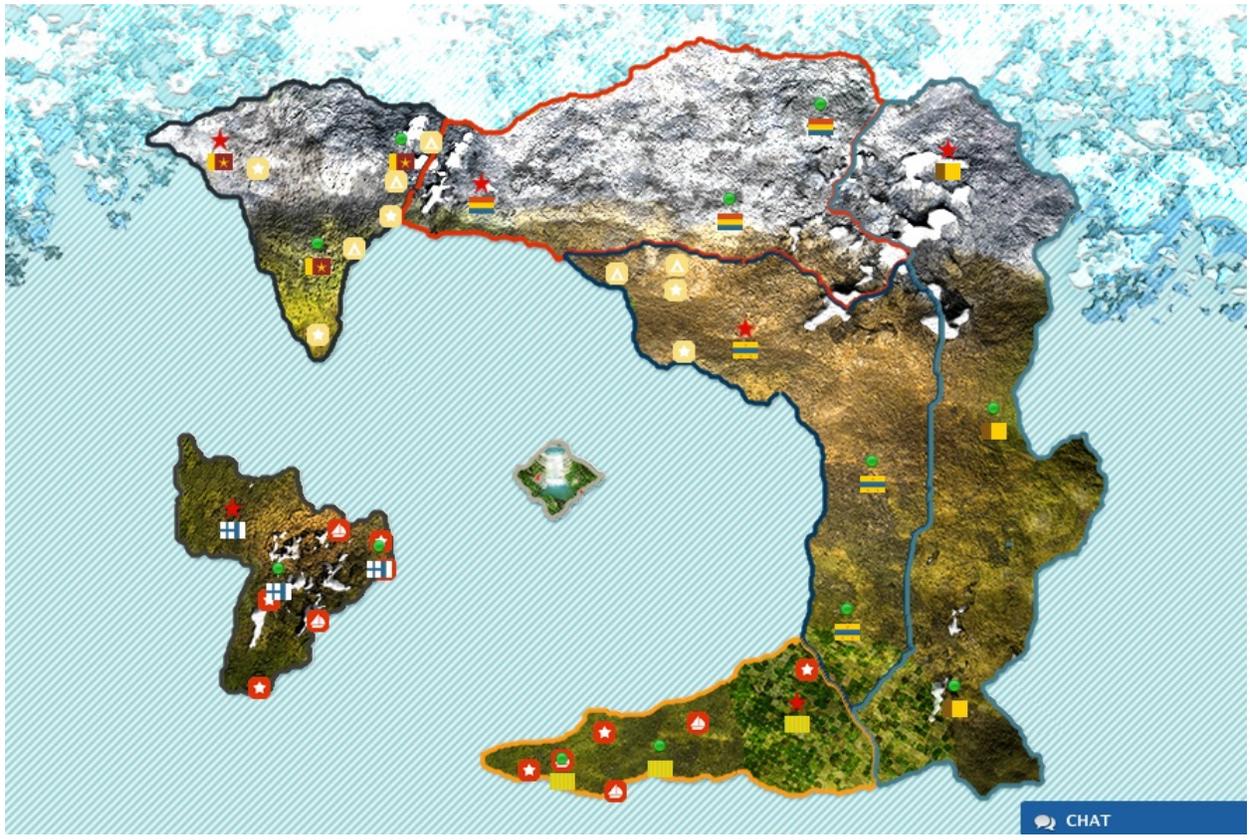




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# International Security INSTRUCTOR'S MANUAL





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## **Welcome**

Welcome to Statecraft! This Instructor’s Manual, combined with the Student Manual, should provide you will 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 then 108 students it is recommended to the class into multiple worlds). There are between 6 and 12 countries in the simulation, with up to nine roles within each country.

### **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.



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### 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.
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](mailto: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.



