

## **INTL 4207H: Advanced Political Simulations**

University of Georgia – Spring 2020

MWF 2:30-3:20, Baldwin Hall 104

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Office: Holmes-Hunter 320H

Office Hours: Wednesdays 9-11am or by appointment

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### **Course Description and Objectives**

Advanced Political Simulation is a course like no other. Throughout this semester, students will assume the roles of key actors around the world. They will then be presented with a historical or current case facing these actors, compelling them to identify and assess a range of possible options in response. To do so effectively, students will be required to learn more about the history of these countries and regions, the important characteristics of various groups and states (e.g. political system, economic models, and cultural values), and the current issues affecting each area. Upon completion of this course, students will be able to:

- Explain key moments in history as well as current events taking place in different countries around the world.
- Identify patterns of effective and ineffective decision-making processes and negotiation strategies.
- Analyze how their choices within the simulation paralleled or diverged from their real-world counterparts.
- Create their own theories as to why political leaders in given situations choose to act the way they do.

### **Required Materials**

There are no required books for the course. All materials will be shared with you on the eLC. Please do not distribute these readings to people beyond this class.

### **Students with Disabilities**

Students with disabilities that have been certified by the UGA Disabilities Services Office will be accommodated according to university policy. For more information, contact Disabilities Services at (706) 542-8719 or visit their website at <https://drc.uga.edu/>. If you have difficulty reaching the classroom, please notify me as soon as possible.

### **Students with Financial or Emotional Hardships**

Being a student can be hard. Your lives are changing, and college can be a stressful environment. *There is no shame in struggling with this.* If you are feeling depressed or otherwise concerned

about your mental health, please reach out to UGA's Counseling and Psychiatric Services (CAPS). Their website is <http://uhs.uga.edu/caps/welcome>.

If you are experiencing financial hardships, UGA has a number of services that may help. These include, but are not limited to, food pantries, hygiene closets, school supply closets, provision of professional clothes, and work-study arrangements. These are *free* services. A summary of services provided by UGA is here: [https://financialhardship.uga.edu/content\\_page/food-and-necessities](https://financialhardship.uga.edu/content_page/food-and-necessities).

### **Course Requirements and Evaluation**

#### **Written Reflections (6 points per simulation for 60 points)**

Students will work in small groups throughout the semester. During each simulation, students will have four periods of reflection on the role they are playing, specifically the issues they wish to address and their motivations for doing so. There will also be opportunities throughout the simulations for students to play the role of a journalist that will be reflecting on these posts and replying to them accordingly. Depending on your role for each project (details will be available once groups are formed), your posts to an online discussion board will be completed before class on Monday, Wednesday, or Friday.

#### **Final Project (30 points, in pieces)**

The final project for the class will be to create a simulation or game on a current or historical topic. This will be completed in pairs. Points will be allocated based on thoroughness of the project, evaluations of gameplay, and the completion of peer reviews. More information will be provided in class as the project approaches.

#### **Attendance and Participation (5 points each for 10 points)**

Attendance and participation are a necessary condition for satisfactory achievement in this class. The best way for you to learn is to engage with the material and to debate and discuss it at length with your peers. Thus, excellence in participation means more than just talking a lot in class; rather, it requires that your participation be high in both quality and quantity. Each student gets one unexcused absence (for any reason). Additional unexcused absences will result in a 0 for attendance and participation for that day.

#### **Grading Scale**

Grades are constructed to reflect the university standards posted at [http://bulletin.uga.edu/Bulletin\\_Files/acad/Grades.html](http://bulletin.uga.edu/Bulletin_Files/acad/Grades.html) and are summarized below. Grades will be based on how many points you earn according to the following distribution:

|    |                      |
|----|----------------------|
| A  | 93-100 points        |
| A- | 90-92 points         |
| B+ | 87-89 points         |
| B  | 83-86 points         |
| B- | 80-82 points         |
| C+ | 77-79 points         |
| C  | 73-76 points         |
| C- | 70-72 points         |
| D  | 60-69 points         |
| F  | Fewer than 60 points |

### **Course Policies**

#### **Cell Phones and Other Noise-Making Devices**

All cell phones and other devices that make noise should be turned off or put on silent upon entering the classroom. Repeated unnecessary disruptions of class caused by such devices will negatively affect a student's grade. Laptops should be used for class-related activities only. In the event that you need to keep your phone ready for personal reasons, please let me know before class.

