

INTL 4285: Crisis Diplomacy

University of Georgia, Department of International Affairs

Course Instructor Information:

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Office Hours: 7:30-8:00am, Tues. & Thurs., 153 MLC
(or by appointment)

Course Meeting Information:

Spring 2023
Tues. & Thurs., 8:00-9:45am
153 Miller Learning Center
<https://uga.view.usg.edu/>

Course Description:

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 the 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.

Course Objectives:

Upon completion of this course, a student should be able to:

- Describe the defining attributes and key 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 Unification, the Berlin crises, and the Cod Wars (among others);
- Identify some common 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: (i) war could have been avoided (and if so, why), or (ii) 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 their own perspective on the dynamics of international crises.

Course Reading Material:

For the course to function smoothly, you should complete all assigned readings *before* the class meeting for which they are assigned. Completing these readings *and attending class consistently* will best help students be successful in the course. Students are responsible for all assigned readings, even if the material is not explicitly discussed in the classroom. Please note that the instructor reserves the right to replace part of the participation grade with unannounced quizzes if students are not completing the readings and contributing to class discussions.

The required textbooks for the course are:

- Moser, John E. (2020) *Europe on the Brink, 1914*. Chapel Hill: University of North Carolina Press.
- Richardson, James L. (1994) *Crisis Diplomacy*. Cambridge: Cambridge University Press.
- Vasquez, John A. (2009) *The War Puzzle Revisited*. Cambridge: Cambridge University Press.
- Williamson, Samuel R., and Russel Van Wyk. (2015 [2003]) *July 1914*. Long Grove, IL: Waveland Press.

To assist students with course costs, please note the following: (i) Used and electronic copies work equally well, as does sharing; (ii) Richardson, Vasquez, and Williamson and Van Wyk are available on reserve at the main library (one copy of each book). These copies must remain in the library and can be borrowed for two hours at a time—to ensure everyone has access to them if needed; (iii) The course instructor has extra copies of the latter three required books, which students can borrow if needed.

The instructor will make any other assigned readings (i.e., *not in the required textbooks listed above*) available electronically via the eLC course website (log-in using UGA MyID at: <https://uga.view.usg.edu/>). A list of additional recommended (i.e., not required) readings also appears on the course website.

Course Requirements:

The requirements for this course, along with the percentage each contributes to the final grade, are:

1. Participation (20%): Those wishing to do well on this component of the course should: (i) attend class (regularly and on time), (ii) contribute meaningfully to class discussions (quality and quantity), and (iii) participate actively during in-class activities. Students should prepare for each class meeting by completing the assigned readings, generating questions they have from those readings, and reviewing notes from previous meetings. Note well: you will not do well on participation in this seminar unless you are both *present* and *actively engaged* in our activities and discussions.
2. Midterm Quizzes (40%): There will be ten unannounced quizzes throughout the semester—roughly 1 per week. I will drop your lowest two quiz scores, so your highest eight quiz scores (at 5% each) will determine this component of the course grade. Quizzes may include multiple choice, identification, and/or short essay questions that cover course material derived from the required readings *for that day*. Students who are not present when a quiz is administered will receive a score of 0 on that quiz.
3. Simulation (10%; see below for weighting): We will hold a simulation exercise halfway through the course. Students must:
 - a. Contribute actively to the exercise, which includes completing their character-specific writing assignments. This is part of the participation grade. Evaluations will be based on instructor observation, the student's submitted character-specific assignments, and feedback from other students in the class (to address contributions outside of class and/or within teams).
 - b. Complete a simulation reflection (10%): After the simulation, students will reflect upon their experience, guided by a prompt that the instructor distributes. This reflection involves the submission of a short paper (2 pages) on March 2 at 8:00am that (i) addresses the reflection prompt given, and (ii) integrates the student's experience with the course material.
4. Research Paper (30%; 10% for incremental process/progress [sections a-e below]; 20% for the final product [section f below]): 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 the course to a crisis of their choosing. The final research paper will be approximately 10-12 pages (see assignment sheet on eLC for more details). Deadlines for this project include:
 - a. Selection of crisis: Students will select a crisis to research by January 31 at 8:00am. Please complete and submit the worksheet available on eLC. Only one student can study each crisis, and crises will be assigned on a first-come, first-served basis.

