INTL 4265: Global Simulation
Jeffrey D. Berejikian
jberejik@uga.edu
Candler Hall

Overview:

The primary function of this course is to help students create and evaluate foreign policy strategies. To do this, students will work as teams, managing governments in a live multiplayer computer simulation game.

Specifically, each team will create a specific set of measurably foreign policy goals, develop a strategy for pursuing these goals and then, to the extent possible, implement the strategy. The primary challenge in this class is that you will be competing and cooperating with other countries, in real time, as they attempt to implement their own strategies and secure their goals.

Throughout the course, we will also read and critically analyze the academic literature on foreign policy and international relations. There is currently a fierce debate between academics and foreign policy practitioners. Academics complain that practitioners don't adequately incorporate social science research into their policy decisions. Practitioners complain that the kind of research academics undertake is of little practical use to them. Part of your job will in this class will be to use the simulation to reflect on the degree to which academic research – the kind of writing students are regularly exposed to in our major – is useful to real-world policymakers.

We use a customized version of the game Civilization IV to model the international system and deploy two simulations. The first involves the European powers just before WWII. Students will be assigned countries with the social, political, and military characteristics of the different European states in that period. This simulation accurately captures the incentives of European governments in this era; the major powers have competing interests, the lesser powers will need to seek alliances, increased security for any one country may pose a threat to others. However, the outcome of the simulation is not predetermined. A war between Axis and Allied states is possible, but so are other conflicts. Indeed, it may be possible for you, acting as governments, avoid conflict altogether.

The second simulation focuses on how national identities shape a country's material interests and behavior. Here, each country starts with the same, minimal, resource base. Materially, all countries thus begin as essentially identical units. However, each team is free to then create whatever kind of society they would like. There will be initial opportunity to expand the territory

of your civilizations and time to shape the political, economic, and religious structure of society without worrying about other countries. However, countries will eventually encounter one another, come into conflict, and will need to form trading and security relationships.

This simulation is intended to be fun, however, please understand that this is also a very demanding course. As noted below, there are several analytical writing projects that will require considerable conceptual development. In assigning a grade, emphasis will be placed upon the quality of your analysis rather than on the simple completion of an assignment.

In addition, while the reading burden is not heavy, the assigned readings often are challenging. Many of the articles you will read would be challenging for a graduate seminar on foreign policy so you may have to read them more than once to understand the core arguments. However, don't worry, while some of the terminology and much of the statistical analysis will be confusing at first, we will go over it together in class.

Requirements:

Attendance Policy

> There is no formal attendance requirement for the class. However, note below that two components of the course grade (unannounced examinations and peer evaluation) require that students attend class regularly.

There are five graded components in this course:

Unannounced Exams (300 points total)

> There will be three unannounced in-class examinations. Each will be worth 100 points. These examinations will focus on the concepts in the reading material and will ask you to apply these to your experiences in gameplay. For example, a question might ask you to define the relationship between complex interdependence and interstate conflict, and then ask you to explain aspects of your foreign policy in terms of this relationship. MAKEUP: if a student misses an exam for a university approved reason, it can be retaken by appointment as soon as convenient. Exams missed for any other reason can not be retaken.

National Security Doctrine (50 points per sim - 100 points total)

> Each team will be asked to create a national security doctrine (NSD) for their countries. NSDs are public documents that serve several purposes. Foremost, they articulate the core values that a country is willing to defend. They also identify significant foreign policy challenges, articulate a government's central objectives, and outline policies

intended to secure these objectives. You will draft separate NSDs for each of the scenarios described above. The primary purpose of the simulation will be to execute the policies outlined in the NSD. The goals articulated in NSDs will clash. Acting as the government, you must find a way to secure your goals despite this fact. Two real-world NSDs are included in your first reading assignment and can serve as models for your document. Your NSDs will vary from these examples in that you will also have to articulate domestic policy goals. You will assign points to each specific foreign policy and domestic goal. You have a total of 500 points to assign (150 points to domestic politics and 350 points to foreign policy). NSDs will be submitted as a group and will be approximately eight pages (max) in length.

Foreign Policy Log (20 per sim- 40 points total)

Each country will keep a foreign policy log that will be submitted as an attachment to your policy analysis (see below). The log documents the choices your country makes in each round of the simulation, as well as describes how these choices were intended to advance the goals outlined in the NSD. The log will also serve as a starting point for the subsequent   Policy Analysis assignment. For this reason, be sure here to include your understanding of how the behavior of other countries affected your team's ability to execute your NSD.

