline of the West?," in Art and Jervis, pp. 560-570.</p> <p>C. J. Shivers, "War Without End," <i>The New York Times Magazine</i>, August 12, 2018, On Blackboard</p>	<p>What role will the U.S. play in world politics in the 21st century? Is the U.S. a nation in decline, or will it remain the most powerful country in the world? If not, what country will take its place?</p>
Finals Week Date: TBA	FINAL EXAM	FINAL EXAM	FINAL EXAM

International Relations
DIPL 1711 AA, AC
Seton Hall University, School of Diplomacy
(Fall 2018)
Student Information

Required:

Name: _____

Best Way to Contact You: _____

Optional:

Career aspiration (where do you see yourself 15 years from now)? _____

Three pieces of information about you (for example, interests; extra-curricular activities; background; goals; important experiences; favorite book, artist, music, etc.; and/or anything else you care to share):

What is one country in the world that you must visit in your lifetime, and why is it important to you to do so?
