

# CRISIS AREAS IN WORLD POLITICS

Tuesdays and Thursdays 11:00-1:50pm - HSS 1128A - Summer Session II

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## Course Description

On any given day in the world, there is an ongoing crisis – a change in the interactions between two states that ultimately challenges the structure of the international system. The primary goal of this class is to explore what a crisis is, why crises matter in international relations and what can be done, from the perspective of international institutions or nation-states, to prevent crises from taking place. The course will explore several different types of crisis: ranging from humanitarian, to interstate, in the form of high-stakes disputes between nation-states to aggressive measures taken by one state against another that threatens to disrupt peace across the international system. The ultimate goal of the class is to find optimal solutions for international actors to resolve crises without widespread adverse effects for much of the international community. By the end of the class, students should not only come away with an understanding of what leads crises to occur, but the competing international interests that must come together for cooperation to take place and for crises to be resolved successfully.

To wit, a second goal of the course is to develop analytical, communicative and writing skills among all students. Students will be assigned to participate in three simulations that ask them to take the role of representative of a country that is responding to a crisis and to account for that country's national interests in participating in negotiations over an international agreement in response to the crisis. The simulations will not only serve to elucidate how the world responds to international crises, but to develop effective communication skills. Students will also be asked to develop original research in the form of a policy brief suggesting a response to an ongoing or historical crisis as way of developing both analytical and concrete writing skills targeting a policy-oriented audience.

## Assignments

### IN-CLASS SIMULATIONS

A major component of this class is three graded in-class simulations where each student will be asked to take the role of a country participating in negotiations with other major world powers in drafting a united response to an international crisis. Each student will be asked to give a five-minute opening

statement that reflects their country's interests in shaping the response to the crisis and to participate in subsequent discussions between the participants. Simulations will have no more than 10 total participants and will likely be divided into two groups. A rubric for grading individual performances is posted on TED. Specific instructions for each individual simulation and each participants role will be handed out in the class before the simulation takes place.

### **POLICY BRIEF**

The final project for this class is a policy brief. Students will be asked to choose an ongoing or historical international crisis, to take the role of a policy analyst within a major global power and to argue for a particular course of action in responding to the crisis for that country that is most likely to bring about a resolution to the crisis compared to other potential choices. More info in Week 2 tutorial!

All papers should be at least 12 pages in length, excluding citations, double-spaced with 12 point font and one-inch margins and cite at least **eight** sources using either MLA (parenthetical) or endnote style. Papers **MUST** have in-text citations. Papers are due Monday, September 7 at 12:00pm to the Turnitin.com link on TED.

### **TOPIC APPROVAL**

All topics must be submitted for approval before they are written. For each policy brief, submit the crisis you chose, the country you're representing, your thesis, an argument about why your policy choice is superior and *four* pieces of outside work that you are citing. Topics for papers **MUST** be submitted for approval by Monday, August 17, 2014 at 11:59 PM for full credit. You lose one point for every day that the topic is late (of a maximum of five points). Students must submit any revisions within 3 days of reply.

### **PRESENTATION**

ALL students must give an 8-10 minute presentation on their brief during either the final exam period of the class: Saturday, September 5 from 11:30a to 2:30pm or during a separate session, to be scheduled later on Tuesday, September 8. Those presenting on Saturday will receive bonus points on their presentations for going early More information on presentations during week 2 tutorial!

### **PLAGIARISM**

There is a ZERO tolerance policy on plagiarism. If you are found having copied any substantial portion of your paper from other sources without having first accredited them, you will either have large amounts of points deducted from your paper grade or will fail the class altogether. Self-plagiarism is still plagiarism. I am looking for original work for this assignment. Please consult the UCSD Office of Academic Integrity for more information.

### **QUIZZES**

Three quizzes will be randomly administered during three of the six classes where there are assigned readings and no simulations. Each quiz will be worth five points. Two for attendance and three for answering each of three short answer or multiple choice questions on the quiz correctly. The two highest scoring quizzes will each be worth 5% of your grade. The lowest scoring quiz will be dropped. Those who miss two quizzes can submit a *minimum* five-page critical review of readings for one of the missed classes.

**PARTICIPATION**

Students are expected to participate in class discussions outside of simulations. Participation entails both voicing opinions and criticism of the readings assigned for class and topics reviewed in lecture. Off-topic digressions or filibustering are not considered constructive, do not receive credit and are discouraged.

