

**Jepson School of Leadership Studies**

**Course ID: LDST 390-02**

**Crisis Leadership in International Security**

Spring 2024

TUESDAY AND THURSDAY 3:00 – 4:15 pm --- Jepson 107

Instructor: Ambassador (ret.) Anthony F. Godfrey

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Office Hours: TBD

**COURSE CONTENT AND ISSUES TO BE EXAMINED:**

U.S. leadership in international crises was once seen as essential; America's ability to bring significant political, military, and economic power to bear quickly meant that Washington's role in addressing global unrest was great. After the Cold War and with the relative rise of other states in economic power, this role was increasingly resented; addressing international crises required more effort in building consensus. With Russia and China now ready to veto U.S. – EU efforts to gain UN approval of policy goals, it has become more complicated for the international community to respond to global hotspots.

This course examines how U.S. policy leaders respond in crisis related to international security affairs. Students will study both the formal and informal structures of authority and decisionmaking within the U.S. Government and how areas of responsibility can shift during crisis, depending on events, institutions, and individuals involved. Students will study how the United States responded to various international security crises by first studying the context in which the crisis arose, how U.S. decisionmakers responded, and how the crisis was resolved (or not).

U.S. Embassies around the globe are required to carry out a Crisis Management Exercise, a tabletop event involving all members of the "country team" representing the various offices and agencies present at post. The team is required to study the context in which the hypothetical scenario will be presented, must understand what resources and capabilities each unit can bring to bear to address the challenge. The team must keep U.S. interests and goals front and center when considering how and whether the United States will respond or intervene. Students will use their knowledge of the U.S. interagency and the structure of the National Security system to address a hypothetical challenge presented by the instructor (with possible visitors from the Department of State's Operations Center).

## INSTRUCTOR

The instructor is not an academic, but a retired U.S. Ambassador, who recently concluded a 41-year career in government including twelve overseas assignments. Writing assignments are not intended to prepare students for a career as social scientists, but rather as professionals capable of expressing complex ideas in clear and concise terms.

## FORMAT

The format will be seminar in style. Classroom time will be set aside for small group discussion of key issues. Students will work in small groups to research and then present findings to the class. As the instructor seeks to include current material as much as possible, the majority of required readings will be articles by the instructor and posted on the class Blackboard page.

## REQUIREMENTS:

- Class Participation and attendance (10%) – Students are expected to attend class and participate in class discussions which address assigned readings and issues pertinent to the scheduled class period. Completion of assigned readings prior to the scheduled class is assumed.
- Quizzes (20%) – There will be five short quizzes to assess student understanding of assigned readings and material presented during seminar sessions.
- Presentation (5%) – The instructor will divide students into groups to research and then present findings on the structure of key U.S. Government entities often called upon to respond to international crises.
- Table-Top Exercise (25%) – Students will study a region to understand its context in advance of a table-top exercise. A hypothetical scenario will be presented to students during a class period and students – playing assigned roles of various U.S. government entities – will respond to the crisis so as to best advance U.S. goals and protect U.S. interests in the region.
- Written (20%) – An important component of this course is learning the writing style most effective in leadership. Students will be asked to submit written material; one of the two papers will be a report following the Table-Top Exercise. – Format will be made clear, but a 5-page double-spaced memo without footnotes or references on a specific issue.
- Final Examination (20%) – there will be one comprehensive final exam to evaluate your grasp of material covered during the semester. The format of the exam will be essay questions, and the details will be announced during the course of the semester.

If you experience difficulties in this course, do not hesitate to consult with me. There are also other resources that can support you in your efforts to meet course requirements.

**Academic Skills Center** ([asc.richmond.edu](http://asc.richmond.edu)): Academic coaches assist students in assessing and developing their academic and life-skills (e.g., critical reading and thinking, information conceptualization, concentration, test preparation, time management, stress management, etc.). Peer tutors offer assistance in specific subject areas (e.g., calculus, chemistry, accounting, etc.) and will be available for appointments in-person and virtually. Peer tutors are listed on the ASC website. Email [Roger Mancastroppa \(rmancast@richmond.edu\)](mailto:Rmancast@richmond.edu) and [Hope Walton \(hwalton@richmond.edu\)](mailto:Hwalton@richmond.edu) for coaching appointments in academic and life skills.