- b. Annotated bibliography: Students will compile a list of scholarly works (i.e., books and journal articles, *not websites*) about their crisis that they located, preliminarily examined, and determined might be useful for their paper. For each source, the student will also write a few sentences on the source's relevance for and potential use in their paper. This is due February 21 at 8:00am.
- c. Outline: Students will 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 March 21 at 8:00am.
- d. Presentation: Students will present their findings to the class on April 25 & 27.
- e. Final paper: The final draft of the research paper is due Tuesday, April 25, 2023 at 8:00am in stapled, hard-copy form.

Students are encouraged to consult the instructor on their research project throughout the semester. Please note: Students who miss the above deadlines and/or invest minimal effort on the early deadlines will not earn full credit for the process component of the assignment.

Course Guidelines:

The following guidelines govern the requirements for this course:

1. *Attendance policy:* Class attendance is required for this course, particularly because some activities cannot be replicated (e.g., our discussions or the simulation exercise). The instructor uses attendance data as a baseline for calculating the student's participation grade.
2. Students are expected to read the assigned course material, attend all class meetings, and participate actively within class activities and discussions. There is no "extra credit" to make up for low participation or to substitute for the simulation exercise.
3. The class will follow a seminar (i.e., discussion), rather than lecture-based format—although lecture will be used when appropriate. Each class will involve a discussion of the readings assigned for that day, or activities derived from them.
4. Students who are unable to attend a class meeting are responsible for obtaining the notes for that meeting from another student. The instructor will not provide notes for missed class meetings.
5. Assignments and papers are due on the dates given at the beginning of the regular class period. A late paper will be penalized one full letter grade (10 percentage points) for the first day it is late, as well as an additional letter grade (10 percentage points) for each additional day it is late. After 5 days, assignments can be turned in for half-credit until the final class meeting (May 2 at 8:00am). After this final deadline, the instructor will assign a score of 0 for any outstanding assignments.

Please note: It is not appropriate to come to class significantly late on the dates on which assignments are due; papers turned in after the beginning of class may be considered late.

6. Failure to take a quiz will result in a failing grade (of 0) for that quiz. Make-up quizzes will not be offered, except under extenuating circumstances (i.e., documented, emergency situations). Students are therefore advised to attend all class meetings (on time) and to complete all quizzes. All make-up quizzes (if granted) will be administered during our final exam period on Thursday, May 4 (8:00am).
7. Everyone should have a favorite muppet. This has nothing to do with crisis diplomacy; it is just something that makes life more enjoyable. If you can work your muppet into quiz answers, that is even better. (Note: Muppets often don't like appearing in research papers, except in footnotes.)
8. Students should keep class notes, graded papers, and copies of submitted work until after their final grade appears in Athena. The instructor will make every effort to ensure that assignments and exams

are graded timely, fairly, and objectively. If, however, a student believes that they received an inaccurate grade, they may submit a written memo to the instructor, along with the graded assignment in question. This memo must be submitted within two weeks of receiving the graded assignment. The instructor will then read the memo, re-read the assignment, and issue a new grade. The new grade may be lower, equal to, or higher than the original grade and will not be subject to additional appeal under this policy.

9. In order to foster a respectful learning environment, students must:
 - a. use language that respects other persons and their point of view;
 - b. keep cell phones *turned off* and *put away* during class; and
 - c. *not* use laptops during the class, unless the instructor informs you that they are needed for a classroom exercise. (If, however, you require special accommodations, please provide documentation from the Disability Resource Center.)

Any student that does not follow these parameters may be asked to leave the class meeting, so as not to affect other students' learning negatively. Those that violate the provision more than once may be administratively dropped from the course.

