

# 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: 10:00am-12:00pm, Weds  
(or by appointment)

### *Course Meeting Information:*

Spring 2020  
Tues./Thurs., 9:30-10:45am  
147 Miller Learning Center  
<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-present. 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.
- Strunk, William, and E.B. White. (2000) *The Elements of Style*, 4<sup>th</sup> edn. New York: Longman.
- 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.

A copy of the required books is available on reserve (non-circulating) at the main library. Any assigned readings beyond the required textbooks 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 (i.e., not required) readings also appears on eLC.

### 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 (roughly 1/week). 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 short essay questions that cover course material derived from the required readings. 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 (i.e., role-playing) 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 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 9 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 [sections a-e below], 20% on final product [section f below]): 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 (see assignment sheet on eLC). Deadlines for this project include:
  - a. Selection of crisis: Students will select a crisis to research by January 28 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 according to the instruction sheet provided (see eLC for the worksheet needed to select a crisis).
  - b. Annotated bibliography: This consists of a list of scholarly works (books and journal articles, *not websites*) that the student has found, examined, and determined might 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 20 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 24 at 9:30am.
- d. Writing quiz: Students will read Strunk and White and complete an online quiz about its content (on eLC). Students may take the quiz twice before the final paper is due, and the highest grade a student obtains in these two attempts will be the grade registered for this course requirement. The quiz closes at 5pm on April 16.
- e. Presentation: Students will present their findings (briefly) to the class on April 21 & 23.
- f. Final paper: The final draft of the research paper is due by Thursday, April 23, 2020 at 9:30am in stapled, hard-copy form.

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 (one/day). 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 receive no points or lose points, you need only not participate and/or fail to be prepared to contribute if/when called upon (respectively). 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 draw names using a random-number generator. Each person has a number on the class roll, and the generator will randomly select from among these numbers. If it draws your number, you must answer the question raised. You may pass once (per day) in the event you are unprepared or absent for a 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 number is drawn.

Students may earn or lose a total of one point per class meeting. 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, please 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 notes for missed 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 23 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 assignments 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 (on time) and to complete all quizzes. All make-up quizzes (if granted) will be administered during our final exam period on Thursday, April 30 (8am).
6. Everyone should have a favorite muppet. This has nothing to do with crisis diplomacy; it is just something that makes life more enjoyable. If you can work your muppet into quiz answers, that is even better. (Muppets often don't like appearing in research papers, except in footnotes.)
7. 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.
8. 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.

9. 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>).
10. 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.)
11. Much like Sanford Stadium's policy, cowbells and air horns are not permitted. They impede diplomacy.

### 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	60.00-69.99
B	83.00-86.99	F	Below 60.00
B-	80.00-82.99		
C+	77.00-79.99		

Note: Any student that does not attend the first two course meetings may 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.

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 7)
  - a. *Recommended:* Bueno de Mesquita and Smith, Chapter 1
  
- II. Foreign Policy Decision-Making (January 9)
  - a. Richardson, Chapters 2-3
  - b. *Recommended:* Vasquez, Introduction
  
- III. Background: Peace, Norms, and the Concert of Europe (January 14)
  - a. Vasquez, Chapter 8
  - b. Richardson, Chapter 10 (focus on "Norms" p.227; skip section on "Alignments", pp. 222-227)
  - c. Finnemore, "Legitimacy, Hypocrisy, and the Social Structure of Unipolarity" -or- McDonald, "Great Powers, Hierarchy, and Endogenous Regimes: Rethinking the Domestic Causes of Peace"
  
- IV. International Crises
  - a. The Eastern Crisis
    - i. Background (January 16)
      1. Richardson, Chapter 4 & pp. 281-286
    - ii. Why Was War Avoided? (January 21)
      1. Richardson, Chapter 11 (focus on concepts, not cases)
      2. Vasquez, Chapter 9

- b. The Crimean War
    - i. Background (January 23)
      - 1. Richardson, Chapters 5 & 14 (esp. pp. 306-310, 316-326), and pp. 293-294
    - ii. Could War Have Been Avoided? (January 28)
      - 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 30)
    - 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 4)
    - 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 6 & 11)
    - 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 6)**
      - 1. **Please bring your laptop on this day if you have one.**
  - g. First & Second Moroccan Crises (February 11 & 13)
    - 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 18)
    - i. Vasquez, Chapter 7
  - b. World War I: Background
    - i. Williamson and Van Wyk, Chapter 1
    - ii. *Optional*: Rich, Chapters 21-22
  - c. Special topic (February 20)
    - i. **Paper: Annotated bibliography due**
  - d. The July 1914 Crisis
    - i. Serbia and Austria-Hungary (February 25)
      - 1. Williamson and Van Wyk, Chapters 2-3
    - ii. Germany and Russia (February 27)
      - 1. Williamson and Van Wyk, Chapters 4-5
    - iii. Italy, France, and the United Kingdom (March 3)
      - 1. Williamson and Van Wyk, Chapters 6-Appendices

- e. World War II: Background
  - i. Munich 1938 Crisis (March 5)
    - 1. Richardson, Chapter 7, pp. 290-291, 313-314
    - 2. Bell, Chapter 14
  - ii. World War II (extra/optional)
    - 1. *Either* Bell, Chapters 15-16 *or* Iriye, Chapter 2
- f. Crises in the Aftermath of World War II (March 17)
  - i. Berlin (1948-1949 & 1958-1962)
    - 1. Richardson, pp. 192-215, 287-289, 291, 314-316
  - ii. Cuban Missile Crisis (March 19)
    - 1. Allison, “Conceptual Models and the Cuban Missile Crisis”
- g. Modern Crises
  - i. Cod Wars (March 24)
    - 1. Johannesson, How ‘Cod War’ Came: the Origins of the Anglo-Icelandic Fisheries Dispute, 1958-1961
    - 2. **Paper crisis outline due**
  - ii. Iraq II & Crimea (March 26)
    - 1. Allison, Russian ‘Deniable’ Intervention in Ukraine: How and Why Russia Broke the Rules
    - 2. *Optional*: Houghton, *Decision Point*, Chapter 10
  - iii. Simulation
    - 1. Activity (March 31, April 2, 7, and 9)
    - 2. Debrief (April 9)
    - 3. **Simulation reflection due (April 9)**
  - iv. Peru-Ecuador (April 14)
    - 1. Mares, “Deterrence Bargaining in the Ecuador-Peru Rivalry: Designing Strategies around Military Weakness”
    - 2. Palmer, “Peru-Ecuador Border Conflict: Missed Opportunities, Misplaced Nationalism, and Multilateral Peacekeeping”
- VI. What Have We Learned? (April 14 & 16)
  - 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. *Optional*: Lebow, Is Crisis Management Always Possible?
    - ii. *Optional*: Sartori, Chapter 4
  - c. **Strunk and White Quiz (on eLC, due April 16 at 5pm)**
- VII. **Poster Presentation Sessions (April 21 & 23)**
- VIII. **Papers Due at 9:30am on Tues., April 23, 2020 (stapled, hard-copy please)**