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Diplomacy Syllabi

School of Diplomacy and International  
Relations

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Fall 2022

## DIPL 1711 AC International Relations

Michael Curtin

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**International Relations**

**Seton Hall University School of Diplomacy & International Relations**

**DIPL 1711 AC – Introduction to International Relations**

**FALL 2022**

**CREDITS: 3 credit hours**

**Meeting Time: Friday, 11:00 AM – 1:30 PM**

**Location: Stafford Hall 207 (SH 207)**

**Instructor: Professor Michael Curtin**

**Telephone: (973) 275-2515**

**Email: curtinmi@shu.edu**

**Office: McQuaid Hall**

**Office Hours: Friday, 2:00 PM – 3:00 PM (I am available after class to speak with you as well.)**

**Please note: I will return all emails within twenty-four (24) hours on weekdays and within forty-eight hours (48) on weekends.**

**Required textbooks:**

Shimko, Keith. *International Relations: Perspectives, Controversies, and Readings. (Fifth Edition)*. Boston, MA: Cengage Learning, 2016.

Snyder, Jack L., Karen A. Mingst and Heather Elko McKibben. *Essential Readings in World Politics. (Eight Edition)*. New York: W.W. Norton & Company, 2019.

*“Learning is an active process. We learn by doing...Only knowledge that is used sticks in your mind.”*

**-Dale Carnegie, American writer, and lecturer**

**Course Description:<sup>1</sup>**

This course analyzes the dynamics of the relations between and across the different countries of the world. Examines the role that countries, international organizations, nongovernmental organizations, businesses, and individual people play in addressing pressing global problems such as peace, war, security, arms control, trade, development, human rights, and the environment.

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<sup>1</sup> The instructor reserves the right to change, add, or delete material or otherwise alter this document as he sees fit.

### **Course Learning Outcomes:**

Upon successful completion of this course, students will be able to:

1. Develop an understanding of the basic vocabulary of international relations, while analyzing the contending theoretical approaches to the study of international politics.
2. Explain the historical evolution of the international system from its origins in 1648 to the present.
3. Analyze international processes including work of international organizations and NGOs, the state and the foreign policy making process, the continuing role of war in the international system, as well as the evolving global economy.
4. Describing emerging transnational issues including the development of international human rights, while applying judgment and ethical standards to evaluate state actions.

### **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).

### **Academic Integrity & Dishonesty.**

All forms of dishonesty whether by act of omission, including but not limited to, cheating, plagiarism, and knowingly furnishing false information to the University are prohibited and may elicit University sanctions of suspension or expulsion. See University and school statements for academic conduct here: <http://www.shu.edu/offices/communitydevelopment/community-standards/community-standards.cfm> and <http://www.shu.edu/academics/diplomacy/academic-conduct.cfm>. Citation Formats (some version of the paragraph below) Papers should utilize one of the Chicago Manual of Style citation formats: Author-Date or Notes and Bibliography. The guidelines for these formats are on the course Blackboard page.

### **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 Resources for Students:**

#### **Academic Resource Center**

Website: <https://www13.shu.edu/offices/arc/index.cfm>

Phone: (973) 761-9108 Email: [arc@shu.edu](mailto:arc@shu.edu)

Location: Arts & Sciences Hall Rm. 242

#### **Online Writing Lab**

Website: <http://academic.shu.edu/owl/front.htm>

Email: [owl@shu.edu](mailto:owl@shu.edu)

#### **Writing Center**

Website: <http://blogs.shu.edu/studenttoolkit/the-writing-lab/>

Phone: (973) 761-7501

Location: Walsh Library, 3rd Floor

Sign up for an appointment using Compass

All of these are available through: <http://blogs.shu.edu/studenttoolkit/>

#### **Grading Scale:**

A 94-100, A- 90-93, B+ 87-89, B 83-86, B- 80-82, C+ 77-79, C 73-76, C- 70-72, D 67-69, F 66 and below.

#### **Grading:**

**Class Participation:** 15%

**Group Presentation:** 20%

**Paper One:** 20%

**Paper Two:** 20%

**Final Exam:** 25%

**Additional Readings Section:**

Each week you will see a section titled **Additional Readings**. These readings will supplement your textbook reading and will correlate to the topic under discussion for that week. For example, beginning with Chapter Three – *Power Politics* – there is a section called *Points of View*. There are two perspectives provided regarding the topic under consideration. You will read each perspective and determine which of the two arguments you find yourself in agreement with. We will discuss these in class.

