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Diplomacy Syllabi

School of Diplomacy and International  
Relations

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Fall 2024

## **DIPL 6000 International Relations Theory**

Brian K. Muzás Ph.D.

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# International Relations Theory

School of Diplomacy and International Relations

Seton Hall University – Fall 2024

Tuesdays, 7:35pm-9:45pm, Muscarelle Hall (formerly Stafford Hall) Room 207

## DIPL 6000

Instructor: Rev. Brian K. Muzás, Ph.D.

Student hours: Tues. 6:30-7:30pm (right before class); other times via phone or Teams

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## Course Description

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 Learning Objectives

By the end of this semester, students will be able to...

- CLO 1: Identify and explain the major theoretical traditions of international relations and diplomacy.
- CLO 2: Investigate and analyze competing assumptions and concepts from which these theories are derived and which they employ.
- CLO 3: Identify key actors, processes, and variables highlighted by each theory and assess their strengths and weaknesses.
- CLO 4: Evaluate issues related to levels of analysis, parsimony versus accuracy, and the types of research questions addressed by different theoretical traditions.

## 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.

## Instructional Materials

Betts, Richard K. *Conflict After the Cold War: Arguments on the Causes of War and Peace*, 5th ed. New York and London: Routledge, 2017. **(Please use the 5th edition).**

[Link to purchase on amazon.](#)

Lebow, Richard Ned. *Coercion, Cooperation, and Ethics in International Relations*. New York and London: Routledge, 2007. [Link to purchase on Amazon.](#)

Wagner, R. Harrison. *War and the State: The Theory of International Politics*. Ann Arbor: The University of Michigan Press, 2007. [Link to purchase on Amazon.](#)

## Grading Information

Your final grade for this course will be calculated in a way that showcases your strengths. The breakdown is as follows:

- 10% of your course grade will be earned from your class participation
- 20% of your course grade will be your lowest-scoring average assignment type
- 30% of your course grade will be your medium-scoring average assignment type
- 40% of your course grade will be your highest-scoring average assignment type

For the 20%, 30%, and 40% grades: I will take the average of each of the three assignment types (12 Journals each worth 10 points, 5 Synthesis essays each worth 10 points, and the Oral Final worth 10 points). The assignment type on which your average score was the highest will be worth 40% of your overall grade. The assignment type on which your average score was the lowest will be worth 20% of your overall grade. The middle-scoring assignment type will be worth 30% of your overall grade.

## Assignments:

### Synthesis Essays, 10 points each

There are five synthesis essays due at natural breaks throughout the course. Synthesis essays may take the form of background essays or literature reviews. However, our synthesis essays will take the form of arguments (i.e.: Op-Eds). Synthesis Essays are worth 10 points each. See the instructions and rubric (linked on the web) in the

Assignments and Grading section of the syllabus for more details about how to write a successful Op-Ed. As you will see on the rubric, there is a granularity of .25 pt and a floor of 1 pt to equal 10 points total for each essay.

### **Journal Entries, 10 points each**

Journal Entries are Due Each Week with the Readings. For Module 1: Betts, submit a three-sentence summary for each chapter. There are multiple chapters per part. For Module 2: Lebow and Module 3: Wagner, submit a three-sentence summary for each chapter AND a three-to-six sentence application of something that you learned from the chapter to a current event or a historical event. Each module's journal is worth 10 points. See the rubric (linked on the web) in the Assignments and Grading section of the syllabus for more details about how to write a successful Journal Response. As you will see in the rubric, there are 5 criteria and 4 levels of achievement, and thus a half-point granularity to equal 10 points total for the journal.

### **Oral Final Exam, 10 points**

See details in the Assignments and Grading section.

## 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 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/documents/Student-Code-of-Conduct.pdf>

and <https://www.shu.edu/diplomacy/academic-conduct.cfm>. Resources for academic integrity are on the course Canvas site.

### 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:

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

### 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-psychological-services/>.

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

## Course Calendar

### MODULE 1: BETTS

#### Module 1 Learning Objectives

At the end of this module, students will be able to:

- MLO 1.1: Identify and summarize major concepts from an International Relations text: Betts' Conflict After the Cold War. (CLO 1, 3)
- MLO 1.2: Apply the historical lessons from Betts' Conflict After the Cold War to analyze and explain a current event. (CLO 2, 4)
- MLO 1.3: Discuss standard theories and paradigms of international relations. (CLO 1, 2, 3, 4)
- MLO 1.4: Identify important authors and the subject matter they treat. (CLO 1, 2, 3, 4)

Week 01	Aug. 27th	Introduction
Week 02	Sept. 3rd	Betts Parts I and II
Week 03	Sept. 10th	Betts Parts III and IV
Week 04	Sept. 17th	Betts Part V

#### **Synthesis Essay I – Sept. 20<sup>th</sup> at 5:00PM**

Week 05	Sept. 24th	Betts Parts VI and VII
Week 06	Oct. 1st	Betts Part VIII
Week 07	Oct. 8th	Betts Parts IX and X

#### **Synthesis Essay II – Oct. 11<sup>th</sup> at 5:00PM**

***Class does not meet on Oct. 15<sup>th</sup> due to Fall Break.***

For Betts, submit a three-sentence summary for each chapter. There are multiple chapters per part.

