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International Organizations INSTRUCTOR'S MANUAL





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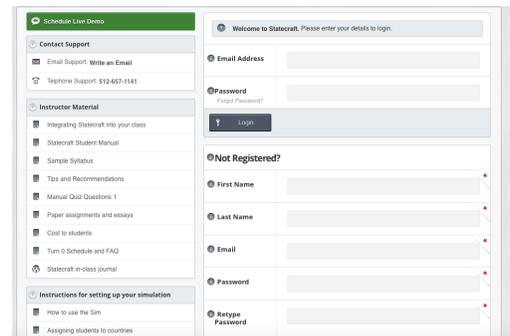
Welcome

Welcome to Statecraft! This Instructor’s Manual, combined with the Student Manual, should provide you with all the information you need to run an effective simulation in your class. The instructor’s manual contains the answers to frequently asked questions about general setup and operation of the Statecraft simulation. Please read it carefully before beginning the simulation.

Getting Started

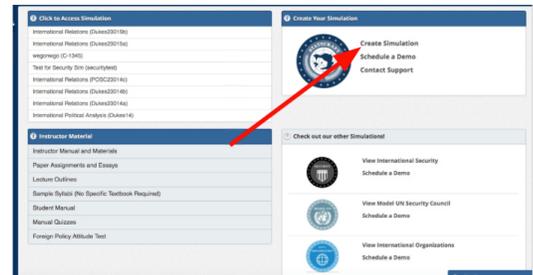
Creating an Account

Creating a faculty account is simple and free. Go to <http://statecraftsim.com/> and click on the “Get Started” button. Click on “Make a free world” and create a login by providing your contact information, setting a password, and signing up. *Note:* You do not need to create an account to see a preview of Statecraft. You can sign up for a live demo session before you even create an account.



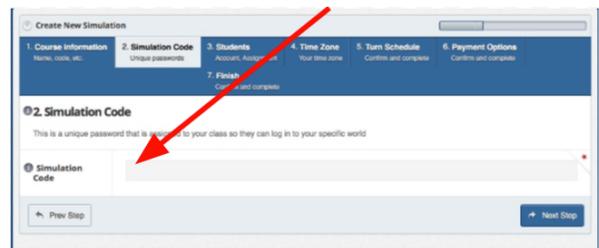
Creating a Simulation

Once logged in you will need to “Create a Simulation”. Read the options and recommendations below to set the parameters that will fit your class. *Note:* You can create more than one simulation, so if you decide to change your parameters after creating your first world, this is not a problem. Tech support can remove the unused world from your account upon request.



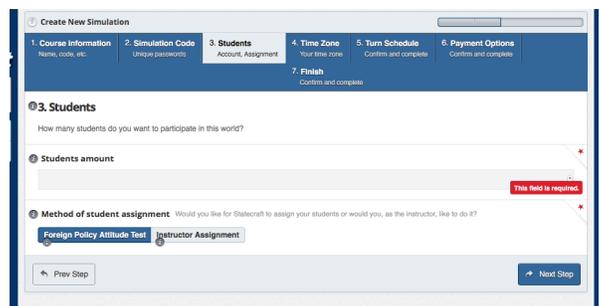
Simulation Code

You will need to enter your course information first and set a “simulation code” for your students to enroll in the correct simulation. You might want to write this down so you give the correct code to your students (although it is also visible in your control panel).



Number of Students

The simulation can accommodate as few as 6 and up to 108 students in a single world (if your class is larger than 108 students it is recommended to split the class into multiple worlds). There are between 6 and 12 countries in the simulation, with up to nine roles within each country.





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Method of Country assignment

You can choose to assign your students to countries manually, but we recommended that you use the foreign policy attitude survey to assign like minded students to countries. If you choose the attitude survey method to assign countries, the students will take the survey when they first create their user logins. If you choose to assign them manually, you can view the students in the instructor control panel (student list) and assign them to specific countries.

Time Zone

You will enter your time zone so that each new turn/round will start at the appropriate designated time based on your location. If you have students who are participating from different time zones (i.e. in an online class), make sure that they know what zone the game is set to.

Turn Schedule and Length

Most instructors find that 7 to 10 turns (with each turn lasting one week) works very well. It normally will take several weeks just for students to figure out exactly who their allies and adversaries are, what their goals are going to be, and to develop rapport within their country—so five turns is an absolute minimum, but at least six is recommended. If it runs for longer than about 10 weeks students can begin to get “burnt out” given how deeply invested and even emotionally involved many of them will become in their countries and their world.

