

Simulation Workbook:

International Relations



Fall 2020 Edition

Josh Franco, Ph.D.

Cuyamaca College

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International Relations

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Josh Franco, Ph.D., Cuyamaca College

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*This open education resource is dedicated to Ethan, my son, and
future generations*

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Preface

The political science sub-field of International Relations is the study of who gets what, when, where, how, and why primarily at the international level.

International Relations has a long and rich history in world history and politics. A major advancement in the sub-field came with the introduction of formal game theory in the 1950s, and shift from traditional “isms” of realism, liberalism, and constructivism to the interest, interactions, and institutions framework, and the growing connection between domestic and international politics due to social media.

The Simulation Workbook: International Relations is a derivative of my general Simulation Workbook, which is a staple in my U.S. Government and Politics courses.

While the Simulation Workbook focuses on levels, status quo, political actors, network, and bridging, the International Relations version of the work centers on key concepts of domestic politics, international politics, complex interaction, strategic interaction, and foreign crisis.

The standard principle for both workbooks is to not think of simulations in the traditional sense of role-playing exercises. Rather, I want you, my students, to think of simulations as the development of abstract reasoning and the formulation of a working mental model that you can carry with you long after the conclusion of this course.

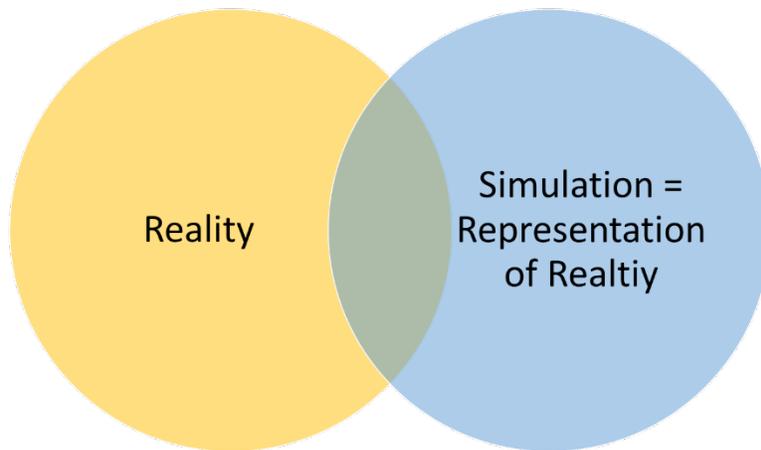
Chapter 1: Overview

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About

Simulations "are the imitative representation of the functioning of one system or process by means of the functioning of another or something that is made to look, feel, or behave like something else especially so that it can be studied or used to train people" ([Merriam-Webster](#)).



[In political science](#), role-playing simulations are commonly used to teach students about operating a congressional committee hearing, hosting a Model Arab League, re-enacting a historical political event (like the Cuban Missile Crisis), or presenting oral arguments before the U.S. Supreme Court.

However, this simulation does not follow tradition. Rather, it is our goal to think of simulations as the development of abstract reasoning and the formulation of a working mental model that you can carry with you long after the conclusion of this course.

For our course, I want us to focus on the abstractions underlying International Relations simulations: domestic politics, international politics, complex interactions, strategic interactions, and foreign crises.

Chapter 2: Domestic Politics

About

SIM – Domestic Politics is an Assignment where you explore the concept of the domestic politics and domestic political actors.

Estimated Time

An estimated 90 minutes is needed to complete this activity.

What is Domestic Politics?

Domestic politics is the struggle of who gets what, when, where, how, and why within a country.

The key here is that domestic politics focuses exclusively on what happens inside the borders of a country.

Why are Domestic Politics important in an International Relations course?

Domestic politics are important in an international relations course for four reasons.

1. First, domestic politics can set the range of actions domestic political actors can take on the international level.
2. Second, domestic politics, while seemingly impervious to international events and actors, is susceptible to foreign events and actors given the increasing connections between people, communities, businesses, and governments throughout the world.
3. Third, domestic politics can spillover beyond the traditional gates of government and military channels to shape international dialogues, instigate international events, and drive international actors to react. In other words, domestic politics can affect international matters in observable and less observable ways.
4. Finally, domestic politics is where we start. Barring those of us who were born in one place, and then grew up in multiple places around the world, domestic politics is what anchors our understanding of politics in general.

What Domestic Political Actors shape International Relations?