**Class Participation:** Participation is essential in understanding concepts of International Politics. Regular attendance, punctuality, completion of reading assignments, and class participation will be used as a yardstick to measure student performance. To achieve the learning outcomes, you will need to engage in active reading. Reading without taking notes is a futile exercise. You need to analyze how these subjects impact our world today. During our class discussions, it is important that the discourse is civil and considerate of your student colleagues. Each student has a unique set of opinions and experiences regarding the material we will be discussing. Debates and different opinions are welcome but must be conducted in a respectful and productive manner.

**Critical Reading Questions:** I have included on the syllabus the **critical reading questions** that appear at the end of each chapter. You should be able to respond to these questions as part of our class discussions. Your responses to these questions will be included in your class participation grade. *You are not required to submit written responses to these questions.*

**Group Presentation:**

During our first class, students will be divided into groups. Each group will offer a strategy for addressing a **current international conflict or a specific transnational issue**. An example of a transnational issue might be climate change and the security challenge it presents. Or perhaps the global migration crisis, worldwide energy crisis or health crises. Cases must be selected by **Friday, September 16<sup>th</sup>**. Findings will be presented by each group later in the semester (please see the dates posted on the syllabus).

**Paper One:**

Students will write a five-page background paper regarding the international conflict or transnational issue the group has chosen. The student will describe the current situation – who are the actors involved and what are the interests at stake for the parties to the conflict. How did the conflict your group has chosen begin? If your group has chosen a transnational issue, then the student will need to assess the security challenges that the issue presents. For example, what are the security implications of climate change? Please be certain to cite all your research using the Chicago Manual of Style format.

**Due: Friday, October 14<sup>th</sup>**

[https://www.chicagomanualofstyle.org/tools\\_citationguide.html](https://www.chicagomanualofstyle.org/tools_citationguide.html)

**Paper Two:**

The second paper that students will write relates to strategy. What strategy would you develop to solve the conflict or transnational issue your group has chosen? It is important that you carefully research all the elements to the conflict. Please remember to cite all your research. At the time of your group presentation, students presenting are required to submit a one-page handout to the class regarding background to the topic you have chosen. Presentations are expected to last about 30 minutes. **The second paper is due the day of your group presentation.**

**A Rubric for Excellent Papers** will be provided for you.

**Media Coverage**

For this class, it is important that you begin reading credible news sources as well as viewing cable news to keep abreast of developments in International Relations. Tracking these developments will not only assist you in our class discussions but will also help you as you begin to develop ideas for your group presentation.

**Here is a list of credible news sources to read and view:**

1. *The New York Times*
2. *The Wall Street Journal*
3. *The Washington Post*
4. *The Economist*
5. *Politico*
6. *Reuters*
7. *CNN*
8. *MSNBC*

**Acknowledgements:**

This course draws on class material (Group Presentation) by Dean Courtney Smith, who has taught Introduction to International Relations.<sup>2</sup> In addition, it draws on some material from Dr. Sara Bjerg Moller's Introduction to International Relations class.<sup>3</sup>

**Week 1/Class 1 Friday, September 2<sup>nd</sup>**

**Subject:** Syllabus Review, Course Structure, Course Expectations, and Key Concepts in IR.

**Part 1: History and Perspectives**

*"Those who cannot remember the past are condemned to repeat it..."*

**-George Santayana**

**Week 2/Class 2 Friday, September 9<sup>th</sup>**

**Subject:** *Change and Continuity in International History*

**Readings:**

Shimko, Chapter 1, pp. 1-32.

**Additional Readings:**

MacMillan, Margaret. "Which Past Is Prologue? Heeding the Right Warnings from History." *Foreign Affairs* 99 no. 5, (September/October 2020): 12-22. [What Can History Tell Us About the World After Trump? \(foreignaffairs.com\)](https://www.foreignaffairs.com)

Mingst, et al., "The End of History?" pp. 18-29.

Mingst, et al., "The Clash of Civilizations?" pp. 30-36.

Mingst, et al., "The Crisis of the Post-Cold War Liberal Order" pp. 37-58.

**Critical Questions Reading Guide (Ch. 1) (Shimko, pp. 30-31):**

1. What aspects of international relations have changed the most and least over the last 350 years?
2. In what sense might the end of the Cold War be seen as a major turning point in international politics? In what sense might it be seen as a relatively minor historical event?

