

Political Science 3193-001

International Behavior

Fall 2018, Meeting in Hellems 211, MWF 11.00am-11.50am

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Office Hours: MWF 10.00am-10.50am and by appointment.

This course will focus on crisis management and foreign policy decision making. It invites students to examine and study a number of past episodes of intense tension and threat of military escalation. More importantly, the case method adopted in this class requires that students have to participate actively in the course and to learn from each other.

I have one text for this course: Irving Janis, *Victims of Groupthink* (Boston: Houghton Mifflin: 1982). There are also several Pew cases that you can purchase directly from the Pew Case Study Center at the Georgetown University (<http://www.guisd.org>). Moreover, there are other articles that I will ask you to read, articles that you can access easily through Google search. The reading schedule outlined below is only a rough approximation. All students *must* read *all* the required readings before each class meeting.

There will a midterm test and final exam. At the same time, I have very high expectations of your work ethic and will require your active participation in and deep involvement with the class. Naturally, I also expect the normal rules against academic dishonesty to apply, and I will penalize any tardy assignment and unexcused absences.

In accordance with the Americans with Disabilities Act, University faculty members are required to make "reasonable and timely accommodations" for students with disabilities. By University policy that obligation only extends to students who have registered with the Office of Services to Disabled Students, which makes the determination of whether, for example, students have real learning disorders. If you are a student with a disability, please notify the professor in writing within the first two weeks of class about what accommodations are needed. Please provide the relevant documentation.

If you want to ask for an extension for any assignment, you must seek prior approval from me after providing the necessary documentation and a written request prior to the time when the assignment is due. I will only consider legitimate reasons for such requests. I will not give make-up assignments or extensions except for reasons approved by University policy, namely, for genuine emergency reasons beyond a student's control. Students will not be allowed to make up for missed or tardy assignments absent genuine emergencies.

If you wish to complain about the grade you have received for an assignment or test, you must submit a written statement explaining why you deserve a higher grade. You must submit this document within one week after I issue this grade. You will no longer be able to contest your grade after this deadline.

Academic dishonesty in fulfilling any assignment will be grounds for failing the course. When presenting another person's ideas or data, you must provide explicit citation to acknowledge your intellectual debt.

If you have any questions about this class, please email me, or see me during my

office hours or by appointment. Note that the class schedule is very tight. Therefore, it is critical that you keep up with the reading assignments and class attendance. There is very little room for slip up.

Your course evaluation will be based on the following items: 10% for class participation and attendance (of course, you cannot participate if you are absent); and 20% for serving as a discussion leader. On the latter occasion, you will make a brief oral presentation (limited to no more than 10 minutes) and provide a written summary of the pertinent reading(s) (limited to one single-spaced page). You will email your written summary to me and to your classmates one day (i.e., 24 hours) before the class meets (so, for example, if you are scheduled to present on Monday, you must email your summary report by Sunday 11am). For every hour that your report is late, there will be a 2% penalty deducted from its grade.

Your written summary report and your oral presentation should focus on three concerns: (1) What are the author's main theses? (2) How do these theses relate to the other readings and lecture we have had? (3) What important conclusions about theory or policy do you draw from this author?

Your midterm test and final exam will constitute the remaining 30% and 40% respectively of your course grade. Their format will be discussed and explained later in class.

The reading schedule below is tentative as I may make adjustments to alter the timing or sequence of the readings as the semester unfolds. This is especially so due to the uncertainty at the time of this writing about how many students will be enrolled in this class, and when their turns for giving presentations will come up.

In addition to the Janis book, some readings are Pew cases that you can purchase from the Georgetown University's website (<http://www.guisd.org>), and others can be easily accessed through search engines such as Google or JSTOR for Norlin Library's electronic journals via Chinook. You should get hold of your readings early (especially if you happen to be the presenters for these readings), and let me know well in advance of class meetings if you encounter any difficulties in locating them.

Note again that the following class schedule is not set in stone and may be moved around a bit. Therefore, you may be notified that your scheduled day of presentation and report submission may be moved up or delayed, and you may receive this notification from me verbally just the class before your scheduled day of presentation and report submission. This means that you need to prepare for your presentation and report well before your scheduled time. So don't wait until the last minute!