While there can be a range of domestic political actors that shape international relations, below is a list of eight major groupings of actors:

1. Group 1: Executive Branch

- Definition: “the branch of government charged with the execution and enforcement of laws and policies and the administration of public affairs; the executive.” ([Dictionary](#))

- 62 2. Group 2: Environmental Organizations
- 63 • Definition: “An environmental organization is an organization coming out of the
- 64 conservation or environmental movements that seeks to protect, analyze or monitor
- 65 the environment against misuse or degradation from human forces.” ([Wikipedia](#))
- 66 3. Group 3: Private Corporations
- 67 • Definition: “a corporation that is not a public corporation : a corporation organized for
- 68 the profit of its members or in which the entire interest is not held by the state”
- 69 ([Merriam-Webster](#))
- 70 4. Group 4: The Mass Media
- 71 • Definition: “a medium of communication (such as newspapers, radio, or television) that
- 72 is designed to reach the mass of the people —usually used in plural” ([Merriam-Webster](#))
- 73 5. Group 5: The Public
- 74 • Definition: “: of, relating to, or affecting all the people or the whole area of a nation or
- 75 state” ([Merriam-Webster](#))
- 76 6. Group 6: Legislative Branch
- 77 • Definition: “the branch of government having the power to make laws; the legislature.”
- 78 ([Dictionary](#))
- 79 7. Group 7: Human Rights Organizations
- 80 • Definition: “A human rights group, or human rights organization, is a non-governmental
- 81 organization which advocates for human rights through identification of their violation,
- 82 collecting incident data, its analysis and publication, promotion of public awareness
- 83 while conducting institutional advocacy, and lobbying to halt these violations.”
- 84 ([Wikipedia](#))
- 85 8. Group 8: Labor Unions
- 86 • Definition: “A trade union (or a labor union in the U.S., or a union in Australia) is an
- 87 association of workers forming a legal unit or legal personhood, usually called a
- 88 "bargaining unit", which acts as bargaining agent and legal representative for a unit of
- 89 employees in all matters of law or right arising from or in the administration of a
- 90 collective agreement.” ([Wikipedia](#))

91

92 Instructions

93 Step 1: Select Domestic Political Actors

- 94 • Select two Domestic Political Actors that most intrigue you.
- 95

96 Step 2: Explain your Selected Domestic Political Actors

97 In 5-sentences or more, explain the two Domestic Political Actors you selected. You can use the

98 following questions to help explain your choice:

- 99 • Which two Domestic Political Actors most interest you and why?
- 100 • What is a real-world example of one or both domestic political actors?
- 101 • What is at least one trade-off in focusing on two Domestic Political Actors versus all the
- 102 Domestic Political Actors?

- 103 • What is at least one benefit of using two Domestic Political Actors versus using just one
 104 Domestic Political Actors?
 105

106 **Rubric**

Criteria	Ratings	Points
1 st Political Actor selected	Yes	25
	No	0
2 nd Political Actor selected	Yes	25
	No	0
Explanation Quantity: # Sentences	5 sentences	50
	4 sentences	40
	3 sentences	30
	2 sentences	20
	1 sentence	10
	Missing	0
Quality: Subjective evaluation by Professor	01 – Superb	0
	02 – Excellent	0
	03 – Great	0
	04 – Good	0
	05 – Insufficient	0

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Chapter 3: International Politics

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About

SIM – International Politics is an Assignment where you explore the concept of the International politics and International political actors.

Estimated Time

An estimated 90 minutes is needed to complete this activity.

What is International Politics?

International politics is the struggle of who gets what, when, where, how, and why throughout the globe.

International politics is sometimes viewed not a completely global matter, but as struggles between two global superpowers (ex: USA and USSR during the Cold War), struggles between superpowers and great powers, and regional struggles between two or more countries in close geographic proximity to one another.

The key here is that international politics focuses exclusively on what happens outside the borders of any single country.

Why are International Politics important?

International politics are important for three reasons:

1. First, international politics can set the range of actions international political actors can take on the global stage.
2. Second, international politics shapes the motives and behaviors of governments, businesses, influence trade, immigration, humanitarian assistance, environmental efforts, and shape international norms, customs, laws, and cultures. International politics is complex, as we will explore later, so we acknowledge it's macro effects on governments, businesses, and people, as well as its micro effects on individuals and communities throughout the world.
3. Third, international politics can spillover beyond the traditional gates of government and military channels to shape domestic dialogues, instigate domestic events, and drive domestic actors to react. In other words, international politics can affect domestic matters in observable and less observable ways.

What International Political Actors shape International Relations?