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## 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:

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



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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

### **Cooperative Global Awards**

These are awarded to all countries if the goal is achieved; or awarded to no country if the goal is not achieved:

- Global Peace Award: 5 points
- Save the Planet Award: 5 points
- Wiping out Global Terrorism Award: 5 points
- Ending World Hunger Award: 5 points



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## Competitive Country Awards

Each award is *only* given to one country:

- Healthiest Country: 5 points
- Most Educated Country: 5 points
- Safest Country: 5 points
- Greatest Poverty-Fighting Country: 5 points
- Most Environmentally Friendly Country: 5 points
- Most Cultured Country: 5 points
- Most Scientifically Advanced Country: 5 points
- Most Militarily Powerful Country: 5 points
- Wealthiest Country: 5 points
- Most Politically Astute Country: 5 points

## Country Development (Quality of Life) Awards

These are given to all countries that meet the criteria:

- Fair Quality of Life Award (final QOL 80 to 199) 3 points
- Respectable Quality of Life Award (final QOL 200 to 399) 6 points
- Superior Quality of Life Award (final QOL 400 to 699) 9 points
- Incomparable Quality of Life Award (final QOL 700 or above) 12 points

## Global Issues

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

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

- 1) **OPPOSING ALLIANCES:** The world is currently divided into two major alliances: the *Sapphire Alliance* ([Country 1], [Country 3], [Country 6] and [Country 7]) and the *Typhoon League* ([Country 2], [Country 4], and [Country 5]). The main issue that divides these two blocs is who should rightfully control the gold-rich Orion Mountains, [Country 1] or [Country 2] (see below, “Orion Mountains Dispute”). These alliances can be a source of stability and protection for countries, but if they become too rigid and polarized they could increase the chances of a world war.
- 2) **ORION MOUNTAINS DISPUTE:** [Country 2] currently controls the Orion Mountains, which yield an enormous 1,000 gold per turn, a number that may be doubled or tripled with the construction of gold-enhancing structures (gold mines, factories, etc.). [Country 2] captured Orion from [Country 1] in a bloody conflict over a century ago, an outcome [Country 1] still calls an “illegal occupation.” To make matters worse, when [Country 2] seized Orion it enslaved the inhabitants of the mountains—members of [Country 1]’s ethnic group—to work the gold mines, and they remain slaves to this day. Human rights groups, along with the entire *Sapphire Alliance*, have issued strong condemnations of [Country 2],



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and have demanded that the slaves be freed. If these slaves (who are highly skilled in mining techniques) are freed, they will refuse to work the mines for **[Country 2]**, and Orion will produce about 50% less gold. However, if **[Country 1]** were to acquire the Orion Mountains—through diplomacy or force—and free the slaves, these emancipated citizens would gladly continue to work the mines for their own ethnic brothers, yielding the full 1,000 gold (or more) each turn for **[Country 1]**.

- 3) **THE ORION LIBERATION FRONT:** The Orion Liberation Front (O.L.F.) is a militant organization dedicated to ending **[Country 2]**'s occupation of Orion and returning the gold-rich mountains and their oppressed inhabitants to **[Country 1]**. The O.L.F. frequently carries out attacks against both military and civilian targets in **[Country 2]**. As a result, the O.L.F. has been branded a terrorist organization by **[Country 2]** and the entire *Typhoon League*. The O.L.F. has bases and camps inside **[Country 1]** and **[Country 3]** (shown on the world map) and receives protection from these countries. The O.L.F. has vowed to continue its attacks “until our ethnic brethren are freed and the Orion Mountains are returned to their rightful owners, **[Country 1]**.”
- 4) **SAPPHIRE ISLAND:** Sapphire Island is very rich in resources, yielding an estimated 1,000 of each resource each turn. It is ruled by a brutal dictatorship, with the charismatic General Neptune enjoying unlimited power. General Neptune is a member of the majority Amaru ethnic group, which has increasingly become hostile toward the minority Zanori group. The Sapphire Island regime is reportedly engaged in a growing number of criminal activities, including arms trafficking, drug smuggling, and counterfeiting. Two countries are believed to have close working relationships with the General: **[Country 7]** and **[Country 2]**. **[Country 7]**, which like Sapphire Island has a large population of ethnic Amaru, has longstanding ties to the island and considers General Neptune “one of their own.” It is rumored that these two countries receive large resource payments each turn from General Neptune in exchange for political support and protection. In contrast, two other countries in the region, **[Country 1]** and **[Country 3]** are suffering greatly from Sapphire Island's reckless weapons proliferation and drug trade, leading to serious resource losses each turn. It is unclear if the international community has the will to crack down on General Neptune's supporters and insist that these countries stop their support for this criminal activity. If not, analysts expect that the human cost of these activities will only grow with each passing turn.
- 5) **THE KINGDOM OF DRAKHAR:** The belligerent, powerful, and insular Kingdom of Drakhar is located off the main Statecraft map, somewhere far to the south. Students cannot directly interact with Drakhar, but Drakhar may choose to interact with them at some point. Drakhar is believed to be significantly stronger, wealthier, and more technologically advanced than any other country in the world. The King is rumored to be power-hungry, highly nationalistic, and somewhat unstable.”