<sup>2</sup> Smith, Courtney PhD, "DIPL 1711 International Relations," (2001). *Diplomacy Syllabi*. 1. <https://scholarship.shu.edu/diplomacy-syllabi/1>

<sup>3</sup> Bjerg Moller, Sara PhD, "DIPL 1711 International Relations," (2015). *Diplomacy Syllabi*. 8. <https://scholarship.shu.edu/diplomacy-syllabi/8>

3. One of the most important developments of the past 200 years has been the rise and spread of nationalism. In what ways has nationalism changed international relations? Do you think that nationalism remains as important and powerful as fifty or one hundred years ago?
4. One of the enduring questions in international relations concerns the linkage between domestic and international politics. Historically, how have changes in the domestic character of states altered international relations?
5. Is it possible to judge the significance of an event such as September 11 or the end of the Cold War at the time it occurs, or does this sort of assessment require the benefit of hindsight?

### **Week 3/Class 3 Friday, September 16<sup>th</sup>**

**Subject:** *Contending Perspectives in International Politics*, **Many Questions, Even More Answers.**

#### **Reading:**

Shimko, Chapter 2, pp. 33-55.

#### **Additional Readings:**

Snyder, Jack. "One World, Rival Theories." *Foreign Policy* no. 145, (November/December 2004): 52-62. [One World, Rival Theories \(shu.edu\)](#)

Walt, Stephen M. "International Relations: One World, Many Theories." *Foreign Policy* No. 110, Special Edition: Frontiers of Knowledge. (Spring 1998): pp. 29-46. [International Relations: One World, Many Theories \(shu.edu\)](#)

Mingst, et al., "A Realist Theory of International Politics" pp. 61-65.

Mingst, et al., "Anarchy and the Struggle for Power" pp. 66-83.

Mingst, et al., "Liberalism and World Politics" pp. 84-93.

Mingst, et al., "Anarchy is What States Make of It" pp. 99-120.

Walt, Stephen M. "Does Anyone Still Understand the Security Dilemma?" *Foreign Policy* July 26, 2022. [The Security Dilemma Explains Many of Today's Geopolitical Standoffs \(foreignpolicy.com\)](#)

#### **Critical Questions Reading Guide (Ch. 2) (Shimko, p. 53):**

1. Different theories embody varying levels of pessimism and optimism about the future of international relations. Which of the theories discussed in this chapter leave you feeling more or less optimistic, and why?
2. To some extent do the perspectives on international relations differ in the questions they ask rather than the answers they provide?
3. It is important to recognize that theories of international relations often share elements in common despite their differences. Select various combinations (e.g., realists and Marxists or feminists and constructivists) and identify points of agreement, as well as disagreement.



4. Would a world in which women occupied more positions of political power be very different in terms of how states relate toward each other? Why might feminists think it would? Why might realists think it would not?
5. Do you think that it is possible to combine different perspectives in a way that makes sense? For example, can someone be both a realist and a Marxist, or a feminist and a liberal? Do some combinations make sense, but not others?

## **Part 2: Controversies**

### **Week 4/Class 4 Friday, September 23<sup>rd</sup>**

*"Power corrupts and absolute power corrupts absolutely."*

**-Lord Acton -British historian**

**Subject: *Power Politics*, **Key Controversy: Does International Anarchy Lead to War?****

#### **Readings:**

Shimko, Chapter 3, pp. 57-96.

#### **Additional Reading:**

*Points of View*, **The Consequences of China's Rise**, pp. 75-80.

Mingst, et al., "The Balance of Power" pp. 167-173.

Mingst, et al., "Hypotheses on Misperception" 174-187.

#### **Critical Reading Questions (Shimko, p. 72):**

1. Almost everyone agrees that the international system is anarchic, but do they not agree on its consequences for state behavior. Explain why and how they differ.
2. What are the similarities and differences between power politics and collective security?
3. Most who see international anarchy as the cause of competition and conflict among states do not think that world government is the solution. Why not?
4. Why does the immediate post-World War II period pose a problem for balance of power theory? How would other power politics theories explain alignment patterns during this period?
5. Does the post-Cold War world appear to conform to balance of power, balance of threat, or preponderance theory?

### **Week 5/Class 5 Friday, September 30<sup>th</sup>**

**Subject: *War and Democracy*, **Key Controversy: Are Democracies More Peaceful?****

#### **Reading:**

Shimko, Chapter 4, pp. 81-99

**Additional Reading:**

*Points of View, Would Democracy Bring Peace to the Middle East?* pp. 100-105.

