

Political Science 3525 (3 credit hours)

Comparative Foreign Policy Simulation

Fall Term 2016, Tuesdays & Thursdays 1:05 - 2:25pm

Room: Sir James Dunn Building, Room 302

Instructor:

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Office Hours: TBD

Political Science 3525 is designed and recommended for 3rd/4th year undergraduate students in Political Science who have completed course work in the areas of world politics, foreign policy or international development. Students begin the course by reviewing a series of international policy dilemmas that define some of the more challenging features of contemporary interstate bargaining, negotiation and diplomacy.

Once students become familiar with the background material, they will apply what they've learned through participation in an interactive computer simulation involving other university teams from around the world. As they attempt to implement policy initiatives and work in teams to resolve international disputes, students in the class will confront foreign policy decision-making in a real-time, challenging environment, offering an authentic experience. The simulation objective is to enable participants to create and test organizational and interpersonal skills, understand the interdependence of global issues and policy solutions, appreciate cultural differences and competing approaches to resolving global crises, and use the internet for research and multi-nation communications.

Issues covered in the 2016 International Communication and Negotiation Simulation (ICONS) will include *trade and development*; *humanitarian emergencies*; *border security*; and *arms control and nonproliferation*. The Dalhousie Team will represent the **United States** and the **United Kingdom** for the 2016 International System simulation (subject to change).

Course Assignments and Evaluations

Class Participation	15%
Reading Presentations	10%
Policy Papers (Sept. 23 & Oct. 7)	20%
Policy Exam (in-class, October 11)	10%
ICONS simulation (Oct. 4 – Nov. 4)	20%
Peer Evaluation	5%
Case Study of Simulation (3000 words)	20%

Participation

As a seminar/simulation course, all students are fully expected to attend and participate in class discussions and in the group presentations of the policy papers (see below). Failure to contribute to class discussions and group presentations will be reflected in the participation mark and – given its

weight – in the overall mark of the student. Attendance will be taken to help track participation, and while showing up regularly is important, it isn't enough. If you do have trouble or difficulty participating in class, please see me as early as possible.

Reading Presentations

Each student will select one of the required readings listed on the syllabus and be responsible for briefly introducing and discussing that reading during class. Reading presentations should be 8-10 minutes, and should focus less on summarizing the content of the article (assume everyone has already read it) and more on engaging with it analytically, connecting it to other course material, the simulation, real world events etc. (these are examples – presentations need not hit on all, but should hit on some). Students should include 2-3 discussion questions to help get the ball rolling for general class discussion following the presentation.

Policy Papers

The class will be divided into two country teams. Each team will be responsible for all four issue areas. Depending on final enrollment numbers, individual students may be responsible for either one or two issue areas within their country team. A critical component of the simulation is the preparation of policy papers for each issue area. For each issue area, the group must prepare a short policy proposal (4-6 pages max) related to the group's overarching foreign policy issue. Policy papers should seek to answer the negotiation questions for their respective foreign policy issue, but must be in the form of specific proposals that the group would try to get accepted by other country teams.

While each group will bear responsibility for their specific issue area, country teams must coordinate their efforts and inform other groups of any policy changes which may impact the country's overall efforts. This is to ensure two groups within the same team do not work at cross purposes, as well as to make the country team a more effective negotiating unit. It will be up to each country team to work out which issue areas receive priority and the team's overall negotiating strategy. This becomes particularly important when managing the country's financial resources. In order for teams and countries (and therefore students) to be successful, you must ***communicate effectively and regularly!!!***

Each group will prepare 2 drafts of these policy papers, with in-class team discussions on each of these drafts during this course. Students are expected to discuss and coordinate with each other on the content of the document. Policy papers should be submitted to me by a designated group member via email on the following dates:

- First Draft: **Friday, September 23**
- Second Draft: **Friday, October 7**

Policy Exam

There will be an in-class exam on **Tuesday, October 11** in order to test students on all four of the foreign policy issues examined in the course. As such, students are expected to be familiar with both their own group's subject matter and the foreign policy issues of other groups. From a practical perspective, this is meant to ensure that members of each group have a grasp of how each issue area

relates to the others and the logic behind what other teams/groups are doing – this should in turn help facilitate a cross issue knowledge base for the negotiation process of the simulation.

ICONS Simulation

After studying negotiation theory and researching their assigned roles for several weeks, students will meet "in character" in a customized online environment (known as ICONSnet) to negotiate and work toward solutions to the problems set before them. ICONSnet provides a **Messaging** area, similar to an email system, where students will engage in dialogue with the other stakeholders in the simulation in an effort to make progress on the issues they face. An online moderator monitors the negotiation and performs administrative tasks within the online simulation community.

