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Diplomacy Syllabi

School of Diplomacy and International  
Relations

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Fall 2019

## DIPL 1711 AA/AC International Relations

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*Seton Hall University*

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**International Relations**  
**DIPL 1711 AA, AC**  
**Seton Hall University, School of Diplomacy**  
**Fridays**  
**8:30-11:00 (AB)**  
**11:15-1:45 (AD)**  
**Fall 2019**

**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 international relations and the lessons we draw from historical events shape our understanding of the contemporary world?

The course is divided into two parts. In Part One, we discuss the practice and purpose of interpretation and the concept of "interpretive frameworks." We introduce the central structure of the international system: the Westphalian, anarchic nation-state system, and study four leading interpretive frameworks: Realism, Liberalism, Constructivism, and Gender. In Part Two, we examine the events and ideas that have most profoundly shaped the study and practice of international relations today. We focus on the watershed events of the past century, giving particular emphasis to the effects of interstate 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 nuclear weapons, the global economy, universal human rights, and the political implications of climate change.

**LEARNING OBJECTIVES:**

After taking this course, students will be able to:

- Identify different theoretical perspectives in the field of international relations (IR);
- 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:

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 10<sup>th</sup> edition. Earlier editions will not align with assigned page numbers.**
2. Karen A. Mingst, Jack L. Snyder, Heather Elko McKibben, *Essential Readings in World Politics*, 7th edition (W.W. Norton & Company, 2019)
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. The Daily Podcast (4)                            | (20%) |
| III. IR in the News (2) (Sign up for groups Sept. 6) | (20%) |
| IV. <u>July Crisis Role Play</u> (Oct. 4)            | (5%)  |
| V. Mid-term Exam (Oct. 18)                           | (20%) |
| VI. Final Exam (cumulative, finals Week)             | (25%) |

### 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. *The New York Times*, “The Daily” Podcast:** <https://www.nytimes.com/column/the-daily> For details of this assignment, please see “The Daily” assignment under the “assignment tab on Blackboard. Due dates:

#1: Sept. 20

#2: Oct. 11

#3: Nov. 8

#4: Dec. 6

**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 be 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](mailto: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.

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**COURSE SCHEDULE AND READING ASSIGNMENTS**

DATE	TOPIC	READINGS	ASSIGNMENTS & GUIDING QUESTIONS
1. Aug. 30	<b>PART I: INTRODUCTIONS: What is International Relations?</b>	*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?
2. Sept. 6	<b>Major Theories in International Relations: Classical Realism and the Peloponnesian War</b>	*Nye and Welch, pp. 1-25; 39-54 ("Levels of Analysis").  *Nye and Welch, pp. 55-67 (until "Liberalism").  *Jack Snyder, "One World, Rival Theories," in <i>Essential Readings in World Politics</i> (hereinafter, <i>Essential</i> ), p. 3  *Thucydides, "Melian Dialogue," in <i>Essential</i> , p. 16.  *Thomas Hobbes, "Leviathan," in <i>Essential</i> , p. 21.	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 security dilemma? Is this dilemma inevitable in an anarchical world? Are there ways to mitigate the harsh effects of international anarchy? What is the difference between soft and hard power? What has changed in world politics since Snyder published the first draft of his essay?  Why do nation-states go to war? Why do we still study Thucydides? Why is the Melian Dialogue important for students of international relations to understand? What are "levels of analysis"? How do theories help us interpret our world? What is a 'paradigm'?
3. Sept. 13	<b>Realism and its Critics: Liberalism</b>	*Nye and Welch, pp. 67 ("Liberalism")-72 (until "Constructivism").  *Hans J. Morgenthau, "A Realist Theory of	What is the Realist view of human nature? Do you share this view? Do Realists offer a persuasive interpretation of how world politics works? Why do nation-states cooperate? How does Liberalism differ from Realism as an interpretative framework for world politics? Why don't