Having each turn last one week gives plenty of time for students to interact with other countries, have discussions within their countries, mull over their options, and make decisions about trades, spending, etc., for that turn. (Much of this will happen outside of class). If you plan to have the turns more compressed (say 3 days for a turn) try to give students some class time to interact during each turn because they’ll need it.

Determining Start Days

This depends on faculty preference, but for one-week turns it works well to have turns end on Saturday at noon and have the next turn begin at 8 pm that night. (You need to have at least one hour between turns for the program to run its calculations, but making it longer keeps people in suspense). A turn schedule might look like this:

Turn Zero (setup turn):	Jan. 24 (Mon) 8 am (arbitrary) to Jan. 29 (Sat) 12 noon.
Turn One	Jan. 29 (Sat) 8 pm to Feb. 5 (Sat) 12 noon.
Turn Two	Feb. 5 (Sat), 8 pm to Feb. 12 (Sat), 12 noon.

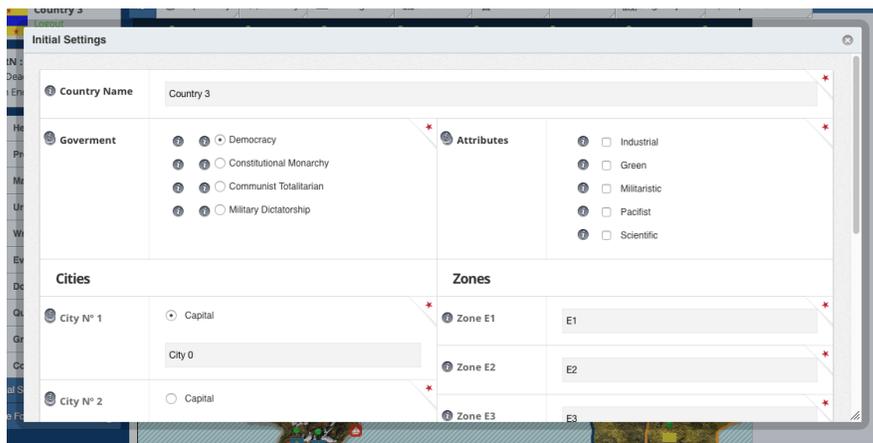


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And so on...

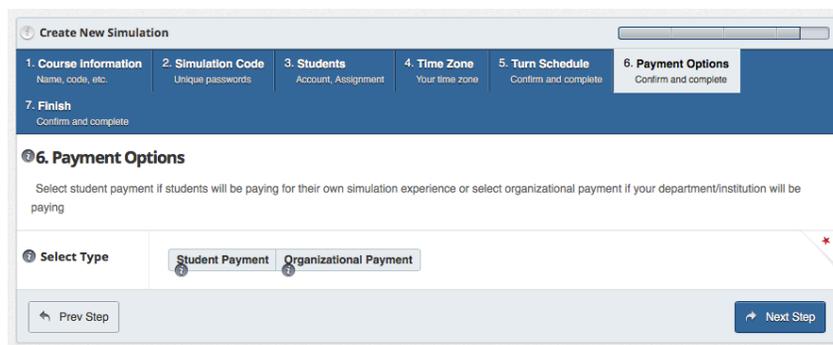
Turn Zero – Set Up Turn

During Turn 0, the only thing students can do on the website is vote for their country’s Chief Decision Maker (president, king, etc.), enter their country name, city names, and choose their government type. So whether you have an orientation session in class or not, make sure Turn 0 is long enough for students to meet with their country groups, decide on government types, names, positions, strategies, and enter this information online. (If you have an orientation session in class, it works well to schedule Turn 0 to end a few days *after* this orientation so they have plenty of time to enter all of the information they decided upon).



Payment Options

Students can pay or the organization/institution can pay. If you choose Organization pay, you will be taken to a paypal website to provide credit card information. If you would rather pay by check, you can request an invoice from statecraft.help@gmail.com. If you choose the student pay option, students will be asked to provide a credit or debit card for payment when they create their own accounts.



Grading Recommendations

We have found that Statecraft is a powerful teaching tool when students are given credit for both *participation* and *performance*. Participation points are awarded individually based on each student’s participation. The performance points are team-based points and are awarded to all members of each country that achieves particular goals. We have also discovered that when one of these components is missing, the simulation does not work well. So please be sure to make both participation and performance (both specified below) worth some part of students’ course



grades. The grading system is specifically designed to create the balance in Statecraft that maximizes the learning experience in the classroom. Statecraft will produce a set of scores for each student in both categories.

STATECRAFT PREPARATION/PARTICIPATION

The simulation manual quizzes and simulation memos are very important to ensure that students are knowledgeable about the simulation rules and are actively participating and reflecting throughout the simulation. We recommend making participation count for between 5% and 10% of course grades.

