Leadership in International Contexts

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Class Room: Jepson 120  
Class Time: 1:30pm to 2:45pm Wednesdays and Fridays  
Office Hours: I post a sign-up sheet for my office hours on blackboard. Please sign up for office hours there.

Course Description

This is a leadership course on international affairs, and it adopts a distinctive approach. This class will consist in historical simulations. In this class, you won't just read about international affairs and discuss these issues from an detached perspective. You'll also play the roles of important actors at key moments in history. This is not abstract learning about leadership. Instead, you'll have a chance to directly hone your leadership abilities in this class.

More specifically, we'll play three historical simulations:

- **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? This game will teach you about the balance of power, and how realism, nationalism, and idealism influence international politics.

- **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. This game raises questions that are still fundamental: how can democratic governments be installed among peoples who have for generations lived under non-democratic governments? How can different religious and social groups cohere as a single nation? How can the rights of vulnerable minorities be protected from the potential tyranny of a democratically-elected majority? Students will also learn more about world religious traditions, particularly Hinduism and Islam.

- **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 game raises the following questions. What responsibility do we have for our fellow human beings? What are the limits of state sovereignty? How do ethics and national self-interest influence decision-making in international affairs?

Why learn about international affairs through historical simulations? Here are a few reasons. First, these simulations will allow you to apply your knowledge to concrete situations. Second, the simulations develop your abilities to successfully engage in
teamwork, persuasion, and leadership. Third, these games build community. You’ll get to know the other members of the class well before the end of the semester. Finally, these games are fun. No guarantees, but I expect that each historical simulation will be enjoyable and exciting.

Course Objectives

This course is designed to promote the following skills:

- **Writing Skills**: you will need to complete several writing assignments in this class. These assignments will increase your ability to write argumentative essays in a persuasive way.
- **Knowledge of International Affairs**: this course will provide you with deep knowledge about international affairs and the historical origins of the current international system.
- **Rhetorical Skills**: you’ll hone your ability to engage in public speaking through class debate and discussion. Furthermore, as part of the historical simulations, you will need to make speeches and learn how to persuade other players to support you.
- **Teamwork & Leadership**: the historical simulations will require you to work with other students in order to achieve your victory objectives and you may need to take on a leadership role to do this.

Course Requirements

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

| Class Participation (250 points) | • Your active participation will be absolutely crucial for the success of this class. This class simply won’t go well unless most of the class participates vigorously.  
• 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. |
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<td>Quizzes (100 points)</td>
<td>• There are several brief quizzes throughout the course, as noted on the syllabus. This quiz will ask you to remember information from the reading and may include a brief writing</td>
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assignment. I expect each quiz to take about 10-15 minutes to complete and I'll drop your lowest grade on the quizzes.

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<th>Speeches and other Written Assignments (650 points)</th>
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<td>• 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.</td>
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<td>• To turn in your paper, you should copy it to a google doc and share it with me. I’ll provide you with instructions on exactly how to do this in class.</td>
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<td>• If you need an extension, you need to request one at least 24 hours before the paper is due. Computer problems are not a valid excuse for late papers (for this reason, I strongly recommend that you use google drive or drop box to save your work as you write).</td>
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<td>• Late penalties: if you turn in your paper late, I will drop it by 1/3 of a grade. I’ll then lower the grade by 1/3 for every two days that it’s late.</td>
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Policies

1. Please do not use your laptop, ipad, or phone during class unless I explicitly allow you to do so. We will sometimes use laptops during class, but only when I ask you to take them out. I put restrictions on laptop use because a growing body of research finds that the use of laptops and cell phones in class diminish student learning.
2. I can only offer make up assignments in cases of extreme duress like documented medical emergencies and/or religious observance.
3. If you have a documented disability and would like some form of academic accommodation, please contact me as soon as possible to discuss whether such accommodation can be provided.

Required Texts

Only the following book is required, and you can purchase it in the bookstore or online:


All other 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. It’s your responsibility to make sure that you have the updated version of the syllabus.
Week 1: Introduction and July Crisis

Wednesday, August 28th: Introduction
• “Reacting to the Past: Pedagogical Introduction”

Friday, August 30th:
• July Crisis, Gamebook, pp. 4-45.
• First quiz.

