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Diplomacy Syllabi

School of Diplomacy and International  
Relations

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Spring 2022

## **Religion, Race, and International Relations**

Brian K. Muzás Ph.D.

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**Religion, Race, and International Relations**  
School of Diplomacy and International Relations  
Seton Hall University  
Spring 2022

DIPL 6350  
Wednesday, 7:35-9:45 PM  
Alfieri Hall 120

Instructor: Rev. Brian K. Muzás, Ph.D.  
Student hours: Wednesday, 6:30-7:30 PM; other times via phone or Teams  
Office: McQuaid Hall 134  
Mobile: +1 201 889 0207 (text messages are best)  
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### **Course Description and Objectives**

This course offers an overview of the role of religion and race in international relations. Students explore the causes, nature, and consequences of key issues related to the interplay of religion and race in history at the practical and theoretical levels. By understanding what scholars have learned and connecting these lessons to current events, students will acquire tools to approach contemporary and future issues.

Because of the nature of religion, some guiding questions naturally arise. These include questions like: What is the best way to live? What is the relationship between religion and society? Is religion a strictly private matter? How does religion affect the way we live together in society? DIPL 6350 explores these questions more deeply by focusing on the intersection of religion, race, and international relations throughout history.

### **Course Structure and Student Learning Outcomes**

Discourse is central to this course—students engage in weekly discussions to confront essential questions of the discipline, including, for example, the tension between religion as both a tool of oppression and a tool of empowerment of marginalized populations.

Beyond peer-to-peer discussion, students in this course will also engage in critical dialogue with experts in the field through a guest speaker series, which will serve to strengthen the connection between theory and practice, past and present.

Two class meetings are dedicated to thoughtful reflection, in which students evaluate the progress of the class toward learning goals and generate a strategic plan to maximize learning outcomes as the course progresses.

Finally, students synthesize and expand their understandings through a research-based written assignment. Students will explore and analyze literature pertaining to a self-selected topic of interest, and then communicate their findings in a written essay and oral presentation. Graduate students can leverage the opportunity to conduct exploration that will complement their thesis.

## M.A. Program Student Learning Outcomes

This course aims to meet the following M.A. program student learning outcomes:

- To gain knowledge and understanding of
  - 1) the key concepts, models, theories, and debates involved in the study of contemporary international relations and diplomacy
  - 2) the prevailing global issues concerning religion and race
- To develop skills of
  - 1) analyzing complex situations and synthesizing information
  - 2) communicating effectively in oral and written form.

## Student Responsibilities

### Class Participation, 25% of the 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%.

Graduate students, because of their greater experience and level of education, will be assigned the role of discussants during different weeks. Each graduate student will serve as a discussant twice. The discussant will moderate a 20-minute discussion which applies the readings and materials of the week to a current event.

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.

### Written Assignment, 20 points

**Option A: Analytical Reading Report:** This option gives students the freedom to explore a book which might be “off the beaten path” yet which is 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 fifth 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 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) [2 points]. The next section of the paper should summarize the book [5 points], survey the book's reception by citing the five reviews [3 points], and analyze the book (perhaps drawing on the book reviews in addition to the student's own analysis) [5 points]. 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* [5 points]. (The issue in question need not be covered *per se* in this course.)

**Option B: Literature Review:** This option gives students the freedom to explore an entire segment of the literature related the course topic. The student will become familiar with a scholarly conversation within the field.

The student must first propose a topic and a reading list. The proposal is due no later than the beginning of the fifth meeting of the class. The proposal should list, in bibliographical form, at least ten journal articles. In about five sentences, the student should explain why the scholarly discussion exemplified by these articles is relevant to the course.

The format of the literature review is straightforward. The first section of the paper should introduce the topic and its importance [3 points]. The main body of the literature review should compare the readings by stressing the major arguments presented, the evidence used, the type of analysis employed, limitations, and areas of contention between the authors [10 points]. Be sure to point out areas of debate and agreement as well as gaps not covered by the literature [2 points]. The concluding section should explain where you stand within the discourse you have reviewed; use a current or historical event to support your position [5 points].

**Remarks Applicable to Both Options:** Sources must be cited using footnotes or in-text citations, and every paper must include a bibliography or reference list in which the complete citations of every source are listed; a standard citation format must be used consistently. Please note that the School of Diplomacy has chosen *The Chicago Manual of Style* as the standard for this course. Students may choose to use either the footnote/bibliography style or the author-date/reference-list style. Please take care not to amalgamate the two styles. Be particularly careful when web resources are used and cited. Complete citations of Internet sources (including date of access) 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 or the literature review; quality of writing matters more than quantity of writing, and conciseness is highly valued. Substantive content is expected.