Student Manual Quizzes

These two quizzes (each with 15 multiple choice questions) are administered online early in the simulation: the first during “Turn Zero” and the second during “Turn One.” Students will click on their Quiz tab to take these quizzes and the scores for each will be reported as percentages in your Statecraft grade book. We recommend counting the manual quizzes for a total of 3% to 4% of students’ course grades.

Simulation Memos

Students are required to post a memo of at least 300 words (This is can be changed by the instructor) during each turn, to get them thinking about the challenges facing their country in the upcoming turn and focusing on position-specific responsibilities (e.g., the Defense Secretary must include a defense budget for that turn). These will be due before each turn ends. We recommend counting simulation memos for a total of 10% of students’ course grades. The system counts all memos submitted before the end of the turn as 'on time'. The default grading system (which counts words but doesn’t grade content) gives students percentage grades for memos as follows:

Number of Memos Missed	Grade
Zero	100% (A)
One	85% (B)
Two	60% (D)
Three or more	0% (F)

Your Statecraft grade book will also show the raw totals of how many memos each student posted (if these were long enough and posted on time) so you can choose to use a different grading scheme than the one above if you wish. You (and the other team members) will be able to read these memos and grade the content if you wish, but usually just telling students you reserve the right to read their memos and not to count superficial ones will be sufficient to ensure students put considerable thought into their memos.



STATECRAFT PERFORMANCE

We recommend making performance points worth 5% to 10% of students' course grades, with the following important caveat: while students usually end up with point totals that reflect their effort and skill, once in a while bad luck or the malicious action of a foreign country can leave a country with fewer points than it probably deserves. (Suppose a country comes in second place in many competitive award categories, but wins none, or is the victim of an unprovoked nuclear attack, which will devastate their quality of life ratings). We recommend that you monitor your world's events and *consider giving some extra points to any country that clearly performed better than its point totals indicate*. However, we also suggest that you don't reveal your willingness to provide such a "safety net" until after disaster has struck, so as not to disrupt the intensity and incentives of the simulation.

Awarding points for simulation performance is essential for making students take the simulation seriously and behave as real world leaders would. Performance is measured by countries' achievement of specific goals, such as global peace or economic development. The Statecraft system generates several sets of scores automatically. It is up to the instructor to weight these scores as desired and include them in students' course grades. This manual provides some guidance and suggestions. *Note*: Faculty may also use additional assignments (papers, exams, etc.) linking Statecraft to course material—but this section focuses only on *how to use the scores produced by the simulation itself*. Points are automatically generated for the following categories:

- Cooperative Global Awards—encourages cooperation on key global goals
- Competitive Country Awards—encourages competition for key national goals
- Country Development (Quality of Life) Awards—encourages countries to satisfy their citizens' needs

GOALS

Each country receives an overall score in Statecraft that indicates how successful they were in achieving key goals. (Usually instructors will make this score worth some portion of students' course grade). There are four types of goals in Statecraft, paralleling the motives that drive countries in world politics.

Cooperative Global Goals

For each goal achieved, ALL countries in the world receive 5 points; if a particular global goal is not achieved, no one can receive credit for that goal.

1. Creating a Nonproliferation Regime Award

5 points if the countries are able to agree upon and sign nonproliferation agreement.

2. Effective Nonproliferation Regime Award



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7 points based on the extent to which the nonproliferation treaty is abided by.

For example,

If the world chooses to have non-nuclear countries become nuclear, all countries receive 7points if that holds true at the end of the sim.

- *Ending World Hunger:* 50,000 food shares must be contributed to the U.N.'s World Food Program.
- *Global Peace Award:* All countries must avoid hostile military acts for the entire simulation. In other words, no country can attack any other country (or Sapphire Island). Espionage is allowed, as are attacks on terrorist bases, terrorist training camps/ports, and terrorist leaders.
- *Wiping Out Global Terrorism:* The international terrorist network composed of the Orion Liberation Front and the Typhoon Pirates must be completely destroyed (bases and training camps/ports must be destroyed, leaders must be captured or eliminated). If the Sword of the Amaru (SOTA) becomes active due to the conquest of Sapphire Island, the activities of this group must also be ended by closing its bases and apprehending its leader.

Country Development Goals

The final Quality of Life (QOL) Index (the average of all six domestic indicators) calculated at the end of the simulation will determine how many points each country receives for country development. NOTE: Any actions taken during the final turn, such as purchasing hospitals, will factor into this final calculation. Countries will receive the credit as follows:

DIFFERENT FOR EACH COUNTRY IN IO!