		<p>International Politics," <i>Essential</i>, p. 86.</p> <p>*Immanuel Kant, <i>Essential</i>, p. 24.</p> <p>*Michael W. Doyle, "Liberalism and World Politics," <i>Essential</i>, p. 109.</p>	<p>liberal democracies go to war with each other?</p> <p>IR in the News: Persian Gulf/Middle East</p>
<p>4. Sept. 20</p>	<p><b>Constructivism and Gender</b></p>	<p>*Nye and Welch, pp. 72- 8.</p> <p>*Ted Hopf, "The Promise of Constructivism in IR Theory," <i>Essential</i>, p. 27.</p> <p>*Alexander Wendt, "Anarchy is What States Make of It: The Social Construction of Power Politics," <i>Essential</i>, p. 124.</p> <p>*Carol Cohn, "War, Wimps and Women: Talking Gender and Thinking War," On Blackboard.</p> <p>*Carol Cohn, "The Perils if Mixing Masculinity and Missiles," <i>The New York Times</i>, Jan. 5, 2018. (On Blackboard)</p>	<p>What is "constructivism"? 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?</p> <p>How is gender a form of social construction? What is gender and how can we use it to interpret global politics? Is Realism masculine? How do these concepts look different when we view them through a gendered lens? Does it matter how we talk about nuclear weapons? If so, how does it matter?</p> <p>First "The Daily" Podcast Assignment Due</p> <p>IR in the News: Asia</p>
<p>5. Sept. 27</p>	<p><b>PART II: INTERNATIONAL RELATIONS IN HISTORY: From Westphalia to 19<sup>th</sup> Century Balance of Power</b></p>	<p>*Nye and Welch, pp. 81-98.</p> <p>*Hans Morgenthau, The Balance of Power," <i>Essential</i>, p. 86.</p> <p>*John Mearsheimer, "Anarchy and the</p>	<p>What is the Treaty of Westphalia and why is it significant to the study of IR? What is balance of power: theory? Policy? Description?</p> <p>Break into country groups for July Crisis Role Play</p>

		Struggle for Power," <i>Essential</i> , p. 91.	IR in the News: Africa
6. Oct. 4	<b>The Causes of WWI: The July Crisis 1914 and THE SUMMIT THAT NEVER WAS (In-Class Role Play)</b>	*Nye and Welch, pp. 98-113.  *Jack Levy, "Preferences, Constraints and Choices in July 1914," <i>International Security</i> , 15, no. 3, (Winter 1990/91). On Blackboard.  *Erich Maria Remarque, <i>All Quiet on the Western Front</i> , Begin.	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? Who was most to blame for its escalation from local conflict to world war? What could have been done to avoid it?  <b>The July Crisis 1914 and The Summit That Never Was Country Assignments Due</b>  IR in the News: Europe
7. Oct. 11	<b>The Interwar Period and Lessons of History</b>	*Nye and Welch, ch. 4 (pp. 116-142.)  *Woodrow Wilson, "The Fourteen Points," <i>Essential</i> , p. 48.  * <i>All Quiet on the Western Front</i> , conclude.	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? What caused WWII? Why did Hitler come to power? Was his rise inevitable? Why is WWII not simply "Hitler's War"? What is irredentism? What is appeasement? What are the lessons of the second world war, and how did policymakers apply these lessons?  <b>Second "The Daily" Podcast Assignment Due.</b>  IR in the News: The Americas
8. Oct 18	<b>MIDTERM</b>	<b>MIDTERM</b>	<b>MIDTERM</b>
9. Oct. 25	<b>The Dawn of the Nuclear Age and the Origins of the Cold War</b>	*Nye and Welch, pp. 146-164, pp. 178-191.  *Robert Jervis, "Hypotheses on Misperception," <i>Essential</i> , p.163.  *Scott Sagan and Benjamin Valentino,	Why did the U.S. decide to drop the atomic bomb on Japan in 1945? Was it necessary? Who started the Cold War? What is historiography? What is the balance of terror? How does it differ from the balance of power? 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