Policy Analysis (100 per sim – 200 total)

At the end of each simulation, countries will draft a 10-page (max) analysis of their foreign policy successes and failures. Please note, the grading criteria for this project is not how successful you were in implementing the game itself. Instead, the purpose here is to clearly articulate the reasons why you were successful or unsuccessful in fully realizing your articulated foreign policy goals. Assessment Reports will be submitted as a team and worth 100 points each. IMPORTANT: your function here is to take on the role of a policy analyst, rather than to justify the choices you made. Be critical, objective, and analytical in your approach. I will provide you with a template. To receive full credit, attach a copy of your log (described above) as an appendix to your report.

As part of the policy analysis, each country will conduct a series of "elite interviews" of foreign policy decision-makers in other countries. The focus of these interviews is to collect data to understand better the reasons why you were successful/unsuccessful in realizing your goals.

Class Participation (10 points per sim – 20 total)

Group projects comprise a significant component of the course. Therefore, each member of a team will grade the other members on the quality and degree of their participation. *These assessments will be confidential, and not shared with other members of the team.*

Grading Scale

A 100-93
A- 92-90
B+ 89-87
B 86- 83
B- 82-80
C+ 79-77
C 76-73
C- 72-70
D 69-60
F 59 and below

Playing the Game

To create a meaningful learning experience, you are required to adopt the principle of "fair play." In our class this means that you are asked to play the game as it is set up, and not attempt to alter the play in any fashion whatsoever. Violation of the principle of fair play constitutes cheating in this course and is a violation of UGA's academic honesty code.

For example, one could obtain cheat codes online that would allow your empire to skip levels of development, acquire advanced technologies, or to gather resources and capacities without having to progress normally through the levels of built into the simulation. In this class, all such tactics are prohibited as they diminish the classroom experience for your students. Please engage the game as intended, without alteration. This will ensure that all students have the same opportunity to learn from the simulation.

Now, research and cheating are two entirely different things. The distinction here is between effectively playing the game as it is designed versus seeking an unfair advantage. <u>You are encouraged to do as much research as possible into how the game is played and how best to implement your strategies and goals</u>. There are numerous resources online that discuss game strategy, tactics, etc. You are free to research and deploy any strategy intended to help you manage your empire more efficiently, so long as you are not unfairly manipulating the normal course of play.

<u>I strongly encourage you to become familiar with the game as soon as possible.</u> We will have one class session to familiarize you with the game. However, the simulation is very complicated.

You are free to practice in the computer lab in Candler Hall where the simulation will take place, or you can buy a copy of the game online, for $20.00. If you want to get started this is perhaps the best way to practice before the simulation begins. If you choose to do this, please make sure you get version 4, not version 5.

For example, two resources to get you started:

Civilizations 4 Game Guide
- http://guides.gamepressure.com/sidmeierscivilization4/pdf_guide.asp.[Note. This is a 3-party site. Its safe, however, and it will ask you to create a new account. The account is free, and you can deactivate it after you download the guide (as a PDF file). If you do not wish to create an account, the manual is also available via splash screens.]

Introduction Civilizations 4
- http://strategywiki.org/wiki/Civilization_IV/Getting_Started

Digital Distractions:

While I fully understand the benefits of taking notes on a computer, the potential for distraction sometimes outweighs these benefits. Please abide the following rules:
- *During lectures and discussion:* If you take notes on your laptop/tablet, make sure that you are not distracting other students. This means no video, chat, IM, or other screen activity is permitted.

- *During simulation sessions:* No cell phones, laptops or tablets are permitted. Each week, one team member will be responsible for keeping a log of your country's decisions. We have computers available in the lab to use for this purpose. However, the designated student may use their personal laptop instead, only for this purpose, if they prefer.

Accommodations

In accordance with UGA policy, "[s]tudents 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." More information about accommodations that are available to students with disabilities is available from the Disability Resource Center.

Academic Integrity and Professional Conduct

I expect you to do your own work and to abide by University of Georgia's policies on academic integrity and professional conduct. In part, these policies state:

As a University of Georgia student, you have agreed to abide by the Uni- versity'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: https://honesty.uga.edu/Academic-Honesty- Policy/. Lack of knowledge of the academic honesty policy is not a reason- able explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

Timetable for Readings and Completion of Assignments

As this class meets on a seminar schedule (once a week), complete the readings before class. Typically, we will spend the first hour in a lecture format and discuss the readings. We will then break and spend the remainder of the class playing the simulation. All the readings are available via the noted web link or through the UGA library online.

