

## *Leadership in International Contexts*

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Class Room: Jepson 120

Class Time: 1:30pm to 2:45 on Tuesdays and Thursdays

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

### **Overview**

In this course, we'll explore major topics in international affairs and leadership. Here are some of the big questions that we'll explore together:

- War and Conflict: What causes war? What, if anything, can justify it? Should countries go to war to maintain the balance of power? 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 & Human Rights: How do international organizations such as the United Nations function? How *should* the United Nations and other major international organizations work? Does the international community have an obligation to protect human rights and, if so, how should it do this?

### **Learning Goals**

This course fulfills the Historical Inquiry and Embodied Communication General Education requirements. Here are the learning goals:

#### *Historical Inquiry*

- Students will analyze questions about past events, ideas, and human worlds (political, cultural, social, economic, and/or physical).
- Students will demonstrate historical thinking by contextualizing and analyzing primary sources and evaluating the nature and limits of historical evidence.
- Students will apply interpretations and methods employed in the given area of historical study.
- Students will formulate, advance, and properly document historical arguments, drawing on a combination of primary sources, secondary sources, and other research materials appropriate to the given area of historical study.

### *Embodied Communication*

- Students will develop and deliver a clear and organized message drawing on supporting materials as appropriate to the message and the field.
- Students will respectfully engage with and respond to the audience using appropriate vocal, verbal, or nonverbal techniques.
- Students will adapt communication approach and content choice to specific contexts, situations, audiences, and interactions (actual or hypothetical).
- Students will use live and/or non-written multimedia communication.

### **Immersive Historical Simulations**

This course will achieve these learning objectives 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 one-session 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. Finally, this game will help us to better understand the enduring legacies of colonialism on the international order.

- 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.

I chose these simulations because each of them will help us to better understand international relations, the historical forces that have shaped global politics, and important cultures and regions.

### **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 early Sunday).

If you'd like to leave me an anonymous comment with any questions or concerns, please see [this form](#).

### **Course Requirements**

There are 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 (150 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 (600 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. But you can expect to write several short papers during the course of the semester.

**Extra Credit**

You can earn extra credit in this class by achieving the victory objectives of your characters in the simulations.

See [this document](#) for additional grading notes.

**Laptops**

Please do not use your laptop, ipad, or phone during class unless I give you explicit permission. 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 27<sup>th</sup>: Introduction

- No Reading.

Thursday, August 29<sup>th</sup>: Cuban Missile Crisis

- Background reading on Cuban missile crisis.
- Read your role sheet before class.

## **Week 2: July Crisis**

Tuesday, September 3<sup>rd</sup>:

- July Crisis, Gamebook, pp. 4-42.
- Introduction to Persuall.

Thursday, September 5<sup>th</sup>:

- July Crisis, Gamebook, pp. 46-58, 135-146. This is the first Persuall assignment!
- *From now on, every reading will be a Persuall assignment unless noted otherwise on the syllabus.*

## **Week 3: July Crisis**

Tuesday, September 10<sup>th</sup>:

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

Thursday, September 12<sup>th</sup>:

- Workshop on writing essays & giving speeches.
- Faction meetings.
- Introduction to Slack.

## **Week 4: July Crisis**

Tuesday, September 17<sup>th</sup>:

- 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.
- Remember that, if you are giving a speech during this session, then your paper is due before class begins.

Thursday, September 19<sup>th</sup>:

- Game Session 2.
- Speeches by Poincaré, Bethmann, Berchtold, Sazonov, Grey, Ismail Enver Pasha, (perhaps others), either declaring war or announcing neutrality.
- Reminder: if you are giving a speech during this session, then your paper is due before class begins.

## **Week 5: July Crisis**

Tuesday, September 24<sup>th</sup>:

- Game Session 3.
- Speeches by Viviani, Wilhelm II, Tisza, Nicholas II, Asquith, Ahmed Djemal Pasha, and Ferdinand I explaining to their nations' citizens their governments' decisions for war or neutrality.
- Reminder: if you are giving a speech during this session, then your paper is due before class begins.

Thursday, September 26<sup>th</sup>:

- If the game isn't done yet, we'll finish it up.
- Debriefing.

## **Week 6: Defining a Nation**

Tuesday, October 1<sup>st</sup>:

- "The Train to Simla, June 1945."
- Appendix A: Hinduism and the Bhagavad Gita.
- Appendix B: Muhammad and the Qur'an.
- Bhagavad Gita, Books 1-4, 11.

Thursday, October 3<sup>rd</sup>:

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

## **Week 7: Defining a Nation**

Tuesday, October 8<sup>th</sup>:

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

Thursday, October 10<sup>th</sup>:

- Review.
- Meet with factions.

### **Week 8: Defining a Nation**

Tuesday, October 15<sup>th</sup>: Fall Break

Thursday, October 17<sup>th</sup>:

- Game Session 1
- Official welcome from Governor Generals.
- Speeches by Sikhs, Nizam, Hari Singh, and Communists.

### **Week 9: Defining a Nation**

Tuesday, October 22<sup>nd</sup>:

- Game Session 2
- Speeches by Dr. Ambedkar, Gandhi adherent A, Hindu Mahasabha, Mumtaz Shahnawaz, Sarojini Naidu, and Rural Village Leader.

Thursday, October 24<sup>th</sup>:

- Game Session 3
- Azad, Mawdudi, Patel, Jinnah, Nehru, Gandhi B

### **Week 10: Defining a Nation**

Tuesday, October 29<sup>th</sup>:

- Game Session 4
- Governor General issues draft recommendation

Thursday, October 31<sup>st</sup>:

- Game Session 5
- Reply by various parties.

### **Week 11: Defining a Nation**

Tuesday, November 5<sup>th</sup>:

- Game Session 6
- Reply by various parties.



- Second papers are due before class session on Friday.

Thursday, November 7<sup>th</sup>:

- Debriefing

## **Week 12: The Needs of Others**

Tuesday, November 12<sup>th</sup>:

- Read Introduction to *The Needs of Others: Human Rights, International Organizations, and Intervention in Rwanda, 1994*.
- Read the UN core text documents.

Thursday, November 14<sup>th</sup>:

- Read Historical Background on Rwanda and UN.

## **Week 13: The Needs of Others**

Tuesday, November 19<sup>th</sup>:

- Read the last core texts in *The Needs of Others*.

Thursday, November 21<sup>st</sup>:

- Round 1 (first UNSC meeting, April 7).
- Speeches by Boutros Boutros-Ghali and the following ambassadors: New Zealand, United States, China, Britain, Nigeria, Argentina, and Brazil.

## **Week 14: The Needs of Others and Thanksgiving Break**

Tuesday, November 26<sup>th</sup>:

- Round 2 (second UNSC meeting, April 15).
- Speeches by the Czech Republic, France, Russia, Spain, American Public Opinion, European Public Opinion, Human Rights Watch, and Red Cross.

Thursday, November 28<sup>th</sup>: Thanksgiving Break

## **Week 15: The Needs of Others**

Tuesday, December 3<sup>rd</sup>:

- Round 3 (UNSC meeting April 30)
- First newspaper distributed.

Thursday, December 5<sup>th</sup>:

- Round 4 (UNSC meeting May 15).
- Second newspaper distributed.

## **Final Session**

Thursday, December 12th from 2pm to 5pm

- Round 5 (UNSC meeting May 30).
- Third newspaper distributed.
- All written work (papers, newspapers, and so on) is due before the final session starts.
- Debriefing on the Needs of Others and the class as a whole.