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Diplomacy Syllabi

School of Diplomacy and International  
Relations

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Spring 2023

## **DIPL 6130: International Security**

R. Joseph Huddleston Ph.D.

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**DIPL 6130: International Security**  
**School of Diplomacy & International Relations, Seton Hall University**  
**Thursdays 5:00 – 7:10, (Muscarelle 208)**

**Professor:** R. Joseph Huddleston  
**Student Hours:** Monday 4 – 4:45 (McQuaid 105)  
 Wednesday 2 – 4  
**Email:** [joseph.huddleston@shu.edu](mailto:joseph.huddleston@shu.edu)

This syllabus is current as of January 26, 2023. You will be notified in class and/or by e-mail when the syllabus is updated.

**Required Materials**

Richard K. Betts, *Conflict after the Cold War: Arguments on Causes of War and Peace*, 5th edition (New York: Routledge, 2017). (Called “Betts” throughout the syllabus)  
 You will also be assigned academic readings accessible through Seton Hall’s library.

**Course Description**

This course serves as a general introduction to the enduring and contemporary questions in international security, a field primarily concerned with the threat and use(s) of force by state and non-state actors for political ends. Topics covered include the causes of war; coercion in cyberspace; nuclear proliferation and arms control; the consequences of climate change on future conflict trends; and the challenges of ending conflict and dealing with its legacies.

**Grading**

Participation/Debate .....	20%
Two position papers, 20% each .....	40%
Oral Briefing .....	10%
Future of War Paper .....	30%

**Course Grading Scale**



Participation (20%)

Participation includes attendance and thoughtful engagement with all parts of the class (including discussion, speaker engagement, and debate). This course is taught around class discussion, debate, and activities. We are dependent on each other’s efforts to prepare for and engage in class activities and have a worthwhile learning experience. Each class session’s participation will be graded as following:

- 2 points: Active, thoughtful participation that demonstrates understanding of the assigned material and current events. Full participation in classroom activities and discussion of position papers.
- 1 point: Attendance with limited participation in class.

- 0 points: Unexcused absence (beyond 1 allowable unexcused absence)

You are expected to **complete all assigned readings before the class** for which they are assigned, and to arrive in class prepared to discuss that material. You may also find it helpful to prepare notes and talking points before each session, including your thoughts, opinions, analysis, and questions about the week's materials.

### **Position Papers and Future Paper Assignments**

**Position Papers (40%):** 800-1200 words, excluding references

You will write **two position papers** throughout the semester, each worth 20% of your grade. They are listed in the course schedule below in the week they are due. Position papers should be at least 800 words and at most 1200 words (usually 3-4 pages). They should begin with a short introduction that gives an overview or context for the topic. The paper should then state its primary argument (either for or against the position assigned) and provide supporting arguments and evidence. Alternative arguments should be explored and refuted using evidence. A short conclusion should briefly summarize the student's position on the issue. All students should come prepared to class to actively discuss and debate the position paper topic each week they are due. Additionally, I may assign which side of the debate I want you to argue.

Position papers are **due electronically at the beginning of class**. Late assignments are docked 10% for each 24 hours following their respective deadlines. Assignments more than one week late will be given a 0.

**Future of War Paper (30%):** 3000-4500 words, excluding references

Answer this prompt: **"The future of warfare will/will not resemble the past. Discuss."**

This is an open prompt, and your paper should address core issues and themes arising from the various kinds of interstate conflicts (e.g., conventional, asymmetric, nuclear, cyber, etc.) we studied over the course of the semester. Or it might go deeper into a specific aspect relevant to discussing the future of war, such as diplomacy, cyber security, misinformation, or democratic backsliding. It might also go into prospects of conflict for specific regions.

**The Future Paper is due electronically on Mon, May 15 at 11:59pm. Upload .docx to Teams.**

### **Oral Briefing of Future of War Paper (10%)**

Starting Week 9, students will be responsible for giving a ten-minute oral briefing on the major findings of their future of war assignment, 2 students each week. Each student will have a maximum of ten (10) minutes to brief us on the war they examined and their assessment of its cause(s). Although the emphasis should be on the future of war, you are welcome to (briefly) address the prosecution of the war and its consequences as well. Each student should prepare no more than three (3) PowerPoint slides to use in their presentation. The slides must be uploaded to **Teams** no later than 24 hours before the presentation—the day before the class meeting.