Journal entries are due as scheduled above in the class calendar. Keep your sentences reasonably short: no overly extended compound-complex sentences, please! Yes, you will have to make choices about what is truly important to include and what to ignore as of secondary importance -- a good critical thinking exercise!

See the Assignments and Grading section for more details about writing Journal entries and synthesis essays.

## MODULE 2: LEBOW

### Module 2 Learning Objectives

At the end of this module, students will be able to:

- MLO 2.1: Identify and summarize major concepts from an International Relations text: Lebow's Coercion, Cooperation, and Ethics in International Relations. (CLO 1, 3)
- MLO 2.2: Apply the historical lessons from Lebow's Coercion, Cooperation, and Ethics in International Relations to analyze and explain a current event. (CLO 2, 4)
- MLO 2.3: Explain alternative approaches to many of the authors in the previous module. (CLO 1, 2, 3, 4)
- MLO 2.4: Identify and discuss elements which the previous module did not consider. (CLO 1, 2, 3, 4)

***Class does not meet on Oct. 15<sup>th</sup> due to Fall Break.***

Week 08   Oct. 22nd      Lebow Ch. 1-3

Week 09   Oct. 29th      Lebow Ch. 4-5

**Synthesis Essay III – Nov. 1<sup>st</sup> at 5:00PM**

***Class does not meet on Nov. 5<sup>th</sup> due to Election Day.***

Week 10   Nov. 12th      Lebow Ch. 6-9

Week 11   Nov. 19th      Lebow Ch. 10-14

**Synthesis Essay IV – Nov. 22<sup>nd</sup> at 5:00PM**

For Lebow, submit a three-sentence summary for each chapter AND a three-to-six sentence application of something that you learned from the chapter to a current event or a historical event.

Journal entries are due as scheduled above in the class calendar. Keep your sentences reasonably short: no overly extended compound-complex sentences, please! Yes, you will have to make choices about what is truly important to include and what to ignore as of secondary importance -- a good critical thinking exercise!

See the Assignments and Grading section for more details about writing Journal entries and synthesis essays.

## **MODULE 3: WAGNER**

### Module 3 Learning Objectives

At the end of this module, students will be able to:

- MLO 3.1: Identify and summarize major concepts from an International Relations text: Wagner's War and the State. (CLO 1, 3)
- MLO 3.2: Apply the historical lessons from Wagner's War and the State to analyze and explain a current event. (CLO 2, 4)
- MLO 3.3: Critique fundamental foundations of the standard paradigms in the field. (CLO 1, 2, 3, 4)
- MLO 3.4: Propose and explain an alternative formulation of interlocking bargains. (CLO 1, 2, 3, 4)

Week 12 Nov. 26th Wagner Ch. 1-3

Week 13 Dec. 3rd Wagner Ch. 4-7

### **Synthesis Essay V – Dec. 6<sup>th</sup> at 5:00PM**

For Wagner, submit a three-sentence summary for each chapter AND a three-to-six sentence application of something that you learned from the chapter to a current event or a historical event.

Journal entries are due as scheduled above in the class calendar. Keep your sentences reasonably short: no overly extended compound-complex sentences, please! Yes, you will have to make choices about what is truly important to include and what to ignore as of secondary importance -- a good critical thinking exercise!

See the Assignments and Grading section for more details about writing Journal entries and synthesis essays.

## **MODULE 4: ORAL FINAL EXAM**

Week 14 Oral final. By appointment. Taken no later than 5:00PM on 12/17.

See the Assignments and Grading section for more details about the final exam.



## Assignments and Grading

### Synthesis Essays Instructions & Grading

There are five synthesis essays due at natural breaks throughout the course. Synthesis essays may take the form of background essays or literature reviews. However, our synthesis essays will take the form of arguments (i.e.: Op-Eds).

Begin your argumentative synthesis essay with a strong thesis, stating a particular position on the topic of the paper. There are several possible reasons for writing an argument essay. They include:

- To contrast topics or ideas
- To argue a position
- To evaluate a text
- To explain cause and effect relationships.

Your purpose as an author will determine the approach taken to write the essay. It also determines how the information will be presented.

Once you have taken a side, stick to it. You may provide counterarguments, but they should be minimal and weaker than your main arguments. Try summarizing your ideas before writing so that you do not include too much information in the papers. Your readers want to read a synthesized project, not the actual work. By presenting the facts directly, you risk having the reader misinterpret it.

All synthesis essays should be no longer than 1000 words. For comparison, a typical op-ed is 800 words. 800 words is a good target.

