

# ARAB-ISRAELI CONFLICT MIDDLE EAST SIMULATION

MANUAL  
FOR

STUDENT PARTICIPANTS  
FACILITATORS  
AND MENTORS

WINTER 2012

**Interactive Communications and Simulations  
The University of Michigan School of Education**

The AIC Resource Collection reflects the work of many outstanding contributors over the years. We gratefully acknowledge the work and contributions of *Roni Sharon, Salim Al-Jahwari, Bryce Adams, Katherine Durlacher, Amanda Fleischman, Ben Okin, Katherine Axelsen, Karen Stasevich, and Joseph Pinnetti.*

## Table of Contents

Introduction .....	3
AIC Gateway Page .....	5
Using the AIC Website as a Character .....	6
Using the Facilitator Page .....	7
Questions and Answers about using the AIC Website .....	8
List of Roles & Team Pairs .....	10
Time Schedule .....	13
Phase One – 2 weeks .....	14
Phase Two – 9.5 weeks .....	18
Phase Three – 2.5 weeks.....	20
Preparation.....	21
Country Profiles and Role Profiles .....	21
Participant Preparation .....	22
Substantive Preparation .....	22
Structural Preparation & Exercises .....	22
Advice From a Mentor Turned Facilitator .....	24
Background Docs: Country Profiles & More.....	26
AIC Rules & Guidelines .....	27
Strategic Goals Statements .....	28
Team Weekly Reports .....	29
Communiques .....	30
Press Releases.....	31
Sample Press Releases .....	32
Action Forms .....	34
Facilitators.....	35
Game Mentors .....	37
National Security Advisors (NSAs).....	39
Political Divisions.....	40
Peace and Violence.....	41
Winning and Losing .....	43
<b>Using the AIC Website.....</b>	<b>44</b>

## Arab-Israeli Conflict/Middle East Simulation

The Arab-Israeli Conflict Simulation (AIC) is a political and diplomatic role-playing exercise. Its purpose is to immerse participants in the dynamics of national and international politics — and thereby help them to become aware of the complex nature of political reality. AIC enables participants to experience actively, rather than observe passively, complex political activity. The goal is to make learning both profound and enduring.

AIC has been the mainstay of the Interactive Communications & Simulations (ICS) Group of the University of Michigan School of Education for since ICS was founded in the early 1980's. Its origins, at the university level, go back well over thirty years. Throughout its history the simulation has evolved—its structure has been altered, its composition contracted or expanded, and its technical "delivery" system changed.

The simulation is composed of 16 three-person teams, organized as pairs of teams. Each participating class will be assigned one or more pairs of teams. All of the roles represented in the simulation are very high-level governmental or political figures and are current—or in a few cases, contemporary—office holders. Therefore, the simulation is based on the highly dynamic, and dramatic, context of the current reality.

During the simulation participants will be involved in five types of activities. First, they will be working face-to-face with their fellow teammates, within their respective schools, doing research, discussing strategies and tactics and so forth. Second, each country team is responsible, at the outset, for collectively submitting a **strategic goals statement**. Third, they will individually be sending and receiving private diplomatic communications, known as **communiques**. This private communication will constitute the bulk of the web-based communication activity of the exercise. Each participant has a subset of foreign diplomats with whom communiques may be exchanged. Fourth, they will be posting Press Releases. Finally, they will be submitting Action Forms. The three types of web-based communications— Communiques, Press Releases and Action Forms—in essence constitute the Arab-Israeli Conflict simulation.

We have structured the activity into several phases to help you overcome some of the difficulties that may arise due to the unfamiliarity of the activity.

Phase One (1-2 weeks) has one simple purpose—to ensure that the several individual Arab-Israeli Conflict simulation exercises that are mounted during Phase Two are as effectively organized as possible.

Phase Two (9-10 weeks) is often referred to as the simulation proper. When Phase Two begins, participants should have an understanding of all of the parts of the activity (technical and procedural) and how they fit together, and should be

able to use these tools to pursue their own personal and team objectives. In the simulation, participants are to pursue their interests as they understand them while staying in role. That means that each participant should represent with fidelity his or her particular character. Participants should not act as they themselves would like to if they were in high political office. Rather, they should act, to the best of their ability and in accordance with their understanding, as their particular character would.

Phase Three (1-2 weeks) is considered by some to be the most important period of the activity. In this debriefing phase, you will discuss what you experienced with the other participants and explore what happened or did not happen. You will also be able to find out about the real people that were playing each of the characters.

## AIC Gateway Page

**Arab-Israeli Conflict**

You are not logged in

**Welcome to AIC!**

The Arab-Israeli Conflict / Middle East Simulation (AIC) is a political and diplomatic character-playing simulation run by Interactive Communications & Simulations (ICS) at the University of Michigan. Its purpose is to immerse participants in the dynamics of national and international politics -- and thereby help them to become aware of the complex nature of political reality.

If you are participating in the current AIC simulation, please log in at right.

If you are interested in joining an upcoming simulation or would like more information, please visit the [ICS Gateway](#) and/or contact Jeff Stanzler at [stanz \[at\] umich \[dot\] edu](mailto:stanz[at]umich[dot]edu).

**Login:**

login name

\*\*\*\*\*

Log in

The AIC Gateway page (<http://aic.conflix.org/>)

## Using the AIC Website as a Character

### 1. Logging in

After teams are assigned, you will receive via e-mail a login name and password that gives you access to the site where you'll be able to find an ID (**Login Name and Password**) for each character on your teams. Students should go to the gateway page: <http://aic.conflix.org/> and use their ID to LOG IN. Once a student character logs in, the site remembers who they are until they log out. When you log in, you will automatically be sent to the proper game. **Please be sure to log out and quit your browser at the end of every session.**

### 2. Latest updates

The latest update from the mentors will appear when you log in. To view past updates, follow the link to the archives (look for UPDATES under the READ tab).

