

University of Georgia
INTL 4285: Crisis Diplomacy
Fall 2021
Room – MLC 147
Time – Tuesday and Thursday, 8:00-9:15AM

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Office Hours: Tuesday and Thursday 1:00-2:00PM, or by appointment

Course Description and Objectives:

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.

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.

Required Reading:

There are three (3) required text for this course:

- Richardson, James. 1994. *Crisis Diplomacy: The Great Powers Since the Mid-Nineteenth Century*. Cambridge: Cambridge University. [**Richardson**]
- Vasquez, John. 2009. *The War Puzzle Revisited*. Cambridge: Cambridge University. [**Vasquez**]
- Williamson, Samuel, and Russel Van Wyk. 2015. *July 1914: Soldiers, Statesman, and the Coming of the Great War – A Brief Documentary History*. Long Grove, IL: Waveland Press. [**WVW**]

Course Evaluation and Grading

Your final grade will be based on the sum of points earned from each of the following assignments:

Attendance	10%
Participation:	10%
Midterm Quizzes:	40%
Simulation:	10%
Paper:	30%

Course Structure: This course will use a face-to-face structure with an emphasis on seminar-based format, rather than lecture-based. This means that instruction will be focused on discussion, although lecture will be used when and where appropriate.

Attendance: Your regular attendance is necessary for success in this class because missing class disrupts your ability to participate and turn in assignments. It also detracts from other students' opportunities to benefit from your insights during discussions. You are allowed three unexcused absences, and your grade will be penalized for every absence after that.

Excused absences will only be granted for extenuating circumstances such as serious health issues, family emergencies, or university-sponsored events. To apply for an excused absence, you must provide the appropriate documentation that corresponds with the date of the absence.

Participation: Participation in class will account for ten (10) percent of your final grade. A successful student will voluntarily make substantive contributions to class discussion each class, volunteers comments and questions that demonstrate thorough completion of the assigned readings, and actively participates in assigned group work. Simply showing up to class does not constitute participation. Further, disruptive or disrespectful behavior such as using cell phones, sleeping, or surfing the web will cause a deduction in your participation grade, regardless of your fulfillments of the above expectations.

Midterm Quizzes: To determine the student's level of preparedness for class, ten (10) quizzes will be designed and implemented at random intervals throughout the semester. Mostly, these will take the form of multiple choice or short answer questions taken from the prior night's reading, however, some will ask for summarization and critique of multiple days' readings. These quizzes will be worth five (5) points each, with the two lowest grades being dropped at the

end of the semester. Students who are not present when a quiz is administered will receive a score of 0 on that quiz. Make-up quizzes will only be afforded to those who have a valid excuse for their absence.

Simulation: This course will feature a simulation at near the end of the semester. Students will be expected to contribute actively to the exercise. This portion of the grade will be included within the final evaluation of the student's participation score. Evaluations will be based on the instructor's observation, as well as supplemented by peer feedback. Along with active contribution, the student will be expected to complete a simulation reflection worth ten (10) points. Students will reflect upon their experience, post-simulation, guided by questions distributed by the instructor. This reflection involves the submission of a 3-4 page paper by the beginning of class on 11 NOV, which addresses the reflection questions given and integrates the student's experiences with the course readings.

Paper: 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 8-10 pages. Deadlines for this project include:

- Selection of crisis: Students will select a crisis to research by the beginning of class on 9 SEP. 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. Any student who does not select a crisis by the deadline, will be given a topic by the instructor.
- Annotated bibliography: This consists of a list of scholarly works 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 by the beginning of class on 30 SEP. This is worth 2.5 points of the overall paper grade.
- 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 by the beginning of class on 26 OCT. This is worth 2.5 points of the overall paper grade.
- Presentation: Students will present their findings to the class via a poster presentation on 30 NOV and 2 DEC. This is worth 5 points of the overall paper grade.
- Final paper: The final draft of the research paper is due by the beginning of class on Thursday, 2 DEC. Late papers will be penalized 10 points per day from final paper grade.

