

International Crises

POLS 246

Time: Tuesday/Thursday 2:30 PM to 4 PM

Class Location: KINSC East Wing E309

Office Hours: Tues 4:15-5:30 PM/Wednesday 12-1:30 PM OR by appointment (email me)

Office Location: Roberts 202

Instructor Email: cchiego@haverford.edu

Course Overview

International crises are events in which the governments of states in the international system respond to some kind of external threat in a limited amount of time with the potential for military escalation (Brecher and Wilkenfeld 2000). This course uses multiple examples of international crises to study how states interact during times of crisis and how decisions are made within states during crises. Students will engage in several simulations under different institutional arrangements (the “board” of the game so to speak) and political contexts to see how changes in institutions and incentives influence the course of crises and what strategies might be most effective at managing crises.

This course will study multiple types of interactions between states and other groups, from peaceful negotiations to threats to the use of violent force. It will encompass a variety of substantive topics, from crisis negotiation and bargaining strategies to the effect of different types of domestic political institutions and international organizations on state behavior during crises. Students will emerge with a deeper understanding of both political science theory related to crisis management as well as practical experience involved from planning and taking part in the crisis simulations. Oral communications skills and teamwork will be a particular focus as well as academic analysis and research skills.

Required Books

Starkey, Brigid. *International Negotiation in a Complex World* [3rd or 4th edition; 3rd will be available used for considerably cheaper and with very few differences from the 4th]

Schelling, Thomas. *Arms and Influence* (1966) [any edition]

Haverford College Statement on Accommodations:

Haverford College is committed to providing equal access to students with a disability. If you have (or think you have) a learning difference or disability – including mental health, medical, or physical impairment - please contact the Office of Access and Disability Services (ADS) at hc-ads@haverford.edu. The Coordinator will confidentially discuss the process to establish reasonable accommodations.

Students who have already been approved to receive academic accommodations and want to use their accommodations in this course should share their verification letter with me and also make arrangements to meet with me as soon as possible to discuss their specific accommodations. Please note that accommodations are not retroactive and require advance notice to implement.

It is a state law in Pennsylvania that individuals must be given advance notice if they are to be recorded. Therefore, any student who has a disability-related need to audio record this class must first be approved for this accommodation from the Coordinator of Access and Disability Services and then must speak with me. Other class members will need to be aware that this class may be recorded.

Feedback and Contact

For other issues that might arise during the course like major illnesses or unexpected issues that will cause you to be absent, please email me as soon as possible. In fact, for most issues or questions that you might have in the course, emailing the instructor is an excellent idea. The earlier any issues are brought to my attention the more likely it is that we can work with anything that might arise. Furthermore, I am always eager to hear student feedback (particularly for a new course like this) and happy to adjust my teaching as warranted.

Electronics Policy

You may bring your laptops to class and use them to look up relevant materials and take notes. Any other non-relevant use, however, particularly use that distracts other classmates, is not allowed.

Evaluation

20% Class Engagement. Includes both participation during regular class periods as well as during the simulations themselves. Also includes responding to the “YourTakes” and turning those in as requested for completion.

You are additionally responsible for, **by February 27th**, posting a crisis mini-analysis [~250 words] using a crisis case from the International Crisis Behavior dataset (see below). Full instructions will be posted in Moodle for this, but do note that you may not post for the same numbered crisis as someone else (that is, you should always add a new crisis).

If you are absent for any reason and would like to ensure that the absence does not affect your engagement grade, please post an additional mini-crisis in the class forum (up to 4 times; after 4 absences, please get in touch with the instructor directly).

20% (10% x 2) Position Papers. A 800-1000 word position paper will be due for each simulation (and posted online) describing the figure that the student will represent, that figure’s goals and incentives within the context of the simulation, and a potential course of action for

that figure to take in the simulation. Full details for each will be provided in a separate document that will be posted on Moodle.

30% Group Background Paper and Briefings. Each student will be responsible for collaborating with their group on:

- A. Selecting a specific simulation topic
- B. Writing one group background paper of 8-10 pages that will be released to the class as a whole on that topic a week before the simulation begins
- C. Selecting (and leading the discussion of) at least two additional (short-ish) readings related to their simulation on the class period before the simulation.
- D. Holding a class-wide briefing before the start of their simulation (approximately 15-20 minutes).
- E. Running the simulation itself (including aiding participants with background information and keeping track of how things go for discussion at the end)
- F. Leading the debriefing of the simulation after it ends

Each group should determine who will perform what roles as part of the group and individuals will be graded according to the roles that they were assigned. Full details will be provided in a separate document that will be posted on Moodle.

30% Final Research Paper of 12-15 pages. Each student will analyze a specific case of an international crisis in light of the insights gained from the simulations in this course and from the literature and concepts covered in class. Full details for this paper will be provided in a separate document that will be posted on Moodle. This will be due at the end of the course.