This simulation will take place from **October 13 to November 4**. During this period, students are expected to (i) send out a significant number of substantive messages to the other country teams each week, (ii) actively participate in the real-time online conferences, and (iii) provide updates and assessments on the negotiation process of the simulation during class. Classes will still be regularly scheduled during this period, though students may miss these classes in the event that there is a scheduling conflict with a simulation conference session. *I should be notified of any scheduling conflicts well in advance.* The simulation is the cornerstone of the entire course and regular, engaged participation is expected – manage your time accordingly.

Peer Evaluation

To reflect the important role of group interaction during the course, student evaluation – of their peers within the issue groups and of the country groups themselves – will be collected at the end of the course.

Case Study of Simulation

The Case Study assignment for the course involves the completion of a major paper (3000 words) that links the student's experience in the simulation (e.g. using all the data from the entire negotiation process) with one of the theories of negotiation, bargaining or foreign policy discussed in the course. Students are expected to advance a logically sound, empirically-supported and analytical argument in this paper, with the use of **additional** primary and/or secondary sources. It is highly recommended that students individually consult with the instructor on paper topics.

Papers are due on **TBD**. Papers are required to have a title page and be double-spaced. It is expected that these papers will conform to a proper citation style (e.g. APA or Chicago).

Course Readings

The reading list for this course is designed to provide both a theoretical overview of negotiation strategy and more in-depth historical or conceptual analysis on the simulation's foreign policy topics. Students are expected to complete all the week's assigned readings before the start of each class and be prepared to discuss key concepts/arguments/issues. It is recommended that students come to class with a few discussion questions in mind.

Required readings are accessible online on the course's **Brightspace** website.

Accommodation

Students may request accommodation as a result of barriers experienced related to disability, religious obligation, or any characteristic protected under Canadian human rights legislation.

Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Advising and Access Services Center (AASC) prior to or at the outset of the regular academic year. Please visit www.dal.ca/access for more information and to obtain the Request for Accommodation form.

A note taker may be required as part of a student's accommodation. There is an honorarium of \$75/course/term (with some exceptions). If you are interested, please contact AASC at 494-2836 for more information or send an email to notetaking@dal.ca

Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom, untouched, so that students who require their usage will be able to fully participate in the class.

Dalhousie Grade Scale

A+ = 90+	B+ = 77 - 79%	C+ = 65 - 69%	D = 50 - 54%
A = 85 - 89%	B = 73 - 76%	C = 60 - 64%	F = 0 - 49%
A- = 80 - 84%	B- = 70 - 72%	C- = 55 - 59%	

Academic Integrity

See final section of syllabus (pages 10-11).

List of Readings and Topics

September 6

Introduction

- Overview of course, objectives, and requirements
- Discuss policy options and issues for group preferences and selection
 - Students consider and select preferred policy areas (1st, 2nd and 3rd preferences)
- Discuss *Scenario* and conference topics for 2016 ICONS Simulation – International System
- Select readings for presentation
- Country teams and policy groups list to be posted on Brightspace by Friday, September 9

September 8

Simulation Preparation

1. Brigid Starkey, Mark Boyer and Jonathan Wilkenfeld, *Negotiating A Complex World: An Introduction to International Negotiation* (Fourth Edition, Rowan and Littlefield Publishers, 2015), Introduction, pp. 1-40
2. Jacob Bercovitch and Richard Jackson, "International Negotiation" in *Conflict Resolution in the 21st Century* (Ann Arbor: University of Michigan Press, 2009), Chapter 2, pp. 19-31
3. Brian White, "Diplomacy," in *The Globalization of World Politics* (Third Edition, Oxford University Press), pp. 368 – 402

Additional Items:

- Students divided into team/policy groups to discuss 1st draft issues/topics/responsibilities
- Discuss *Proposal Criteria, Country Resources, Research Library* (ICONS Resources)
- Review scenario, conference dates, and debate topics

Important: Each group should meet to prepare a *first draft* (outline) of their Policy Papers. These first drafts should be sent to their fellow country team members and the instructor by **Friday, September 23, 6pm.** (**Reminder:** consistency with *Proposal Criteria* important – see ICONS web page for details).

Important: Students are strongly encouraged to use the links to resources listed on the ICONS web site (http://www.icons.umd.edu/education/research_library) and other internet resources to obtain information for their policy papers. The ICONS 'Research Library' provides several useful links to government documents, treaties and other resources.