### 3. The scenario

To view the scenario, click the "scenario" button under the READ tab. The scenario is the same for all games and does not change during the course of the simulation.

### 4. Private Communications

Clicking the "communiques" button allows you to **start a new private conversation** with other characters on your communications matrix. Each character has a pre-set group of characters with whom they can communicate privately. Characters can also contact their mentor and NSA via their *communiqués* link under the **messaging** tab. Each time you start a new private conversation by clicking on the *compose* link, you will have the option to include any or all of the characters on your matrix. **Starting a new private conversation** is equivalent to starting a discussion among each of the members in the group, and these discussions can be sustained indefinitely. These discussions stay as links in your **communiques** space, and they can be returned to or continued at any point.

### 5. SUBMITting Work

Press releases, action forms, weekly reports, and strategic goal statements can all be submitted and viewed under the SUBMIT tab. Mentor comments on action forms, weekly reports, press releases and strategic goal statements can be viewed here also.

## 6. *Dossiers*

Character and country profiles, historical documents, and other background information can be found by clicking the "**Dossiers**" button (found under the **read** tab).

## 7. *Debriefing forums*

Students should do their online debriefing by clicking the "debriefing" button and going to our wiki site.

# Using the AIC Website as a Facilitator

## 1. *Logging in*

Before Phase 1 begins, facilitators will be given a facilitator login and password to access the AIC gateway page at: <http://aic.conflix.org/>.

## 2. *Viewing postings to and from your characters*

By clicking on the "**Facilitator Page**" link, you can view communiques, press releases, action forms, and other postings sent or received by characters on teams assigned to you. You can also view updates and press releases visible to all participants in each game. *If you have teams in more than one game, you'll find links at the top of the page so that you can access the particular game that you are interested in.*

## 3. *Dossiers*

Character and country profiles, historical documents, and other background information can be found by clicking on the "Dossiers" button. The content here is the same as the content students can access via the character login.

## Questions and Answers about using the AIC Website

*What sort of browser do I need?*

As of right now, Firefox (Windows and Mac) is (to the best of our knowledge) fully supported. As far as we know, fairly recent versions of IE for Windows also work well (though the layout doesn't appear as nicely). For Mac users, Safari does not yet support the visual editor for creating press releases, etc. It does degrade nicely, however, and you can enter your data as plain text for now.

***Internet Explorer for Mac users is considered a "dead" browser and is not supported.***

Known bugs: when you're using the visual editor, you can't erase until you type something, which is a problem when you already have text there; and there MAY be a problem with caching discussions and the like on some browsers. (We think we've fixed them, but you never know.) If you're on IE for Windows, you may want to set your browser to load a new copy of every page whenever you visit it. (For most IE users, this means going to the menu bar and selecting Tools > Internet Options > Settings, then selecting "Every visit to the page." Just in case, right?)

*How do I get to the site?*

Go to <http://aic.conflix.org/>. Enter your login name and password, and you will be taken automatically to the proper game. Facilitators and mentors have their own login names. CAUTION: Once you put in a user name and password, it can stay active as long as you keep your browser open. To keep strangers from doing things under your name, be sure to quit your browser once you are done working on the site.

*How do I have a private discussion with another character?*

After you have logged in as a character, from the AIC main page, click the button labeled "Communicues." This will bring you to your "message box," where you can send and receive messages, or access your sent mail.

*Where is the communication matrix?*

Who can communicate with whom in AIC is determined by a "communication matrix." The matrix is now "behind the scenes"; each character can view the characters with whom they can communicate privately by looking at his or her page for sending communiqués.

*What does it mean to "save" a message without sending?*

If you are working on a message (or a press release, action form, strategic goals statement, or Weekly Report) but need to stop in the middle, you can save the



message for editing later, without sending it. Once you send a message, you cannot edit it, but you can view it by clicking on the “Click here to read your own previously sent communications” link.

### *Where do I send my strategic goals?*

There is a form under your **Submit** tab for submitting strategic goals—one goals statement per team. One member of your team should submit the goals statement. Please use the form under your **Submit** tab —don’t send your goals as a communiqué. Strategic goals are confidential, and are seen only by your mentor and NSA, so they should state your teams' real goals and interests.

### *How do I submit a press release?*

Under **Submit** select “Press Release,” and fill out the form.

### *What’s a Weekly Report?*

Each Friday, one member of your team must submit a **weekly report** on your team’s activity over the the past week to your mentor and NSA. There is a form under your SUBMIT tab to do so.

### *How do I submit an action form?*

On your main page under **Submit** select “Action Form” and fill out the form. Action forms are seen only by your mentor and NSA. Be sure to check your submitted forms later for comments from your mentor.

### *What happens to action forms after I submit them?*

A mentor will respond to your action form within about a day on weekdays. Look under "previously submitted action forms" to see if it was approved or rejected, and read the mentor's comments carefully. Approved actions (unless you specify that they are secret) will be announced in the latest update.

### *How do I contact my mentor?*

You can send a message to your mentor as a communiqué. (See “How do I send a message to another character,” above.) Your mentor is on the “to” checklist along with the other characters you can communicate with, along with your NSA.