### **Guidelines for Position Papers and Future Paper**

These assignments should be turned 12-pt Times New Roman font, double-spaced, with 1-in margins. Include a word count on the first page. Papers should utilize one of the *Chicago Manual of Style* citation formats: Author-Date or Notes and Bibliography.

Your assignments should be turned in to Teams as .docx documents. You will turn all assignments in through Teams, due electronically at the beginning of class on the listed date.

I will grade your work, give you feedback, and assign your grades digitally.

### **Primary Student Learning Outcomes:**

By the end of the semester, students should have acquired knowledge and understanding of key concepts, models, theories, and debates involved in the study of contemporary international security topics. Students should also have developed the skills to analyze complex situations, synthesize information, and communicate effectively in oral and written form.

By the end of the semester, students should have acquired knowledge and understanding of: key concepts, theories, and debates about the causes and trajectories of conflict between and within states; debates about the role of international structures, institutions, and individual decision-makers in the causes of war; debates about the origins and trajectories of intrastate conflicts; selected conflict case studies. Students should also have developed the skills to: analyze complex international systems; find and synthesize empirical information; and develop, articulate, and defend policy positions.

### **Meetings and Materials**

#### **Week 1 (1/19) Introduction**

#### **Week 2 (1/26) Is War Inevitable?**

##### **\*\*\*\* Add/Drop Deadline \*\*\*\***

- MacMillan, *War: How Conflict Shaped Us* (New York: Random House, 2020), Preface and Ch. 1. (Teams)
- Braumoeller, *Only the Dead: The Persistence of War in the Modern Age* (New York: Oxford University Press, 2019), Preface and Ch. 1. (Teams)
- Graeber and Wengrove, *Dawn of Everything*, excerpt (Teams)
- Luttwak, "Give War a Chance," *Foreign Affairs* (1999) 78(4), pp. 36-44
- Goldstein and Pinker, "War Really Is Going Out of Style," *New York Times*, December 17, 2011.
  - Gray, 2015, "Steven Pinker is wrong about violence and war," *The Guardian*
  - Koehrsen, 2019, "Has Global Violence Declined? A look at the data," *Towards Data Science*
  - Poast and Fazal, "War is Not Over," *Foreign Affairs* (Oct. 15, 2019).
  - Davenport, "Angels and Anarchists: A Conflict Scholar's Response to Steven Pinker's New Book," Blog Post, June 27, 2012

**Note:** Students lacking a firm foundation in IR theory should review the following readings before the first-class meeting:

- Snyder, “One World, Rival Theories,” *Foreign Policy* no. 145 (November/December 2004): 52-62.
- Walt, “International Relations: One World, Many Theories,” *Foreign Policy*, no. 110 (Spring 1998): 29-46.

**Week 3 (2/2)****The International System**

Required:

- Thomas Schelling. 1966. *Arms and Influence*, pp. 1-78 (Teams)
- John Mearsheimer. 2001. *The Tragedy of Great Power Politics*, pp. 29-54 (Teams)
- Waltz, “Origins of War in Neorealist Theory” Betts 101-108
- Gilpin, “Hegemonic War and International Change” Betts 108-121
- Blainey, “Power, Culprits, and Arms” Betts 121-133
- Jervis, “Cooperation Under the Security Dilemma,” Betts 389-405
- Case Reading: US/China Relations
  - Betts and Christensen, “China: Can the Next Superpower Rise Without War?” Betts 602-614.
  - Allison, 2018, *Destined for War: Can America and China Escape Thucydides’s Trap?* pp. xi-xx, 3-24. (Teams)
  - Brands, “The Art of the Arms Race,” *Foreign Policy* 2022
  - Beckley, “Enemies of My Enemy,” *Foreign Affairs* 2022

**Week 4 (2/9)****Constraining the State, from above and below**

Required:

- Democracy
  - Owen, 1994, “How Liberalism Produces Democratic Peace,” *International Security* 19(2)
  - Mansfield and Snyder, “Democratization and War,” Betts 331-344 (Teams)
- Economics
  - Angell, “The Great Illusion,” Betts 254-256
  - Gartzke and Lupu, “Trading on Preconceptions: Why World War I Was Not a Failure of Economic Interdependence,” *International Security* 36/4
- Institutions
  - Robert Keohane and Lisa Martin. 1995. “The Promise of Institutional Theory.” *International Security* 20(1)
  - John Mearsheimer. 1995. “A Realist Reply.” *International Security* 20(1)
- Nationalism
  - Gellner, “Nations and Nationalism,” Betts 344-356
  - Schrock-Jacobson, 2012, “The Violent Consequences of the Nation: Nationalism and the Initiation of Interstate War,” *Journal of Conflict Resolution* 56(5)
- Case Reading: Russia/European Relations