Countries 1 and 2: 80/3 200/6 400/9 700/12

Countries 3 and 4: 50/3 150/6 250/9 550/12

Countries 5, 6, and 7: 35/3 125/6 175/9 400/12

Competitive Country Goals

Each country that achieves the following goals will receive 5 points for each accomplishment.

- *Healthiest Country (the Surgeon General's Golden Stethoscope):* Awarded to 3 countries with the highest average Health rating across all turns in their respective development class.
NOTE: all actions taken on the final turn will be factored into this average, as follows: if Turn 8 is the final turn, a Turn 9 score will still be calculated for each country based on



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actions taken Turn 8—such as purchasing hospitals—and Turn 9 will be included in determining the average rating. This same calculation method applies to all of the below awards that are based on the average rating across all turns.

The highest average between:

Countries 1&2,
Countries 3&4
Countries 5, 6, & 7

- *Most Educated Country (the Teacher's Golden Apple)*: Awarded to the country with the highest average Education rating across all turns in each respective development class.

The highest average between:

Countries 1&2,
Countries 3&4
Countries 5, 6, & 7

- *Safest Country (the Golden Handcuffs Trophy)*: Awarded to the country with the highest average Safety rating across all turns in each respective development class.

The highest average between:

Countries 1&2,
Countries 3&4
Countries 5, 6, & 7

- *Greatest Poverty-Fighting Country (the Habitat for Humanity Award)*: Awarded to the country with the highest average Welfare rating across all turns in each respective development class.

The highest average between:

Countries 1&2,
Countries 3&4
Countries 5, 6, & 7

- *Most Environmentally Friendly Country (the Sierra Club Trophy)*: Awarded to the country with the highest average Environment rating across all turns in each respective development class.

The highest average between:

Countries 1&2,
Countries 3&4
Countries 5, 6, & 7



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- *Most Cultured Country (the Mozart Award)*: Awarded to the country with the highest average Culture rating across all turns in each respective development class.

The highest average between:

Countries 1&2,
Countries 3&4
Countries 5, 6, & 7

- *Most Scientifically Advanced Country (the Einstein Trophy)*: Awarded to the country that finishes the simulation with the most technologies. (Any technologies acquired during the last turn will be included in a country's total) in each respective development class.

The highest between:

Countries 1&2,
Countries 3&4
Countries 5, 6, & 7

- *Most Militarily Powerful Country (the Schwartzkopf Medal)*: Awarded to the country that finishes the simulation with the military capable of inflicting the most damage (see the table in the *Appendix: "Military Units' Capabilities"*). Any military units purchased or lost during the last turn will be included in this final calculation in each respective development class.

The highest between:

Countries 1&2,
Countries 3&4
Countries 5, 6, & 7

- *Wealthiest Country (the Bill Gates Trophy)*: Awarded to the country that finishes the simulation with the most gold in its treasury. (The number used will be the amount of gold in a country's treasury one turn AFTER the final turn. So if Turn 8 is the final turn, new gold production will be calculated for "Turn 9" just like any other turn—and this means that any gold mines, factories, etc. purchased on Turn 8 can boost gold production for this final total) in each respective development class.

The highest average between:

Countries 1&2,
Countries 3&4
Countries 5, 6, & 7

- *Most Politically Astute Country*: Awarded to the country that finishes the simulation with the most political capital. (As with the Wealthiest Country award, new production for the



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turn following the final turn will be included in this total. So if Turn 8 is the final turn, any political capital that would have been produced at the beginning of Turn 9 will be added to a country's total).

****NOTE:** If there is a tie in any category, points will be split evenly among the winning countries.

****Note:** It is NOT recommended that you omit certain awards or change their worth until you have played the simulation at least once. These incentives have been carefully designed to ensure that certain realistic dynamics occur. But if you choose to omit certain awards, be sure to modify the above scale (the first column) as follows:

- If you omit the 10-point Historians' Verdict Award, decrease the scale by 10 points (countries almost always refrain from nuclear war if this award is offered)
- If you omit the global goals, decrease the above scale by 5 to 10 points (on average countries will achieve one or two global goals, but there is tremendous variation here)
- If you omit the country development, or Quality of Life, awards, reduce the above scale by 6 points (which is what most countries will earn from country development)
- If you leave out the competitive country goals, reduce the above scale by 5 points (on average each country will win one of these awards, but there is tremendous variation here)

Students will be able to see their country's progress with regard to Quality of Life points, and will have a good idea about whether they have achieved the cooperative global awards, but will not know their standing with regard to the competitive country

Suggested Grading Scale

Most countries will earn between 30 and 50 "performance points" in a typical simulation. The following table provides a suggested scale for translating performance points into grades, with the basic guideline that scores below 25 are poor and those above 45 are exceptional. The table also provides three different grading models you might want to use:

- (1) Statecraft performance is worth a set percentage (5%) of students' course grades.
- (2) Performance is worth a set percentage of students' grades but exceptional performance can earn extra credit.
- (3) Performance is only worth extra credit (e.g., up to a 5% increase in students' course grades for outstanding performance).