## List of Roles

### BRITAIN

Prime Minister	David Cameron
Foreign Secretary	William Hague
Deputy Prime Minister	Nicholas Clegg
INDEPENDENT (London)	

### EGYPT

Head of Armed Forces	Muhammad Tantawi
President	Amr Moussa
Prime Minister	Mohamed Morsy
AL-AHRAM (Cairo)	

### EUROPEAN UNION

EU Foreign Minister	Catherine Ashton
EU President	Jose Manuel Barroso
President of the Council of Europe	Herman Van Rompuy
EUOBSERVER.COM (Brussels)	

### FRANCE

President	Nicolas Sarkozy
Prime Minister	Francois Fillon
Foreign Minister	Alain Juppe
FIGARO (Paris)	

### IRAN

Ayatollah	Seyyed Ali Khamenei
President	Mahmoud Ahmadinejad
Foreign Minister	Ali Akbar Salehi
IRAN DAILY (Tehran)	

### ISRAEL

Prime Minister	Benjamin Netanyahu
Foreign Minister	Avigdor Lieberman
Defense Minister	Ehud Barak
JERUSALEM POST (Jerusalem)	

### JORDAN

King	Abdullah bin-Hussein
Prime Minister	Marouf al-Bakhit
Foreign Minister	Nasser Judeh
AL-DISTOUR (Amman)	

### LEBANON MARCH 14 COALITION

Future Party Leader	Saad Hariri
Lebanese Forces Leader	Samir Geagea
Future Movement Senior Leader	Fouad Siniora
DAILY STAR (Beirut)	

**LEBANON HEZBOLLAH COALITION**

Hezbollah Leader  
Prime Minister  
Free Patriotic Movement Leader  
AL MANAR (Beirut)

Sheikh Hassan Nasrallah  
Nijab Miqati  
General Michel Aoun

**PALESTINIAN HAMAS**

Hamas Prime Minister  
Hamas Foreign Minister  
Hamas Political Leader  
Falasteen (Gaza)

Ismail Haniya  
Mahmoud Zahhar  
Khaled Meshaal

**PALESTINIAN FATAH**

President--Palestinian Authority  
Prime Minister--Palestinian Authority  
Prisoner's Movement Leader  
Al-Quds (Jerusalem)

Mahmoud Abbas  
Salam Fayyad  
Marwan Barghouti

**RUSSIA**

President  
Prime Minister  
Foreign Minister  
PRAVDA (Moscow)

Dmitri Medvedev  
Vladimir Putin  
Sergei Lavrov

**SAUDI ARABIA**

King  
Foreign Minister  
National Security Advisor  
AL-BILAD (Jeddah)

Abdullah bin Abdulaziz  
Prince Saud al-Faisal  
Prince Bandar Bin Sultan

**SYRIA**

President  
Prime Minister  
Foreign Minister  
SANA--Syrian Arab News Agency (Damascus)

Bashar al-Asad  
Muhammad Naji al-Otari  
Walid Muallem

**TURKEY**

Prime Minister  
President  
Foreign Minister  
ZAMAN (Istanbul)

Tayyip Erdogan  
Abdullah Gul  
Ahmet Davutoglu

**UNITED STATES OF AMERICA**

President  
Secretary of State  
Special Mideast Envoy  
NEW YORK TIMES (New York)

Barack Obama  
Hillary Clinton  
David Hale

## Team Pairs

The characters in the Arab-Israeli Conflict Simulation are the current —or in a few cases, contemporary —holders of the offices in their respective political systems. Participants who are "playing" contemporary figures—those who are no longer in office—should do so with the same conviction they would if their character were still in office.

### TEAM PAIRS

Schools are assigned pairs of teams. Teams with like Letters are paired together. Other pairings are not an option. The pairs are as follows:

A	Egypt	and	Iran
B	Israel	and	Turkey
C	Jordan	and	Russia
D	Syria	and	Britain
E	Palestinian Fatah	and	Palestinian Hamas
F	Saudi Arabia	and	European Union
G	United States	and	France
H	Lebanon-March 14	and	Lebanon-Hezbollah

## **Time Schedule of the Arab-Israeli Simulation**

### **I. Phase One (2 weeks) January 23—February 3, 2012**

During Phase One, Facilitators will have a number of tasks to undertake. As soon as Facilitators have accomplished these tasks, their student participants will be ready to receive team assignments. Assignments will be made as early during the second week of Phase One as possible. Assignments may not be received until the beginning of Phase Two—the third week of the exercise.

During Phase One student Participants should devote themselves to:

- » Mastering the simulation environment
- » Mastering the Technical Systems
- » Familiarizing themselves with the substantive materials on the Arab-Israeli conflict.\*
- » \*In order to access the background materials on the AIC website, students may enter at the character login screen with name "demo" and password "demo."

Following receipt of their Team assignment(s), student participants should:

- » Thoroughly explore their individual and team roles
- » Develop clear individual and team strategic goals—goals that should guide them throughout the simulation

SIGN-ON TWO TIMES PER WEEK

### **II. Phase Two (10 weeks) February 6—April 13, 2012**

- » Pursue Individual and Group Goals
- » Fully Utilize all Simulation Options

SIGN-ON EVERY DAY

### **III. Phase Three (1 week) April 16— April 20, 2012**

- » Debriefing

SIGN-ON TWO TIMES PER WEEK

## Phase One — 2 weeks

### SIGN-ON TWO TIMES PER WEEK

Phase One has one simple purpose—to ensure that the several individual Arab-Israeli Conflict simulation exercises that are mounted during Phase Two are as effectively organized as possible.

Over the years one problem has bedeviled the Arab-Israeli Conflict simulation—that of non-participation, or less than adequate participation, on the part of the students in some schools. A number of strategies have been developed and employed to address the problem and with considerable success. Nonetheless, the problem has continued to damage the success of some of the exercises. We hope that this term non-participation and inadequate participation will not occur.