- Walt, “Liberal Illusions Caused the Ukraine Crisis”, *Foreign Policy* 2022
- Freedman, “Why War Fails”, *Foreign Affairs* 2022
- Mitchell, “Putin’s War Backfires”, USIP 2022
- Massicot, “Russia’s Repeat Failures”, *Foreign Affairs* 2022

**Week 5 (2/16) The Human Element: Nature, Psychology, Culture, Norms**

Required:

- Jervis, “War and Misperception,” Betts 207-223.
- Goldberg, 2018, *Suicide of the West*, Ch. 1, 3, 4 (Teams)
- Arendt, “Thinking and Moral Considerations: A Lecture,” *Social Research* (Fall 1971) vol. 38, no. 3, pp. 417-418.
  - White, “What did Hannah Arendt really mean by the banality of evil?” *Aeon* 2018
- Klotz, 2002, “Transnational Activism and Global Transformations: The Anti-Apartheid and Abolitionist Experiences” *European Journal of International Relations* 8(1)
- Franck, 2006, “The Power of Legitimacy and the Legitimacy of Power”, *American Journal of International Law* 100(1)
- Horowitz and Stam. 2014. “How Prior Military Experience Influences the Future Militarized Behavior of Leaders,” *International Organization* 68(3)
- Case Reading: TBA

**Week 6 (2/23) Terrorism (First Debate)**

Position Paper #1: Targeted killing of terrorists, most prominently through the use of drone strikes, is an effective and ethical tool in combating terrorism that should continue to be used by the United States, including against American citizens who have joined foreign terrorist organizations overseas.

Required:

- Fathali Moghaddam (2005) “The Staircase to Terrorism: A Psychological Exploration,” *The American Psychologist* 60(2): 161-169
- Elizabeth Grimm Arsenault and Tricia Bacon. 2015. “Disaggregating and Defeating Terrorist Safe Havens,” *Studies in Conflict and Terrorism* 38
- Stern, Ch.9 in *Terror in the Name of God* (Teams)
- Case Reading: al-Qaeda
  - Tricia Bacon. 2017. “Hurdles to International Terrorist Alliances: Lessons From al Qaeda’s Experience,” *Terrorism and Political Violence* 29(1)

**\*\*\* Everything below subject to change \*\*\***

**Week 7 (3/2) Censorship, terrorism, misinformation (Guest lecturer Dr. Ayse Lokmanoglu)**

Required:

- Lokmanoglu & Veilleux-Lepage (2020). *Hatred, She Wrote: An Analysis*

- of the Extreme Right and Islamic State Women's Only Forum. (Teams)
- Winkler & Lokmanoglu (2019). Communicating Terrorism and Counterterrorism. (Teams)
- Clifford & Powell (2019). De-platforming and the Online Extremist's Dilemma. *Lawfare*. <https://www.lawfareblog.com/dc-platforming-and-online-extremists-dilemma>
- Cinelli, Quattrociochi, Galeazzi, Valensise, Brugnoli, Schmidt, Zola, Zollo, & Scala (2020). The COVID-19 social media infodemic. *Scientific Reports*, 10(1)
- Case Reading: The Islamic State
  - Byman, Daniel. 2016. "Understanding the Islamic State—A Review Essay." *International Security* 40(4)
  - Walter, Barbara 2017. "The Extremist's Advantage in Civil Wars." *International Security* 42(2)

**Week (3/9) \*\*\*\*\* Spring Break. No Class \*\*\*\*\***

**Week 8 (3/16) No class; Prof. Huddleston at conference; Writing week**

**Week 9 (3/23) Women, Peace, and Security (Guest lecturer Rajaa Altalli)**  
 Position Paper # 2: The UN security council veto should be abolished.  
 Required:

- Luna K.C., Crystal Whetstone, 2022, "Rethinking women, peace, and security through the localization of United Nations Security Council Resolution 1325 & National Action Plans: A study of Nepal and Sri Lanka", *Women's Studies International Forum*, volume 92
- Lorentzen, J. (2021). Frictional interactions on Women, Peace and Security in Mali. *The Journal of Modern African Studies*, 59(4), 463-483
- Case Reading: Syria
  - The mandate of the office of the UN special envoy and Syrian Women's Advisory Board
  - The UN Security Council resolution 2254 (2015)
  - CCSD brief to the Security Council in December 2019
  - Civil Society Statement on Raqqa: September 2017
  - UN Security Council resolution 1325 (2000)