## Suggested Grading Scale

Most countries will earn between 20 and 35 “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 20 are poor and those above 35 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).

<b>Performance Points</b>	<b>Grade (and associated percentage)</b>	<b>Model #1: performance as 5% of grade</b>	<b>Model #2: performance as 5% of grade plus extra credit</b>	<b>Model #3: performance as extra credit only</b>
0 to 5	F (0%)	0%	0%	0% extra credit
6 to 10	F (20%)	1%	1%	0.5% extra credit
11 to 14	F (40%)	2%	2%	1.0% extra credit
15 to 17	D (65%)	3.25%	3.25%	1.3% extra credit
18 to 19	C- (72%)	3.6%	3.6%	1.7% extra credit
20 to 23	C (75%)	3.75%	3.75%	2.0% extra credit
24 to 25	C+ (78%)	3.9%	3.9%	2.3% extra credit
26 to 27	B- (82%)	4.1%	4.1%	2.7% extra credit
28 to 31	B (85%)	4.25%	4.25%	3% extra credit
32 to 33	B+ (88%)	4.4%	4.4%	3.3% extra credit
34 to 35	A- (92%)	4.6%	4.6%	3.7% extra credit
36 to 39	A (95%)	4.75%	4.75%	4.0% extra credit



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40 to 44	A+ (100%)	5%	5% plus 1% extra credit	4.3% extra credit
45 to 49	A+ (100%)	5%	5% plus 2% extra credit	4.7% extra credit
50 and above	A+ (100%)	5%	5% plus 3% extra credit	5% extra credit

#### (4) SECRET COUNTRY GOALS

- Country 1: +7 points for taking Orion mountains by any means and holding them when the simulation ends
- Country 2: -10 points if you don't control the Orion mountains when the simulation ends
- All countries:
  - -3 points for each of your own cities that is occupied by foreign armies when the simulation ends (-9 points possible)
  - +3 points for liberating any foreign city that was occupied by another country's armies (you must capture the city from the occupiers, then give it back to the original owner immediately).
- All countries that have chosen the attribute "Militaristic":
  - +10 points if you capture Sapphire Island on Turn 5 or later, and hold it when the simulation ends
  - +1 point per foreign zone conquered, up to 5 total points for conquest
  - +3 points for building your first nuclear missile
- All Countries that have not chosen the Militaristic attribute:
  - +5 points if you liberate Sapphire Island from any foreign conqueror by the end of the simulation (you must capture the island from the occupiers, then give it back to the indigenous owners immediately).
  - +5 points for all non-militaristic countries if one or more such countries occupies all zones of a militaristic country that has attacked a foreign country when the simulation ends.
- All Democracies:
  - -5 points for going to war with one or more other democracies

#### (5) IMMEDIATE GOALS WITHIN EACH SCENARIO



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- In each scenario, most countries will have specific goals listed on their “Immediate Goals” tab. These goals specify point gains or losses if certain outcomes occur.

**\*\*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 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

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)



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- 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.)

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.

Statecraft: IS retains the core dynamics of basic Statecraft, which will help to illustrate security-related concepts such as anarchy, the security dilemma, system polarity, balancing vs. bandwagoning, deterrence, and collective security.

