

## *Leadership in International Contexts*

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Class Room: Jepson 107

Class Time: 10:30am to 11:45 on Wednesday and Friday

Office Hours: [I post a sign-up sheet for my office hours online](#). Please sign up for office hours there.

### **Overview**

In this course, we'll explore major topics in international affairs and leadership. Here are some of the big questions that we'll explore together:

- War and Conflict: What causes war? What, if anything, can justify it? Should countries go to war to maintain the balance of power? To prevent humanitarian catastrophes? What's the role of diplomacy in preventing or facilitating war?
- Nationalism, Religion, and Democracy: Can democracy flourish among people who have for generations lived under non-democratic governments? How can different religious and social groups live together as a single nation?
- International Organizations & Human Rights: How do international organizations such as the United Nations function? How *should* the United Nations and other major international organizations work? Does the international community have an obligation to protect human rights and, if so, how should it do this?

### **Immersive Historical Simulations**

This course will explore these questions through historical simulations. You'll first learn about major ideas and debates in international affairs. You'll then apply what you've learned by playing the roles of important actors during pivotal events in history, such as diplomatic crises, military conflicts, and international conferences.

Why learn about international leadership through historical simulations? First, these simulations will deepen your understanding of the major ideas and questions that we will explore throughout this class. You'll need to debate concepts related to international affairs and apply them to concrete historical situations. Second, the simulations develop your abilities to successfully engage in argumentative writing, oral communication, negotiation, and teamwork. You won't just learn *about* leadership in this class. You will also *practice* leadership.

Finally, these games are simply a lot of fun. Some students are nervous about the idea of participating in historical roleplaying games because they've never done anything like this. But the majority of students find participating in these simulations to be an enjoyable and exciting experience. To get a sense of what this class will be like, you should read the [past student evaluations](#), [watch this video](#), or [read this FAQ on the class](#). If you're still unsure about this class, I recommend that you come to the first week. During the first week, we'll be playing a short historical roleplaying game and you can see whether this approach to learning appeals to you after you've experienced it.

We'll play four historical simulations over the course of this semester:

- [Eyeball to Eyeball: The Cuban Missile Crisis](#): this one-session simulation takes place in the halls of power in Washington DC, Moscow, and Havana, with media and international figures jostling in New York. This game reinforces understanding of a diplomatic crisis at the peak of Cold War hostilities, and is a quick-paced case study of the complex nature of modern governance.
- [July Crisis, 1914](#): you'll adopt the roles of political and military leaders of European powers, and you must decide how you'll respond to the assassination of Archduke Franz Ferdinand and the growing tensions in Europe. Can you settle the crisis peacefully or will war break out? Through this simulation, you'll learn more about nationalism, realism in international affairs, and the limits and possibilities of diplomacy.

- Defining a Nation, 1945: This game is set in 1945 India. British control of India is declining, and you'll play Indian leaders who must decide the political future of the subcontinent. In this simulation, you'll debate how to do best design a constitutional framework for a society that's sharply divided along religious and ethnic lines. You'll also learn more about Islam, Hinduism, and other world religions. Finally, this game will help us to better understand the enduring legacies of colonialism on the international order.
- The Needs of Others, 1994: This game is set in 1994 and students will play ambassadors in the United Nations Security Council, journalists, and the leaders of NGOs. You must decide how to confront the growing violence in Rwanda. This simulation will focus on the justification and practice of human rights, the nature of international organizations, and African history.

I chose these simulations because each of them will help us to better understand international relations, the historical forces that have shaped global politics, and important cultures and regions.

### **Supporting Your Learning**

I care about your success in this class and I'm willing to help you in any way possible. If you'd like to meet with me, you can sign up for my office hours [here](#) (note that I update my office hours for the coming week on Saturday or early Sunday).

If you'd like to leave me an anonymous comment with any questions or concerns, please see [this form](#).

### **Course Requirements**

There is a total of 1000 possible points in this class. The points will be distributed as follows:

## *Description*

### **Class Participation** **(200 points)**

Click on the above link to see a rubric for each assignment!

For each historical simulation, there are two components: a more academic setup and the actual simulation. For the setup, you're expected to listen attentively to other students, participate in class discussions, and complete in-class activities and assignments. For the simulations, I would like you to enthusiastically participate in the game and try hard to achieve your objectives and remain faithful to your character's biography.

### **Annotations** (200 points)

We will use an online social program for the readings called [\*Persuall\*](#). Persuall is a collaborative annotation tool that helps students to do the readings in a more effective and thorough way. I will typically assign readings through Persuall and you'll annotate them before class begins. To do this, you'll write comments on the readings and respond to other students' comments.

### **Written Assignments** (600 points)

For each historical simulation, you will need to complete writing assignments. But the nature of your specific assignments will depend on your character in each simulation. You'll learn more about the details of your assignments after I assign you a character. But you can expect to write several short papers during the course of the semester.