Additional details on each stage of the process, as well as a rubric for the paper will be discussed and given later in the semester.

Overall Grades: Letter grades are constructed to reflect the university standards posted at [http://bulletin.uga.edu/Bulletin_Files/acad/Grades.html], which are summarized below. Letter grades will be based on how many points you earn according to the following distribution:

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

Course Policies

Academic Honesty

As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, "A Culture of Honesty," and the Student Honor Code. All academic work must meet the standards described in "A Culture of Honesty" found at: www.uga.edu/honesty. 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.

Prohibition on Recording Lectures

In the absence of written authorization from the UGA Disability Resource Center, students may not make a visual or audio recording of any aspect of this course. Students who have a recording accommodation agree in writing that they:

- Will use the records only for personal academic use during the specific course.
- Understand that faculty members have copyright interest in their class lectures and that they agree not to infringe on this right in any way.
- Understand that the faculty member and students in the class have privacy rights and agree not to violate those rights by using recordings for any reason other than their own personal study.
- Will not release, digitally upload, broadcast, transcribe, or otherwise share all or any part of the recordings. They also agree that they will not profit financially and will not allow others to benefit personally or financially from lecture recordings or other course materials.
- Will erase/delete all recordings at the end of the semester.
- Understand that violation of these terms may subject them to discipline under the Student Code of Conduct or subject them to liability under copyright laws.

Preferred Name and Pronouns

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I am eager to address you by your preferred name and/or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Disability Statement

Students with disabilities that have been certified by the UGA Disabilities Services offices will be accommodated according to university policy. Students with disabilities who require reasonable accommodations in order to participate in course activities or meet course requirements should contact the instructor or designate during regular office hours or by appointment. For more information, contact UGA Disabilities Services at 706-542-8719.

Student Resources

You can increase your chance of success in this course by using UGA's academic services. The Division of Academic Enhancement offers tutoring in Collaborative Academic and Retention Effort (CARE) that can help with overall course performance and in writing that can help with critical thinking exercises. You can set an appointment at [<http://dae.uga.edu/>], and the phone number is 706-542-7575. You also may check out opportunities at the Miller Learning Center [<http://mlc.uga.edu/>] and the Writing Center [<http://writingcenter.english.uga.edu/>].

Mental Health and Wellness Resources

If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit [<https://sco.uga.edu/>]. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services. UGA has several resources for a student seeking mental health services [<https://www.uhs.uga.edu/bewelluga/bewelluga/>] or crisis support [<https://www.uhs.uga.edu/info/emergencies/>]. If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA [<https://www.uhs.uga.edu/bewelluga/bewelluga/>] for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center. Counseling and Psychiatric Services (CAPS) is your go-to, on-campus resource for emotional, social and behavioral-health support: <https://caps.uga.edu/>, TAO Online Support (<https://caps.uga.edu/tao/>), 24/7 support at 706-542-2273. For crisis support: <https://healthcenter.uga.edu/emergencies/>. Additional resources can be accessed through the UGA App.

Coronavirus Information

Face coverings:

Following guidance from the University System of Georgia, face coverings are recommended for all individuals while inside campus facilities.

How can I obtain the COVID-19 vaccine?

University Health Center is scheduling appointments for students through the UHC Patient Portal (https://patientportal.uhs.uga.edu/login_dualauthentication.aspx). Learn more here – <https://www.uhs.uga.edu/healthtopics/covid-vaccine>.

The Georgia Department of Health, pharmacy chains and local providers also offer the COVID-19 vaccine at no cost to you. To find a COVID-19 vaccination location near you, please go to: <https://georgia.gov/covid-vaccine>.

In addition, the University System of Georgia has made COVID-19 vaccines available at 15 campuses statewide and you can locate one here: <https://www.usg.edu/vaccination>

What do I do if I have COVID-19 symptoms?

