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School of Diplomacy and International
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Fall 2019

DIPL 6000 NA/NB/NC Introduction to International Relations Theory and Diplomacy

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Introduction to International Relations Theory and Diplomacy
School of Diplomacy and International Relations, Seton Hall University
Fall 2019

DIPL 6000 NA M 5:00pm-7:10pm Alfieri Hall (Seminary) 123	DIPL 6000 NB T 7:35pm-9:45pm Alfieri Hall (Seminary) 123	DIPL 6000 NC R 7:35pm-9:45pm Alfieri Hall (Seminary) 122
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Instructor: Rev. Brian Muzás, Ph.D. Office hours: Mon. 7:15pm-8:15pm
Office: 101D McQuaid Hall Tues. 6:30pm-7:30pm
Telephone: (973) 313-6022 Thurs. 6:30pm-7:30pm
E-mail: brian.muzas@shu.edu and by appointment

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 the following books as well as articles posted on Blackboard or available online. Students are advised to purchase these books.

1. Richard K. Betts, 2017. *Conflict After Cold War: Arguments on Causes of War and Peace*, 5th edition. [abbreviated below as RKB]
2. Robert Art and Robert Jervis, 2017. *International Politics: Enduring Concepts and Contemporary Issues*, 13th edition. [abbreviated below as A&J]
3. Jennifer Sterling-Folker, 2013. *Making Sense of International Relations Theory*, 2nd edition. [abbreviated below as JSF]
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

Required: 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%.

Required: Journal Entries

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.

Required: 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 is due **at the beginning of class in Week 6.**

Option A: 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.

If selecting this option, the paper is due **at the beginning of class in Week 14.**

Option B: Analytical Reading Report

This assignment gives students the freedom to explore readings “off the beaten path” (and outside the texts) yet still germane to the course topic. The student will become familiar with a writer in the field, will analyze one work by this writer, and will apply lessons learned to an issue of relevance to the content of this course.

The student must first propose a book to be read. The proposal is due no later than the beginning of the fourth meeting of the class. The proposal should list, in bibliographical form, the book itself and at least five reviews of the book. In about five sentences, the student should explain why the book is relevant to the course. Students who wish to compare and contrast two books, either by the same author or by different authors, must make a compelling case in these sentences.

The format of the analytical reading report is straightforward. The first section of the paper should introduce the book and give a brief biographical sketch of the author (including professional qualifications, relevant expertise, awards, and so forth) [10%]. The next section of the paper should summarize the book [20%], survey the book’s reception by citing the five reviews [20%], and analyze the book (perhaps drawing on the book reviews in addition to the student’s own analysis) [20%]. The final section of the report should *utilize knowledge and apply insight acquired from the book to analyze a contemporary or historical issue relevant to this course* [30%]. (The issue in question need not be covered *per se* in this course.)

Sources must be cited. Be particularly careful when web resources are used and cited. Complete citations of Internet sources are necessary. Moreover, thoughtful judgment is required to assess the quality of the information provided by web sites.

Most students will find that, when using one-inch vertical and horizontal margins, a body length of about 12 double-spaced pages of 12-point Times New Roman or 10-point Courier New is necessary for the satisfactory completion of this assignment. In principle there is no minimum or maximum length for the analytical reading report; quality of writing matters more than quantity of writing, and conciseness is a highly-valued quality. Substantive content is expected.

If selecting this option, the proposal is due **at the beginning of class in Week 4** while the paper is due **at the beginning of class in Week 14**.

Required: 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 student responsibilities 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 papers and the final exam:

30% -- highest grade

25% -- middle grade

20% -- lowest grade

Between the journal grade (lowest dropped) and the class participation 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:

<https://www.shu.edu/student-life/upload/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.
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 17th. Aids are available online; I will post links to both citation formats in Blackboard. Links to both can be found online at https://www.chicagomanualofstyle.org/tools_citationguide.html.

Course Calendar

Week Number	Monday Class Date	Tuesday Class Date	Thursday Class Date
1	8/26	8/27	8/29
2	9/9	9/3	9/5
3	9/16	9/10	9/12
4	9/23	9/17	9/19
5	9/30	9/24	9/26
6	10/7	10/1	10/3
7	10/21	10/8	10/10
8	10/28	10/22	10/17
9	11/4	10/29	10/24
10	11/11	11/5	10/31
11	11/18	11/12	11/7
12	11/25	11/19	11/14
13	12/2	11/26	11/21
14	12/9	12/3	12/5

COURSE TOPICS AND READINGS

1. Orientation and Introduction; Syllabus Negotiation

2. Realism

JSF Chapter 2 (16-64)

A&J Chapter 1: Morgenthau, Tickner, and Nye (19-47)

RKB Chapter 1: Fukuyama, Mearsheimer, Huntington (16-51)

Chapter 2: Thucydides, Machiavelli, Hobbes, Carr, Waltz (70-108)

Mearsheimer, "Anarchy and the Struggle for Power" (54-67)

http://www.ucs.mun.ca/~russellw/Teaching_files/Mearsheimer%20-%20Realism.pdf

Journal Entry 1 due.