The written assignment may be handed in early but is due at the beginning of the tenth meeting of the class. Late reports will be penalized one point per calendar day. Reports not received within seven calendar days of the due date will receive a grade of zero.

### Oral Presentation, 20 points

This exercise affords students the opportunity to learn from each other. Since no one can read all the seminal works in the field, we will pool our brain power and digest for each other some major works by important authors. The oral presentation is a straightforward way for students to share what they learned from writing an analytical reading report or a literature review.

The oral presentations will be scaled according to the number of presenters. Tentatively, fifteen minutes could be allocated for each student to present, answer questions, and discuss with the class. PowerPoint or other media can be used to provide a visual reference or framework for the talks. A one-page outline or summary, including the bibliographic information used in the paper, should be distributed to the class.

The grade for the presentation will be based on the handout [5 points], the delivery [5 points], and the content [10 points].

### Oral Final Exam, 20 points

The final examination will be oral. The format is uncomplicated. The student will bring three index cards to the exam. Each index card will contain a question. The instructor will look at the three questions, and, if they are judged to be questions that 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, the instructor will examine the student on whatever topic the instructor wishes. Good questions integrate at least three themes from the course.

There will be a sign-up sheet for the final exam. The exam will last 10 minutes for undergraduate students and 15 minutes for graduate students and be graded out of 20 points, ten each for delivery and content.

In the past, some students have chosen to take the final exam jointly in a debate format. In this case, partnering students sign up for two consecutive time slots. The format remains similar: students bring three questions, the instructor chooses a satisfactory question or poses his own, and the students debate the issue for 20 minutes if undergraduates or 30 minutes if graduates. (For the record, one year I had three undergraduates who held a successful three-way debate for 30 minutes!)

Prepare to deliver your points completely and concisely. The time will pass much more rapidly than you think!

A portion of the last class will be set aside for students to propose and critique possible final exam questions.

## **Calculation of the Final Grade**

Class participation totals 25% of the grade. Concerning the report, the oral presentation, and the final exam, each of the three exercises will be graded out of 20 points, but the points will be scaled in such a way that the student's highest grade receives the most weight [30%] and the student's lowest grade receives the least weight [20%]; the middle grade will receive a weight of 25%. Thus, final grades will reflect the students' strengths.

## **Remarks**

### Disability Services Statement

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).

### 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.

### Academic Integrity & Dishonesty

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> and <http://www.shu.edu/academics/diplomacy/academic-conduct.cfm>. Resources for academic integrity are on the course Blackboard page.

## Citation Formats

Papers should utilize one of the Chicago Manual of Style citation formats: Author-Date or Notes and Bibliography. The guidelines for these formats are here as well as on the course Blackboard page. [https://www.chicagomanualofstyle.org/tools\\_citationguide.html](https://www.chicagomanualofstyle.org/tools_citationguide.html)

## Late or Incomplete Assignments

Students who anticipate not being able to complete an assignment on time should inform me as soon as possible. Absent prior communication, failure to complete an assignment on its due date will result in a grade penalty. All late assignments will be penalized by one-third letter grade per day (i.e., an A assignment turned in one day late is an A-, two days late a B+, etc.) except in cases of medical/family emergency or COVID-related issues. See COVID Ground Rules.

## COVID Ground Rules

We're in a global pandemic. These are scary times. If you tell me you are struggling, I am not going to judge you or think less of you. You do not owe me personal information about your health (mental or physical) or living circumstances (and, for your sake as well as mine, I would prefer that you not go into specifics). If you must miss a class, need extra help, or more time on an assignment, JUST ASK. I will work with you. If I can't help you, I usually know someone who can. There are LOTS of campus resources (both virtual and in-person) available; use them. So, let's agree on some ground rules: I will try my best and you will try your best. I will cut you some slack, provided you communicate with me about your constraints. And I expect you to cut me some slack, too.