**Boatwright Library Research Librarians:** ([library.richmond.edu/help/ask/](http://library.richmond.edu/help/ask/) or 289-8876): Research librarians help students with all steps of their research, from identifying or narrowing a topic, to locating, accessing, evaluating, and citing information resources. Librarians support students in their classes across the curriculum and provide individual appointments, class library instruction, tutorials, and [research guides](http://libguides.richmond.edu) (libguides.richmond.edu). Students can [contact an individual librarian](http://library.richmond.edu/help/liaison-librarians.html) (library.richmond.edu/help/liaison-librarians.html) or ASK a librarian for help via email ([library@richmond.edu](mailto:library@richmond.edu)), text (804-277-9ASK), or [chat](http://library.richmond.edu/chat.html) (library.richmond.edu/chat.html).

**Career Services:** ([careerservices.richmond.edu](http://careerservices.richmond.edu) or 289-8547): Can assist you in exploring your interests and abilities, choosing a major or course of study, connecting with internships and jobs, and investigating graduate and professional school options. We encourage you to schedule an appointment with a career advisor early in your time at UR.

**Counseling and Psychological Services** ([caps.richmond.edu](http://caps.richmond.edu) or 289-8119): Assists currently enrolled, full-time, degree-seeking students in improving their mental health and well-being, and in handling challenges that may impede their growth and development. Services include brief consultations, short-term counseling and psychotherapy, skills-building classes, crisis intervention, psychiatric consultation, and related services.

**Disability Services** ([disability.richmond.edu](http://disability.richmond.edu)) The Office of Disability Services works to ensure that qualified students with a disability (whether incoming or current) are provided with reasonable accommodations that enable students to participate fully in activities, programs, services and benefits provided to all students. Please let your professors know as soon as possible if you have an accommodation that requires academic coordination and planning.

## **THE USE OF ARTIFICIAL INTELLIGENCE (AI)**

All assignments are expected to be the student's original work. The Jepson School follows the provisions of the Honor System as outlined by the School of Arts and Sciences. This means that no student is to use, rely on or turn in work that was paid-for, copied, excessively summarized without citation, created in collaboration (without permission), produced by AI, or is otherwise not the original work of the student for the specific assignment (without explicit permission).

## **DISABILITY SERVICES**

The revamped Disability Services Center has suggested new language to be included in the syllabus:

The University of Richmond's office of Disability Services strives to ensure that students with disabilities and/or temporary conditions (i.e., concussions & injuries) are provided opportunity for full participation and equal access. Students who are approved for academic accommodations must complete the following steps to implement their accommodations in each class:

- 1) Submit their Disability Accommodation Notice (DAN) to each of their professors via the Disability Services Student Portal available at this link: [sl.richmond.edu/be](http://sl.richmond.edu/be).
- 2) Request a meeting with each professor to create an accommodation implementation plan. Disability Services is available to assist, as needed.

It is important to complete these steps as soon as possible because accommodations are never retroactive, and professors are permitted a reasonable amount of time for implementation. Students who are experiencing a barrier to access due to a disability and/or temporary condition are encouraged to apply for accommodations by visiting [disability.richmond.edu](http://disability.richmond.edu). Disability Services can be reached at [disability@richmond.edu](mailto:disability@richmond.edu) or 804-662-5001.

Faculty are welcome to add to the above language if they so choose. If faculty are particularly concerned about or have questions about DANs that come in or particular students or student needs, they should email or call Disability Services or Dr. Cort Schneider ([cschnei2@richmond.edu](mailto:cschnei2@richmond.edu) or 804-662-3017). He also has drop-in hours Tuesdays 2.30-3.30 and Thursdays 12.30-1.30, or virtually MWF 10.30-11.30 through this link: <https://urichmond.zoom.us/j/2452519499>