Jervis, Robert. "War and Misperception." *The Journal of Interdisciplinary History* Vol. 18, No. 4, The Origin and Prevention of Major Wars (Spring 1988): pp. 675-700. [War and Misperception \(jstor.org\)](http://www.jstor.org)

**Critical Reading Questions (Shimko, 97):**

1. Why do definitions matter so much when assessing the validity of democratic peace theory?
2. Do the U.S.-led wars in Iraq and Afghanistan undermine the democratic peace theory? Why or why not?
3. Why is the democratic peace theory inconsistent with realism?
4. Why might the next few decades be critical for establishing the validity of the democratic peace theory?
5. Why is World War I such a controversial case in the debate over democratic peace theory?

**Week 6/Class 6 Friday, October 7<sup>th</sup>**

**Subject:** *War and "Human Nature,"* Chapter 5, pp. 107-122, **Key Controversy: Is War Part of Human Nature?** *Free Trade,* Chapter 6, pp. 133-150, **Key Controversy: Does Free Trade Benefit All?**

**Readings:**

Shimko, Chapters 5-6, pp.107-150

**Additional Reading:**

*Points of View, Are People (of Men) "Hard-Wired" for War?*

*Points of View, Should Free Trade Be Replaced with Fair Trade?*

**Critical Reading Questions (Shimko, p. 123):**

1. People often assume that instinctual theories are pessimistic and learning theories are optimistic about the future of war. Neither assumption, however, is always true. Why not?
2. Assuming that war is a learned behavior, how is it "learned"?
3. Why might it be best to view war as the result of both instinctual and learned behaviors?
4. What does the phenomenon of pseudo-specification tell about the instinctual basis of war?
5. Why is the distinction between aggression and violence potentially critical for understanding the causes of war?

**Critical Reading Questions (Shimko, p. 151):**

1. How might the economic logic and political dynamics of free trade come into conflict?

2. Are consumers always better off paying less for the goods they want and need, regardless of where in the world they are produced?
3. Although it is easy to see how tariffs and import quotas violate the principles of free trade, there are many other policies that do the same but are less obvious. For example, explain how government subsidies can be equally significant violations of free trade.
4. What is the significance of List's distinction between private economy and political economy in terms of evaluating free trade?
5. Why do some consider the distinction between *domestic* trade and *international* trade to be critical for evaluating the wisdom of free trade?

### **Week 7/Class 7 Friday, October 14<sup>th</sup>**

**Subject:** *The IMF, Global Inequality, and Development*, **Key Controversy:** **What Are the Obstacles to Development?** *Globalization and Sovereignty*, **Key Controversy:** **Is Globalization a Threat to National Sovereignty?**

#### **Readings:**

Shimko, Chapters 7-8, pp. 161-201.

#### **Additional Reading:**

*Points of View*, **Does Foreign Aid Promote Development?** pp. 180-184.

*Points of View*, **What to do About the Race to the Bottom?** pp. 205-210.

Mingst, et al., "Why Does Globalization Fuel Populism?" pp. 449-465.

#### **Critical Reading Questions (Shimko, p. 177)**

1. What are the main elements and criticisms of the Washington Consensus?
2. What lessons can we draw from the diversity of outcomes in development over the past 40 or 50 years?
3. Why do the East Asian economies such as Taiwan, South Korea, and Singapore play such a controversial role in debates over the causes of underdevelopment?
4. In what sense is "neoliberalism" liberal?
5. Why do some charge the IMF and others in the developed world with hypocrisy in their prescriptions for developing nations?

#### **Critical Reading Questions (Shimko, p. 202)**

1. In what sense have new technologies been necessary, but not sufficient, for the current wave of globalization?
2. To some extent, the debate over globalization and sovereignty is also a debate about globalization's "inevitability." Explain.
3. In a recent analysis of globalization, Dani Rodrik [economist, author, and Ford Foundation Professor of International Political Economy at the Harvard Kennedy School] points to what he sees as "one of the central truths of the global economy: National democracy and deep globalization are incompatible." (Source: *The Globalization Paradox*) What is the source of this incompatibility?

4. What do we mean by a “borderless world” in the context of the debates over globalization?
5. Social and economic change always benefits some and harms others. Who are the winners and losers in the process of globalization, and why?

**Due: Paper One**

**Week 8/Class 8 Friday, October 21<sup>st</sup>**

**Subject:** *International Law*, **Key Controversy: Does International Law Matter? *The United Nations and Humanitarian Intervention*, Key Controversy: Are Humanitarian Interventions Justified?**

**Readings:**

Shimko, Chapters 9-10, 211-255.