We hope that the full engagement of Facilitators at the outset will guarantee the success of the exercise. Facilitators have the following responsibilities to undertake during Phase One.

**ONE**—Send a message to **Jeff Stanzler** — [stanz@umich.edu](mailto:stanz@umich.edu) — in which you provide the following information:

- • The **number and grade level** of your student participants
- • Describe the **place of the simulation** in your school:
  - *The entire focus of the course*
  - *The course has other elements but the simulation is a central component*
  - *The simulation is an add-on to a course*
  - *The simulation is an extra-curricular activity*
- • The anticipated **activity level** of your student participants:
  - *Highly Active—messages to be uploaded 5 days a week.*
  - *Active—messages to be uploaded 4 days a week.*
  - *Moderately Active—messages to be uploaded 3 days a week.*
- • How closely will you be able to **monitor** the work of your students?
- • **Number of pairs of teams** desired.

Schools will be assigned pairs of teams with 3 roles each. Please indicate the number of team pairs that you would ideally like to have. On this, do not feel bound by the number of teams you registered for on the ICS Registration Form. Additional team pairs—in addition to the number requested on the ICS Registration Form—are complementary, but cannot be guaranteed. If more than

one team pair is requested, please state whether you want them in the same simulation exercise or not.

- Any **preferences** you have with respect to the **team pairs** you would like your students to represent in the simulation.

The following are the current country team pairs:

A	Egypt	and	Iran
B	Israel	and	Turkey
C	Jordan	and	Russia
D	Syria	and	Britain
E	Palestinian Fatah	and	Palestinian Hamas
F	Saudi Arabia	and	European Union
G	United States	and	France
H	Lebanon-March 14	and	Lebanon-Hezbollah

- Your school's **vacation schedule** during Phase 2. Please let us know when your students will be "out of the game" for more than a couple days.

## **Participant Responsibilities during Phase One**

During Phase One, and indeed throughout the exercise, participants will be engaged in the activities listed below. With the exception of the short Phase One period, it is within the simulation environment that these activities will take place. There will be no preparation prior to the simulation. Rather, the simulation will drive and guide participants' preparation.

- » Mastering the simulation environment
- » Mastering the Technical Systems
- » Familiarizing themselves with the substantive materials on the Arab-Israeli conflict

Following receipt of their Team assignment(s), student Participants should:

- » Thoroughly research and consider their individual and team roles
- » Develop clear individual and team strategic goals—goals that should guide them throughout the simulation

### **Assignment of Roles**

The general pattern in AIC is that one or two students take on the responsibility of "playing" each role. At a minimum, one student must handle each role. Veteran facilitators would disagree on what the maximum optimal, or possible, number might be.


Facilitators and student participants should take great care when organizing their country teams and assigning roles. At first glance, the roles of kings, presidents and prime ministers, as well as other generally well known characters, will seem to be the most desirable to take on. However, two points should be remembered in this regard. First, figures of less apparent stature frequently play a more important and active role in a particular area of foreign (or domestic) affairs than do national leaders. Second, our experience demonstrates that, in AIC, "students maketh the role" not the other way around. Please make role assignments carefully.

### **Additional Roles**

Two integral elements of the simulation are PRESS RELEASES and ACTION FORMS. Both of these can be more fully utilized by a team if one or two participants who preferably do not have one of the three character roles are assigned the duties of Reporter or Action Form Preparer. Both Press Releases and Action Forms take time and thought to prepare properly. Having participants who are specifically responsible for these activities will greatly help the team take full advantage of these two important communication media. In all political systems there are many more than three individuals who are involved in the foreign policy process related to the Arab-Israeli conflict. One "set" of such



roles that a school may want to include as a part of the domestic aspect of the simulation exercise — because the school has more student participants than AIC roles — is that of Foreign Ministry Desk Officers. Such an officer is a country specialist who compiles information on, and may make policy recommendations regarding, a particular country. A school may well be able to creatively integrate a good number of students into AIC in the roles of Desk Officers.



## Phase Two — 9 weeks

### SIGN-ON EVERY DAY

During Phase Two, participants should regard themselves as full-fledged high-ranking government officials who are pursuing their individual and national goals. This means the following:

- » Participants should act realistically. They should keep in mind what James MacGregor Burns has written: "The hallmark of most leaders in most cultures . . . (is) prudence, calculation and management."
- » Participants should be guided by their strategic goals (see "Strategic Goals" below.)
- » Participants should be **ACTIVELY** engaged at all times.

Participants should view themselves, and therefore act, as the counterparts of their real-world selves. They should act with the same degree of maturity and sophistication as political officials do.

Realism —staying in role— should be the watchword of all participants.

Participants will be involved in the following activities during the simulation:

1. Sending and receiving Communiques.
2. Submitting and revising Press Releases.
3. Submitting Action Forms.
4. Submitting Weekly Reports


In addition, on an ongoing basis, participants will be engaged in discussion and debate within their respective country teams on a face-to-face basis.

### Strategic Goals

The first order of business that participants should attend to in Phase Two is defining their strategic goals—those goals that will guide them, should guide them, throughout the simulation. Most of the time, political leaders pursue relatively stable and consistent political objectives. (It might be added that so too do most people in their work-a-day and personal lives). Political leaders pursue what might be called "national" goals—ones that often remain more or less constant regardless of who the individual leader of the country may be. Such constancy may often survive major political upheavals and even revolutions. Political leaders also pursue what might be called "personal" goals. Please see the section on **Strategic Goals Statements** for more details about writing and submitting strategic goals.