#### **Academic Honesty**

Academic integrity is a core value of institutions of higher learning. All students, upon enrolling, must pledge: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." It is your responsibility to avoid plagiarism, cheating, and dishonesty. The university policy on academic integrity is posted at: <http://www.uga.edu/honesty/>. To qualify the application of the policy in this course: exams should be entirely your own work with no assistance from anyone else; papers should also be your own work (though you may ask others for suggestions). Any material drawn from other sources should be properly cited. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

#### **Class Discussion and Debate**

Political debates and discussions can become quite heated. This passion is part of what makes the study of politics fun. However, the fun ends where personal attacks and disrespect begin. All students are expected to be courteous and considerate of their classmates. Disrespectful language and personal attacks will not be tolerated.

#### **Communicating with the Instructor**

My primary method of communicating with you outside of class time/office hours will be through e-mail. You have each been assigned an email address by the university and will be held responsible for regularly checking this account. Assignment changes, important dates, and other

valuable information may be sent to this account over the course of the term. Please check it daily. I do my best to answer e-mails within 24 hours (but rarely answer e-mails at night or on weekends).

I have posted office hours on Tuesdays from 10am to 12 pm. During this time period, you should feel free to come by my office in Holmes-Hunter, Room 320H and discuss any questions you may have about the class. If this time does not work for you, I will be more than happy to set up an appointment.

**Late Work**

The late submission of assignments will result in a 10 percent reduction in points per day they are late, unless alternative arrangements are made with the instructor. *If you are worried about meeting deadlines or if something comes up, please come talk to me.*

**Changes to the Syllabus**

The course syllabus is a general plan for the course; deviations by the instructor may be necessary. As such, I reiterate the absolute necessity that you (1) come to class and (2) regularly check your e-mail.

**Preliminary Course Schedule**

Unless noted otherwise, assignments should be turned in by the beginning of the class period they are due.

| <b>Week 1: Introductions and Expectations</b> |  |  |
|---|--|--|
| <b>January 10</b>                             | Voting   |  |
| <b>January 12</b>                             | The International System, Anarchy, and Cooperation |  |

| <b>Week 2: Disease Response</b> |                     |  |
|---------------------------------|---------------------|--|
| <b>January 13</b>               | Simulation Overview | <b>Read:</b> Simulation Reader, Syllabus                           |
| <b>January 15</b>               | Key Juncture        | <b>Post:</b> Actors post Wednesday reflection threads before class |
| <b>January 17</b>               | Debrief             | <b>Post:</b> Actors post Friday reflection threads before class    |

### Week 3: The European Union and Brexit Talks

|                   |   |   |
|-------------------|---|---|
| <b>January 20</b> | <b>NO CLASS (Martin Luther King, Jr. Day)</b> |   |
| <b>January 22</b> | Simulation Overview                           | <b>Read:</b> Course Reader<br><b>Post:</b> Actors post Wednesday reflection threads before class  |
| <b>January 24</b> | Key Juncture                                  | <b>Post:</b> Actors post Friday reflection threads before class<br><b>Post:</b> Journalists post probing, investigative replies to actors' Wednesday reflections threads before class |
| <b>January 27</b> | Journalists Submit Final Article              | <b>Post:</b> Journalists post article synthesizing group's motivations, achievements, and failures before class   |

### Week 4: The Syrian Civil War

|                   |                                  |  |
|-------------------|----------------------------------|--|
| <b>January 27</b> | Simulation Overview              | <b>Read:</b> Simulation Reader<br><b>Post:</b> Actors post Monday reflection threads before class  |
| <b>January 29</b> | Key Juncture #1                  | <b>Post:</b> Actors post Wednesday reflections threads before class<br><b>Post:</b> Journalists post probing, investigative replies to actors' Monday reflections threads before class |
| <b>January 31</b> | Key Juncture #2                  | <b>Post:</b> Actors post Friday reflections threads before class<br><b>Post:</b> Journalists post probing, investigative replies to actors' Wednesday reflections threads before class |
| <b>February 3</b> | Journalists Submit Final Article | <b>Post:</b> Journalists post article thread synthesizing group's motivations, achievements, and failures before class   |