An advantage of models #2 and #3 is that extra credit seems to motivate students especially well (even if it isn't substantial) and it helps to alleviate concerns about bad luck influencing outcomes (in an "all extra credit" scenario, students' course grades can't be hurt by actions beyond their control and the professor doesn't have to try to make adjustments if outcomes appear somewhat skewed).

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Performance Points	Grade (and associated percentage)	Model #1: performance as 5% of grade	Model #2: performance as 5% of grade plus extra credit	Model #3: performance as extra credit only
5 to 10	F (0%)	0%	0%	0% extra credit
11 to 15	F (20%)	1%	1%	0.5% extra credit
16 to 20	F (40%)	2%	2%	1.0% extra credit
21 to 23	D (65%)	3.25%	3.25%	1.3% extra credit
24 to 27	C- (72%)	3.6%	3.6%	1.7% extra credit
28 to 30	C (75%)	3.75%	3.75%	2.0% extra credit
31 to 33	C+ (78%)	3.9%	3.9%	2.3% extra credit
34 to 36	B- (82%)	4.1%	4.1%	2.7% extra credit
37 to 39	B (85%)	4.25%	4.25%	3% extra credit
40 to 43	B+ (88%)	4.4%	4.4%	3.3% extra credit
44 to 47	A- (92%)	4.6%	4.6%	3.7% extra credit
48 to 50	A (95%)	4.75%	4.75%	4.0% extra credit
51 to 53	A+ (100%)	5%	5% plus 1% extra credit	4.3% extra credit
54 to 57	A+ (100%)	5%	5% plus 2% extra credit	4.7% extra credit
57 and above	A+ (100%)	5%	5% plus 3% extra credit	5% extra credit

****Note:** It is NOT recommended that you omit certain awards or change their worth until you have played the simulation at least once. These incentives have been carefully designed to ensure that certain realistic dynamics occur. But if you choose to omit certain awards, be sure to modify the above scale (the first column) as follows:

- If you omit the 10-point Historians' Verdict Award, decrease the scale by 10 points (countries almost always refrain from nuclear war if this award is offered)



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- If you omit the global goals, decrease the above scale by 5 to 10 points (on average countries will achieve one or two global goals, but there is tremendous variation here)
- If you omit the country development, or Quality of Life, awards, reduce the above scale by 6 points (which is what most countries will earn from country development)
- If you leave out the competitive country goals, reduce the above scale by 5 points (on average each country will win one of these awards, but there is tremendous variation here)

Students will be able to see their country's progress with regard to Quality of Life points, and will have a good idea about whether they have achieved the cooperative global awards, but will not know their standing with regard to the competitive country awards. Only the instructor will know that tally of the final points for each country team.

Student Orientation

***We highly recommend showing your class the walkthrough videos located in the help section of your instructor profile at the beginning of Turns 0, 1, 2, and showing the IAEA walkthrough video on turn 3, 4, and 5

To access these go to:  > !Walkthrough Videos! > Turn 0 Walkthrough Video

Statecraft runs itself throughout the semester. However, Turn 0 will require some organization from the professor. We recommend allocating one 25 to 50-minute class session devoted to Statecraft orientation (this is *before Turn 1 of the simulation begins—usually the week before*). During that session, students learn their country assignments (just named A, B, C, etc. at that point) and where each country is on the Statecraft world map. Each country should be assigned to sit in a specific part of the classroom. They need to make the following decisions before they leave class that day:

- 1) Country Name
- 2) Names for their three cities (and which city is their capital)
- 3) One Government type
- 4) Two Country Attributes
- 5) Which student will take on which government position (President, Secretary of State, etc.)

During Turn 0 students will also need to take their quiz on the Student Manual and vote on their president who will be selected on turn 1. (During turn 0 no decisions can be made within the simulation.)



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Students need some class time each week to meet each other face to face. This face-to-face interaction spurs drama during the simulation and will bring about many of the scenarios that will illuminate the theories taught in your class. For online classes, instructors might consider using Google Hangout (a video app) to get students engaging with each other in these discussions.

Class Introduction to Statecraft

Statecraft Orientation Script

During turn 0 we also recommend you read the following script to your students.