Students showing COVID-19 symptoms should self-isolate and schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5p.m.). Please DO NOT walk in. For emergencies and after-hours care, see, <https://www.uhs.uga.edu/info/emergencies>.

What do I do if I test positive for COVID-19?

If you test positive for COVID-19 at any time, you are required to report it through the DawgCheck Test Reporting Survey. We encourage you to stay at home if you become ill or until you have excluded COVID-19 as the cause of your symptoms. UGA adheres to current Georgia Department of Public Health (DPH) quarantine and isolation guidance and requires that it be followed. Follow the instructions provided to you when you report your positive test result in DawgCheck.

Guidelines for COVID-19 Quarantine Period (As of 8/1/21; follow DawgCheck or see DPH website for most up-to-date recommendations)

Students who are fully vaccinated do not need to quarantine upon exposure unless they have symptoms of COVID-19 themselves. All others should follow the Georgia Department of Public Health (DPH) recommendations:

Students who are not fully vaccinated and have been directly exposed to COVID-19 but are not showing symptoms should self-quarantine for 10 days. Those quarantining for 10 days must have been symptom-free throughout the monitoring period and continue self-monitoring for COVID-19 symptoms for a total of 14 days. You should report the need to quarantine on DawgCheck (<https://dawgcheck.uga.edu/>) and communicate directly with your faculty to coordinate your coursework while in quarantine. If you need additional help, reach out to Student Care and Outreach (sco@uga.edu) for assistance.

Students, faculty and staff who have been in close contact with someone who has COVID-19 are no longer required to quarantine if they have been fully vaccinated against the disease and show no symptoms.

Monitoring conditions:

Note that the guidance referenced in this syllabus is subject to change based on recommendations from the Georgia Department of Public Health, the University System of Georgia, or the Governor's Office or. For the latest on UGA policy, you can visit coronavirus.uga.edu.

Course Schedule

The course syllabus is a general plan for the course; deviation announced to the class by the instructor may be necessary.

- **Week 1** – Introduction
 - 19 AUG
- **Week 2** – Foreign Policy Decision-Making / Background
 - Drop/Add Deadline: 24 AUG
 - 24 AUG – FPDM
 - Richardson, Chapters 2-3
 - Vasquez, Introduction
 - 26 AUG – Peace, Norms, and the Concert of Europe
 - Vasquez, Chapter 8
 - Richardson, Chapter 10
 - Finnemore, Martha. 2009. “Legitimacy, Hypocrisy, and the Social Structure of Unipolarity: Why Being a Unipole Isn’t All It’s Cracked Up to Be.” *World Politics* 61(1). 58-85.
 - McDonald, Patrick. 2015. “Great Powers, Hierarchy, and Endogenous Regimes: Rethinking the Domestic Causes of Peace.” *International Organization* 69. 557-588
- **Week 3** – Eastern Crisis
 - 31 AUG – Background
 - Richardson, Chapter 4, and pp. 281-286
 - 2 SEP – Why was War Avoided?
 - Richardson, Chapter 11
 - Vasquez, Chapter 9
- **Week 4** – Crimean War
 - 7 SEP – Background
 - Richardson, Chapters 5 and 14, & pp. 293-294
 - 9 SEP – Could War have been Avoided?
 - Vasquez, Chapters 3 and 6
 - Crisis Selection due
- **Week 5** – Wars of Italian Independence / Wars of German Unification
 - 14 SEP – Italian Independence
 - Coppa, Frank. 2013. *The Origins of the Italian Wars of Independence*. New York: Routledge.
 - Chapters 6 and 7
 - Vasquez, Chapter 4
 - 16 SEP – German Unification
 - Rich, Norman. 1992. *Great Power Diplomacy, 1814-1914*. Boston: McGraw-Hill.
 - Chapters 11, 16, and 17, & pp. 278-281, 286-290, and 312-322