General Schedule

Week 1

- 1/21: Introduction to the course, overview of the three simulations projects and final paper
- 1/23: Basics of negotiation and international conflict; preliminary discussion of simulation topics
Read: Thucydides, "The Melian Dialogue." *History of the Peloponnesian War* [posted on Moodle]

Week 2

- 1/28: What is an international crisis? How common are international crises?
Read: Jonathan Wilkenfeld and Michael Brecher, "Interstate crises and violence : twentieth-century findings." in *Handbook of War Studies II*, ed. Manus Midlarsky. 2000. University of Michigan Press. [will be posted on Moodle]

The ICB website: <https://sites.duke.edu/icbdata/project-info/>
Scroll through the various crises included in the ICB Data Viewer
<http://www.icb.umd.edu/dataviewer>

Assignment of Groups after class

- 1/30: International Negotiations: Examples using the Environment and the Iran Deal
Read: Starkey et. al, Chap. 1

Week 3

- 2/4: Cooperation and International Institutions
Read: Keohane and Axelrod "Achieving Cooperation under Anarchy: Strategies and Institutions" *World Politics* Vol. 38, No. 1 (Oct., 1985), pp. 226-254
Read: Starkey et. al, Chap. 2
- 2/6: The UN Security Council: A "Board" for Negotiations; In-Class Exercise on Rules for Simulations
Read: Starkey et. al, Chap. 3
Read: The United Nations Security Council Backgrounder
<https://www.cfr.org/backgrounder/un-security-council>
Read: What is the Security Council?
<https://www.un.org/securitycouncil/content/what-security-council>

Week 4

- 2/11: Introduction of the First Simulation and assignment of roles
Read: Thorhallsson, Baldur. "Small states in the UN security council: means of influence?." *The Hague Journal of Diplomacy* 7.2 (2012): 135-160.
Read: Sample UN Security Council Minutes and Resolutions (will be posted on Moodle)
- 2/13: Simulation Test Run + Briefing on the Situation by Group #1
Read: Additional Group #1-selected Readings

Week 5

- 2/18 First Simulation (UN National Security Council)
- 2/20 First Simulation (UN National Security Council)

Week 6

- 2/25: Conclude First Simulation and Debrief
Read: Starkey et al. Chap. 4
****Please ensure that you have posted a crisis mini-analysis to the class forum on Moodle by the 27th****
- 2/27: American Foreign Policy: The National Security Council
Read: "The National Security Council: Background and Issues for Congress" CRS Report, available at:
https://www.everycrsreport.com/files/20170428_R44828_931a4e45b47a12a338cc1e3f

[7475dofe05a25263.pdf](#)

Read: “US Negotiating Behavior” US Institute for Peace

<https://www.usip.org/sites/default/files/sr94.pdf>

Read: Starkey et al. Chap. 5

Week 7

- 3/3: The Cuban Missile Crisis
Read: Allison, Graham T. “Conceptual Models and the Cuban Missile Crisis.” *American Political Science Review*. Nov. 1969
- 3/5: The Cuban Missile Crisis, Continued; Overall Discussion on the Starkey et. al book
Read: Allison, Graham. “The Cuban missile crisis at 50: lessons for US foreign policy today,” *Foreign Affairs*. 2012.
Read: Starkey et al. Chap. 6

Week 8

- Spring Break

Week 9

- 3/17 Second Simulation Introduction and Roles Assigned
Read: Goldberg, Jeffrey. “The Obama Doctrine.” *The Atlantic*. April 2016.
<https://www.theatlantic.com/magazine/archive/2016/04/the-obama-doctrine/471525/>
Read: Burke, John P. “Struggling with Standard Order: Challenges and Performance of the Trump National Security Council System.” *Presidential Studies Quarterly*; Washington Vol. 48, Iss. 4, (Dec 2018)
- 3/19: Simulation Test Run + Briefing on the Situation by Group #2
Read: Additional Group #2-selected readings

Week 10

- 3/24 Second Simulation (U.S. National Security Council)
- 3/26 Second Simulation (U.S. National Security Council)

Week 11

- 3/31: Second Simulation Conclusion and Debrief; Introduction to Schelling
Read: Schelling Chap. 1
- 4/2: Background lecture on Korea, Taiwan, and Berlin crises; continued discussions of Schelling, especially coercion and deterrence
Read: Schelling Chaps. 2-3

Week 12

- 4/7: Game Theory and International Crises
Read: Schelling Chap. 4 [can skim 5-6 too if desired, but not assigned]

Read: Allison, Graham. "The Thucydides Trap." *Foreign Policy*, June 9th, 2017.
<http://foreignpolicy.com/2017/06/09/the-thucydides-trap/>

- 4/9: *Dr. Strangelove* Film Viewing

Week 13

- 4/14: Introduce Third Simulation; Discussion of Two-Level Games
Read: Putnam, Robert. "Diplomacy and Domestic Politics: The Logic of Two-Level Games" *American Political Science Review* 1988.
- 4/16: Simulation Test Run + Briefing on the Situation by Group #3
Read: Additional Group #3-selected readings

Week 14

- 4/21: Third Simulation (Two-Cabinet Bargaining)
- 4/23: Third Simulation (Two-Cabinet Bargaining)

Week 15

- 4/28: Third Simulation Conclusion and Debrief
Read: TBA
- 4/30: Course Wrap-Up

Final Paper Due in Lieu of Final Exam by May 15th at Noon