

Leadership in International Contexts

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Class Room: Jepson 103A

Class Time: 12:00pm to 1:15 on Tuesday and Thursday

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

The Big Questions

In this course, we'll explore major topics in international affairs and leadership. Some of the questions that we'll address include:

- War and Conflict: What causes war? What, if anything, can justify it? Should countries go to war to maintain the balance of power, to uphold a particular form of government, or 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: How do international organizations such as the United Nations function? Are these organizations effective or do they require reform? How *should* the United Nations and other major international organizations work?
- Human Rights: Where do human rights come from and what justifies them? Does the international community have an obligation to protect human rights? Should this obligation be enforced through military power?

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 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.
- [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.

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 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 (250 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 (550 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.

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

Tuesday, August 24: Introduction

- No Reading.

Thursday, August 26: Cuban Missile Crisis

- Background reading on Cuban missile crisis.

Week 2: July Crisis

Tuesday, August 31:

- July Crisis, Gamebook, pp. 4-45.

Thursday, September 2:

- July Crisis, Gamebook, pp. 46-58, 135-146.
- First Perusall Assignment.

Week 3: July Crisis

Tuesday, September 7:

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

Thursday, September 9:

- 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.

Week 4: July Crisis

Tuesday, September 14:

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

Thursday, September 16:

- 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.

Week 5: July Crisis and Defining a Nation

Tuesday, September 21: Debriefing

- Finish up the game.
- John Moser, "What really happened."

Thursday, September 23: Defining a Nation

- "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.

Week 6: Defining a Nation

Tuesday, September 28:

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

Thursday, September 30:

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

Week 7: Defining a Nation

Tuesday, October 5:

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

Thursday, October 7:

- Game Session 1
- Speeches by Sikhs, Nizam, Maharaja, Hindu Mahasabha, and Rural India.

Week 8: Defining a Nation

Tuesday, October 12:

- Fall Break

Thursday, October 14:

- Game Session 2
- Speeches by Dr. Ambedkar, Communists, and Gandhi adherents

Week 9: Defining a Nation

Tuesday, October 19:

- Game Session 3
- INC and Muslim League speeches

Thursday, October 21:

- Game Session 4
- Governor General issues draft recommendation

Week 10: Defining a Nation and The Needs of Others

Tuesday, October 26:

- Game Session 5
- Reply by various parties (second papers)

Thursday, October 28:

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

Week 11: Defining a Nation and The Needs of Others

Tuesday, November 2:

- Debriefing
- Read Parts 1, 3, and 4 of *The Needs of Others: Human Rights, International Organizations, and Intervention in Rwanda, 1994*, pp. 2-11, 57-74.

Thursday, November 4:

- Read Part 2 of *The Needs of Others*, pp. 12-55 and the UN core text documents on pp. 82–87.

Week 12: The Needs of Others

Tuesday, November 9:

- Read the core texts in *The Needs of Others*, pp. 87–145.

Thursday, November 11:

- Game Session 1

Week 13: The Needs of Others

Tuesday, November 16:

- Game Session 2.

Thursday, November 18:

- Game Session 3.

Week 14: Thanksgiving Break

Tuesday, November 23:

- Game Session 4

Thursday, November 25:

- Thanksgiving Break!

Week 15: The Needs of Others

Tuesday, November 30:

- Game Session 5.

Thursday, December 2:

- Kelly McFall, "The Real Story of Rwanda."
- Debriefing