Group 1: Organization of the Petroleum Exporting Countries

- "OPEC is a permanent intergovernmental organization of 13 oil-exporting developing nations that coordinates and unifies the petroleum policies of its Member Countries. OPEC's formation by five oil-producing developing countries in Baghdad in September 1960 occurred at a time of transition in the international economic and political

150 landscape, with extensive decolonisation and the birth of many new independent states
151 in the developing world.” ([OPEC](#))

152 Group 2: China

153
154 • “China's historical civilization dates from at least 1200 B.C.; from the 3rd century B.C.
155 and for the next two millennia, China alternated between periods of unity and disunity
156 under a succession of imperial dynasties. In the 19th and early 20th centuries, the
157 country was beset by civil unrest, major famines, military defeats, and foreign
158 occupation. After World War II, the Chinese Communist Party under MAO Zedong
159 established an autocratic socialist system that, while ensuring China's sovereignty,
160 imposed strict controls over everyday life and cost the lives of tens of millions of people.
161 After 1978, MAO's successor DENG Xiaoping and other leaders focused on market-
162 oriented economic development and by 2000 output had quadrupled. For much of the
163 population, living standards have improved dramatically but political controls remain
164 tight. Since the early 1990s, China has increased its global outreach and participation in
165 international organizations.” ([CIA World Factbook](#))

166 Group 3: European Union

167 • “The European Union (EU) is a political and economic union of 27 member states that
168 are located primarily in Europe.[11] Its members have a combined area of 4,233,255.3
169 km² (1,634,469.0 sq mi) and an estimated total population of about 447 million. The EU
170 has developed an internal single market through a standardised system of laws that
171 apply in all member states in those matters, and only those matters, where members
172 have agreed to act as one. EU policies aim to ensure the free movement of people,
173 goods, services and capital within the internal market;[12] enact legislation in justice
174 and home affairs; and maintain common policies on trade,[13] agriculture,[14] fisheries
175 and regional development.[15]” ([Wikipedia](#))

176 Group 4: International Monetary Fund

177 • “The International Monetary Fund (IMF) is an organization of 189 countries, working to
178 foster global monetary cooperation, secure financial stability, facilitate international
179 trade, promote high employment and sustainable economic growth, and reduce poverty
180 around the world. Created in 1945, the IMF is governed by and accountable to the 189
181 countries that make up its near-global membership. The IMF's primary purpose is to
182 ensure the stability of the international monetary system—the system of exchange rates
183 and international payments that enables countries (and their citizens) to transact with
184 each other. The Fund's mandate was updated in 2012 to include all macroeconomic and
185 financial sector issues that bear on global stability.” ([IMF](#))

186 Group 5: Russia

187 • “Founded in the 12th century, the Principality of Muscovy was able to emerge from over
188 200 years of Mongol domination (13th-15th centuries) and to gradually conquer and
189 absorb surrounding principalities. In the early 17th century, a new ROMANOV Dynasty
190 continued this policy of expansion across Siberia to the Pacific. Under PETER I (ruled

191 1682-1725), hegemony was extended to the Baltic Sea and the country was renamed
192 the Russian Empire. During the 19th century, more territorial acquisitions were made in
193 Europe and Asia. Defeat in the Russo-Japanese War of 1904-05 contributed to the
194 Revolution of 1905, which resulted in the formation of a parliament and other reforms.
195 Devastating defeats and food shortages in World War I led to widespread rioting in the
196 major cities of the Russian Empire and to the overthrow in 1917 of the ROMANOV
197 Dynasty. The communists under Vladimir LENIN seized power soon after and formed the
198 USSR. The brutal rule of Iosif STALIN (1928-53) strengthened communist rule and
199 Russian dominance of the Soviet Union at a cost of tens of millions of lives. After
200 defeating Germany in World War II as part of an alliance with the US (1939-1945), the
201 USSR expanded its territory and influence in Eastern Europe and emerged as a global
202 power. The USSR was the principal adversary of the US during the Cold War (1947-
203 1991). The Soviet economy and society stagnated in the decades following Stalin's rule,
204 until General Secretary Mikhail GORBACHEV (1985-91) introduced glasnost (openness)
205 and perestroika (restructuring) in an attempt to modernize communism, but his
206 initiatives inadvertently released forces that by December 1991 led to the dissolution of
207 the USSR into Russia and 14 other independent states.” ([CIA World Factbook](#))

