

# INTL 4285: Crisis Diplomacy

## University of Georgia, Department of International Affairs

### *Course Instructor Information:*

Dr. Andrew Owsiak  
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Office: 325 Candler Hall  
Office Hours: 1-3pm, Weds.  
(or by appointment)

### *Course Meeting Information:*

Spring 2017  
Tues./Thurs., 9:30-10:45am  
126 Park Hall  
<https://uga.view.usg.edu/>

### **Course Description:**

How do leaders handle international crises? What pressures do leaders experience, and what options are available to them in these intense, foreign policy scenarios? Do the actions leaders take systematically affect the escalation or de-escalation of these crises? In this course, we address these questions by examining how state leaders within major states (i.e., the United Kingdom, France, Germany, Russia, Italy, Japan, and the United States) handled international crises over the period 1816-1965. As we proceed through this comparative exercise, we investigate influences on leaders that constrain, embolden, or alter their foreign policies – such as domestic political constituencies, past experiences, alliances, and international norms. In the end, we aim to understand what factors cause certain crises to end in war and others in peace.

### **Course Objectives:**

Upon completion of this course, a student should be able to:

- Describe the characteristics of international crises;
- Explain rational decision-making and how decisions made during crises might deviate from it;
- Discuss the actors, issues, dynamics, and outcomes of numerous historical crises, including World War I, World War II, the Wars of Italian and German Unification, and the Crimean War (among others);
- Identify some factors that distinguish the crises that escalate to war from those that do not;
- Explain why decision-makers might be drawn into war, even when they did not want it to occur;
- Describe why decision-makers might prefer war as a means to obtain their foreign policy goals;
- Evaluate the decision-making process during crises to identify points at which: a) war could have been avoided (and if so, why), b) war could have occurred, but did not (and if not, why not);
- Appreciate the difficulties of making decisions during crisis scenarios;
- Analyze a contemporary crisis through conducting original research;
- Develop her/his own perspective on the dynamics of international crises.

### **Course Reading Material:**

In order for the course to function smoothly, you should complete all assigned readings *before* the class meeting for which they are assigned. Completing these readings (and attending class consistently) will best help students be successful in the course. Students are responsible for all assigned readings, even if the material is not explicitly discussed in the classroom. Please note that the instructor reserves the right to replace part of the participation grade with unannounced quizzes if students are not completing the readings and contributing to class discussions.

The required textbooks for the course are:

- Richardson, James L. (1994) *Crisis Diplomacy*. Cambridge: Cambridge University Press.
- Vasquez, John A. (2009) *The War Puzzle Revisited*. Cambridge: Cambridge University Press.
- Williamson, Samuel R. and Russel Van Wyk. (2015 [2003]) *July 1914*. Long Grove, IL: Waveland Press.

Any assigned readings beyond the required textbook will be made available electronically from the instructor – via the eLearning Commons (eLC) website (log-in using UGA MyID at: <https://uga.view.usg.edu/>). A list of additional recommended readings is also posted to eLC, and these resources – along with the required textbooks – are available at the reserve desk of the UGA Library.

### Course Requirements:

The following are the requirements for this course:

1. Participation (20%): Participation grades will be calculated based upon the system outlined under the Course Guidelines section. Generally speaking, those wishing to do well on this component of the course should: a) attend, b) contribute meaningfully to class discussions (quality and quantity), and c) participate actively during in-class activities. Students should prepare for each class meeting by completing assigned readings, generating questions they have from those readings, and reviewing notes from previous meetings. Note well: you will not do well on participation in this seminar unless you are both *present* and *actively engaged* in our activities and discussions.
2. Midterm Quizzes (40%): There will be ten unscheduled quizzes throughout the semester. I will drop your lowest two quiz scores, so your highest eight quiz scores (at 5% each) will determine this component of your grade. Quizzes may include multiple choice, identification, and/or essay questions that cover course material I expect students to know. Students who are not present when a quiz is administered will receive a score of 0 on that quiz.
3. Simulation (10%; see below for weighting): We will hold a simulation exercise near the end of the course. Students will be expected to:
  - a. Contribute actively to the exercise (part of participation). Evaluations will be based on instructor observation, supplemented by solicited feedback from the other students in the class (to address contributions outside the classroom and/or within teams).
  - b. Complete a simulation reflection (10%): After the simulation, students will reflect upon their experience, guided by questions distributed by the instructor. This reflection involves the submission of a paper (3-4 page) on April 6 at 9:30am that a) addresses the reflection question(s) given, and b) integrates the student's experience with the course readings.
4. Research Paper (30%; 10% for incremental process/progress, 20% on final product): Students will select a post-World War II crisis not covered in the syllabus, analyze its events to determine why it did (not) escalate to war, write a research paper that summarizes their findings, and present their findings to the class. In this way, students will apply what we learn in this course to a crisis of their choosing. The final research paper will be approximately 10-12 pages. Deadlines for this project include:
  - a. Selection of crisis: Students will select a crisis to research by January 26 at 9:30am. The list of available crisis can be found at: <http://www.icb.umd.edu/dataviewer/>. Only one student can study each crisis, and crises will be assigned on a first come, first served basis.
  - b. Annotated bibliography: This consists of a list of works (books and journal articles, *not websites*) that the student has found, read, and determined should be included in the paper, along with a few sentences for each source on why it is relevant and how it might be used. This is due on February 21 at 9:30am.
  - c. Outline: Students should construct a short (1-2 page) outline in which they sketch the structure of their analysis and conclusions. The history section of the paper should not appear in the outline submitted to the instructor. The outline is due on March 23 at 9:30am.
  - d. Presentation: Students will present their findings (briefly) to the class on April 20 & April 25.
  - e. Final paper: The final draft of the research paper is due by Wednesday, April 26, 2017 at 5:00pm in hard-copy form to 325 Candler Hall.

Students are encouraged to consult the instructor on their research project throughout the semester. Please note: Students who miss the above deadlines and/or invest minimal effort on the early deadlines will not earn full credit for the process component of the assignment.

## Course Guidelines:

The following guidelines govern the requirements for this course:

1. Students are expected to read the assigned course material, attend all class meetings, and participate actively within in-class activities and discussions. There is no “extra credit” to make up for low participation.
2. The class will follow a seminar (i.e., discussion), rather than lecture-based format (although lecture will be used when appropriate). Each class will involve a discussion of the readings assigned for that day (or activities derived from them). Students can gain or lose points during these discussions. To gain points, you must make a positive contribution to the class – such as comments that *meaningfully* criticize or challenge, request clarification of, extend, or react to assigned readings. To lose points, you need only not participate and/or fail to be prepared to contribute if/when called upon. At the end of the semester, your participation grade will be calculated based on the total number of points you have earned; these convert to grades according to the following scheme: 14+ (A), 10-13 (B), 6-9 (C), 4-5 (D), and less than 4 (F).

I will always allow volunteers to contribute to discussion first, and I prefer to rely upon a voluntary system. If no volunteers are available, however, I will randomly call upon people. Each person will be assigned a number during the first week of the course, and this number corresponds to a poker chip in a bowl. If your chip is drawn, you must answer the question raised. You may pass *once* (in total) in the event you are unprepared or absent for that specific question. After this free pass, I will deduct one point from your total participation score if you are unprepared or absent to answer a question for which your chip is drawn. [Note: chips always return to the bowl after being drawn, so you may be called upon *more than once within a class period*.]

Students may earn a total of one point per class meeting (though they might lose up to one point as well). The instructor’s recorded point total will be final at semester’s end; it is not subject to negotiation at grading time. In other words, *plan to participate early and often*.

I use this system to incentivize you to complete the readings. Our discussions will rely upon them, as will the quizzes and paper assignments. It is therefore to your benefit to complete the readings.

3. Students who are unable to attend a class meeting are responsible for obtaining the notes for that meeting from another student. The instructor will not provide lecture slides or notes for class meetings.
4. Assignments and papers are due on the dates given at the *beginning* of the regular class period. A late paper will be penalized one full letter grade (10 percentage points) for the first day it is late, as well as an additional letter grade (10 percentage points) for each additional day it is late. After 5 days, assignments can be turned in for half-credit until the final class meeting (April 25, 2017 at 9:30am). After this final deadline, the instructor will assign a score of 0 for any outstanding assignments.

Note that I will not accept excuses (for example, broken printers) to justify missing deadlines. It is also not appropriate to come to class significantly late on the dates on which papers are due; papers turned in after the beginning of class may be penalized.