10. Students may not use word-mixing or artificial intelligence-based software, such as ChatGPT, to generate their responses for quizzes, papers, or other assignments—or to disguise plagiarized work. Such activities constitute “unauthorized assistance” under the Academic Honesty Policy.
11. The University of Georgia strives to create an inclusive learning environment. Students requiring accommodations should discuss such matters with the instructor at the outset of the course. Students requesting accommodations also must register with the Disability Resource Center on campus (706-542-8719, <http://www.drc.uga.edu>).
12. Any exceptions or modifications to the above rules (or more broadly, the syllabus) are given at the instructor's discretion, but only with *prior approval* and only under *extenuating* circumstances. Any exception/modification requires appropriate documentation from the student. (Note: In the case of illness, “appropriate documentation” means a doctor's note indicating an illness, rather than a medical visit verification form. Please schedule routine medical visits around the course schedule.)
13. Much like Sanford Stadium's policy, cowbells and air horns are not permitted. They impede diplomacy.

Grade Distribution

A	93.00-100.00	C	73.00-76.99
A-	90.00-92.99	C-	70.00-72.99
B+	87.00-89.99	D	60.00-69.99
B	83.00-86.99	F	Below 60.00
B-	80.00-82.99		
C+	77.00-79.99		

Note: Any student that does not attend the first two course meetings may be administrative dropped from the course to make room for students that wish to enroll.

Academic Dishonesty:

As a University of Georgia student, you have agreed to follow the University's academic honesty policy (“A Culture of Honesty”) and the Student Honor Code. All academic work must meet the standards contained in “A Culture of Honesty,” including policies that cover plagiarism and unauthorized assistance (for more information, see <http://www.uga.edu/honesty>). Students are responsible for informing themselves about these standards before performing and submitting any academic work. They may direct specific questions they have

regarding the policy (or its application to course assignments) to the instructor. Please note that all suspected violations of this policy will be handled according to the guidelines set forth within the policy.

Schedule/Topics:

The following pages contain a general plan for the course; the instructor may announce deviations to the schedule (in-class) in order to best meet the needs of the students and the course. All readings are required unless labeled *optional* or *recommended*. Students should read/know required material *before* the date listed, at which time we will discuss the scheduled topic in class.

- I. Introduction (January 10)
 - a. *Recommended*: Bueno de Mesquita and Smith, Chapter 1

- II. Foreign Policy Decision-Making (January 12)
 - a. Richardson, Chapters 2-3
 - b. *Recommended*: Vasquez, Introduction

- III. Background: Peace, Norms, and the Concert of Europe (January 17)
 - a. Vasquez, Chapter 8
 - b. Richardson, Chapter 10 (focus on “Norms” p.227; skip section on “Alignments”, pp. 222-227)
 - c. *Optional*: Finnemore, “Legitimacy, Hypocrisy, and the Social Structure of Unipolarity”; McDonald, “Great Powers, Hierarchy, and Endogenous Regimes: Rethinking the Domestic Causes of Peace”

- IV. International Crises
 - a. The Eastern Crisis
 - i. Background (January 19)
 1. Richardson, Chapter 4 & pp. 281-286
 - ii. Why Was War Avoided? (January 24)
 1. Richardson, Chapter 11 (focus on concepts, not cases)
 2. Vasquez, Chapter 9
 - b. The Crimean War
 - i. Background (January 26)
 1. Richardson, Chapters 5 & 14 (esp. pp. 306-310, 316-326), and pp. 293-294
 - ii. Could War Have Been Avoided? (January 31)
 1. Vasquez, Chapters 3 & 6
(concepts, not study details; esp. pp. 90-98, 117-127, & 218-236)
 2. **Paper: Crisis Selection Due**
 - c. Wars of Italian Independence (February 2)
 - i. Background
 1. Owsiak & Vasquez, “Italian War of 1859-1860”
 2. *Optional*: Coppa, Chapters 6-7
 - ii. Could War Have Been Avoided?
 1. Vasquez, Chapter 4 (esp. pp. 153-165)
 - iii. Distribution of Game Materials: Reading Quiz, Roles, and Handouts