**Additional Reading:**

*Points of View*, **Should the International Criminal Court [ICC] Deal with the Syrian Conflict?** pp. 231-235

*Points of View*, **Humanitarian Interventions in Libya?** pp. 259-264.

**Critical Reading Questions (Shimko, p. 228)**

1. How can there be international law without a world government?
2. How do liberal, constructivist, and realist perspectives on international law differ?
3. Why is compliance with international law generally so strong in spite of the absence of a world government to enforce it?
4. What lessons about international law can we learn from the failure of efforts such as the Kellogg-Briand Pact?
5. How is international law different from and similar to domestic law?

**Critical Reading Questions (Shimko, p. 256)**

1. Why is selective humanitarian intervention often considered problematic? Which would be preferable, selective humanitarian intervention or consistent nonintervention?
2. Would other nations ever be justified intervening in U.S. domestic affairs to prevent what they perceive as violations of human rights?
3. How does the doctrine of a “responsibility to protect” reflect and extend traditional arguments for humanitarian intervention?
4. Why is the doctrine of popular sovereignty so central to the case for humanitarian intervention?
5. Why does the United Nations play such a large role in debates over humanitarian intervention?

**Week 9/Class 9 Friday, October 28<sup>th</sup>**

**Subject:** *Nuclear Proliferation*, **Key Controversy: How Dangerous is Nuclear Proliferation?**  
*International Terrorism*, **Key Controversy: How Should We Respond to International Terrorism?**

**Readings:**

Shimko, Chapters 11-12, pp. 265-308.

**Additional Reading:**

*Points of View*, **Should We Eliminate Nuclear Weapons?** pp. 285-289.

*Points of View*, **Did September 11 Reflect a Clash of Civilizations?** pp. 313-316.

Mingst, et al., “Why Iran Should Get the Bomb: Nuclear Balancing Would Mean Stability” pp. 207-210.

**Critical Reading Questions (Shimko, p. 282)**

1. What are the requirements for nuclear deterrence?
2. Why might a crisis between two nations with a lot of nuclear weapons be less likely to escalate to war than if each one had only a few?
3. Why do states and nonstate actors pose fundamentally different problems in terms of nuclear proliferation?
4. Why might so many nations with the ability to acquire nuclear weapons refrain from doing so?
5. Why is it difficult to know if deterrence “works”?

**Critical Reading Questions (Shimko, p. 309)**

1. What distinguishes terrorism from other forms of criminal violence or acts of war?
2. Do you think terrorism can ever be morally justified?
3. To what extent has the [former] Bush administration been successful in creating an anti-terrorism strategy combining elements of statism and cosmopolitanism?
4. Why do many see a general “war in terrorism,” as problematic?
5. Why might it be unhelpful to talk about or look for the “root causes” of “terrorism”?

**Week 10/Class 10 Friday, November 4<sup>th</sup>**

**Subject:** *The Global Commons*, Chapter 13, pp. 317-338, **Key Controversy: Is the Global Commons in Danger?**

**Additional Reading:**

*Points of View*, **Where Did We Go After Kyoto?** pp. 343-348.

Mingst, et.al, “The Tragedy of the Commons” pp. 606-617.

Mingst, et. al., “The Climate Club: How to Fix a Failing Global Effort” pp. 618-623.

**Critical Reading Questions (Shimko, p. 339)**

1. In what sense is climate change an example of a “commons” tragedy?
2. Why are commons problems so much more difficult to solve at the global level than at the domestic level?
3. Why is the underlying problem of global population growth so difficult to solve?
4. What are the similarities and differences in the problems posed by CFCs and greenhouse emissions?
5. Why do some believe that global population will level off by the end of the century? Why are others not so sure?

**Week 11/Class 11 Friday, November 11<sup>th</sup>**



**Subject: Group 1 – Presentation and Second Papers Due**

**Week 12/Class 12 Friday November 18<sup>th</sup>**

**Subject: Group 2 – Presentation and Second Papers Due**

**Friday, November 25<sup>th</sup> No Class – Thanksgiving Recess**



**Week 13/Class 13 Friday, December 2<sup>nd</sup>**

**Subject: Group Three – Presentation and Second Papers Due**

**Week 14/Class 14 Friday, December 9<sup>th</sup>**

**Subject: Group Four – Presentations and Second Papers Due**

**Week 15/Class 15 Friday, December 16<sup>th</sup>**

**Final Exam TBD**