5. Failure to take a quiz will result in a failing grade (of 0) for that quiz. Make-up quizzes will not be offered, except under extenuating circumstances (i.e., documented, emergency situations). Students are therefore advised to attend all class meetings and to complete all quizzes. All make-up quizzes (if granted) will be administered during our final exam period on Tuesday, May 2, 2017 (8-11am).
6. Students are advised to keep class notes, graded papers, and copies of submitted work until final grades are distributed. Every effort will be made to ensure that assignments and exams are graded timely, fairly, and objectively. If during the course of the semester, you believe that you received an inaccurate

grade, you may submit a written memo to the instructor, along with the graded paper in question. This memo must be submitted within two weeks of receiving the graded assignment. The instructor will then read the memo, re-read the paper, and assign a new grade. The new grade may be lower, the same as, or higher than the original grade and will not be subject to additional appeal under this policy.

7. In order to foster a respectful learning environment, students are expected:
  - a. to use language that does not insult others or their point of view;
  - b. to keep cell phones *turned off and put away* during class; and
  - c. *not to use laptops* during the class, unless the instructor informs you that they are needed for a classroom exercise. (If, however, you require special accommodations, please provide documentation from the Disability Resource Center.)

Any student that does not follow these parameters may be asked to leave the class meeting so as not to affect other students' learning. Those that violate the provision more than once may be administratively dropped from the course.

8. It is the policy and practice of the University of Georgia to create an inclusive learning environment. Students requiring accommodations should discuss such matters with the instructor at the outset of the course. Students requesting accommodations must register with the Disability Resource Center on campus (706-542-8719, <http://www.drc.uga.edu>).
9. Any exceptions or modifications to the above rules (or syllabus) are given at the instructor's discretion, only with prior approval and only under instances of extreme emergency or serious illness. Appropriate documentation must be supplied by the student in any event of exception. (NOTE: In the case of illness, "appropriate documentation" means a doctor's note indicating an illness, rather than a medical visit verification form. Please schedule routine medical visits around the course schedule.)
10. Much like Sanford Stadium's policy, cowbells and air horns are not permitted.

#### **Grade Distribution**

A	93.00-100.00	C	73.00-76.99
A-	90.00-92.99	C-	70.00-72.99
B+	87.00-89.99	D+	67.00-69.99
B	83.00-86.99	D	63.00-66.99
B-	80.00-82.99	D-	60.00-62.99
C+	77.00-79.99	F	Below 60.00

NOTE: Any student that does not attend the first two course meetings will be administrative dropped from the course to make room for students that wish to enroll.

#### **Academic Dishonesty:**

As a University of Georgia student, you have agreed to follow the University's academic honesty policy ("A Culture of Honesty") and the Student Honor Code. All academic work must meet the standards contained in "A Culture of Honesty" (including policies that cover plagiarism and unauthorized assistance; for more information, see <http://www.uga.edu/honesty>). Students are responsible for informing themselves about these standards before performing and submitting any academic work and may direct specific questions they have regarding the policy (or its application to course assignments) to the instructor. Please note that all suspected violations of this policy will be handled according to the guidelines set forth within the policy.

## Schedule/Topics:

The following pages contain a general plan for the course; deviations announced to the class by the instructor may be necessary (in order to best meet the needs of the students and course). All readings are required unless otherwise noted. Students should read/know required material by the date listed, at which time we will discuss the scheduled topic in class.

Note: If the schedule changes, the instructor will announce (in class) the dates on which topics will be covered as the course progresses. The exact schedule depends upon the speed with which the course moves.

- I. Introduction (January 5)
  - a. *Recommended:* Bueno de Mesquita and Smith, Chapter 1
  
- II. Foreign Policy Decision-Making (January 10)
  - a. Richardson, Chapters 2-3
  - b. *Recommended:* Vasquez, Introduction
  
- III. Background: Peace, Norms, and the Concert of Europe (January 12)
  - a. Vasquez, Chapter 8
  - b. Richardson, Chapter 10 (focus on “Norms” p.227; skip section on “Alignments”, pp. 222-227)
  
- IV. International Crises
  - a. The Eastern Crisis
    - i. Background (January 17)
      1. Richardson, Chapter 4 & pp. 281-286
  
    - ii. Why Was War Avoided? (January 19)
      1. Richardson, Chapter 11 (focus on concepts, not cases)
      2. Vasquez, Chapter 9
  
  - b. The Crimean War
    - i. Background (January 24)
      1. Richardson, Chapters 5 & 14 (esp. pp. 306-310, 316-326), and pp. 293-294
  
    - ii. Could War Have Been Avoided? (January 26)
      1. Vasquez, Chapters 3 & 6  
(concepts, not study details; esp. pp. 90-98, 117-127, & 218-236)
      2. **Paper: Crisis Selection Due**
  