“Welcome to Statecraft. I want to warn you about a few things before you start this simulation. First, things usually get very intense, very quickly. Many students spend hours outside of class each week meeting in dorm rooms, libraries, and even bars engaged in heated negotiations, war councils, and strategy sessions. It tends to be addictive because you get to run your own country in a world full of threats and opportunities, and it gets intense because there are real points at stake.”

For example, all students get an potential additional 20 points in the simulation if a non-proliferation treaty is agreed upon and maintained throughout the simulation, however, many countries will have secret awards and incentives encouraging them break or go against various aspects of the treaty even after they agree on it.

You will soon be divided into countries and you’ll take on a role like President, Secretary of State, or Secretary of Defense for your country. Choose the role that best fits your interests and skills.

Unlike many simulations, Statecraft gives you complete freedom to name your country, choose a government type, and decide what strategy you want to pursue. You can firmly use the IAEA to govern nuclear non-proliferation among your Statecraft world as well as economic, military, and diplomatic influences.

Here’s the best advice I can give you for doing well in Statecraft. First, read the manual very closely. There are lots of hints in there on how to do well in this game. You will also be quizzed on the manual during Turn Zero and Turn One of the simulation, and those quizzes will affect your grade. Second, look carefully at all of the awards, decide which ones your country is going to pursue, and choose a strategy early on for achieving

those goals. Third, never stop gathering intelligence about what’s going on in your world. You can do this through spy missions, but you can also do it through ambassador exchanges and—most importantly—through talking to and observing other countries’

officials. They will reveal to you, intentionally or not, a wealth of information. Finally, don't try to do everything alone. Form alliances and use international organizations to help you accomplish both global goals and national goals.

I hope you enjoy Statecraft. If you take it seriously and do your best to maximize your point total, you will find real politics happening and discover countless parallels to cases, concepts, and theories in world politics. Simply put, the more committed you are, the more fun it will be, and the more you will learn.”

You can also go through the basic rules of the simulation, but the Statecraft website has automated student tutorials that will cover all of this so you shouldn't have to deal with any of this unless you want to. These are viewable by instructors if they access one of the students' logins through the instructor control panel.

GLOBAL ISSUES

The IO simulation revolves around a nuclear proliferation treaty negotiation between all countries in the Statecraft World. Students must first come to an agreement on negotiation rules by the end of turn 2 and then actual details of the treaty by the end of turn 5. To complicate things each country has secret goals that no other country knows about, there is a major economic and military power disparity between countries, and there is a terrorist organization trying to get their hands on a nuclear missile with the money to potentially afford the purchase.

There are several issues you will need to deal with fairly quickly after taking the reigns of power. These are:

The Statecraft: IO manual describes the current “global issues” as follows. Instructors should be familiar with the basic outlines of these issues when the simulation begins:

1) **Negotiation Rules:** Depending on your side of the simulation you may start with Nuclear Technology and Structures or be seeking them. You must come to an agreement on negotiation rules by the end of turn 2 with other countries. Please keep in mind that these negotiation rules will bind you to nuclear provisions later agreed upon.

2) **Nuclear Non-Proliferation Treaty:** You will need to come to an agreement on the details of your Non-Proliferation treaty by the end of turn 5. Whatever agreement is reached will be investigated by the IAEA with a certain level of accuracy to determine whether or not countries are abiding by the agreement.



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Typhoon Pirates

The Typhoon Pirates, designated a terrorist organization by most analysts, have become increasingly brazen in their attacks on civilian vessels and coastal cities. As shown on the world map, the Pirates are currently harbored by two countries in the southern region of the world (the Pirates have bases in these countries' cities and ports on their coasts). These hosts are rumored to receive gold payments from the Pirates each turn in exchange for their "hospitality." Human rights groups have recently issued strong condemnations of these host countries, and have demanded that they evict the Pirates. Non-host countries should expect resource losses due to coastal raids and shipping piracy as long as the Pirates remain an effective organization.



Orion Slavery Dispute

The Orion Mountains, which yield Country B 1,000 gold each turn, are currently being mined by the local inhabitants of the Orion Mountains—members of Country A's (the Western neighbor's) ethnic group, enslaved by Country B over a century ago. Human rights groups have issued strong condemnations of Country B, and have demanded that the slaves be freed. The Orion Liberation Front (O.L.F.), branded a terrorist organization by Country B, has bases and camps inside Countries A and C (shown on the world map) and frequently carries out costly attacks against targets in Country B. The O.L.F. has vowed to continue these attacks "until our ethnic brethren are freed and the Orion Mountains are returned to their rightful owners [Country A]". (If you are Country B you can free the slaves by going to the domestic tab and clicking "Liberate Orion Mountains". This will not just free the slaves but give the entire zone and city to Country A including any structures you have built in that city along with all 1000 gold from the mountains) In addition, it is believed that Countries A and C are actually paid by the OLF to harbor them.