However, Statecraft: IS goes further by introducing a series of scenarios that unfold on specific turns, so that students are required to think about and grapple with key security concepts during those turns. Turn 1 is relatively “uneventful” to allow students to become acclimated to the game. But starting on Turn 2, the four scenarios unfold sequentially.

Each scenario is **narrated through news messages**, and during each scenario students will be able to (a) click on their “**Decisions**” tab to see what decisions they must make by the end of the current turn, and (b) click on their “**Immediate Goals**” tab to see what near-term outcomes will cause them to gain or lose points toward their simulation grade.

The following table gives an overview of the four security-related scenarios. This schedule assumes that the simulation will last at least 8 turns.



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<b>Scenario</b>	<b>Unfolds on Turn(s)</b>	<b>Brief Description</b>	<b>Concepts Illustrated</b>
Ticking Bomb	2	The OLF threatens to detonate a nuclear bomb in [Country 2]'s capital unless Orion is immediately freed. [Country 2] must decide whether to use torture to extract information about the bomb from a high-level OLF operative, or transfer the detainee to another country for interrogation. Other countries must decide whether to share intelligence to find the bomb, at the risk of information leaks.	Terrorism, nuclear proliferation, nuclear blackmail, deterrence, torture, rendition, laws of war, unlawful combatants, intelligence sharing
Hearts & Minds	3-4	A country-wide insurgency led by the OLF engulfs [Country 2]. [Country 2] and its allies (the Typhoon League) must make choices about what strategies to use to defeat the insurgency. The rival Sapphire Alliance must decide how best to fuel the insurgency. Countries' grasp of counterinsurgency strategy will determine the outcome.	Counterinsurgency vs. conventional military strategy, hard vs. soft power, proxy war, laws of war, Just War Theory, public diplomacy, rules of engagement



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<p>Genocide on Sapphire Island</p>	<p>5-6</p>	<p>Sapphire Island’s dictator, General Neptune, launches a genocidal campaign. Countries (who have different things to gain or lose based on the outcome) must decide whether to use the UN, the ICC, economic sanctions, or military force to stop the genocide.</p>	<p>Genocide, crimes against humanity, “responsibility to protect” doctrine, ethnic conflict, UN, ICC, state sovereignty, rogue states, sources of international law, economic sanctions, Just War Theory</p>
<p>It’s a MAD World</p>	<p>7-8</p>	<p>A massive ship flying the Kingdom of Drakhar flag appears in the Typhoon Sea armed with dozens of nuclear missiles. The King demands all countries pay tribute, and begins fueling the missiles. The secret organization Blue Dawn gives all countries 10 nuclear missiles to use as they see fit. Countries must decide whether to rely on a preemptive conventional strike, nuclear deterrence, or appeasement to resolve the crisis. They must also decide how to deploy, protect, and keep control of their own missiles.</p>	<p>MAD, deterrence, security dilemma, nuclear command and control dilemmas, first &amp; second strike capabilities, missile defense, organizational process model, bureaucratic politics model, civil-military relations, preventive war</p>

### ***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.



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## **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	<ul style="list-style-type: none"> <li>• Students are automatically assigned to countries.</li> <li>• They must meet to decide their country name, city names, type of government, and country attributes.</li> <li>• One student will enter in the country name, type of government, etc. once everyone has agreed.</li>   <li>• They will decide who the President will be (through a vote).</li> <li>• They will also discuss who will take on which roles/positions within their countries.</li> </ul>
Turn 1	<ul style="list-style-type: none"> <li>• The President will assign all team members to specific roles and sets decision key</li> <li>• Team members receive information and updates based on their assigned roles.</li> <li>• 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.</li> <li>• Only designated president has authority to create the decision key and issue it to other students.</li> <li>• Students write first memos for their chosen roles.</li> </ul>
Turn 2 ...	<p>Team members receive information and updates based on their assigned roles.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Only designated president has authority to create the decision key and issue it to other students.</li> <li>• Students write first memos for their chosen roles.</li> </ul>
Last Turn	The Statecraft system totals all final points for participation and performance.



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## **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.



*Click on the life saver ring located in the top left of your professor profile for helpful videos, tips, and walkthroughs*

## ***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.

- **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](mailto:help@statecraftsim.com)**