

Course	"Simulation"			
	MANDATORY (M)	Semester 5	ECTS 5	Code
Course lecturer				
Aims and Objectives	<p>In this course students will have an assigned role as a state or non-state actor and work within teams to develop policy responses to a security crisis that changes and develops over time, in response to team moves and other factors. Students will learn how to analyze national security problems, develop and analyze options, advocate for their position, negotiate, and work within a team, as well as with other teams. After being exposed to theoretical concepts of scenario-building, role-playing and decision-making, students will experience the challenges of solving problems and finding solutions to real world crises during a dynamic simulation. These case studies will help students to develop an understanding of different perspectives in national and international security crisis and to devise solutions from the perspective of key players.</p>			
Learning outcomes	<p>Upon successful completion of this course, students will be able to:</p> <ul style="list-style-type: none"> • Understand theoretical concepts of scenario-building, role-playing and decision-making • Demonstrate understanding of the strengths and weaknesses of simulation & role playing • Demonstrate understanding of decision-making, bargaining situations and group dynamics in a political-strategic context. • Apply classical and modern strategic analysis to complex and evolving real-world situations. • Communicate disciplinary knowledge to professional audiences 			
content	Course plan			Week
	Introduction: Syllabus elaboration: course content, method, organization and course requirements.			1
	Simulation in political science courses			2
	Steps in Simulation Process			3
	Decision Making, Scenario Planning and Simulation in Security and Strategy			4
	First Simulation case: National security crisis TRA			5
	National Security concept			6
	Exercise: Roles and tasks of students for first simulation case			7
Second simulation case: UNSEC meeting and resolution TRA			8	

	The Origin and Structure of the UN	9		
	States in the UN System	10		
	UN and human rights: responsibility to protect	11		
	Class Activity: Students share UN information	12		
	Presentation of First Simulation case: National security crisis	13		
	Presentation of UNCTAD simulation	14		
	Final exam	15		
Teaching/learning methods	Activity			Weight (%)
	1. Interactive lectures			20%
	2. Exercises			30%
	3. Simulation of roles (role play)			45%
	4. Study visit			5%
Assesement methods	Assessment activity	Number	WEEK	Weight (%)
	1. Group project	2	2-15	70%
	2. Participation in lectures	15	1-15	10%
	3. Exam	1	15	20%
Course Sources and tools of concretization	Resouces			Number
	1. Class (eg)			1
	2. Laboratory (eg)			n/a
	3. Moodle			1
	4. MATLAB/SPSS/SIMULINK software			n/a
	5. Projector			1
Charges and activities	Activity		Weekly	Total
	1. Lectures		1	15
	2. exercise		2	30
	3. Consultation		n/a	7
	4. Independent study		3-4	50
	5. Exam		1	2
Literature/References	Literature:			
	• Asal, Victor, and Elizabeth Blake. 2006. "Creating Simulations for Political Science Education." Journal of Political Science Education 2 (1):1–18.			
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- Chasek, Pamela S. 2005. "Power Politics, Diplomacy and Role Playing: Simulating the UN Security Council's Response to Terrorism." *International Studies Perspectives* 6:1–19. doi:10.1111/j.1528-3577.2005.00190.x.
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 - Daniel P.L. Chong. *Debating Human Rights*, Lynne Rienner Publishers, 2014. Ch. 5 "Does the International Community Have a 'Responsibility to Protect'?" (pp. 65-78)
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Contact