***Many believe that underdeveloped nations may sell newly gained nuclear fission to the OLF in order to improve their economic and military standing in the simulation. Such a transfer may result in destructions of a city in a developed nation, particularly one owning the orion mountains.

Sapphire Island

Sapphire Island is very rich in resources (producing 1,000 of each resource each turn starting on the turn after the island is conquered), but is currently inhabited by the Amaru people—an indigenous people that worships the earth and holds the island's mountains, jungles, and forests sacred. They are highly suspicious of outsiders, and say they will not tolerate the "desecration" of the island's resources by "imperialists". The Amaru people have a warrior tradition and, although not equipped with space-age weaponry, are armed with machine guns and grenades. Recent reports indicate they have also heavily mined the beaches of Sapphire Island. Military experts estimate it would take no less than two full divisions of ground forces to subdue the inhabitants, and warn potential conquerors to expect heavy casualties. If Sapphire Island is conquered, the terrorist organization Sword of the Amaru (S.O.T.A.) will arise, with bases and camps in the hostile country. S.O.T.A. is reportedly training to strike any occupying





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countries' cities with bombings and other terrorist attacks. Frequently Asked Questions (FAQs) / Troubleshooting

IAEA

The IAEA is a unique and important part of the IO simulation. As students seek to configure their non-proliferation treaty the International Atomic Energy Agency will investigate and determine whether or not the treaty is being broken. Students can increase the accuracy of the IAEA two ways.

1. Donate resources to the IAEA. (Every Turn)
2. Countries can set their cooperation levels with the IAEA (Every Turn)

Countries can successfully gain nuclear technology or weapons without the IAEA finding them, so transparency is going to be a constant issue in the world.

On the next page is a breakdown of the accuracy of the IAEA depending on donation and cooperation levels.

COMBINED RESOURCE CONTRIBUTIONS (BY ALL STATES) TO IAEA	LIKELIHOOD OF DETECTING NUCLEAR RESEARCH IN DIFFERENT STATES	LIKELIHOOD OF DETECTING ENRICHMENT FACILITIES IN DIFFERENT STATES	LIKELIHOOD OF DETECTING NUCLEAR WARHEADS IN DIFFERENT STATES
500 gold and 500 scientific knowledge	* cooperative states: 100% * moderately cooperative states: 30% * uncooperative states: 10%	* cooperative states: 100% * moderately cooperative states: 50% * uncooperative states: 25%	* cooperative states: 100% * moderately cooperative states: 25% * uncooperative states: 0%
1,000 gold and 1,000 scientific knowledge	* cooperative states: 100% * moderately cooperative states: 50% * uncooperative states: 20%	* cooperative states: 100% * moderately cooperative states: 75% * uncooperative states: 35%	* cooperative states: 100% * moderately cooperative states: 30% * uncooperative states: 10%



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1,500 gold and 1,500 scientific knowledge	* cooperative states: 100% * moderately cooperative states: 70% * uncooperative states: 30%	* cooperative states: 100% * moderately cooperative states: 90% * uncooperative states: 45%	* cooperative states: 100% * moderately cooperative states: 30% * uncooperative states: 15%
2,000 gold and 2,000 scientific knowledge	* cooperative states: 100% * moderately cooperative states: 80% * uncooperative states: 35%	* cooperative states: 100% * moderately cooperative states: 95% * uncooperative states: 50%	* cooperative states: 100% * moderately cooperative states: 30% * uncooperative states: 15%
3,000 gold and 3,000 scientific knowledge	* cooperative states: 100% * moderately cooperative states: 90% * uncooperative states: 40%	* cooperative states: 100% * moderately cooperative states: 95% * uncooperative states: 55%	* cooperative states: 100% * moderately cooperative states: 30% * uncooperative states: 15%

Last Round of the Simulation

It is important not to tell your students how many turns there will be in the simulation. You might opt to put “Turn 7?” Turn 8?” etc. on the syllabus and tell them they won’t know when the simulation will end—and only announce it is over after the last turn concludes. This maintains the “shadow of the future” so countries don’t do unrealistically crazy things on the last turn. Some faculty choose to tell them exactly when it will end because they want students to see how countries behave differently with no expectation of future interactions to teach some lessons about the importance of iterated games, etc. But, we recommend to keep this a secret.