By the end of the first week of phase two—at the very latest—the members of each team should submit their strategic goals. These goals guide participant activity throughout the simulation.

Weekly checklist of activities during phase two:

- » Keep in mind your strategic interests and goals. Check to see how your activities, both those undertaken and those being considered, relate to these goals.
  - » Keep realism always as your watchword.
  - » Be certain that every message you receive is promptly and substantively responded to in an appropriate fashion.
  - » Be sure you meet the minimum participation requirement by sending at least 3 substantive communications.
  - » Help see to it that your team sends at least 1 press release per week.
- 

## Phase Three — 1.5 weeks

SIGN-ON TWO TIMES PER WEEK

Phase Three is the **Debriefing Period** of AIC and is a time for reflection.

1. Participants should each attempt to express what their perception of reality is — what took place in the simulation, what progress was made toward reaching strategic goals, what assistance was received, what problems were encountered, and so forth.
2. Participants should also react to the views of others and discuss the simulated reality they have experienced from their various national and personal perspectives. Indeed, they should challenge, argue, and refute when appropriate.
3. Finally, participants should step back a little and hear what others' views are, and truly reflect on the differing perceptions expressed.

During the second week of debriefing, a small number of other debriefing questions may be posted by the mentors.

## Preparation

At the outset of the simulation exercise, and indeed throughout the exercise, individuals will be involved in preparing themselves to participate and participate more effectively. The following is intended to give some guidance on how to proceed with this preparation. It should be said at the outset, however, that participants will frequently want to review what they have already read and discussed. Simulation activity will tend to naturally indicate where further preparation is needed, and should thereby be the guide for such activity.

- » Each participant should first of all read and study his or her own role profile.
- » Each participant should then read and study the role profiles of those on his or her part of the communications matrix.
- » Country/team members as a group should read and discuss their own country/team's profile and the role profiles of its leadership group.
- » Team members should read and discuss the other country-team profiles. Participants should divide these materials so as to split up the workload. Each team member could, for example, become a specialist on another country or two.
- » Team members should read and discuss the various background materials. Participants should divide these materials so as to split up the workload.
- » Team members should discuss among themselves the discussion items that will be entered periodically throughout the exercise. At least one member of each country team should respond to EACH such Item. (See Discussion Items below)

### Country Profiles and Role Profiles

Profiles are provided for each role and each nation in the exercise. Country profiles are accessible by following the **Background Docs** link.

The country profiles contain a discussion and analysis of a variety of information regarding the states or nations in the simulation—geography and demography, history, economy, politics and diplomacy, and military matters. Teams as a group should become familiar with all the countries in the simulation.

There is a role profile on each of the 48 individuals represented in AIC. Each participant should become knowledgeable about the roles with which he or she will be in most direct contact. Team members as a group should become familiar with all roles in the simulation.

## Substantive Preparation

Facilitators can help students with substantive preparation in a number of ways. Given the amount, and for many the "density," of the substantive material, we suggest that participants divide the workload. Relatively small portions of the background readings and documents (see the "background" section of the AIC website) can be assigned to different students who can then each make short oral reports on them. This division of labor need not be confined to individual teams, but can be done among all participants in a classroom.

The country and role profiles are on the Web. These profiles should be distributed among the participants so as to split up the workload. We suggest that participants study their own country and its roles first, and then the others, in whatever order you and they prefer.

In addition to the materials provided by The University of Michigan, we urge participants, wherever possible, to do further research on their own. Facilitators may be able to help with this. Such research can vary from the "scholarly" type in a library or on the web, to talking to a local Lebanese grocer, to reading "quality" newspapers with large international news sections, to listening to podcasts, radio and television news and other public affairs shows, to attending guest lectures. The Internet can be a rich source of information from various political perspectives. Follow **Background Docs** to the "Further Reading—Country by Country" link on the AIC wiki for a selection of useful links and sites. Facilitators can also help substantively during both the Preparation period and the Simulation in a number of additional ways:

- » Set up frequent (daily) team meetings.
- » Motivate the less engaged.
- » Urge participants to be active, not simply reactive.
- » Question participants (or, better yet, encourage them to question themselves and one another) about:
  - What they know.
  - What they do not know.
  - What they need to know.
  - What they are doing.
  - What they are planning to do, etc.
- » See that all participants achieve the minimum level of participation during the Simulation.

Facilitators are provided the opportunity, though, to give their reactions to action forms. (See "Action Forms")

## Structural Preparation

Participants need to be familiar with the structure and organization of the simulation. Facilitators can help see to it that all students are familiar with the

materials presented here. Failure on the part of any participant to understand how the simulation works can only lead to second rate participation or frustration.

### **Preparation Exercises**

Some facilitators, perhaps particularly those in middle schools, may find some simple preparation exercises useful as a means of substantively preparing their students for AIC. The following five exercises are offered as suggestions. We would be delighted to learn about other exercises that facilitators tried and found successful. Please send them to us at the University of Michigan and we will publish them in the future along with your name and school.

1. **Country Chronology:** Students should prepare, preferably in small groups, a 12-event (complete with the year(s) each event occurred) chronology of their country. (Relevant events — focusing on the Middle East region generally and the Arab-Israeli Conflict in particular — would include date of independence, important governmental changes — by election, coup, assassination, death — wars, alliances, domestic violence, peace treaties, negotiations, diplomatic agreements, etc.) The differences among the several chronologies prepared can be discussed, whether solely by the students on the country team in question or by all students who may be on other country teams in cases where a school has more than one. The "best" single chronology could thereby be collectively prepared.