Week 2: July Crisis

Wednesday, September 4th:
• July Crisis, Gamebook, pp. 46-58, 135-146.
• Quiz.

Friday, September 6th:
• July Crisis, Gamebook, pp. 59-82.
• Quiz.

Week 3: July Crisis

Wednesday, September 11th:
• Game Session 1.
• Papers due from Lloyd George, Joffre, Moltke, Conrad, and Sukhomlinov.

Friday, September 13th:
• Game Session 2
• Papers (speeches) due from Grey, Poincaré, Bethmann-Hollweg, Berchtold, and Sazonov (perhaps others).

Week 4: July Crisis

Wednesday, September 18th:
• Game Session 3.
• Papers (speeches) due from Asquith, Viviani, Wilhelm II, Tisza, and Nicholas II (perhaps others).
• Propaganda posters due.

Friday, September 20th:
• Game Session 4.
• Papers (speeches) due from all other characters.

Week 5: July Crisis and Defining a Nation
Wednesday, September 25th: Post-mortem
  • John Moser, “What really happened.”

Friday, September 27th:
  • “The Train to Simla, June 1945,” pp. 1-10.
  • Appendix A: Hinduism and the Bhagavad Gita, pp. 50-55.
  • Bhagavad Gita, Books 1–4, 11, available online.
  • Appendix B: Muhammad and the Qur’an, pp. 56-69.
  • Quiz.

Week 6: Defining a Nation

Wednesday, October 2nd:
  • Defining a Nation Gamebook, pp. 11-31.
  • Quiz.

Friday, October 4th:
  • Read Appendix C: Major Documents in gamebook, pp. 32-47, 70-90.
  • Quiz.

Week 7: Defining a Nation

Wednesday, October 9th
  • Review.
  • Meet with factions.
  • Official welcome from Governors General.

Friday, October 11th:
  • Sikhs, Nizam (Hyderabad), Maharaja (Kashmir), Communists: presentations to full session (prepare and submit paper #1)

Week 8: Defining a Nation

Wednesday, October 16th:
  • Dr. Ambedkar, Hindu Mahasabha, Gandhi adherents presentations (paper #1)

Friday, October 18th:
  • INC, Muslim League: presentations to full session (paper #1)

Week 9: Defining a Nation

Wednesday, October 23rd:
  • Governor(s) General issue draft recommendations, followed by open discussion

Friday, October 25th:
• Reply by various parties (second papers)

**Week 10: Defining a Nation and The Needs of Others**

Wednesday, October 30th:
• Reply, continued / implementation of revised plan (Governors General option) (second papers)

Friday, November 1st:
• Post-mortem on Defining a Nation.
• No quiz.

**Week 11: The Needs of Others**

Wednesday, November 6th:
• Quiz.

Friday, November 8th:
• Read the core texts in *The Needs of Others*, pp. 87–145.
• Last quiz of the class!

**Week 12: The Needs of Others**

Wednesday, November 13th:
• Game Session 1.
• First written speeches from ambassadors and UN secretary general due.

Friday, November 15th:
• Game Session 2.
• First written speeches from public opinion and NGOs due.

**Week 13: The Needs of Others**

Wednesday, November 20th:
• Game Session 3.
• First newspaper distributed.

Friday, November 22nd:
• Game Session 4.
• Second written speeches from UN secretary general, Human Rights Watch, and United States ambassador, British ambassador, New Zealand ambassador, and French ambassador.
• Second newspaper distributed.

**Week 14: Thanksgiving Break**

**Wednesday, November 27th:**
• Thanksgiving Break!

**Friday, November 29th:**
• More Break.

**Week 15: The Needs of Others**

**Wednesday, December 4th:**
• Game Session 5.
• Second written speeches from public opinion representatives due.
• Second written speeches are due from Nigerian ambassador, Chinese ambassador, Czech ambassador, and Brazilian ambassador.
• Third newspaper distributed.

**Friday, December 6th:**
• Post-mortem.
• Kelly McFall, “The Real Story of Rwanda.”