# INTL 4265: Global Simulation

**(online)**
**May Session, 2023**
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Live Sessions being at 9:45 am
https://zoom.us/j/7065421849

## Overview:

The primary function of this course is to help students create, implement, and evaluate foreign policy strategies. To do this, students will work as teams, managing countries in a multiplayer computer simulation. We will be using a version of the game Diplomacy to simulate aspects of international politics and foreign policy. You will be asked to create a grand strategy for your country and to implement it, to the extent possible. The primary challenge in this game is that you will be competing and cooperating with other countries, in a real-time simulation, as they attempt to implement their own strategies.

Throughout the course, we will also read and critically analyze the scholarly 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 relevant 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 be to use our game 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.

Given the compressed schedule of May session we will run one simulation. Student teams will be assigned countries with geographic characteristics of European states in the lead-up to World War 1. We selected this period because European governments in this era confront many of the same challenges that we see today – e.g. the major powers with competing interests, lesser powers needing to seek alliances, enhanced concerns about security dilemmas and alliance commitments. However, this is not a WW 1 simulation, and the outcome for our class is *not* predetermined. While a war between Axis and Allied states is possible, it is also possible that you can avoid conflict altogether.

## Requirements:

General note about class schedule and requirements: This course is intended to be fun. However, please understand that it is also a very demanding. **In May session each day is equivariant to one week of work. Understand that you will need to devote several hours each day preparing for the next session. This will include individual and group work.**

There are six graded assignments in this course:

**Exams** (individual): There will be three examinations. The first two examination are mandatory. The **third** exam is optional. If students wish to take the third exam, it will replace the lowest score from the first two. Each exam will be worth 100 points. Exam questions are released at 8 am the day of the exam and due by 5 pm that same evening. Exams are open book in essay format.

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 prompt you to define the relationship between the security dilemma and alliance formation, and then ask you to explain aspects of your foreign policy in terms of this relationship. Please note, I will *not* be available to answer questions on the readings during the testing period.

This is an individual assignment. You are not permitted to discuss the exam with other students, in any way, during the examination period.

**National Security Doctrine** (team grade): Each team will create a national security doctrine (NSD) for their country. NSDs are public documents that serve several purposes. Foremost, they articulate the core values and interests 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. The primary purpose of the simulation will be to execute, as carefully as possible, the policies outlined in the NSD. The various country goals articulated in NSDs will clash. Acting as the government, you must find a way to secure your goals despite this fact. I have included actual NSDs in your first reading assignment. These and can serve as models for your document. Your NSD will vary from these examples (both in length and specificity), and I will provide a rubric via eLC. This is a team project worth be worth 100 points

**Policy Analysis** (team graded): At the end of the simulation, countries will draft an assessment report. The purpose of the report is to evaluate your success in executing the NSD. Please note, the grading criteria for this project is not how successful you were in implementing the NSD. Instead, the purpose here is to clearly articulate the *reasons* why you were successful and/or unsuccessful in pursuing your country's goals. 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. This is a team project worth 100 points

(Note: as part of the policy analysis, each country is permitted to conduct a series of "elite interviews" of foreign policy decision-makers from other countries. The focus of these

interviews is to collect data for your policy analysis: specifically, to understand how other governments understood your actions)

**Strategy Session Log**s (team graded): Each afternoon/evening prior to global forum and gaming sessions to plan a strategy (total of five sessions) and submit a brief summary of goals and strategy for the next session. Be as specific as possible and discuss security and economic/environmental goals for the session. Reports are due by 8:45 am on the day of simulation. Reports turned in after 8:45 will receive a grade of "0". Please limit your report to 250 words. 15 points per report (75 points total).

**Class Participation:** Group projects comprise a significant component of the course. Therefore, each member of a team will judge the other members on the quality and degree of their participation. These assessments will be delivered to me in confidence. Each individual student will receive a score derived from the average assessments of their teammates. A total of 50 points is possible for this component simulation. This is an individual assignment.

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|---|---|---|
| Individual assignments | = | 250 points |
| Team assignments | = | 275 points |
| Total Available points | = | 525 points |

Please upload all assignments into the class ELC. For team-graded assignments, have one individual submit the document and place all names on the front.

# Grading Scale (percentage basis)

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

The Principle of Fair Play

Finally, to maintain a meaningful learning experience, you are required to adopt the principle of fair play. This means that:

1) you are asked to play the game as it is set up, and not attempt to alter the terms of 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. Of course, 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. 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. 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 ordinary course of play.

2) Teams are NOT permitted to discuss/negotiate/strategize with each other of scheduled class sessions– no GroupMe, Slack, text, IM's email, etc. This assures that the simulation remains fun, but also prevents unfair advantage. The only exception is that teams, with prior permission from me, may finalize treaty documents or negotiations.

# Academic Integrity Statement and Policy

The UGA Student Honor Code states: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others."

A Culture of Honesty, the University's policy and procedures for handling cases of suspected dishonesty, can be assessed here: https://honesty.uga.edu. Any student caught cheating or plagiarizing will be referred to Judicial Affairs, as required by university policy. Course work must be done on an individual basis unless the syllabus clearly indicates that the assignment is team-graded.