2. **Middle East Region Chronology:** Students should prepare, preferably in small groups, a 24-event chronology of the Middle East Region. Differences among the several chronologies can be discussed, and the "best" single one collectively prepared.

3. **Country "Non-Trivial Pursuit" Exercise:** (Thanks for this idea go to Dan Miekstyn). Students should prepare, preferably in small groups, 12 Non-Trivial Pursuit questions, with the answers, about their country. (Relevant information—excluding dates because they are to be covered in the Chronology—would include demographic, social, economic, political, military, and diplomatic matters). Rounds of "Non-Trivial Pursuit" can be played. Students can then select the "best" set of questions and/or collectively develop a "best" set.

4. **Regional "Non-Trivial Pursuit" Exercise:** Students should prepare, again in small groups, 24 Non-Trivial questions, with answers, about the Middle East region. Rounds of the game can be played and a "best" set of questions developed.

5. **"Devil's Advocate" Exercise:** Facilitators can pose any of the following questions to stimulate a short discussion among the students. The role of the Facilitator is to play the "Devil's Advocate," and to challenge whatever answers are given. The goal is to help the students understand the relativistic or

perceptual nature of many things in the political realm (as well as elsewhere). Of course, factual knowledge also plays an important role. Sample questions and their (perceptual) nature could include:

- a. What is a Palestinian? (Israeli?, Egyptian?, etc—a matter of self-perception.)
- b. What is a Terrorist?—(a matter of point of view)
- c. Is Israel expansionist? Why? Why not?—(a matter of point of view)
- d. Are the Arabs bent on Israel's destruction? Why? Why not?—(a matter of point of view)
- e. Is a peaceful settlement of the Arab-Israeli conflict possible? Why? Why not?—(a matter of general outlook)
- f. Is war bad?—(a matter of metaphysics)

### **Advice From a Mentor Turned Facilitator**

Mara Hoffert is now the Assistant Principal at Michigan's West Bloomfield High School, but a few years ago she served first as an AIC game mentor, and later as a facilitator for AIC.

### **We asked Mara how she approached AIC with her students based on her experience as a mentor and her knowledge of simulation and politics...**

"I approached AIC knowing that I would need to find assignments that would work in concert with the simulation. It is important to force students to become comfortable with the two spaces they must occupy during this unit; that of reality and that of the simulation (pseudo reality). Keeping this in mind, I assigned work that would enable students to gain a better grasp of the reality of players in this simulation. For example, students were to research their characters (initially), and then came to class prepared to role-play. Next time, I would have run this simulation for the entire class period, letting a number of carefully devised questions lead the way to discovery. Asking questions that both pertain to the conflict as well as questions that simply pertain to my students' lives would have energized their efforts. Some students need the extra help in generating creative motivators for learning.

One main tool that both students and myself found helpful for accountability was the simulation portfolio. By creating such guidelines, my students knew what was expected of them and I had the chance to watch their progress each week. Personally, I read every single piece of correspondence that students placed in their portfolios. In the future, I would suggest spot-checking portfolios for fear of frustration. I was heavily invested in this simulation and my guidelines (although helpful to the students) were quite tedious for them at times. We also had daily debriefing sessions in an attempt to make certain students understood their places, respectively, in the simulation at all times. Lastly, I made sure to do the rounds each day, helping students push the boundaries of their thinking.



Initially, I thought it was important to incorporate facilitator remarks where the simulation called for them. Ultimately though, this fell by the wayside. I learned that it was more important that I floated, helping students through their thought process. Once our discussion took place, it was up to the students to perfect their ideas. As a teacher with many students, it is unrealistic to think that facilitators can comment on every student posting. In reality this would force instructors to read a given posting multiple times, which is fairly unrealistic. Additionally, students welcome help but when my feedback is required, they feel stifled. This is a crime when thinking about the simulation as one main benefit I see in this activity is the incorporation and re-exploration of student imagination.”

### **How did you move back and forth between reality and the simulation?**

“My students did not have a great deal of difficulty with this. I made sure at the beginning to start every class (for the first couple weeks) by explaining the realistic portions of this game. I also made certain to reiterate the fact that reality was a crucial part of approved postings. They knew they would be critiqued on the University of Michigan end as well as the fact that they would receive a grade for the quality of their postings. My rubric was self created and hit the points I felt were important for success in this simulation. If I were to use rubrics and portfolios (my students made them with their required postings from each week), I would most likely do a random check of some, not all, weeks. My students generally came to me when they had concerns or questions and I monitored their media center work. Therefore, it became overwhelming to check their portfolios each week. While I am a fast reader and knew what to look for in postings (as a previous mentor), I can see where it might be quite taxing for a new teacher. Likewise, I was able to continue teaching the factual portion of this conflict as we participated in the simulation. Constant distinction was made between real world and simulated world. In fact, students began to think about ways they could mimic some of the moves real world leaders made. While I required that some of their actions be self-devised, I was as excited to see them attempt to make allies and work towards mini-goals each week.”

### **Mini-goals?**

“If I did this again, I would most likely have each of my student teams turn in a mini goal to me, the facilitator each week. By talking aloud about what they want to accomplish and how, it would help me to combat issues on the spot. I did get to read their weekly reports each week, which encompasses this information, but without the discussion, I read what they did after it was posted and the moves were in motion.”

## “Backgrounds Docs”: Country Profiles & More

As you prepare for the simulation, and indeed as the simulation unfolds, you’ll need good information resources to help you, both with the structure and mechanics of the simulation, and also with background on the nations and leaders who are stakeholders in the Middle East, as well as the history and key issues of the region. We have put a great deal of effort into creating “character profiles” for each of the 48 characters in the simulation, and these are available on the AIC website.