  - c. Wars of Italian Independence (January 31)
    - i. Background
      1. Coppa, Chapters 6-7
    - ii. Could War Have Been Avoided?
      1. Vasquez, Chapter 4 (esp. pp. 153-165)
  
  - d. Wars of German Unification (February 2)
    - i. Rich, Chapter 11
    - ii. Rich, Chapter 16 pp. 278-281 & 286-290
    - iii. Rich, Chapter 17 pp. 312-322 (remainder optional)

- e. Franco-Prussian War (February 7 & 9)
    - i. Richardson, pp. 161-170, 289-290, 310-311
  - f. Russo-Japanese War
    - i. Richardson, Chapter 6 & pp. 292-293, 311-312
    - ii. **Finding research on interstate crises (February 7)**
      - 1. **Please bring your laptop on this day.**
  - g. First & Second Moroccan Crises (February 9 & 14)
    - i. Richardson, pp. 170-180, 286-287, 312-313
    - ii. Vasquez, pp. 78-89 & Chapter 5 (esp. pp. 169-185, 193-206)
- V. World Wars and Related Crises
- a. The Causes of (World) War (February 16)
    - i. Vasquez, Chapter 7
  - b. World War I: Background
    - i. Williamson and Van Wyk, Chapter 1
    - ii. *Optional*: Rich, Chapters 21-22
  - c. The July 1914 Crisis
    - i. Serbia and Austria-Hungary (February 21)
      - 1. Williamson and Van Wyk, Chapters 2-3
      - 2. **Paper: Annotated bibliography due**
    - ii. Special Topic (February 23)
      - 1. No additional reading
    - iii. Germany and Russia (February 28)
      - 1. Williamson and Van Wyk, Chapters 4-5
    - iv. Italy, France, and the United Kingdom (March 2)
      - 1. Williamson and Van Wyk, Chapters 6-Appendices
  - d. Spring Break (March 6-10)
  - e. World War II: Background
    - i. Munich 1938 Crisis (March 14)
      - 1. Richardson, Chapter 7, pp. 290-291, 313-314
      - 2. Bell, Chapter 14
    - ii. World War II (March 16)
      - 1. *Either* Bell, Chapters 15-16 *or*
      - 2. Iriye, Chapter 2
  - f. Crises in the Aftermath of World War II (March 21)
    - i. Berlin (1948-1949 & 1958-1962)
      - 1. Richardson, pp. 192-215, 287-289, 291, 314-316
    - ii. Cuban Missile Crisis (March 23)
      - 1. Allison, Conceptual Models and the Cuban Missile Crisis
      - 2. **Paper: Crisis argument outline due**

- iii. Simulation
  - 1. Activity (March 28, 30 & April 4, 6)
  - 2. Debrief (April 6)
    - a. **Simulation reflection due**
  
- g. Modern Crises
  - i. Cod Wars & Peru-Ecuador (April 11)
    - 1. Johannesson, How 'Cod War' Came: the Origins of the Anglo-Icelandic Fisheries Dispute, 1958-1961
    - 2. Mares, Deterrence Bargaining in the Ecuador-Peru Rivalry: Designing Strategies around Military Weakness
    - 3. *Optional*: Palmer, Peru-Ecuador Border Conflict: Missed Opportunities, Misplaced Nationalism, and Multilateral Peacekeeping
  
  - ii. Iraq II & Crimea (April 13)
    - 1. Houghton, *Decision Point*, Chapter 10
    - 2. Allison, Russian 'Deniable' Intervention in Ukraine: How and Why Russia Broke the Rules

VI. What Have We Learned? (April 18)

- a. Identifying Patterns in Crises
  - i. War through Alliances
    - 1. Richardson, pp. 222-227
  - ii. War through Domestic Politics
    - 1. Richardson, Chapter 15 (& review Chapter 14 – read earlier)
  - iii. *Optional*:
    - 1. Richardson, pp. 296-305, Chapter 16
    - 2. Vasquez & Senese, Chapter 1
    - 3. Vasquez, Appendices I-II (skim)
- b. Can Crises Be Managed?
  - i. Lebow, Is Crisis Management Always Possible?
  - ii. *Optional*: Sartori, Chapter 4

VII. **Poster Presentation Sessions (April 20 & 25)**

VIII. **Papers Due at 5pm on Weds, April 26, 2017 to 325 Candler Hall (hard-copy please)**