- **Week 6** – Franco-Prussian War / Russo-Japanese War / First & Second Moroccan Crises
 - 21 SEP – Franco-Prussian & Russo-Japanese Wars
 - Richardson, Chapter 6, & pp. 161-170, 289-293, and 310-312
 - 23 SEP – First & Second Moroccan Crises
 - Richardson, pp. 170-180, 286-287, and 312-313
 - Vasquez, Chapter 5, and pp. 78-89
- **Week 7** – World Wars
 - 28 SEP – The Cause of (World) War
 - Vasquez, Chapter 7
 - 30 SEP – World War I: Background
 - Williamson and Van Wyck, Chapter 1
 - Rich, Norman. 1992. *Great Power Diplomacy, 1814-1914*. Boston: McGraw-Hill.
 - Chapters 21-22
 - Annotated Bibliography due
- **Week 8** – July 1914 Crisis
 - 5 OCT – Serbia and Austria-Hungary
 - WWI, Chapters 2-3
 - 7 OCT – Germany and Russia
 - WWI, Chapters 4-5
- **Week 9** – July 1914 Crises (cont.) / World War II
 - 12 OCT – Italy, France, and the United Kingdom
 - WWI, Chapters 6-Appendices
 - 14 OCT – Munich 1938 Crisis and World War II
 - Richardson, Chapter 7, and pp. 290-291 & 313-314
 - Bell, PMH. 2007. *The Origins of the Second World War in Europe*, 3rd Edition. Harlow, England: Pearson Education Limited.
 - Chapter 14
 - *Recommended* (optional)
 - Bell, Chapters 15-16
 - Iriye, Akira. 1987. *The Origins of the Second World War in Asia and the Pacific*. Harlow, England: Pearson Education Limited.
 - Chapter 2
- **Week 10** – Crises in the Aftermath of WWII
 - 19 OCT – Berlin: 1948-1949 & 1958-1962
 - Richardson, pp. 192-215, 287-289, 291, and 314-316
 - 21 OCT – Cuban Missile Crisis
 - Allison, Graham. 1969. “Conceptual Models and the Cuban Missile Crisis.” *The American Political Science Review* 63(3). 689-718.

- **Week 11 – Modern Crises**
 - Withdrawal Deadline: 25 OCT
 - 26 OCT – Cod Wars
 - Johannesson, Gudni. 2004. “How ‘Cod War’ Came: The Origins of the Anglo-Icelandic Fisheries Dispute, 1958-61.” *Historical Research* 77(198). 553-574.
 - Outline due
 - 28 OCT – Iraq II & Crimea
 - Allison, Roy. 2014. “Russian ‘Deniable’ Intervention in Ukraine: How and Why Russia Broke the Rules.” *International Affairs* 90(6). 1255-1297.
 - Houghton, David. 2013. *The Decision Point: Six Cases in U.S. Foreign Policy Decision Making*. New York: Oxford University.
 - Chapter 10
- **Week 12 – Simulation, Part 1**
 - 2 NOV – Activity, Day 1
 - 4 NOV – Activity, Day 2
- **Week 13 – Simulation, Part 2**
 - 9 NOV – Activity, Day 3
 - 11 NOV – Activity, Day 4 / Debrief
 - Simulation Reflection due
- **Week 14 – What Have We Learned?**
 - 16 NOV – Identifying Patterns in Crises
 - Richardson, Chapters 14-15, and pp. 222-227
 - 18 NOV – Can Crises Be Managed?
 - Lebow, Richard. 1987. “Is Crisis Management Always Possible?” *Political Science Quarterly* 102(2). 181-192.
 - Sartori, Anne. 2005. *Deterrence by Diplomacy*. Princeton: Princeton University.
 - Chapter 4
- **Week 15 – Workshop**
 - 23 NOV – Paper/Poster Workshop
 - 25 NOV – No class (Thanksgiving)
- **Week 16 – Poster Presentation / Conclusion**
 - 30 NOV – Poster Presentation, Day 1
 - 2 DEC – Poster Presentation, Day 2 / Conclusion
 - Paper due