**GRADE BREAKDOWN****Policy Brief – 50%:**

Actual Brief – 40%

Topic Approval – 5%

Presentation – 5%

**Simulations – 30%:**

Highest Scoring Simulation – 15%

Second highest scoring simulation – 10%

Third highest scoring simulation – 5%

**Quizzes – 10%****Participation – 10%**

## Course Schedule and Readings

**AUGUST 4 - CLASS 1: INTRODUCTION: CRISES AND CRISIS BARGAINING**

**Discussion Points:** What is a crisis? What actors can/generally are involved? Why are crises important events? Why do crises occur? What is crisis bargaining? What incentives exist to escalate crises? What can be done to reduce the likelihood of crises from taking place?

**Skim for First Day:**

- Michael Bechter. 1993. *Crisis in World Politics: Theory and Reality*. Oxford, UK: Pergamon Press. pp. 1-8.

**Recommended:**

- Kyle Beardsley. 2008. "Agreement without Peace? International Mediation and Time Inconsistency Problems" *American Journal of Political Science*. Vol. 52, No. 4. pp. 723-740.

**Tutorial 1: Reading Academic Research****AUGUST 6 - CLASS 2: INTERNATIONAL COOPERATION AND RESPONSES TO CRISES**

**Discussion Points:** What are international institutions? How do international institutions differ? On what dimensions does the strength of international law vary? What can international institutions do in regard to crisis? In which crises, if any, are international institutions most effective? To what extent do institutions supplant the role of nation-states in crisis response?

**Required:**

- Cary Coglianese. 2000. "Globalization and the Design of International Institutions ."in Joseph S. Nye Jr. and John D. Donahue, eds., *Governance in a Globalizing World* 297-318 (Brookings Institution Press, 2000). [Just read pp. 1-18]
- Kenneth W. Abbott, Robert O. Keohane, Andrew Moravcsik, Anne-Marie Slaughter and Duncan Snidal. 2000. "Legalization and World Politics: An Introduction" *International Organization*. Vol. 54, No. 3. pp. 401-419.
- Glennon, Michael. "Why the Security Council Failed" *Foreign Affairs* Vol. 82, No. 3 (May/June 2003), pp.16-35.

**In Class:**

- Excerpts from "Freezing and Fighting for Aid: Syrian Refugees in Lebanon." *Vice News*.

**Tutorial 2: Simulation Expectations**

**AUGUST 11 - CLASS 3: CASE: SYRIAN REFUGEE CRISIS AND SIMULATION 1**

**Discussion Points:** What is the role of international institutions in responding to the Syrian Refugee Crisis? Where have institutions been effective? Where have they been ineffective? How have the interests of nation-states helped or hindered institutional response to the situation?

**Required:**

- Lindsey Phillips. November 1, 2013. "Responding to the Syrian Refugee Crisis: A Conversation with T. Alexander Aleinikoff, UN Deputy High Commissioner for Refugees". *Migration Policy Institute*.

**Parallel Simulation in HSS 1128B**

**AUGUST 13 - CLASS 4: DISPUTES BETWEEN NATION-STATES**

**Discussion Points:** Why do states engage in disputes? What are the three dimensions that Fearon highlights as leading to conflict? How do these translate to real-world hypotheses? What could international institutions do to prevent disputes between nation-states from escalating into crises?

**Required:**

- James Fearon. 1995. "Rational Explanations of War," *International Organization*, Vol 49, No. 3. pp. 379-414.

**Recommended:**

- Christopher Gelpi and Michael Griesdorf. 2001. "Winners or Losers? Democracies in International Crisis, 1918-94," *American Political Science Review*, Vol. 95, no. 3. pp. 633-647.

**Tutorial 3: Writing a Policy Brief**

**AUGUST 18 - CLASS 5: NUCLEAR WEAPONS: REGIONAL AND GLOBAL IMPLICATIONS**

**Discussion Points:** Why do states build nuclear weapons? Do nuclear weapons provide states with advantages in crisis bargaining? Do nuclear weapons make the world a safer or more dangerous place? How do disputes between two states with nuclear arms differ from disputes between two states unarmed with nuclear weapons? One state with nuclear weapons and one without? What can international institutions do to resolve crises between nuclear-possessing countries?