September 13 & 15

Policy Issue 1: Trade & Development

1. Gary Hufbauer and Joseph Stiglitz "Can Trade Liberalization Benefit Both Rich and Poor?," in *International Relations* (5th Ed., 2010), Mark Charlton, ed., Chapter 8, pp. 184-199
2. "The Pros and Cons of Pursuing Free-Trade Agreements," *Congressional Budget Office*, July 31, 2003
3. Denise Froning, "Will Debt Relief Really Help?," *The Washington Quarterly*, 24:3 (2001), pp. 199-211
4. Edward Mansfield, "Rising Powers in the Global Economy: Issues and Questions," *International Studies Review* (2014) 16, pp. 437 – 442
5. Michael Mastanduno, "Still the Liberal Leader? Domestic Legacies, International Realities, and the Role of the United States in the World Economy," in *America, China, and the Struggle for World Order* (New York: Palgrave Macmillan, 2015), pp. 189 – 208

6. G. John Ikenberry, "The Future of the Liberal World Order: Internationalism After America," *Foreign Affairs* 90: 3 (May/June 2011), pp. 56 - 68

September 20 & 22

Policy Issue 2: Arms Control & Nonproliferation

1. Scott Sagan & Kenneth Waltz, "The Great Debate: Is Nuclear Zero the Best Option?" *The National Interest*, Sept/Oct 2010: 109, pp. 88 – 96
2. Bruce Blair et al., "Can Disarmament Work? Debating the Benefits of Nuclear Weapons," *Foreign Affairs* 90: 4 (July/August 2011), pp. 173 – 178
3. Gregory L. Schulte, "Stopping Proliferation Before It Starts: How to Prevent the Next Nuclear Wave," *Foreign Affairs* 89: 4 (July/August 2010), pp. 85 – 95
4. Kenneth Waltz, "Peace, Stability, and Nuclear Weapons," Policy Paper 15, Institute on Global Conflict and Cooperation, University of California, August 1995, pp. 3 – 12
5. Steven Pifer & James Tyson, "Third-Country Nuclear Forces and Possible Measures for Multilateral Arms Control," *The Brookings Institute*, August 2016, skim pp. 1-17, 28-34
6. Michael O'Hanlon, "Is a World Without Nuclear Weapons Really Possible?" *The Brookings Institute*, May 4, 2010, pp. 1-8

Additional useful sources:

- Jonathan Caverley and Ethan B. Kapstein, "Arms Away: How Washington Squandered Its Monopoly on Weapons Sales," *Foreign Affairs* 91: 5 (Sept/Oct 2012), pp. 125 – 132
- UK Gov't, "National Counter Proliferation Strategy to 2020"
- Kenneth Waltz, "Nuclear Myths and Political Realities," *American Political Science Review* 84: 3 (Sept. 1990), pp. 731 – 745

Additional Items:

- Country teams breakout to discuss 1st drafts of policy papers (time permitting)
- **Remember:** Policy Paper Draft # 1 must be submitted via email by **Friday, September 23**, 6pm.

September 27 & 29

Policy Issue 3: Border Security

1. Floria Adamson, "Crossing Borders: International Migration and National Security," *International Security* (2006) 31:1, 165 – 199
2. Ron Hassner & Jason Wittenberg, "Barriers to Entry: Who Builds Fortified Boundaries and Why?," *International Security* (2015) 40:1, 157-190

3. Chris Dolan, "United States' Narco-Terrorism Policy: A Contingency Approach to the Convergence of the Wars on Drugs and Against Terrorism," *Review of Policy Research* (2005) 22:4, 451 – 471
4. Reece Jones, "Border Security, 9/11, and the enclosure of civilization," *The Geographical Journal* 177: 3 (Sept. 2011), pp. 213 – 217
5. "Common Enemy, Common Struggle: Progress in U.S.-Mexican Efforts to Defeat Organized Crime and Drug Trafficking," Committee on Foreign Relations, U.S. Senate, 2010 , 7 – 21 **(Suggested)**
6. Jennifer S. Holmes, "Coca, Human Rights, and Violence: U.S. Foreign Policy toward Colombia," in *Contemporary Cases in U.S. Foreign Policy* (3rd Ed.), Ralph Carter, ed., (2008), 59 – 90 **(Suggested)**
7. Liana Rosen, "International Drug Control Policy: Background and U.S. Responses," *Congressional Research Service* (2015), 1 – 37 **(Suggested)**