Synthesis Essays are worth 10 points each. See the linked rubric for more details about how to write a successful Op-Ed. As you will see on the rubric, there is a granularity of .25 pt and a floor of 1 pt to equal 10 points total for each essay. Rubric Citation: Hughes, Nicole. "Op Ed Rubric." San Jose State University, <https://www.sjsu.edu/people/nicole.hughes/courses/engl1aspring13/s1/OpEd-rubric.pdf>.

## Journal Entries Instructions & Grading

Journal Entries are Due Each Week with the Readings

For Module 1: Betts, submit a three-sentence summary for each chapter. There are multiple chapters per part.

For Module 2: Lebow and Module 3: Wagner, submit a three-sentence summary for each chapter AND a three-to-six sentence application of something that you learned from the chapter to a current event or a historical event. (The fact that the parts of Betts contain multiple chapters will keep the sentences-per-week workload more even throughout the term.)

Journal entries are due as scheduled in the class calendar. Keep your sentences reasonably short: no overly extended compound-complex sentences, please! Yes, you will have to make choices about what is truly important to include and what to ignore as of secondary importance -- a good critical thinking exercise!

Here is an example of a summary followed by an application, each with its own paragraph:

*Morgenthau elaborates six principles of realism in international relations. The most important principles can be reduced to three ideas: laws rooted in human nature give rise to international politics; interest, universal in concept though not content, is defined in terms of power and guides the conduct of international politics; and the concrete principle of state survival trumps even universal moral principles both in the abstract and in the concrete. One potential weakness in Morgenthau's framework is a perhaps too-rigid separation of the realms of economic, political, moral, and religious man.*

*Morgenthau's claim that state survival is more important than any other consideration illuminates the North Korean nuclear and missile crisis. It is no secret that the United States would welcome a unified, democratic Korea and that many US actions since the middle of the 20th century have been directed toward that end. In response, North Korea long ago decided to develop nuclear munitions and long-range missiles as a cornerstone of its defense policy. North Korea believes that the power inherent in such military capability will suffice to prevent state death at the hands of American offensive action either by defeating US and allied forces in a militarized dispute or by preventing hostile military action in the first place.*

Each module's journal is worth 10 points. See the rubric below for more details about how to write a successful Journal Response. As you will see in the rubric, there are 5 criteria and 4 levels of achievement, and thus a half-point granularity to equal 10 points total for the journal.

<u>Response Writing Rubric</u>				
Criteria	Excellent Level 4	Good Level 3	Below Average Level 2	Ineffective Level 1
<b>Main Idea</b>	Clear main idea in the first sentence	Mostly clear main idea in the first sentence	Main idea is not clear in the first sentence-not specifically stated.	main idea is not present in the first sentence
<b>Details</b>	All important details are included.	Important details are included but some might be missing.	Some critical information is missing.	Contains only some details.
<b>Order</b>	Ideas are connected to make the writing flow.	Ideas are in logical order.	Ideas are in random order.	Ideas are not in logical order.
<b>Paraphrase</b>	Author writes their own words to create a summary that includes great word choice.	Author uses their own words to write summary.	Author uses a few sentences that sound too similar to the text and not enough of their own words.	Author does not use their own words to write summary.
<b>Conventions</b>	No spelling, grammar and conventions errors.	1-2 spelling, grammar and conventions errors are found.	3-4 spelling, grammar and conventions errors are found.	5-or more spelling, grammar and conventions errors are found.

Retrieved From:

<https://www.bcit.cc/cms/lib04/NJ03000372/Centricity/Domain/141/Response%20Writing%20Rubric.pdf>

## **Oral Final Exam Instructions & Grading**

The final examination will be oral. The format is uncomplicated.

The student will bring three questions to the exam (Exams will be held remotely via Microsoft Teams). 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 an electronic sign-up sheet for the final exam. The exam will last 15 minutes for graduate students.

The exam will last 15 minutes for graduate students and be graded out of 10 points, five each for delivery and content, in half-point increments.

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 30 minutes if graduates. (For the record, one year I had three undergraduates who held a successful three-way debate!)

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.

## **Final Grade Calculation**

Your final grade for this course will be calculated in a way that showcases your strengths. The breakdown is as follows:

- 10% of your course grade will be earned from your class participation
- 20% of your course grade will be your lowest-scoring average assignment type
- 30% of your course grade will be your medium-scoring average assignment type
- 40% of your course grade will be your highest-scoring average assignment type

For the 20%, 30%, and 40% grades: I will take the average of each of the three assignment types (12 Journals each worth 10 points, 5 Synthesis essays each worth 10 points, and the Oral Final worth 10 points). The assignment type on which your average score was the highest will be worth 40% of your overall grade. The assignment type on which your average score was the lowest will be worth 20% of your overall grade. The middle-scoring assignment type will be worth 30% of your overall grade.