- d. Game Preparation (February 7 & 9)
 - i. Moser, all
 - ii. **Writing: game character assignments, annotated bibliography**
 - iii. **Watch videos:**
 - 1. Finding research on interstate crises
 - 2. Balance of power and *realpolitik*
 - e. Franco-Prussian War (February 14 & 16)
 - i. Richardson, pp. 161-170, 289-290, 310-311
 - f. Russo-Japanese War
 - i. Richardson, Chapter 6 & pp. 292-293, 311-312
- V. Simulation game: Europe on the Brink, 1914
- a. Game session #1 (February 21)
 - i. Williamson and Van Wyk, Chapter 1
 - ii. Readings necessary for game/character
 - iii. *Optional:* Rich, Chapters 21-22
 - iv. **Annotated bibliography due**
 - b. Game session #2 (February 23)
 - c. Game Session #3 (February 28)
 - d. Debrief (March 2)
 - i. **Simulation reflection due**
 - e. The Causes of World War (March 14)
 - i. Vasquez, Chapter 7
 - f. Special topic (March 16)
 - i. Williamson and Van Wyck, Chapters 2-3
 - g. The July 1914 Crisis
 - i. Serbia, Austria-Hungary, Germany, and Russia (March 21)
 - 1. Williamson and Van Wyk, Chapters 2-5
 - 2. **Paper: Outline due**
 - ii. Italy, France, and the United Kingdom (March 23)
 - 1. Williamson and Van Wyk, Chapters 6-Appendices
 - h. World War II: Background
 - i. Munich 1938 Crisis (March 28)
 - 1. Richardson, Chapter 7, pp. 290-291, 313-314
 - 2. *Optional:* Bell, Chapter 14
 - ii. World War II (March 30)
 - 1. Richardson, Chapter 9 (pp. 181-192)
 - 2. *Either* Bell, Chapters 15-16 *or* Iriye, Chapter 2
 - i. Crises in the Aftermath of World War II (April 4)
 - i. Berlin (1948-1949 & 1958-1962)
 - 1. Richardson, pp. 192-215, 287-289, 291, 314-316

- ii. Cuban Missile Crisis (April 6)
 - 1. Allison, “Conceptual Models and the Cuban Missile Crisis”
 - j. Modern Crises
 - i. Cod Wars (April 11)
 - 1. Owsiak & Vasquez, “The 1971-1973 ‘Cod War’”
 - 2. *Optional*: Johannesson, How ‘Cod War’ Came: the Origins of the Anglo-Icelandic Fisheries Dispute, 1958-1961
 - ii. Iraq II & Crimea (April 13)
 - 1. Owsiak & Vasquez, “The 2014 Annexation of Crimea”
 - 2. *Optional*:
 - a. Allison, Russian ‘Deniable’ Intervention in Ukraine: How and Why Russia Broke the Rules
 - b. Houghton, *Decision Point*, Chapter 10
 - iii. Peru-Ecuador (April 18)
 - 1. Mares, “Deterrence Bargaining in the Ecuador-Peru Rivalry: Designing Strategies around Military Weakness”
 - 2. Palmer, “Peru-Ecuador Border Conflict: Missed Opportunities, Misplaced Nationalism, and Multilateral Peacekeeping”
- VI. What Have We Learned? (April 20)
 - a. Identifying Patterns in Crises
 - i. War through Alliances
 - 1. Richardson, pp. 222-227
 - ii. War through Domestic Politics
 - 1. Richardson, Chapter 15 (& review Chapter 14 – read earlier)
 - iii. *Optional*:
 - 1. Richardson, pp. 296-305, Chapter 16
 - 2. Vasquez & Senese, Chapter 1
 - 3. Vasquez, Appendices I-II (skim)
 - b. Can Crises Be Managed?
 - i. *Optional*: Lebow, Is Crisis Management Always Possible?
 - ii. *Optional*: Sartori, Chapter 4
- VII. **Paper: Presentation Sessions (April 25 & 27)**
- VIII. **Paper: Due at 8:00am on Tues., April 25, 2023 (stapled, hard-copy please)**