		<p>"Revisiting Hiroshima in Iran: What Americans Really Think about Using Nuclear Weapons and Killing Noncombatants," <i>Essential</i>, p. 325.</p> <p>*Carolyn Rhodes, "The Decision to Drop the Bomb," On Blackboard</p>	<p>with nuclear weapons indefinitely? What is deterrence? What is extended deterrence? Are nuclear weapons moral?</p> <p><b>IR in the News: Persian Gulf/Middle East</b></p>
10. Nov. 1	<b>Postwar Cooperation: The United Nations and the Role of International Law</b>	<p>*Nye and Welch, pp. 200-208.</p> <p>*Robert Jervis, "Cooperation under the Security Dilemma," <i>Essential</i>, p. 384</p> <p>*Robert Axelrod and Robert Keohane "Achieving Cooperation Under Anarchy: Strategies and Institutions," <i>Essential</i>, p. 399.</p> <p>*Harold Hongju Koh, "How Is International Rights Law Enforced?," <i>Essential</i>, p. 446.</p> <p>*Andrew Guzman, "International Law: A Compliance-Based Theory," <i>Essential</i>, p. 418.</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? What is the tragedy of the commons? 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><b>IR in the News: Asia</b></p>
11. Nov. 8	<b>Universal Human Rights</b>	<p>*Nye and Welch, pp. 215-229.</p> <p>*Amartya Sen, "Human Rights and Capabilities," <i>Essential</i>, p.615.</p> <p>*Jack Donnelly, "Human Rights and</p>	<p>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?</p> <p><b>Third "The Daily" Podcast Assignment Due</b></p> <p><b>IR in the News: Africa</b></p>

		<p>Cultural Relativism," <i>Essential</i>, p.627.</p> <p>*Beth A. Simmons, "Mobilizing for Human Rights," <i>Essential</i>, p. 641.</p> <p>*Kenneth Roth, "Defending Economic, Social, and Cultural Rights: Practical Issues Faced by an international Human Rights Organization," <i>Essential</i>, p.669.</p> <p>*The Universal Declaration of Human Rights" (Google it!)</p>	
12. Nov. 15	<b>The Global Political Economy</b>	<p>*Nye and Welch, pp. 298-319.</p> <p>*Robert Gilpin, "The Nature of Political Economy," <i>Essential</i>, p. 464.</p> <p>*Edward Alden, "Failure to Adjust..." <i>Essential</i>, p. 472.</p> <p>*Daniel W. Drezner, "The Irony of Global Economic Governance: The System Worked," <i>Essential</i>, p.496.</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? Is free trade good for world peace? Does economic interdependence play a positive or negative role in global stability?</p> <p><b>IR in the News: Europe</b></p>
13. Nov. 29	<b>Human Security: Global Environmental Politics and Humanitarian Intervention</b>	<p>*Nye and Welch, pp. 377 (bottom)-381.</p> <p>*Garrett Hardin, "The Tragedy of the Commons," <i>Essential</i>, p.677.</p> <p>*Scott Barrett, "Why Have Climate Negotiations Proved</p>	<p>What is the global commons? What is a 'commons' problem? Is climate change a security threat? 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><b>IR in the News: The Americas</b></p>

		<p>So Disappointing?," <i>Essential</i>, p. 688.</p> <p>*Samantha Power, "Bystanders to Genocide: Why the United States Let the Rwandan Tragedy Happen," <i>Essential</i>, p. 517.</p> <p>*Erik Voeten, "The Political Origins of the UN Security Council's Ability to Legitimize the Use of Force," <i>Essential</i>, p. 597.</p>	
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14. Dec. 6	<b>Conclusions: Thinking about the Future</b>	*Nye and Welch, pp. 333-345; 360-365; 382-392.	<p>What alternative futures do Nye and Welch outline in this chapter? Which one do you think most plausible or likely? Which do you hope for? What role will the U.S. play in world politics in the 21<sup>st</sup> 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> <p><b>Fourth "The Daily" Podcast Assignment Due</b></p>
Finals Week Date: TBA	<b>FINAL EXAM</b>	<b>FINAL EXAM</b>	<b>FINAL EXAM</b>

**International Relations**  
**DIPL 1711 AB, AD**  
**Seton Hall University, School of Diplomacy**  
**(Fall 2019)**  
**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):

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What is your first political memory?

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