But there’s more...

If you click on **Background Docs** you’ll be taken to the *AIC Wiki* where you’ll find, most crucially, **country profiles** for each of the nations or organizations that are represented across the 16 teams. These country profiles are meant to offer historical background, as well as to help round out the picture in terms of the contemporary issues that you will need to think about as you represent a given country.

### BRITAIN

#### *Timeline--Britain*

#### What You Need to Know About Playing Britain

For most of our countries, you’ll find a timeline of significant historical events, and a brief bullet-pointed list of key things you “need to know” to represent your nation.

### SPECIAL TOPICS

---

#### *WEST BANK BARRIER*

#### *THE FIRST AND SECOND INTIFADA*

#### *RELIGIOUS TIES TO THE HISTORIC LAND OF ISRAEL/PALESTINE*

#### *WATER ISSUES*

You will also find several “issue papers” on more general matters, as well as more information on the different components of the simulation, complete with samples of each kind of posting.

Finally, our newest element is at the top of the page, our collection of additional sources and websites: “Further Reading--country by country.”

You can link to the **Background Docs** through the website, or access them directly at: [http://aic-background.conflix.org/index.php/Main\\_Page](http://aic-background.conflix.org/index.php/Main_Page)

*AIC owes a huge debt to Joe Pinnetti, former AIC Game Mentor and NSA, for his yeoman contributions to our AIC Resources. During a time of huge foment in the region, Joe wrote (or revised) **many** character and country profiles, in addition to creating the “Further Reading--country by country” section. We thank you, Joe!!*

## AIC Rules and Guidelines

Be ACTIVE, not simply reactive. Make your ideas known rather than waiting for someone else to contact you. Actively pursue your personal and national interests.

MINIMUM LEVEL OF PARTICIPATION — three (3) outgoing communications per participant per week.

Pursue several avenues of activity at the same time. "Don't put all your eggs in one basket."

Reply immediately to all messages received.

Stay in role — think in role, speak in role, write in role. Become that person as much as possible. Keep what James MacGregor Burns wrote in his book, *Leadership*, in mind:

*"The hallmark of most leaders in most cultures is not uncontrollable ambition or irrational, immoral or aggressive behavior but prudence, calculation and management."*

Write carefully. Give careful attention to clarity, mature diplomatic language, and the general rules of grammar, spelling and so forth.

Do not become preoccupied with violence.

Do not become preoccupied with "peace in our time" or with resolving the Arab-Israeli conflict once and for all.

It is absolutely against the rules of the simulation to speak—write a message or newspaper article—in someone else's name. It is the responsibility of each member of a country team to maintain the individual integrity of all roles.

The simulated world and the real world are separate realities. Follow the events that are occurring in the real world and learn from them, but keep that world distinct from your simulated world. Respond only to events in the simulation.

*\*\*During the time that the current exercises are underway events may take place in the outside world that might alter, even profoundly alter, certain aspects of the Arab-Israeli conflict. It is important for participants to remember that such events have no direct impact on the several simulated worlds of the several AIC simulations. Participants should learn from such outside events, but the events themselves have no direct impact on the simulations.\*\**

## Strategic Goals Statements

The Strategic Goals statement has a simple purpose—to set out, *as a guide* to action, what it is participants want to achieve. Strategic goals should *guide* participants in what they do throughout the simulation. If at some point in the simulation what participants are doing does not relate to their declared Strategic Goals, then what they are doing should be changed, or their Strategic Goals statement should be changed.

Below is the information that is to be provided in the Strategic Goals statement that participants are to draw up at the very outset of the simulation. Nothing else should be done during the first week of Phase Two until the Strategic Goals statement has been posted.

**Strategic goals statements should be posted by one character from each team using the form under your SUBMIT tab.** A strategic goals statement can be viewed only by the nsa, game mentor and the character posting it.

A couple of points to remember concerning Strategic Goals statements:

1. These statements are *not* for public consumption. Therefore, they are *not* rhetorical works—statements meant to convince others of the justifiableness, much less loftiness, of the goals propounded.
2. These statements should be specific. They should not simply say, for example, "we want a peace settlement with so-and-so." Rather, some details, some "bottom-line" details, should be included.

### Strategic Goals Statement Prompts

The following information should be included in all Strategic Goals Statements:

1. List and RANK ORDER (with most important on top) the goals that your nation wants to achieve with respect to the Middle Eastern region. If your nation's strategic goals elsewhere in the world significantly impinge on your goals in the Middle East, then those should be included as well.
2. List and RANK ORDER the countries that are most important in terms of addressing these goals.
3. List and RANK ORDER the potential outcomes you most wish to avoid.

## Weekly Reports

Each week during Phase Two, teams are to send to their NSA a "Weekly Report." The Weekly Report has three purposes:

1. Help participants think through—and perhaps evaluate—what it is that they are doing.
2. Make participants aware of how they are using the technical "resources" available to them.
3. Inform the NSA and Game Mentor of how team participants would characterize their actions and motivations.

**Weekly Reports should be posted by one character from each team using the form under the SUBMIT tab.** The Weekly Report can be viewed only by the NSA and the game mentor.

The following information should be included in the Team Weekly Report:

- *Which strategic goals has your team been most actively pursuing, and what specific steps have you taken?*
- *What "progress" (if any) have you made with respect to those goals, and what have been your main barriers to progress?*
- *What are your plans for the next week?*

## **Communiqués**

The basic medium of communication in AIC is the diplomatic **communiqué**. Communiqués are private messages between officials on different country teams.