**Required:**

- Kyle Beardsley and Victor Asal. 2009. "Winning with the Bomb," *Journal of Conflict Resolution* 53(2): 278-301.
- Scott Sagan. 1996/1997. "Why Do States Build Nuclear Weapons? Three Models in Search of a Bomb." *International Security* 21(3): 54-86.

**In Class:**

- Fog of War: Eleven Lessons from the Life of Robert McNamara. 2002. Dir. Errol Morris. 6:59 – 20:17

**Recommended:**

- Todd S. Sechser and Matthew Fuhrmann. 2013. "Crisis Bargaining and Nuclear Blackmail." *International Organization*. Vol. 67, no. 1. pp. 173 - 195.

**Tutorial 4:** Presentations**AUGUST 20 - CLASS 6: CASE: INDIA AND PAKISTAN AND SIMULATION 2**

**Discussion Points:** What were the reasons for the dispute between India and Pakistan in 2001-2002? What role did the nuclear arsenals of both countries play in the dispute? How was the dispute resolved? What role did either third parties or international institutions play?

**Required:**

- Polly Nayak and Michael Krepon. 2014. "US Crisis Management in South Asia's Twin Peaks Crisis," Zachary S. Davis, eds. *The India-Pakistan Military Standoff: Crisis and Escalation in South Asia*. Palgrave MacMillan.
- Clifton W. Sherrill. 2012. "Why Iran Wants the Bomb and What it Means for US Policy." *The Nonproliferation Review*. Vol. 19, no. 1, pp. 31-49.
- Ehud Eiran and Martin B. Malin. 2013. "The Sum of All Fears: Israel's Perception of a Nuclear-Armed Iran." *The Washington Quarterly*. Vol. 36, no. 3. pp. 77-89.

**Parallel Simulation in HSS 2333A**

**AUGUST 25 - CLASS 7: BARGAINING FAILURE: AGGRESSION BY ROGUE STATES**

**Discussion Points:** What are 'rogue' states? Why are rogue states dangerous? What spurs aggressive behavior by rogue states? How does democracy/dictatorship affect a state's status as 'rogue'? What can be done to deter such behavior? How should international institutions prevent/resolve aggressive behaviour by rogue states?

**Required:**

- Dan Reiter and Allan C. Stam. 2002. "Democracies at War." Princeton, NJ: Princeton University Press. Ch. 2.
- Jessica Weeks. 2014. "Dictatorships at War and Peace." Ithaca, NY: Cornell University Press. pp. 14-36.

**Recommended:**

- Thomas C. Schelling, "Arms and Influence." New Haven, CT: Yale University Press.

**AUGUST 27 - CLASS 8: BARGAINING FAILURE: AGGRESSION BY POWERFUL STATES**

**Discussion Points:** What defines a powerful state? Can powerful states be rogue states? Why do powerful states take aggressive actions? How do the dynamics of aggression change when it is perpetrated by a powerful state? Can international institutions be effective in responding to aggression by powerful states?

**Required:**

- Jack Snyder. 1991. Myths of Empire: Domestic Politics and International Ambition. Ithaca, NY: Cornell University Press. pp. 31-55.

**In Class:**

- Excerpts from "Cold War 2.0." Vice on HBO.

**SEPTEMBER 1 - CLASS 9: CASE: RUSSIAN ANNEXATION OF CRIMEA AND SIMULATION 3**

**Discussion Points:** What factors led to the Russian annexation of Crimea? What role did domestic politics in Russia play in the annexation? What is Russia's regime structured as? How does Russia's regime type increase/decrease the likelihood of conflict?

**Required:**

- Jeffrey Mankoff. May/June 2014. "Russia's Latest Land Grab: How Putin Won Crimea and Lost Ukraine," Foreign Affairs.
- Joshua Kucera. June 19, 2014. "North Kazakhstan isn't the next Crimea – yet" Al-Jazeera America.

**Parallel Simulation in HSS 1138**

**SEPTEMBER 3 - CLASS 10: PAPER WRITING WORKSHOP WITH ALAN WARD**

**SEPTEMBER 5 - FINAL EXAM PERIOD (11:30AM-2:30PM) AND SEPTEMBER 8 - TBD**

Student Presentations