208 Group 6: United Nations

209 • “The United Nations is an international organization founded in 1945. It is currently
210 made up of 193 Member States. The mission and work of the United Nations are guided
211 by the purposes and principles contained in its founding Charter. Due to the powers
212 vested in its Charter and its unique international character, the United Nations can take
213 action on the issues confronting humanity in the 21st century, such as peace and
214 security, climate change, sustainable development, human rights, disarmament,
215 terrorism, humanitarian and health emergencies, gender equality, governance, food
216 production, and more. The UN also provides a forum for its members to express their
217 views in the General Assembly, the Security Council, the Economic and Social Council,
218 and other bodies and committees. By enabling dialogue between its members, and by
219 hosting negotiations, the Organization has become a mechanism for governments to
220 find areas of agreement and solve problems together. The UN's Chief Administrative
221 Officer is the Secretary-General. 2020 marks the 75th anniversary of the United
222 Nations.” ([UN](#))

223 Group 7: North Atlantic Treaty Organization

224 • “Security in our daily lives is key to our well-being. NATO’s purpose is to guarantee the
225 freedom and security of its members through political and military means. POLITICAL -
226 NATO promotes democratic values and enables members to consult and cooperate on
227 defence and security-related issues to solve problems, build trust and, in the long run,
228 prevent conflict. MILITARY - NATO is committed to the peaceful resolution of disputes. If
229 diplomatic efforts fail, it has the military power to undertake crisis-management
230 operations. These are carried out under the collective defence clause of NATO's

231 founding treaty - Article 5 of the Washington Treaty or under a United Nations mandate,
 232 alone or in cooperation with other countries and international organisations.” ([NATO](#))

233 **Group 8: World Bank**

- 234 • “With 189 member countries, staff from more than 170 countries, and offices in over
 235 130 locations, the World Bank Group is a unique global partnership: five institutions
 236 working for sustainable solutions that reduce poverty and build shared prosperity in
 237 developing countries: International Bank for Reconstruction and Development;
 238 International Development Association; International Finance Corporation; Multilateral
 239 Investment Guarantee Agency; and International Center for Settlement of Investment
 240 Disputes” ([World Bank](#))

241
 242 **Instructions**

243 **Step 1: Select International Political Actors**

- 244 • Select two International Political Actors that most intrigue you.

245
 246 **Step 2: Explain your Selected International Political Actors**

247 In 5-sentences or more, explain the two International Political Actors you selected. You can use
 248 the following questions to help explain your choice:

- 249 • Which two International Political Actors most interest you and why?
- 250 • What is at least one trade-off in focusing on two International Political Actors versus all
 251 the International Political Actors?
- 252 • What is at least one benefit of using two International Political Actors versus using just
 253 one International Political Actors?
- 254 • What is the membership structure of one or both of the International Political Actors?

255
 256 **Rubric**

Criteria	Ratings	Points
1 st Political Actor selected	Yes	25
	No	0
2 nd Political Actor selected	Yes	25
	No	0
Explanation Quantity: # Sentences	5 sentences	50
	4 sentences	40
	3 sentences	30
	2 sentences	20
	1 sentence	10
	Missing	0
Quality: Subjective evaluation by Professor	01 – Superb	0
	02 – Excellent	0
	03 – Great	0
	04 – Good	0
	05 – Insufficient	0

Chapter 4: Complex Interaction

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About

SIM – Complex Interaction is an Assignment where you explore how domestic politics and international politics interact in a network model.

Estimated Time

An estimated 90 minutes is needed to complete this activity.

What is Complex Interaction?

Complex interaction is how entities interact in direct and indirect ways, one more than one level, and throughout time.

Complex interaction is rooted in the broader concept of complexity. According to [Wikipedia](#):

- “Complexity characterises the behaviour of a system or model whose components interact in multiple ways and follow local rules, meaning there is no reasonable higher instruction to define the various possible interactions.[1]”
- “The term is generally used to characterize something with many parts where those parts interact with each other in multiple ways, culminating in a higher order of emergence greater than the sum of its parts. The study of these complex linkages at various scales is the main goal of complex systems theory.”
- “Science as of 2010 takes a number of approaches to characterizing complexity; Zayed et al.[2] reflect many of these. Neil Johnson states that "even among scientists, there is no unique definition of complexity – and the scientific notion has traditionally been conveyed using particular examples..." Ultimately Johnson adopts the definition of "complexity science" as "the study of the phenomena which emerge from a collection of interacting objects".[3]”

Why is Complex Interaction important in International Relations?