Class Schedule

August 27	Introduction
August 29, 31	Graham T. Allison, "Conceptual Models and the Cuban Missile Crisis," <i>American Political Science Review</i> 63, 3 (September 1969): 689-718 (JSTOR)
September 3	Labor Day, no class
September 5, 7	chapter 1 (Groupthink) in Janis book
September 10	chapter 2 (Bay of Pigs) in Janis book
September 12, 14	chapter 3 (Korea) in Janis book

September 17	chapter 4 (Pearl Harbor) in Janis book
September 19, 21	chapter 5 (Vietnam) in Janis book
September 24	chapter 6 (Cuban Missile Crisis) in Janis book
September 26	chapter 7 (Marshall Plan) in Janis book
September 28	chapters 8 and 9 (Watergate) in Janis book
October 1, 3	chapters 10 and 11 in Janis Book
October 8	Midterm test, in class
October 10, 12	John J. Mearsheimer and Stephen M. Walt, "An Unnecessary War," <i>Foreign Policy</i> , 134 (January/February 2003): 50-59 (Google)
	Karen J. Alter, "Is 'Groupthink' Driving Us to War?" <i>Boston Globe</i> (September 2, 2002) (Google)
October 15, 17	Leslie H. Gelb, "Vietnam: The System Worked," <i>Foreign Policy</i> 1, 3 (Summer 1971): 140-167 (JSTOR)
October 19, 22	Roberta Wohlstetter, "The Reality behind the Signals," pp. 339-381 (chapter 6) in Roberta Wohlstetter, <i>Pearl Harbor: Warning and Decision</i> (Stanford, CA: Stanford University Press, 1962) (google – you can access this chapter online by searching this book's title and then clicking on this chapter)
October 24, 26	Dan Caldwell, "A Research Note on the Quarantine of Cuba, October 1962," <i>International Studies Quarterly</i> 22, 4 (December 1978): 625-633 (JSTOR)
	Nicholas Schmidle, "Getting Bin Laden," <i>The New Yorker</i> (August 8, 2011) (Google)
October 29	Ole R. Holsti, "The Belief System and National Images: A Case Study," <i>Journal of Conflict Resolution</i> 6, 3 (September 1962): 244-252 (JSTOR)
October 31	Rose McDermott "The U-2 Crisis," pp. 107-134 (chapter 5) in Rose McDermott, <i>Risk-Taking in International Politics: Prospect Theory in American Foreign Policy</i> (Ann Arbor: University of Michigan Press, 1998) (google – you can access this chapter online by searching this book's title and then clicking on this chapter)
November 2	Richard E. Neustadt and Ernest R. May, "The Seducer and the Kid Next Door" pp. 58-74 (chapter 4) in Richard E. Neustadt and Ernest R. May, <i>Thinking in Time</i> (New York: Macmillan, 1986) (google – you can access this chapter online by searching this book's title and then clicking on this chapter)
November 5	Samantha Power, "Bystanders to Genocide," <i>The Atlantic Monthly</i> 288, 2 (September 2001): 84-108 (Google)
November 7	Alan J. Kuperman, "The Moral Hazard of Humanitarian Intervention: Lessons from the Balkans," <i>International Studies Quarterly</i> 52, 1 (March 2008): 49-80 (JSTOR)
November 9, 12	Menkhaus and Ortmyer, "Key Decisions in the Somalia

	Intervention" (Pew)
November 14, 16	Ortmayer and Flinn, "Hamstrung over Haiti: Returning the Refugees" (Pew)
November 19-23	Fall Break, no classes
November 26, 28	Kennedy, "Reagan Administration and Lebanon" (Pew)
November 30	Bjork and Goodman, "Yugoslavia, 1991-92" (Pew)
December 3, 5	Lippincott and Treverton, "Falklands/Malvinas" (Pew)
December 7, 10	Dallmeyer, "The Kuwait Crisis" (Pew)
December 12	General Review
December 16 (Sunday)	Final Exam, 7.30pm-9.30pm