3. Liberalism and the Possibility and Limits of Cooperation

JSF Chapter 3 (67-108)

A&J Chapter 4: Doyle, Walt, Morgenthau, Hoffman (139-160, 165-180)

RKB Chapter 3: Kant, Keohane and Nye (138-144, 167-173)

Chapter 7: Jervis, Levy (389-417)

Journal Entry 2 due.

4. Game Theory and Rationalism

JSF Chapter 4 (109-125)

A&J Fearon (95-103)

Oye, "Explaining Cooperation under Anarchy: Hypotheses and Strategies" (1-24)

https://heinonline.org/HOL/Page?handle=hein.journals/wpot38&div=5&g_sent=1&casa_token=&collection=journals

Powell, "Absolute and Relative Gains in International Relations Theory" (1303-1320) <https://www.jstor.org/stable/pdf/1963947.pdf>

Journal Entry 3 due.

If you wish to choose the Analytical Reading Report option for Essay 2, your proposal is due today.

5. Constructivism and Political Psychology

JSF Chapter 5 (127-167)

A&J Chapter 2: Wendt (78-86)

RKB Chapter 4: Jervis, Lebow, Mead, Tickner (207-245)

Botero, "On Reputation" (216-224) *posted to Blackboard*

Journal Entry 4 due.

6. International Political Economy

A&J Chapter 8: Gilpin (282-299)

Chapter 9: Frankel, Naím (314-335)

Chapter 10: Rodrik (358-368)

RKB Chapter 5: Machiavelli, Angell, Blainey, Lenin, Schumpeter, Milward, Waltz, Rosecrance (252-317)

Essay 1 due.

7. Arms and Arms Control

A&J Chapter 5: Art, Schelling (195-217)

Chapter 6: Art (229-245)

Chapter 7: Sokolski, Schelling (264-273)

RKB Chapter 7: Waltz (418-430)

Fairbanks and Shulsky, "From 'Arms Control' to Arms Reductions: The Historical Experience" (219-238) *posted to Blackboard; mostly on Google Books*

Adler, "The Emergence of Cooperation: National Epistemic Communities and the International Evolution of the Idea of Nuclear Arms Control" (101-145)

<https://www.jstor.org/stable/pdf/2706953.pdf>

Paul, "Taboo or Tradition? The Non-Use of Nuclear Weapons in World Politics" (853-863) <https://www.jstor.org/stable/pdf/40961956.pdf>

Journal Entry 5 due.

8. Violence Today

A&J Chapter 5: Hoffman (218-228)

Chapter 11: Cronin (401-407)

RKB Chapter 8: Crenshaw, bin Ladin, Lawrence, Mao, Huntington, Galula, Cohen et al., Gentile (448-543)

Journal Entry 6 due.

9. Postmodernism, Critical Theory, and Feminism

JSF Chapter 6 (169-216)

Chapter 8 (263-298)

Tickner and True, "A Century of International Relations Feminism: From World War I Women's Peace Pragmatism to the Women, Peace and Security Agenda" (221-231)

<http://eds.a.ebscohost.com/eds/pdfviewer/pdfviewer?vid=2&sid=9076aaf9-9b6c-4c51-a0b3-22252274beec%40sessionmgr4008>

Locher and Prügl, "Feminism and Constructivism: Worlds Apart or Sharing the Middle Ground?" (111-125)

<https://www.jstor.org/stable/pdf/3096103.pdf>

Journal Entry 7 due.

10. Historical Materialism, World Systems Theory, and the English School

JSF Chapter 7 (217-262)

Chapter 9 (299-326)

Hoffman, "Hedley Bull and His Contribution to International Relations" (179-195)

<https://www.jstor.org/stable/pdf/2618360.pdf>

Robertson and Lechner, "Modernization, Globalization and the Problem of Culture in World-Systems Theory" (Theory, Culture & Society, 1985: 103-115)

<https://journals.sagepub.com/doi/pdf/10.1177/0263276485002003009>

Journal Entry 8 due.

11. Environmental Approaches, Colonialism, and Post-Colonialism

JSF Chapter 10 (327-348)

A&J Chapter 14: Hardin (480-485)

RKB Chapter 10: Homer-Dixon (619-631)

Buck-Cox, "No Tragedy on the Commons" (14 pages)

https://dlc.dlib.indiana.edu/dlc/bitstream/handle/10535/31113/buck_NoTragedy.pdf?sequence=1&isAllowed=y

Lebow, Chapters 1-2 (32-67)

Journal Entry 9 due.

12. Ethics in International Relations I

Lebow, Chapters 3-8 (71-288)

Start reading Wagner!

Journal Entry 10 due.

13. Ethics in International Relations II

Lebow, Chapters 9-14 (95-432)

Keep reading Wagner!

Journal Entry 11 due.

14. Conclusions

Discussion of Wagner

Presentations of analytical readings reports, if any

Students brainstorm and critique potential oral exam questions

Essay 2 due.

Oral Final Examination: TBD by sign-up