### Week 5: Boko Haram

|                   |                     |  |
|-------------------|---------------------|--|
| <b>February 3</b> | Simulation Overview | <b>Read:</b> Simulation Reader<br><b>Post:</b> Actors post Monday reflection threads before class  |
| <b>February 5</b> | Key Juncture #1     | <b>Post:</b> Actors post Wednesday reflections threads before class<br><b>Post:</b> Journalists post probing, investigative replies to actors' Monday reflections threads before class |
| <b>February 7</b> | Key Juncture #2     | <b>Post:</b> Actors post Friday reflections threads before class<br><b>Post:</b> Journalists post probing, investigative replies to actors' Wednesday reflections threads before class |

|                    |                                  |  |
|--------------------|----------------------------------|--|
| <b>February 10</b> | Journalists Submit Final Article | <b>Post:</b> Journalists post article thread synthesizing group's motivations, achievements, and failures before class |
|--------------------|----------------------------------|--|

### Week 6: Environmental Regulations

|                    |                                  |  |
|--------------------|----------------------------------|--|
| <b>February 10</b> | Simulation Overview              | <b>Read:</b> Simulation Reader<br><b>Post:</b> Actors post Monday reflection threads before class  |
| <b>February 12</b> | Key Juncture #1                  | <b>Post:</b> Actors post Wednesday reflections threads before class<br><b>Post:</b> Journalists post probing, investigative replies to actors' Monday reflections threads before class |
| <b>February 14</b> | Key Juncture #2                  | <b>Post:</b> Actors post Friday reflections threads before class<br><b>Post:</b> Journalists post probing, investigative replies to actors' Wednesday reflections threads before class |
| <b>February</b>    | Journalists Submit Final Article | <b>Post:</b> Journalists post article thread synthesizing group's motivations, achievements, and failures before class   |

### Week 7: Hong Kong Protests

|                    |                                  |  |
|--------------------|----------------------------------|--|
| <b>February 17</b> | Simulation Overview              | <b>Read:</b> Simulation Reader<br><b>Post:</b> Actors post Monday reflection threads before class  |
| <b>February 19</b> | Matrix Game                      | <b>Post:</b> Actors post Wednesday reflections threads before class<br><b>Post:</b> Journalists post probing, investigative replies to actors' Monday reflections threads before class |
| <b>February 21</b> | Matrix Game                      | <b>Post:</b> Actors post Friday reflections threads before class<br><b>Post:</b> Journalists post probing, investigative replies to actors' Wednesday reflections threads before class |
| <b>February 24</b> | Journalists Submit Final Article | <b>Post:</b> Journalists post article thread synthesizing group's motivations, achievements, and failures before class   |

### Week 8: DIY International Law, Part 1

|                    |                                   |  |
|--------------------|-----------------------------------|--|
| <b>February 24</b> | Introduction to International Law | <b>Read:</b> Smith   |
| <b>February 26</b> | Simulation Overview               | <b>Read:</b> Simulation Reader<br><b>Submit:</b> Treaty topic, committee roles, skeleton outline |

|                    |                |  |
|--------------------|----------------|--|
| <b>February 28</b> | Group Work Day |  |
|--------------------|----------------|--|

### Week 9: DIY International Law, Part 2

|                |                   |  |
|----------------|-------------------|--|
| <b>March 2</b> | Group Work Day    | <b>Submit:</b> Rough drafts of treaty dossiers       |
| <b>March 4</b> | Group Work Day    | <b>Post:</b> Final treaty dossiers (by end of class) |
| <b>March 6</b> | Treaty Convention | <b>Read:</b> Another team's final treaty dossier     |

### Spring Break

|                 |                 |  |
|-----------------|-----------------|--|
| <b>March 9</b>  | <b>NO CLASS</b> |  |
| <b>March 11</b> |                 |  |
| <b>March 13</b> |                 |  |

### Week 10: Torture and the Ticking Time Bomb

|                 |                  |   |
|-----------------|------------------|---|
| <b>March 16</b> | Torture, Part 1  | <b>Read:</b> Walsh and Piazza, Convention Against Torture |
| <b>March 18</b> | Torture, Part 2  |   |
| <b>March 20</b> | Tick, Tick, Boom | <b>Read:</b> TTB consent documentation                    |