In 2015, political scientists Stephen Chaudoin, Helen V. Milner, and Xun Pang wrote [“International Systems and Domestic Politics: Linking Complex Interactions with Empirical Models in International Relations.”](#) *International Organization* 69 (2): 275–309. In the article Abstract, they write:

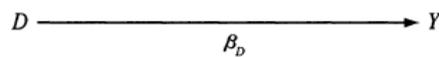
- “Following older debates in international relations literature concerning the relative importance of domestic versus systemic factors, newer debates emphasize interdependence among states and the complex interactions between systemic and domestic factors. As globalization and democratization advance, theories and empirical models of international politics have become more complicated. We present a systematic theoretical categorization of relationships between domestic and systemic variables. We use this categorization so that scholars can match their theory to the appropriate empirical model and assess the degree to which systemic factors affect their arguments. We also

300 present two advances at the frontier of these empirical models. In one, we combine
 301 hierarchical models of moderating relationships with spatial models of interdependence
 302 among units within a system. In the other, we provide a model for analyzing spatial
 303 interdependence that varies over time. This enables us to examine how the level of
 304 interdependence among units has evolved. We illustrate our categorization and new
 305 models by revisiting the recent international political economy (IPE) debate over the
 306 relationship between trade policy and regime type in developing countries.”

308 **What are models of complex interaction?**

309 In [Chaudoin, Milner, and Pang’s peer-reviewed journal article](#), they present six models of
 310 complex interaction that can be used to theorize about international relations. Below is a figure
 311 for each model, as well as bullet points listing what the symbols in the figure represent.

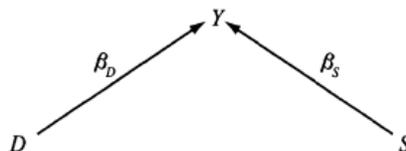
313 **Independent model**



314 **FIGURE 1. Independence model**

- 315 • D = Domestic variable
- 316 • Y = Outcome of interest
- 317 • Beta D = relationship between D and Y

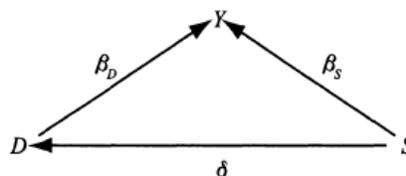
319 **Direct system effects model**



320 **FIGURE 2. Direct system effects**

- 321 • S = Systemic variable
- 322 • Beta S = relationship between S and Y

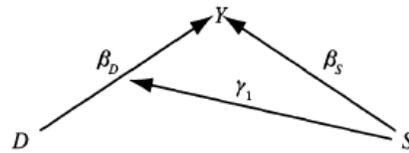
324 **Indirect system effects model**



325 **FIGURE 3. Indirect system effects**

- 326 • Delta = relationship between S and D

328 Moderating effect of systemic variable model

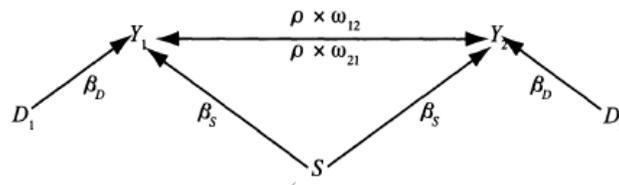


329 **FIGURE 4.** *Moderating effect of systemic variable*

- 330 • Gamma 1 = relationship between S and Beta D (aka the relationship between D and Y)

331

332 Interdependence model

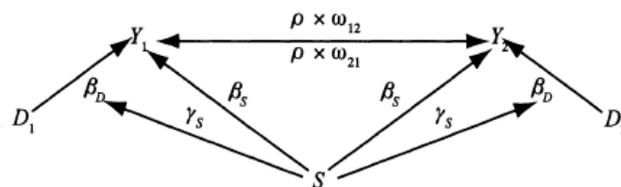


333 **FIGURE 5.** *Interdependence*

- 334 • D2 = 2nd Domestic variable
- 335 • Y2 = 2nd Outcome of interest
- 336 • Rho * Omega 12 = relationship between Y1 onto Y2
- 337 • Rho * Omega 21 = relationship between Y2 onto Y1

338

339 Combination model



340 **FIGURE 6.** *Combination of direct, moderating effects, and interdependence*

- 341 • System variable (S) effects both the Outcome of Interest (Y) and the relationship between
- 342 the Ds and Ys.

343

344 Instructions

345 Step 1: Select a complex interaction model

- 346 • Choose a network model that you are most interested in. In your 1st sentence, clearly
- 347 declare the network model you selected.

348

349 Step 2: Explain why you selected a particular complex interaction model

- 350 • In 5 or more sentences, explain why you selected a particular network model.