# Additional Student Resources

- The University of Georgia's commitment to diversity, and welcomes individuals from any racial, ethnic, religious, age, gender, sexual orientation, class, disability, and nationality: http://diversity.uga.edu/index.php/about/welcome
- The Office of Student Care & Outreach can provide assistance to students experiencing hardship/unforeseen circumstances) – 706-542-7774 or by email sco@uga.edu.
- Counseling and Psychiatric Services (CAPS) - 706-542-2273 (regular business hours)
- After Hour Mental Health Crisis: 706-542-2200. This connects you to the UGA Police– ask to speak to the CAPS on-call clinician.
- Sexual Violence Prevention – 706-542-SAFE

Faculty and staff are obligated to report any knowledge of sexual assault and/or relationship violence to UGA's Equal Opportunity Office.

# SCHEDULE:

Given the nature of a live-simulation, attendance for this course is a bit different than a typical online class. There several sessions were attendance at a specific time is required. Dates marked below (and in ELC) as "live session" will begin at 9:45 am, last (no more than) 90 minutes, **and are mandatory**. I have highlighted these in yellow on the syllabus.

We will meet via Zoom for "Global Forum" sessions and on Backstabbr.com for gameplay. Dates not designed in this way will have course content available online. Many of the live sessions will also have an online component posted on eLC.

Finally, please note that there is a significant amount of group-work throughout the semester. Teams are strongly encouraged to coordinate and set aside time each day for completing group assignments.

Zoom Link: https://zoom.us/j/7065421849

Note: This zoom link will be used when the class meets as a whole. In addition, use this link for Global Forum sessions, and for meetings of Environmental Ministers.

All the readings are available via the noted web link or through UGA's online journals.

PLEASE CHECK THE SYLLABUS EACH DAY. There are several core concepts that we want to deliver, and this schedule is outlined below are assigned below. However, because the simulation is unstructured, each class has a different set of experiences (a lot of conflict characterizes some, others utilize international agreements, etc.). ***As a result, I will add additional readings, and may even alter assigned readings as the simulation evolves.*** This way, we can match the research you confront directly to your experiences in gameplay.

**Week 1: May 16 (live session: Zoom)**

Welcome, course outline, & team assignments

Download and review gamebook

**Week 2: May 17 (Live session: Zoom)**

What is a National Security Doctrine? Game Overview. Secure Accounts.

Please review the entire US national security doctrines for United States and United Kingdom. Note: these are long documents, our goal here is to understand the structure and purpose rather than memorize the policy details. Pay attention to how these documents are organized, how they effectively connect their country's national values to the policies they intend to pursue.

Biden Administration NSD:
https://outlookuga-my.sharepoint.com/:b:/g/personal/jberejik_uga_edu/EcCuuhBbNShFlkoBiOR0WEQB1xWZROi6uYfIOFIyJdguTA?e=UPhIlr

United Kingdom NSD:

https://outlookuga-my.sharepoint.com/:b:/g/personal/jberejik_uga_edu/EX2sFG32TaxOprb7FkHqmisB4zBesl0xmTL_ApIfccDjsA?e=VoxMmv

For Reference

Trump NSD:
https://outlookuga-my.sharepoint.com/:b:/g/personal/jberejik_uga_edu/EX2sFG32TaxOprb7FkHqmisB4zBesl0xmTL_ApIfccDjsA?e=VoxMmv

Obama NSD:
https://outlookuga-my.sharepoint.com/:b:/g/personal/jberejik_uga_edu/EX2sFG32TaxOprb7FkHqmisB4zBesl0xmTL_ApIfccDjsA?e=VoxMmv

**Week 3: May 18**

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

Team practice offline in "SandBox"

**Week 4: May 19 (live session)**

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

Live practice session for Diplomacy
Live "check in" for Climate Change Forum

**Week 5: May 22**

Test 1

**Week 6: May 23 (live session)**

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

Full Class Global Forum #1
National Security Doctrines due

**Week 7: May 24 (live session:)**

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

Game Session #1
Diplomacy & Climate Change

**Week 8: May 25**

Assurances: Knopf, J. W. (2012). Varieties of assurance. *Journal of Strategic Studies*, *35*(3), 375-399.

****May 30 Memorial Day Holiday****

**Week 9: May 26 (live session:)**

Decision Making and Uncertainty: Renshon, J., & Renshon, S. A. (2008). The theory and practice of foreign policy decision making. *Political Psychology*, *29*(4), 509-536.)

Full Global Forum #2
Any Country May Propose International Agreements.

MAY 29 MEMORIAL DAY- NO CLASS

**Week 10: May 30**

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

**Week 11: May 31**

Test #2

**Week 12: June 1 (live session)**

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

Diplomacy and Climate Change

**Week 13: June 2 (live session)**

Berry, Z., & Frederickson, J. (2015). Explanations and implications of the fundamental attribution error: A review and proposal. *Journal of Integrated Social Sciences*, *5*(1), 44-57.

Summary of Fundamental Attribution Error: https://www.youtube.com/watch?v=Z9OF3wHDw0M

(Note, this is new territory in the study of international affairs. As you read about the FAE, and enter the final day of your simulation think about how to extend this concept to aspects of your experience in the game.)

Global Forum

**Week 14: June 5 (live session)**

Diplomacy and Climate Change

**Week 15: June 6**

Test #3

Policy Analysis and Peer Review due June 13 at 4pm