October 4 & 6

Policy Issue 4: Humanitarian Emergencies

1. Amitav Acharya, "Human Security," in *The Globalization of World Politics* (Fifth Edition, Oxford University Press), pp. 478 – 493
2. Roger Zetter, "Protection in Crisis: Forced Migration and Protection in a Global Era," *Migration Policy Institute* (2015), 1-37
3. Rhoda Margesson, "International Crises and Disasters: U.S. Humanitarian Assistance Response Mechanisms," *Congressional Research Service* (2013), 1 – 15
4. A. Cooper Drury, et al., "The Politics of Humanitarian Aid: U.S. Foreign Disaster Assistance, 1964 – 1995," *The Journal of Politics* 67: 2 (May 2005), pp. 454 – 473
5. Nicholas Thomas & William Tow, "The Utility of Human Security: Sovereignty and Humanitarian Intervention," *Security Dialogue* 33: 2 (2002), pp. 177 – 192
6. Andrew Geddes, "Getting the Best of Both Worlds? Britain, the EU and Migration Policy," *International Affairs* 81: 4 (July 2005), pp. 723 – 740 **(Suggested)**
7. Nina M. Serafino, "The Department of Defense Role in Foreign Assistance: Background, Major Issues, and Options for Congress," *Congressional Research Service* (2008) **(Suggested)**

Additional Items:

- **Remember:** Policy Paper Draft # 2 must be submitted via email by **Friday, October 7**, 6pm.
- Discuss *Simulation Rules* (especially voting rules) and *Team Web Pages* (ICONS Resources).
- Discuss negotiation and communication strategies for sending messages.

October 11

1. In-class Exam
 2. Break into groups to finalize Sim preparation and strategies
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ICONS University Simulation October 13 -November 4

Agenda for Classes during Simulation

- Items on the agenda for all classes during the simulation:
 - Negotiation updates from groups on policy, reactions and status of proposals
 - Conference updates, revised proposals, successes, failures and lessons learned.
 - Inter-group assessments of overall progress and performance.
 - Coordinate activities, communiqués and strategies for coming week.
 - Strategy/negotiation consultations with instructor
 - Policy teams should send **at least** 4-6 significant and substantive messages (e.g. proposals, revised proposals, recommendations, offers, etc.) each week in preparation for upcoming conferences. Please refer to the schedule for conference dates and times. **All teams will be evaluated on (a) the *number and quality* of messages they send during the simulation, and (b) progress toward resolving disagreements on key policy initiatives and proposals.**
 - Students are strongly encouraged to **prepare for upcoming conferences** by contacting their counterparts from other country teams in the days **prior to the scheduled conference**. This is the **only** way to establish a strong (and generally understood) negotiating position prior to the conference, and one of the best ways to get your team's proposals **acknowledged** (an accomplishment in and of itself) and **accepted** during the one hour on-line conferences.
 - **REMEMBER: COMMUNICATE OFTEN!!!** It helps to stick to a schedule (daily, every other day, etc.) where both policy team members and country team members update each other on any changes. Some policy areas will get more traction than others, disrupting plans. To adapt effectively, you must maintain team cohesion. It can also be fun to create (planned) disruptions in an attempt to 'seize the initiative'. However, these must be carefully timed and strategized.
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November 15 & 17: Culture & Negotiation

1. Jeanne M. Brett, "Culture and Negotiation," *International Journal of Psychology* (2000) vol. 35, no. 2: pp. 97-104

2. Jeswald W. Salacuse, "Negotiating: The Top Ten Ways that Culture Can Affect Your Negotiation," *Ivey Business Journal*, Sept/Oct. 2004
3. Kamarulzaman Askandar, et al., "The ASEAN way of conflict management: Old patterns and new trends," *Asian Journal of Political Science* 10: 2 (December 2002), pp. 21 – 42
4. Samuel Sharpe, "An ASEAN way to security cooperation in Southeast Asia?" *The Pacific Review* 16: 2 (2003), pp. 231 – 250
5. Munmun Majumdar, "The ASEAN Way of Conflict Management in the South China Sea," *Strategic Analysis* 39: 1 (2015), pp. 73 – 87
6. Christopher Hemmer & Peter Katzenstein, "Why Is There No NATO in Asia? Collective Identity, Regionalism, and the Origins of Multilateralism," *International Organization* 56: 3 (Summer 2002), pp. 575 - 607

Lessons Learned

- Summary and overview of ICONS experience.
- Developing and communicating foreign policy.
- Getting proposals accepted during conferences.
- Inter-nation communication and negotiation strategies.
- The utility of coercive vs. cooperative diplomacy.