**Week 10 (3/30) Contemporary challenges facing Alliances**

Required:

- Kang, 2012, "Alliances: Path to Peace or Path to War?", Ch. 2 in Vasquez' *What Do We Know About War?* (Teams)
- Glenn Snyder. 1984. "The Security Dilemma in Alliance Politics," *World Politics* 36(4)
- Walt, 1985, "Alliance Formation and the Balance of Power", *International Security* 9(4)
- Sayle, 2019, *Enduring Alliance: A History of NATO and the Postwar*

*Global Order*, pp. 1-27, 147-166, 216-248 (Intro, ch 1, 7, 10, conclusion)  
(On Teams)

- Case Reading: NATO
  - Moller, 2020, "Twenty years after: assessing the consequences of enlargement for the NATO military alliance", *International Politics* 57
  - Moller. 2019. "Drawing the Line"

**Week 11 (4/6) No class; Holy Thursday/Friday; University Closed**

**Week 12 (4/13) Peaceful transition, local actors, the complexity of protracted conflict (Guest lecturer Prof. David Wood)**

Required:

- Dekha Ibrahim Abdi and Simon J. A. Mason, 2019, *Mediation and Governance in Fragile Contexts: Small Steps to Peace* (available as e-book for \$25; or to read through [SHU libraries here](#))
  - 1. Mediation and Governance in Fragile Contexts
  - 2. The SMALL Framework in a Nutshell
  - 3. Short-Term Responses: Contextualized Mediation and Process Design
  - 4. Medium-Term Responses: Developing Interim Peace Structures
  - 5. Long-Term Responses: Toward a Peaceful State for All
  - 6. Linking Inner and Outer Peace: Effective and Authentic Peace Practitioners
- Case Reading: Kenya-Somalia (included in book)
  - 7. The Kenyan-Somali Context

**Week 13 (4/20) Diplomacy in Conflict (Possible guest lecturer)**

Required:

- Pouliot and Cornut, 2015, "Practice Theory and the Study of Diplomacy" *Cooperation and Conflict* 50(3)
- Huang, 2016, "Rebel Diplomacy in Civil War" *International Security* 40(4)
- Huddleston and Hall, 2023, "Secession and Diplomacy: Playing the State, Proving the Nation" in *Secessionist Diplomacy* (Teams)
- Case Reading: Self Determination Diplomacy
  - Huddleston, 2019, "Can John Bolton Thaw Western Sahara's Long-Frozen Conflict?", *Foreign Policy*
  - Amb. Sidi Omar, DRAFT, "Sahrawi Diplomacy" (Teams)
  - Najah Adam, 2021, "Somaliland's Foreign Policy Strategy: Exploring Plausible Options to Statehood Status", *Horn Diplomat*

**Week 14 (4/27) The legacy and memory of conflict (Guest lecturer Dr. Hans Gutbrod)**

Required:

- Evans, 2005, "Moral Theory and the Idea of a Just War," in *Just War Theory: A Reappraisal*, pp. 1-24 (Teams)
- Gutbrod, 2021, "Assembling the Moral Puzzle," *Global Policy Journal*



- Thyne, 2016, “The Legacies of Civil War” in *What do we know about Civil Wars?* Ch10 (Teams)
- (SKIM) DeMeritt, 2016, “Transitional Justice” in *What do we know about Civil Wars?* Ch11 (Teams)
- **TASK:** Identify a memorial (big or small) that you identify with (hometown or other important place). Take a picture (or find one) you think captures it well. Be prepared to talk about the monument and explain why you relate to it (in about 1 min). It can be of anything; it just matters that you relate to it.
- **Case Reading:** Armenia, Turkey, Nagorno-Karabakh
  - Ciment, *Nagorno-Karabakh* (Teams)
  - Benedikter, 2021, “Nagorno-Karabakh: The Endless Conflict in the Black Garden”, *E-IR*

### Week 15 (5/4) **The Future of International Conflict**

Required:

- Farrell and Newman, 2019, “Weaponized Interdependence: How Global Economic Networks Shape State Coercion”, *International Security* 44(1)
- Byman, “Drones: Technology Serves Strategy,” Betts 431-436
- Kurth Cronin, “Drones: Tactics Undermine Strategy,” Betts 436-443
- Horowitz, Schwartz, and Fuhrmann, 2020, “China Has Made Drone Warfare Global,” *Foreign Affairs*
- James Johnson (2019) Artificial intelligence & future warfare: implications for international security, *Defense & Security Analysis*, 35:2 (Teams)
- Jessica Maves Braithwaite, Resisting Political Violence in America in PVAG 2020
- Hendrix, Gates, Buhaug, “Environment & Conflict,” MM 231-247 (Teams)
- **Case Reading:** Climate Conflict
  - Scheffran et al. 2012, “Climate Change and Violent Conflict”, *Science* 336(6083)
  - Shea, “A thawing Arctic is heating up a new Cold War,” *National Geographic* Sept. 2019
  - **BROWSE:** Climate Special Issue, *Journal of Strategic Security* 13(4)

(5/10 – 5/16)

**Finals Week**

**Final Paper due Monday, May 15 at 11:59pm**

Upload .docx to Teams

### Policies and Resources

- **Plagiarism, Cheating 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. See university and school standards for academic conduct here:

- <http://www.shu.edu/offices/student-life/community-standards/communitystandards.cfm>
- <http://www.shu.edu/academics/diplomacy/academic-conduct.cfm>.
- **Counseling:** 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 info, please visit: <https://www.shu.edu/counseling-psychological-services/index.cfm>
- **Absences.** Students are expected to attend all class sessions and participate in discussions. If a medical situation or other emergency arises students should inform the professor via email at the earliest possible opportunity as to the reason for their absence. Unexcused absences will bring down your participation grade.
- **Grade Appeals.** Grades in this course are not negotiable. If you think an error has been made, you may contest the grade on an assignment up to one week after it is returned. Clerical errors and outright mistakes will be corrected; other grading decisions will not be revisited.
- **Late Assignments.** Students who anticipate not being able to turn in an assignment on time should let me know as soon as possible. Without prior communication, failure to turn in a paper on its due date will result in a grade penalty. All late papers (anything submitted after the deadline) will be penalized by 10% per 24hrs (i.e., a 100% A paper turned in one day late is an A- at 90%, two days late a B- at 80%, etc.). Assignments more than one week late will be given a 0. There may be exceptions made in cases of medical or family emergency or COVID-related issues.
- **Technology.** Students will be allowed to use laptop computers during class for the purposes of note taking only. All other activities (email, internet, Facebook, etc.) are prohibited during class. Students who violate this policy will forfeit their laptop privileges.
- **Accommodations.** 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 Resources.** If you need support during this course, Seton Hall has resources for you. The Academic Resource Center is the general support place for students. The Online Writing Lab provides students with comments on papers via email within 48 hours. The Writing Center and the Math Learning Lab offer appointments for one-to-one tutoring. More information is available here:  
- <http://www.shu.edu/student-services/toolkit.cfm>

### COVID Provisions:

- **Coronavirus Safety:** Our mask mandate remains 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/>
- **Ground rules:** We’re in a pandemic. It’s scary, it’s uncertain, and we are all struggling with personal and professional problems we have never faced before. If you need an exception, I will not judge you, and I will not think less of you. You do not owe me personal information about your health or living circumstances. If you need to miss class, need extra help, or need extensions on assignments, just ask. I will work with you. If I can’t help you, I will help you find someone who can. There are lots of resources on campus. This is an ongoing crisis. I will do my best as your instructor, and I hope you will do your best to work with me. I will cut you some slack, as long as you stay in communication with me. And I hope you will cut me some slack too.
- **Attendance** is still mandatory. If you are unable to comply with the attendance plan on the syllabus, please speak with me immediately.
  - Read the Dean of Students’ guidelines on attendance [here](#).
  - If you have used up your allowed absences and need to be out more than that, excused absences will be considered due to extenuating circumstances; however, I need to receive communication from you beforehand. I can’t help you if you’re not in touch with me. “Excused” means that I must receive a phone or email message or written note before the absence occurs. Please contact Dr. Edwards if you expect to be out more than 3 consecutive classes.
- **Communication:** You must check your SHU email account, notifications on Microsoft Teams, and Blackboard regularly—at least once a day—to keep regular pace with the class. Please check before each class and before leaving your house/dorm to attend class, in case I need to run the class remotely (via Teams) on any given day. I will make every effort to respond to you quickly; you can expect to hear back within 48 hours, unless an emergency arises.
- **If you are unable to comply with any of these policies, please speak to me, and we will work out an accommodation.** This can happen on a semester-long or one-time basis.