Timeline of Tasks for Each Turn

Before Turn 0 Students must create their login, pay for the simulation, and take their foreign policy attitude survey (optional but recommended).

- Turn 0
- Students are automatically assigned to countries.



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- They must meet to decide their country name, city names, type of government, and country attributes.
- One student will enter in the country name, type of government, etc. once everyone has agreed.
- They will decide who the President will be (through a vote).
- They will also discuss who will take on which roles/positions within their countries.

Turn 1

- The President will assign all team members to specific roles and sets decision key
- Team members receive information and updates based on their assigned roles.
- Country teams decide research priorities, and domestic and international priorities to preserve and expand their resource base QOL, political capital, and military/intelligence capabilities. Each team member will focus on their own specific areas of responsibility.
- Only designated president has authority to create the decision key and issue it to other students.
- Students write first memos for their chosen roles.

Turn 2 ...

- Team members receive information and updates based on their assigned roles.
- Country teams decide research priorities, and domestic and international priorities to preserve and expand their resource base QOL, political capital, and military/intelligence capabilities. Each team member will focus on their own specific areas of responsibility.
- Only designated president has authority to create the decision key and issue it to other students.
- Students write first memos for their chosen roles.

Last Turn

The Statecraft system totals all final points for participation and performance.

Instructor Involvement

Role of the Instructor

Even though the Statecraft system is automated to minimize the work of administering the simulation, make sure to follow along with the events in your virtual world, reading the news messages each turn (you can read the messages received by any student, so just choose a random student to read these news stories). This way you will be up to date as events unfold, you'll



know when certain issues/concepts have become particularly relevant, and you can maximize Statecraft's effectiveness as a teaching tool.

Instructor Intervention

Statecraft has been designed to function effectively without any direct intervention by the professor. In fact, a “hands off approach” is strongly recommended, at least the first time you run the simulation. If you choose to become more involved, you can use the “God Controls” to add or subtract specific resources from specific countries, which can help to balance countries' capabilities (or create imbalances) if there is something specific you want students to experience, such as the presence of a global hegemon or a bipolar system. But since this interference will likely be viewed by students as unfair in the context of the Statecraft country awards, tweaking the award system is recommended so that the hegemony you create, for example, doesn't just clean up on all of these awards and give its student members disproportionately high simulation scores.

Faculty rarely need to intervene to calm things down even though the game can be intense. Students by and large are very respectful and professional in their conduct during Statecraft, but it is an intense simulation and tempers will occasionally flare. If faculty make their expectations clear early on (no name-calling or profanity on message boards or in class, etc.: “you can have strong policy disagreements without personal attacks”) students take the cue and act very respectfully. Keeping things light in class and making jokes to diffuse tension when there is a major world conflict going on can also help.

There can occasionally be a problem with some students engaging in negotiations on non-simulation days (i.e., during lecture days). But the threat of inflicting natural disasters and other unpleasant events with your “God controls” on countries usually takes care of the problem. (You can also add resources as a bonus for good behavior—or perhaps good exam performance, etc.).

Integrating Statecraft into Course Content

It is not hard to find different ways to integrate Statecraft into your course. Student interactions within Statecraft will cover topics including: diplomacy, environment, security, political economy, foreign policy decision making, as well as providing examples of realist and neoliberal strategizing. There are a variety of additional resources available to help link the lessons learned in class to the experiences of the students in the simulation.

Additional Resources Available Online

Instructors will also find the following resources useful. They are available on the Faculty dashboard when you log in to Statecraft.



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- **Student Manual**
 - Includes detailed description of the interactive moves in the simulation and the rules of play.
- **Sample syllabus**
 - shows how Statecraft can be incorporated into your course
- **Sample lecture outlines**
 - illustrates how lessons learned within the simulation can be used to enhance lecture content on a wide variety of IR themes.
- **Sample paper assignments / essays**
 - Suggested assignments that can be used as an additional assessment tool or to help to debrief students following the simulation.
- **Quiz questions**
 - Two sets of 15 Questions each on the content of the Student Manual to be administered in the first two turns (turn 0 and turn 1). These can be taken online within the simulation, or given on paper in class. The online quizzes are automatically graded with the scores reported in the instructor's Statecraft gradebook.
- **Test Bank**
 - A set of questions related to the themes in the simulation and the sample lectures is available upon request.

Customer Service

There are so many options in Statecraft that often times, in the first few weeks in the simulation, students will send many questions to the professor. You may have answers for many of these questions, however, it is a part of our job to provide you with your own virtual Statecraft teaching assistant. Please tell your students from day 1 to click on the contact us button on the website for any and all questions they have.

Contact info: help@statecraftsim.com