### Week 11: The Iranian Nuclear Deal

|                 |                                  |  |
|-----------------|----------------------------------|--|
| <b>March 23</b> | Simulation Overview              | <b>Read:</b> Simulation Reader<br><b>Post:</b> Actors post Monday reflection threads before class  |
| <b>March 25</b> | Matrix Game                      | <b>Post:</b> Actors post Wednesday reflections threads before class<br><b>Post:</b> Journalists post probing, investigative replies to actors' Monday reflections threads before class |
| <b>March 27</b> | Matrix Game                      | <b>Post:</b> Actors post Friday reflections threads before class<br><b>Post:</b> Journalists post probing, investigative replies to actors' Wednesday reflections threads before class |
| <b>March 30</b> | Journalists Submit Final Article | <b>Post:</b> Journalists post article thread synthesizing group's motivations, achievements, and failures before class   |

| <b>Week 12: TBD</b> |                                  |  |
|---------------------|----------------------------------|--|
| <b>March 30</b>     | Simulation Overview              | <b>Read:</b> Simulation Reader<br><b>Post:</b> Actors post Monday reflection threads before class  |
| <b>April 1</b>      | Key Juncture #1                  | <b>Post:</b> Actors post Wednesday reflections threads before class<br><b>Post:</b> Journalists post probing, investigative replies to actors' Monday reflections threads before class |
| <b>April 3</b>      | Key Juncture #2                  | <b>Post:</b> Actors post Friday reflections threads before class<br><b>Post:</b> Journalists post probing, investigative replies to actors' Wednesday reflections threads before class |
| <b>April 6</b>      | Journalists Submit Final Article | <b>Post:</b> Journalists post article thread synthesizing group's motivations, achievements, and failures before class   |

| <b>Week 13: Bioterrorism</b> |                                  |  |
|------------------------------|----------------------------------|--|
| <b>April 6</b>               | Simulation Overview              | <b>Read:</b> Simulation Reader<br><b>Post:</b> Actors post Monday reflection threads before class  |
| <b>April 8</b>               | Key Juncture #1                  | <b>Post:</b> Actors post Wednesday reflections threads before class<br><b>Post:</b> Journalists post probing, investigative replies to actors' Monday reflections threads before class |
| <b>April 10</b>              | Key Juncture #2                  | <b>Post:</b> Actors post Friday reflections threads before class<br><b>Post:</b> Journalists post probing, investigative replies to actors' Wednesday reflections threads before class |
| <b>April 13</b>              | Journalists Submit Final Article | <b>Post:</b> Journalists post article thread synthesizing group's motivations, achievements, and failures before class   |

| <b>Week 14: Final Project Work Days</b> |  |                             |
|---|--|-----------------------------|
| <b>April 13</b>                         | In Class Work Day                        |                             |
| <b>April 15</b>                         | In Class Work Day                        | <b>Post:</b> Project Drafts |
| <b>April 17</b>                         | <b>NO CLASS (MPSA Annual Conference)</b> |                             |

| <b>Week 15: Final Project Work Days</b> |                |   |
|---|----------------|---|
| <b>April 20</b>                         | Peer Reviews   | <b>Submit:</b> Peer Review Comments<br><b>NO CLASS: Office Hours by Appointment</b> |
| <b>April 22</b>                         | Revisions      | <b>NO CLASS: Office Hours by Appointment</b>  |
| <b>April 24</b>                         | Final Projects | <b>Submit:</b> Final Projects<br><b>NO CLASS: Office Hours by Appointment</b>       |

| <b>Week 16: Final Project Testing</b> |   |
|---------------------------------------|---|
| <b>April 27</b>                       | <b>FINAL PROJECT GAMEPLAY</b>               |
| <b>April 28</b>                       | <b>FINAL PROJECT GAMEPLAY</b>               |
| <b>April 29</b>                       | <b>NO CLASS (Reading Day)</b>               |
| <b>May 6</b>                          | <b>FINAL PROJECT GAMEPLAY (3:30-6:30pm)</b> |