351

352 **Rubric**

Criteria	Ratings	Points
Model selected	Yes	25
	Missing	0
Selected model explained	5 sentences	75
	4 sentences	60
	3 sentences	45
	2 sentences	30
	1 sentence	15
	Missing	0
Quality: Subjective evaluation by Professor	01 – Superb	0
	02 – Excellent	0
	03 – Great	0
	04 – Good	0
	05 – Insufficient	0

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Chapter 5: Strategic Interaction

354

About

355
356 SIM – Strategic Interaction introduces the concept of strategic interaction (a concept directly
357 related to [game theory](#)) to explain instances of “games” between political actors that are non-
358 cooperative, in a single or multiple time periods, and with complete or incomplete information.

359

360 While cooperative games allow political actors to establish binding agreements before playing,
361 non-cooperative games do not allow for binding agreements with each other before playing.
362 We will focus on non-cooperative games.

363

Estimated Time

364 An estimated 120 minutes is needed to complete this activity.

366

What is Strategic Interaction?

367 In a general sense, strategic interaction is about how two political actors interact, given how
368 the other political actors interacts.

370

371 Below is a figure that shows 4 different types of strategic interactions based on 2 variables:
372 number of times periods (one or many), and level of information (complete or incomplete).

373

Non-Cooperative Games			
		Level of Information	
		Complete	Incomplete
# of Time Periods	One	1	2
	Many	3	4

374

375

Four Types of Non-cooperative Games:

377 1. Cell #1 is when there is a one time period and complete information. This is also called a
378 static game of complete information.

379 2. Cell #2 is when there is one time period and incomplete information. This is also called a
380 static game of incomplete information.

381 3. Cell #3 is when there are many time periods and complete information. This is also
382 called a dynamic game of complete information.

383 4. Cell #4 is when there are many time periods and incomplete information. This is also
384 called a dynamic game of incomplete information.

385 Example 1: Static Game of Complete Information (Cell #1)

386 Imagine you are walking on the sidewalk from your residence to a nearby park. Now consider
387 that another person is also walking on the same sidewalk, but in the opposite direction (or
388 towards you).

389
390 They are walking from the park back to their residence. As you and the other person approach
391 each other, you both have one of two choices to make: either move to the left or move to the
392 right.

393
394 The question is: How do you decide which of these two choices to make? The answer is that it
395 depends on what choice the other person makes.

- 396 • If the other person moves to the right, which way would you move?
- 397 • If the other person moves to the left, which way would you move?

398
399 This is one examples of non-cooperative strategic interaction in a single time period with
400 complete information because you are making your choice in a single moment and with
401 completely observing which way the other person moves. And same is true for the other
402 person.

403

404 Example 2: Static Game of Incomplete Information (Cell #2)

405 Imagine there are two political actors: the President of the United States and the Congress. The
406 President must decide whether to threaten vetoing legislation working its way through
407 Congress, knowing that the Congress could ignore his threat, pass legislation, and override his
408 veto. On the other hand, the Congress must decide whether or not to pass the legislation,
409 knowing the president is threatening a veto it.

410

411 While both political actors know each other's actions (i.e. President can veto or sign the
412 legislation, and Congress can override a veto), both political actors may not know which action
413 each other is likely to take. Both actors need to choose at the exact same time which action
414 they will take. Therefore, because it unknown to both actors what their likely action is, this is a
415 static game of incomplete information.

416

417 Here are some questions to consider when trying to determine which choices both actors will
418 take:

- 419 • If Congress assumes the President will not veto, then what action should Congress take?
- 420 • If Congress assumes the President will veto, then what action should Congress take?
- 421 • If the President assumes the Congress will not pass legislation, then what action should
422 the President take?
- 423 • If the President assumes the Congress will pass legislation, then what action should the
424 President take?

425

426 Example 3: Dynamic Game of Complete Information (Cell #3)

427 Dynamic games are fundamentally different from statics games because there is at least two
428 time periods, or stages, where one political actor must decide what action to take, given the
429 action another political actors has already taken. In other words, unlike the prior examples,
430 where both political actors need to simultaneously need to decide what action to take, dynamic
431 games are where actions are taken sequentially (one actor after another actor).

432

433 Consider that there are two political actors: the Federal Government and the Public. The Public
434 needs to decide whether to protest the federal government peacefully or riotously. And the
435 federal government needs to decide whether or not to crack down on the protest, given
436 whether the public is protesting peacefully or riotously.

437

438 In a two-time period game, the Public first decides whether to protest peacefully or riotously. In
439 the second time period, the Federal Government decides whether to crack down soft or crack
440 down hard based on the Public's action.