### **Extra Credit**

You can earn extra credit in this class by achieving the victory objectives of your characters in the simulations.

### **Laptops**

I want to ask you to not use your laptop, ipad, or phone during class. I ask this because a growing body of research finds that the use of laptops and cell phones in class diminish student learning.

## **The Readings**

All readings are available on the blackboard page for this class. I may make some modifications to the syllabus as the semester progresses. I'll announce any changes to the syllabus in class and you can always find the updated syllabus on blackboard.

### **Week 1: Introduction and Cuban Missile Crisis**

Wednesday, August 24: Introduction

- No Reading.

Friday, August 26: Cuban Missile Crisis

- Background reading on Cuban missile crisis.
- Read your role sheet before class.

### **Week 2: July Crisis**

Wednesday, August 31:

- July Crisis, Gamebook, pp. 4-42.
- Introduction to Persuall.

Friday, September 2:

- July Crisis, Gamebook, pp. 46-58, 135-146. This is the first Persuall assignment!
- *From now on, every reading will be a Persuall assignment unless noted otherwise on the syllabus.*

### **Week 3: July Crisis**

Wednesday, September 7:

- July Crisis, Gamebook, pp. 59-82.

Friday, September 9:

- Workshop on writing essays & giving speeches.
- Faction meetings.
- Introduction to Slack.

### **Week 4: July Crisis**

Wednesday, September 14:

- Game Session 1.
- Speeches by Joffre, Moltke, Conrad, and Sukhomlinov on plans for mobilization; speech by Lloyd George on Britain's attitude toward the European crisis.

Friday, September 16:

- Game Session 2.
- Speeches by Poincaré, Bethmann, Berchtold, Sazonov, and Grey (perhaps others), either declaring war or announcing neutrality.

### **Week 5: July Crisis**

Wednesday, September 21:

- Game Session 3.
- Speeches by Viviani, Wilhelm II, Tisza, Nicholas II, and Asquith (perhaps more) explaining to their nations' citizens their governments' decisions for war or neutrality.

Friday, September 23:

- If the game isn't done yet, we'll finish it up.
- Debriefing.

### **Week 6: Defining a Nation**

Wednesday, September 28:

- "The Train to Simla, June 1945."
- Appendix A: Hinduism and the Bhagavad Gita.
- Bhagavad Gita, Books 1-4, 11.
- Appendix B: Muhammad and the Qur'an.

Friday, September 30:

- Defining a Nation Gamebook, pp. 11-31.

### **Week 7: Defining a Nation**

Wednesday, October 5:

- Gamebook, pp. 32-47, 70-90.

Friday, October 7:

- Review.
- Meet with factions.
- Official welcome from Governors General.

### **Week 8: Defining a Nation**

Wednesday, October 12:

- Game Session 1
- Speeches by Sikhs, Nizam, Maharaja, and Communists.

Friday, October 14:

- Game Session 2
- Speeches by Dr. Ambedkar, Gandhi adherent A, Hindu Mahasabha, Muslim League Poet, Indian National Congress Poet, and Rural India.

### **Week 9: Defining a Nation**

Wednesday, October 19:

- Game Session 3
- President of INC, Muslim League member, INC member, Jinnah, Nehru, Gandhi B

Friday, October 21:

- Game Session 4
- Governor General issues draft recommendation

### **Week 10: Defining a Nation**

Wednesday, October 26:

- Game Session 5

- Reply by various parties (second papers)

Friday, October 28:

- Game Session 6
- Reply by various parties (second papers)

### **Week 11: Defining a Nation and The Needs of Others**

Wednesday, November 2:

- Debriefing

Friday, November 4:

- Read Introduction to *The Needs of Others: Human Rights, International Organizations, and Intervention in Rwanda, 1994*.
- Read the UN core text documents.

### **Week 12: The Needs of Others**

Wednesday, November 9:

- Read Historical Background on Rwanda and UN.

Friday, November 11:

- Read the last core texts in *The Needs of Others*.

### **Week 13: The Needs of Others**

Wednesday, November 16:

- Round 1 (first UNSC meeting, April 7).
- First written speeches from all of the ambassadors and UN secretary general due.

Friday, November 18:

- Round 2 (second UNSC meeting, April 15).
- First written speeches from public opinion and NGOs due.

### **Week 14: Thanksgiving Break**

Wednesday, November 23:



- No class.

Friday, November 25:

- No class.

### **Week 15: The Needs of Others**

Wednesday, November 30:

- Round 3 (UNSC meeting April 30)
- First newspaper distributed.

Friday, December 2:

- Round 4 (UNSC meeting May 15).
- Second newspaper distributed.

### **Final Session**

Monday, December 5<sup>th</sup> from 9am to 12pm

- Round 5 (UNSC meeting May 30).
- Third newspaper distributed.
- All speeches are due before the final session.
- Debriefing on the Needs of Others and the class as a whole.