PLEASE CHECK THE SYLLABUS EACH WEEK.
- There are several core concepts that we want to deliver, and these readings are assigned below. However, because the simulation is unstructured, each semester has a different set of experiences (a lot of conflict characterizes some classes, others utilize international agreements, etc.). As a result, I will likely change the readings as the simulation evolves. This way we can match the research you confront directly to your experiences in gameplay.
- In addition: COVID-19 may require that we modify the simulation schedule. I will post any such modifications on ELC and notify the class via email.

Week 1: Aug. 23
Introduction: Explanation of course, responsibilities, and syllabus. Form teams for simulation.

Week 2: Aug. 30
Training session and practice game: Familiarize with simulation through gameplay.

There is a lot of reading for this first week. But much of it is background information to help you in understanding the purposes of the national security doctrines that you will construct for your countries.

Example National Security Doctrines:

Trump Administration:

https://trumpwhitehouse.archives.gov/wp-content/uploads/2017/12/NSS-Final-12-18-2017-0905.pdf

Biden Administration (interim strategy):
https://www.whitehouse.gov/wp-content/uploads/2021/03/NSC-1v2.pdf

Week 3: Sept. 6
Practice NSS

Glen Snyder. "The Security Dilemma in Alliance Politics" World Politics 36:4 1984

Week 4: Sept. 13
National Security Strategy #1 Due
Begin Simulation WW11 Simulation

Paul Huth and Bruce Russett "What Makes Deterrence Work?" World Politics 36:4 1984

Week 5: Sept. 20
Conduct WW11 Simulation

Ron Mitchell (1994) "Regime Design Matters: Intentional Oil Pollution and Treaty Compliance" International Organization 48(3): 425-458

Week 6: Sept. 27
Conduct WW11 Simulation

Robert Jervis "The political Implications of Loss Aversion" 1992 Political Psychology

Week 7: Oct. 4
Conduct WW11 Simulation

James Fearon "Signaling Foreign Policy Interests: Tying Hands versus Sinking Costs" Journal of Conflict Resolution. 1997. 41:1

Week 8: Oct. 11

Week 9: Oct 18
End Simulation

No Lecture
Half-Day day simulation
Conduct Elite Interviews
    Note: prep for elite interviews by revieing the following - Richards, David (1996) "Elite Interviewing: Approaches and Pitfalls," Politics 16(3): 199-204. (LINK)

Week 10: Oct 25
First Policy Analysis Due – Upload to ELC 12:00 pm
Assessment of team members due.
Reshuffle team members for the next round of play.

Alexander Wendt "Anarchy is what States Make of it: The Social Construction of Power Politics" International Organization 1992 46:2

Week 11: Nov. 1
Begin Free for All Simulation
National Security Doctrine #2 Due

John Oneal and Bruce Russett "The Classical Liberals Were Right: Democracy, Interdependence, and Conflict 1950-1985" International Studies Quarterly Vol. 41 No.2 (1997)

Week 12: Nov. 8
Free for All Simulation

Dryzek and Berejikian "Reflexive Action in International Politics" British Journal of Political Science. 2000. 30:2

Week 13: Nov. 15
Free for All Simulation

Thomas Buergenthal "The Normative and Institutional Evolution of International Human Rights" Human Rights Quarterly, Vol. 19, No. 4 (Nov. 1997), pp. 703-723

Week 14: Nov. 22
Conduct Free for All Simulation

Reading: Class Choice! /TBD

Week 15: Nov 29
Conclude Simulation
Conduct Elite Interviews

Week 16: Dec. 6
Class Simulation Debrief
Peer Review Grading

Final Policy Analysis due: Dec. 12, 3:30 pm uploaded to ELC

ADDITIONAL INFORMATIO FOR STUDENTS:

Covid Information and 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.

Well-being, Mental Health, and Student Support

If you or someone you know needs assistance, you are encouraged to contact Student Care & 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 to support your well-being and mental health: https://well-being.uga.edu/. 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/.

The University Health Center offers FREE workshops, classes, mentoring and health coaching led by licensed clinicians or health educators: https://healthcenter.uga.edu/bewelluga/

Preferred Names 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.

In-Class Recordings: 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.⬚o 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."