441

442 Here are some questions to consider when trying to determine which choice each actor will
443 make:

- 444 • When the Public is deciding to protest calmly or riotously, they should take into account
445 the Federal Government likely response to both protest forms. Why?
- 446 • When the Federal Government is deciding to crack down "soft" or "hard", they decide
447 their action based on the Public's action. Why?
- 448 • Imagine that a 3rd time period introduced to this game. During this 3rd time period, the
449 Public must decide to "retreat" or "fight". How will the addition of a 3rd stage effect the
450 Public's choice in stage 1?
- 451 • Imagine that a 3rd time period introduced to this game. During this 3rd time period, the
452 Public must decide to "retreat" or "fight". How will the addition of a 3rd stage effect the
453 Federal Government's choice in stage 2?

454

455 Example 4: Dynamic Game of Incomplete Information (Cell #4)

456 Dynamic games of incomplete information are different because, again, there are at least two
457 time periods, but both political actors are now lacking some information about the other
458 player's information or actions.

459

460 To fill the gap created by incomplete information, player's need to form "beliefs" about other
461 players, beliefs which are based on what is observed.

462

463 For example, imagine you have two countries that have a history of cooperation, but over more
464 recent years, they are starting to second-guess each other's motives and willingness to

465 continuing cooperating. These two countries are in a dynamic game since they interact during
466 each period.

467
468 However, as time progresses, the two countries are sharing less and less information, thereby
469 moving from a complete information setting, to incomplete information setting. In an
470 incomplete information game, players now need to rely in their “beliefs” of the other player’s
471 actions and payoffs.

472
473 While beliefs can range from the implausible to the plausible, both countries should use more
474 plausible beliefs to determine the actions and payoffs of the other players. However, when a
475 country forms their beliefs about the other country, there can be “noise” or “error” that lead to
476 beliefs that are less plausible.

477

478 Instructions

479 Step 1: Select a non-cooperative game type

- 480 • Choose one of the four non-cooperative game types listed above that you are most
481 interested in. In your 1st sentence, clearly declare the game type you selected.

482

483 Step 2: Explain why you selected a particular game type

- 484 • In 5 or more sentences, explain why you selected a particular game type.
- 485 • Below are some questions to ask yourself to help you write out 5 or more sentences:
 - 486 ○ How does your game type choice compare or contrast with other game types?
 - 487 ○ What do you think of the example provided for the game type you selected?
 - 488 ○ How does your game type choice relate to your daily life or experiences?
 - 489 ○ How can you apply your game type choice to a strategic interaction you are
490 currently engaged in at home, school, or work?

491

492 Rubric

Criteria	Ratings	Points
Game type selected	Yes No	25 0
Quantity: # Sentences	5 sentences 4 sentences 3 sentences 2 sentences 1 sentence Missing	75 60 45 30 15 0
Quality: Subjective evaluation by Professor	01 – Superb 02 – Excellent 03 – Great 04 – Good 05 – Insufficient	0

493

494

Chapter 6: Foreign Crisis

495

496 About

497 SIM – Foreign Crisis is an Assignment where you explain how a foreign crisis requires domestic
498 political actors and international political actors to strategically interact in a complex network.
499

500 Estimated Time

501 An estimated 120 minutes is needed to complete this activity.
502

503 What is a Foreign Crisis?

504 A foreign crisis is something that happens outside of the country you reside in that attracts the
505 attention of your country's public, media, or government officials.
506

507 Why are Foreign Crises important in International Relations?

508 Foreign crises are important in international relations for three reasons.
509

510 First, foreign crises can affect the interaction between a foreign country's government and its
511 people. The government of every country, regardless of whether they are democratic or
512 autocratic, are responsible for the safety and well-being of the people within their borders. Thus,
513 when a crisis strikes a country, it is largely because there is some natural event, like an
514 earthquake or typhoon, or human-made event, like civil unrest or military coup, that upsets the
515 status quo and requires actions and reactions between governments and their people.
516

517 Second, most countries are keenly interested of what is happening in other countries for the
518 political, economic, social, and military ramifications it can have on them directly, and their
519 allies or adversaries indirectly. This means when natural or man-made disaster strikes a country,
520 it can send waves throughout the international network of countries that disrupts existing
521 political, economic, and social connections. These initial disruptions can cause minor or major
522 slowdowns in countries far beyond the one where the crisis is occurring.
523

524 Finally, foreign crises may require the governments of other countries to take actions to buffer
525 from, minimize, or account for the effect of the crisis. Most governments cannot turn on a dime,
526 meaning they are slow to react. Regardless of the speed of the reaction, a reaction must occur
527 which requires government officials, at the very least, and the country's broader public (people,
528 media, businesses), in the broadest sense, to be discuss, debate, and decide on an action.