## On Student Absences

The policy from the Dean of Students office is here: <https://www.shu.edu/student-life/upload/Student-Class-Absence-Faculty-FAQs.pdf>

The advice for students on absences is here: <https://www.shu.edu/student-life/upload/Student-Class-Absence-Student-FAQs.pdf>

## Coronavirus Safety

As of right now, our mask mandate is mandatory for indoors (unless you're alone or eating) and in effect until further notice. The language was clear last year: No mask, no class. Updates can be found here: <https://www.shu.edu/health-intervention-communication/>

## Counseling and Psychological Services (CAPS)

As part of our commitment to the health and well-being of all students, Seton Hall University's Counseling and Psychological Services (CAPS) offers initial assessments, counseling, crisis intervention, consultation, and referral services to the SHU community. The CAPS office is located on the second floor of Mooney Hall, room 27. Appointments

can be made in-person or by calling 973-761-9500 during regular business hours, Monday-Friday, 8:45 a.m. - 4:45 p.m. In case of a psychological emergency, call CAPS (973-761-9500) at any time to speak to a crisis counselor. For more information, please visit: <https://www.shu.edu/counseling-psychologicalservices/index.cfm>

## **Bibliography**

Barder, Alexander D. *Global Race War: International Politics and Racial Hierarchy*. New York: Oxford University Press, 2021.

Barrow, Lynda K. *Religion & Politics on the World Stage: An IR Approach*. Boulder: Lynne Reinner Publishers, 2021.

Jacobs, Seth. *America's Miracle Man in Vietnam: Ngo Dinh Diem, Religion, Race, and U.S. Intervention in Southeast Asia*. Durham: Duke University Press, 2004.

Sadler, Rodney S., Jr. *Can a Cushite Change His Skin? An Examination of Race, Ethnicity, and Othering in the Hebrew Bible*. New York: T & T Clark International, 2005.

Stone, Deborah. *Policy Paradox: The Art of Political Decision Making*, 3rd ed. New York: W.W. Norton & Company, 2012.

Van Evera, Stephen. *Guide to Methods for Students of Political Science*. Ithaca: Cornell University Press, 1997.

## **COURSE SCHEDULE AND READINGS**

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|-----------|--|
| 01 (1/19) | Introduction, Syllabus Negotiation, Discussion Leadership Assignments                                |
| 02 (1/26) | Religion I<br>Barrow 73-172  |
| 03 (2/2)  | Religion II<br>Barrow 173-268<br>[Rebecca Axelsson, Luz Martinez]                                    |
| 04 (2/9)  | Race I<br>Sadler 1-20 and 146-152, Barder 23-94<br>[Yuting Ba, Robert Carney, Catherine Duran]       |
| 05 (2/16) | Race II<br>Barder 95-235<br>[Pierre Cajou]   |
| 06 (2/23) | Taking Stock and Theorizing I<br>Van Evera 7-48<br>Stone (focus on the tables)<br>[Krystal Martinez] |



- 07 (3/2) Integrated Case Study I  
Jacobs 25-126  
[Shaye Ciccarone, Prableen Dua, Colleen McGrath]
- Spring Break (3/9) – No Class**
- 08 (3/16) Integrated Case Study II  
Jacobs 127-262  
[Linda Adebola, Angie Orejuela]
- 09 (3/23) Taking Stock and Theorizing II  
*review readings:* Van Evera 7-48, Stone (focus on the tables)  
*new reading:* a summary of Diesing's five (six?) rationality types  
<https://urbanauapp.org/wp-content/uploads/Spring-Fall-2008-Richard-Hartwig.pdf>
- 10 (3/30) Guest Speaker I: on Inter-religious, -racial, and -cultural Dialogue  
**Junaid Ahmad**  
\* *Professor of Religion, Law, and World Politics and Director of the Center for Muslim World Studies, Islamabad, Pakistan*  
\* *Visiting Fellow, College of William and Mary*  
\* *Executive Committee, US-Pakistan Intercultural Coalition (UPIC)*  
**Rev. Bob Chase**  
\* *UN Center Fellow, School of Diplomacy, Seton Hall University*  
\* *Co-Founder, US-Pakistan Interreligious Consortium [now Intercultural Coalition] (UPIC)*
- 11 (4/6) Guest Speaker II: from the UN Community Broadly Understood  
**Brianna Fitzpatrick**  
\* *Liaison to the UN for CARITAS Internationalis*  
\* *Seton Hall University Class of 2014*  
**Joseph Cornelius Donnelly**  
\* *UN Center Fellow, School of Diplomacy, Seton Hall University*  
\* *Former Permanent Delegate to the UN for CARITAS Internationalis*
- 12 (4/13) In-Class Presentations I
- 13 (4/20) In-Class Presentations II
- 14 (4/27) Toward and Integrated Theory; Brainstorming Final Exam Questions
- 15 (5/4) **Final Oral Examinations:** 10 minutes per student, alphabetical order

**\* Please note that I may adjust the syllabus during the semester.**