

Political Science 3193-001

International Behavior

Spring 2017, Meeting in Hellems 267, Mondays and Wednesdays 4.00-5.15pm

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Office Hours: Mondays 1.20-3.50pm 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.

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 call me at x8862 during normal school hours, or see me during my office hours or by appointment. You can also email me. 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 (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 five minutes) and provide a written summary of the pertinent reading(s) (limited to one single-spaced page). You will provide copies of the latter to me and to your fellow students on the day of your presentation. Your midterm test and final exam will constitute the remaining 30% and 40% respectively of your course grade.

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.

Class Schedule

January 18	Introduction
January 23	Graham T. Allison, "Conceptual Models and the Cuban Missile Crisis," <i>American Political Science Review</i> 63, 3 (September 1969): 689-718 (JSTOR)
January 25	chapter 1 (Groupthink) in Janis book
January 30	chapter 2 (Bay of Pigs) in Janis book
February 1	chapter 3 (Korea) in Janis book
February 6	chapter 4 (Pearl Harbor) in Janis book
February 8	chapter 5 (Vietnam) in Janis book
February 13	chapters 6 and 7 (Cuban Missile Crisis and Marshall Plan) in Janis book
February 15	chapters 8 and 9 (Watergate) in Janis book
February 20	chapters 10 and 11 in Janis Book
February 22	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)
February 27	Leslie H. Gelb, "Vietnam: The System Worked," <i>Foreign Policy</i> 1, 3 (Summer 1971): 140-167 (JSTOR)
March 1	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)

March 6	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)
March 8	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)
March 13	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)
March 15	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)
March 20	Samantha Power, "Bystanders to Genocide," <i>The Atlantic Monthly</i> 288, 2 (September 2001): 84-108 (Google)
March 22	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)
March 27-31	no class, Spring Break
April 3	Review for Midterm Test
April 5	Midterm Test
April 10	Menkhaus and Ortmayer, "Key Decisions in the Somalia Intervention" (Pew)
April 12	Ortmayer and Flinn, "Hamstrung over Haiti: Returning the Refugees" (Pew)
April 17	Kennedy, "Reagan Administration and Lebanon" (Pew)
April 19	Bjork and Goodman, "Yugoslavia, 1991-92" (Pew)
April 24	Lippincott and Treverton, "Falklands/Malvinas" (Pew)
April 26	Dallmeyer, "The Kuwait Crisis" (Pew)
May 1	Reserved for Catch-up
May 3	General Review
May 9	Final Exam, 7.30-10.00pm (or shorter duration, to be decided and announced later)