November 22 & 24

Structure and Agency in Foreign Policy

1. Jonathan Renshon and Stanley Renshon, "The Theory and Practice of Foreign Policy Decision-making," *Political Psychology*, 29: 4 (2008), 509-526
2. Walter Carlsnaes, "The Agency-Structure Problem in Foreign Policy Analysis," *International Studies Quarterly* 36: 3 (Sept. 1992), pp. 245 - 270
3. Arthur Stein, "Constraints and Determinants: Structure, Purpose, and Process in the Analysis of Foreign Policy," in *Approaches, Levels, and Methods of Analysis in International Politics* (2006), Harvey Starr, ed., 189 – 209
4. Marijke Breuning, "Who or What Determines Foreign Policy?," Chapter 7 in *Foreign Policy Analysis: A Comparative Introduction* (2007), 163 – 175
5. Robert Putnam, "Diplomacy and Domestic Politics: The Logic of Two-Level Games," *International Organization*, 42: 3 (Summer 1988), 427-460

Additional Items

- Begin discussion of research paper proposal

November 29 & December 1 From Simulation to Reality

Readings TBD

(Note: The material covered and discussed this week will be determined in conjunction with the class, and will draw on real-world, current examples ripped from world headlines (e.g. P5+1 negotiations with Iran, European migrant crisis, etc.) that connect the theories discussed in the class as well as the experience gained from the simulation to current events.

Additional Items

- Complete discussion of research paper proposals
- Course summary and evaluations
- Discuss final term papers

ACADEMIC INTEGRITY

At Dalhousie University, we are guided by the values of academic integrity: honesty, fairness, responsibility and respect. As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity.

WHAT DOES ACADEMIC INTEGRITY MEAN?

At university we advance knowledge by building on the work of other people. Academic integrity means that we are honest and accurate in creating and communicating all academic products. Acknowledgement of other people's work must be done in a way that does not leave the reader in any doubt as to whose work it is. Academic integrity means trustworthy conduct such as not cheating on examinations and not misrepresenting information. It is the student's responsibility to seek assistance to ensure that these standards are met.

HOW CAN YOU ACHIEVE ACADEMIC INTEGRITY?

We must all work together to prevent academic dishonesty because it is unfair to honest students. The following are some ways that you can achieve academic integrity; some may not be applicable in all circumstances.

- make sure you understand Dalhousie's policies on academic integrity (see http://www.dal.ca/dept/university_secretariat/academic-integrity/academic-policies.html)
- do not cheat in examinations or write an exam or test for someone else
- do not falsify data or lab results

Be sure not to **plagiarize**, intentionally or unintentionally, for example...

- clearly indicate the sources used in your written or oral work. This includes computer codes/ programs, artistic or architectural works, scientific projects, performances, web page designs, graphical representations, diagrams, videos, and images
- do not use the work of another from the Internet or any other source and submit it as your own
- when you use the ideas of other people (paraphrasing), make sure to acknowledge the source
- do not submit work that has been completed through collaboration or previously submitted for another assignment without permission from your instructor (These examples should be considered only as a guide and not an exhaustive list.)

WHERE CAN YOU TURN FOR HELP?

If you are ever unsure about any aspect of your academic work, contact me (or the TA):

- Faculty of Health Professions Academic Integrity Website
 - Overview of academic integrity process, with resources for faculty and students
- Academic Integrity Website
 - Links to policies, definitions, online tutorials, tips on citing and paraphrasing
- Writing Centre
 - Assistance with learning to write academic documents, reviewing papers for discipline-specific writing standards, organization, argument, transitions, writing styles and citations
- Dalhousie Libraries
 - Workshops, online tutorials, citation guides, Assignment Calculator, RefWorks
- Dalhousie Student Advocacy Service
 - assists students with academic appeals and student discipline procedures.
- Senate Office
 - List of Academic Integrity Officers, discipline flowchart, Senate Discipline Committee

WHAT WILL HAPPEN IF AN ALLEGATION OF AN ACADEMIC OFFENCE IS MADE AGAINST YOU?

As your instructor, I am required to report every suspected offence. The full process is outlined in the Faculty Discipline Flow Chart (www.dal.ca/dept/university_secretariat/academic-integrity.html) and includes the following:

- Each Faculty has an Academic Integrity Officer (AIO) who receives allegations from instructors
- Based on the evidence provided, the AIO decides if there is evidence to proceed with the allegation and you will be notified of the process
- If the case proceeds, you will receive a PENDING grade until the matter is resolved
- If you are found guilty of an offence, a penalty will be assigned ranging from a warning, to failure of the assignment or failure of the class, to expulsion from the University. Penalties may also include a notation on your transcript that indicates that you have committed an academic offence.