529 Types of Foreign Crises

- 530 • Biological weapons attack
- 531 • Chemical weapons attack
- 532 • Cyberattack
- 533 • Major military conflict
- 534 • Minor military conflict
- 535 • Nuclear weapons attack
- 536 • Outer Space anomaly

- 537 • Pandemic
- 538 • Trade war
- 539 • Virus outbreak

540

541 **Instructions**

- 542 1) Step 1: Select a type of Foreign Crisis
- 543 2) Step 2: Provide a real or imagined example of this foreign crisis type
- 544 3) Step 3: Describe how the foreign crisis affects an international political actor
- 545 4) Step 4: Describe how the foreign crisis affects a domestic political actor
- 546 5) Step 5: Describe how the foreign crisis requires a domestic political actor to strategically
- 547 interact with an international political actor
- 548 6) Step 6: Describe how the foreign crisis restructures a complex network

549

550 **Rubric**

Criteria	Ratings	Points
Declares foreign crisis type	Yes Missing	20 0
Provide real or imagined example of foreign crisis	Yes Missing	20 0
Describes how crisis affects 1st political actor	Yes Missing	20 0
Describes how crisis affects 2nd political actor	Yes Missing	20 0
Describes how crisis affects strategic interaction between political actors	Yes Missing	20 0
Describes how crisis restructures complex network	Yes Missing	20 0
Quality: Subjective evaluation by Professor	01 – Superb 02 – Excellent 03 – Great 04 – Good 05 – Insufficient	0

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Chapter 7: Share

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About

SIM – Share is an opportunity for you to share with your peers any part of the SIM: Domestic Politics, International Politics, Complex Interaction, Strategic Interaction, or Foreign Crisis.

Estimated Time

An estimated 90 minutes is needed to complete this activity.

Instructions

Step 1: Post

- Specify which SIM part you are sharing with the class
- In 3 or more sentences, explain why you wanted to share this part, compared to other, parts
- Ask a specific question that you would like a peer to reply to. Examples of questions include:
 - What do you think of my submission for a specific part?
 - How is my explanation similar to what you wrote for the same part?
 - How is my explanation different from what you wrote for the same part?
 - What is a strength of my submission for the specific part?
 - What is an area I could expand upon for the specific part?

Step 2: Reply to a Peer's Post

- In 3 or more sentences, respond to the question your peer asked in their original post

Rubric

Criteria	Ratings	Points
Post: SIM part specified	Yes	20
	No	0
Post: Why You Chose to Share this SIM part	3 sentences	30
	2 sentences	20
	1 sentence	10
	Missing	0
Post: Included Question for Peer to Respond To	Yes	20
	No	0
Post Quality: Subjective evaluation by Professor	01 – Superb	0
	02 – Excellent	0
	03 – Great	0
	04 – Good	0
	05 – Insufficient	0
Reply: # sentences	3 sentences	30
	2 sentences	20

	1 sentence	10
	Missing	0
Reply Quality: Subjective evaluation by Professor	01 – Superb	0
	02 – Excellent	0
	03 – Great	0
	04 – Good	0
	05 – Insufficient	0

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Chapter 8: My Reflection

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About

SIM – Reflection is an opportunity for you share with me, your professor, your thoughts about the Simulation. No other student will read your reflection.

Estimated Time

An estimated 60 minutes is needed to complete this activity.

Instructions

Please write at least 5 sentences reflecting on the Simulation. To be clear, this reflection should focus on the Simulation (domestic politics, international politics, complex interactions, strategic interactions, and foreign crises) as a whole. This reflection should not be about the week's textbook chapter or another assignment.

Sentence #1: Your 1st Sentence should be a question. Examples of questions include:

- How can I apply the simulation to my daily life or academic studies?
- What did you find most interesting about the Simulation? Why did you find this the most interesting?
- What did you find most relevant to your daily life about the Simulation? Why did you find this the most relevant?
- You are welcome to ask and answer your own question.

Sentence #2-5: Sentences 2 through 5 should be your response to the question you posed in sentence #1.

Rubric

Criteria	Ratings	Points
1 st Sentence a Question	Yes	25
	No	0
Quantity: # Sentences	4	75
	3	60
	2	45
	1	30
	0	0
Quality: Subjective evaluation by Professor	01 – Superb	0
	02 – Excellent	
	03 – Great	
	04 – Good	
	05 – Insufficient	

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