Communiqués are sent directly to recipients; copies of all communiqués are automatically sent to the NSAs for the teams involved, and to the Game Mentor.

Participants can send communiqués only to individuals on their part of the communications matrix.

## **Communications Matrix**

A communications matrix governs communications patterns during Phase Two. This pattern has three purposes:

1. To assist participants to simulate more closely the real world.
2. To help participants focus their activity and their preparation.
3. To distribute more evenly among members of a team the activity during the simulation.

The matrix allows each participating role to communicate with:

- A dozen or more roles on its part of the matrix
- Their NSA
- Their Game Mentor

If a participant wants to communicate with an individual who is not on his or her matrix, there are two methods that can be used:

1. A team member who is in contact with that individual can serve as the messenger.
2. A participant on another team can serve as an intermediary.

## Press Releases

Press releases are a team's voice in the international community. Participants can use press releases to make proposals to other countries, state their country's position on matters of public import, publish information about domestic developments in their own country, or for a variety of other useful, reasonable and proper purposes.

Press Releases should take a strong point-of-view. A Press Release is a public statement that should reflect your country or character's worldview...it isn't a newscast where you need to be "balanced" and give all sides to the issue. A Press Release is where you let the world know how things **really** are (according to you) and is also where you can "correct" the misguided people who see things differently than you do ;-). The NSAs are most likely to send back Press Releases that lack a strong voice.

Please also keep in mind that Press Releases can be used to give others only the parts of the story you want them to hear. To put it another way, you may choose whether what you put in a Press Release is the entire truth, only the portions of the truth that you want others to know, or is completely false or misleading. Of course, you don't want to endanger your credibility casually, but the world of diplomacy is often built on subtle manipulations of the truth and on "spin."

Press Releases should contain fictionalized quotations from leaders—this means that if you're portraying King Abdullah, you can (and should) put words in his mouth ("We won't tolerate these kinds of threatening gestures," exclaimed his Highness Abdullah, etc.). These words won't likely be things you *know* that the leader you're portraying has said in real life, but we do ask that you try to make these quotes things you feel that your leader *could* say. Press Releases should be written in the form in which an article would appear in a newspaper or in an official governmental statement.

Please consider whether any Press Release you contemplate sending will help the simulation progress and relates to matters that are currently being discussed or resolved in the game situation, or are at least plausibly within the domain of what might be discussed. If the NSAs don't see such a connection, you're likely to get your Press Release sent back to you for revision.

*The best advice we can give you is to have fun with your Press Release. The best Press Releases involve creative ideas and a healthy dose of theatre. BE your character and don't be shy about laying on a little extra style.*

## Sample Press Releases

When you submit your strategic goals statement, weekly report, or action form you are prompted by a series of questions that help to guide your submission. Creativity, care, and thoughtfulness are required, of course, but you have some sort of guidelines to help you proceed. When you click on the link to submit a **Press Release**, however, all you get is a blank field. Because the strength of a good Press Release comes with the unique creativity that each writer brings to the task, we don't want to go too far in saying that *this* or *that* is a model Press Release. However, we want to illustrate some of the potential ways in which you can use the media to further your interests.

Here, for example, is a Russian Press Release that illustrates two simple purposes: clearly and directly publicly refuting an accusation *and* conveying the "truth" according to their nation's point-of-view:

In response to recent rumors that Russia was selling nuclear missiles and the capabilities to produce them to Iran, President Dmitri Medvedev called a press conference to set the record straight. "I would like to make it clear to Mrs. Ashton and the rest of the world that Russia never has and never will support the proliferation of nuclear weapons." President Medvedev went on to assure that the nuclear fuel they were providing to Iran could only be used for their nuclear power plant which opened recently in Tehran, and that great pains had been taken to ensure that no Russian nuclear material could be used for military purposes. He closed with the comment, "The implication that Russia would ever condone, much less aid, in the construction of nuclear weapons is an insult. We are extremely supportive of peaceful, green nuclear power generation. That is all." Based on this press release, it is extremely clear that Russia will continue to supply nuclear fuel for Iran's power plants, but it is equally clear that they will continue to keep a close handle on Iran's ability to use their fuel for military purposes.

All participating countries and diplomats in AIC come with a reputation—in some cases, that reputation is something that a team embraces, while other teams spends the entire simulation trying to shake this reputation. Since most AIC participants are Americans, and because America's relationship with Iran is so stormy, many AIC participants come in to the simulation thinking of Iran as a "bad actor," or as a nation that won't "listen to reason." Here's an example of an Iranian Press Release that tackles this problem of perception head on:

### Iran and Syria Forge Alliance

by Mahmoud Ahmadinejad

Representing Iran, President Mahmoud Ahmadinejad issued a statement today detailing and outlining the premise behind which Iran and Syria will work together. The President explained in his statement today that the two countries have been talking extensively, and he feels an alliance would be beneficial to both states. He continues to say, "Iran and Syria must work together to accomplish our strikingly similar goals. Our two great nations have the power to change the outcome of this conflict, and nothing is impossible together!" Both countries support a peaceful solution, if possible, and look forward to hearing ideas proposed regarding a two state solution. President Ahmadinejad also



wanted to make clear to Western nations that his country feels violence should only be used as a measure of last resort, if all negotiations fail.

Finally, here is a Press Release written by an Israeli leader about Iran, and they threat that this leader feels is represented by Iran. We include this example for a few reasons. First, notice the way in which the Press Release creates a sense of drama...you feel that you are there, watching the Premier speak. In addition, the Press Release has a strong voice. There is no question—agree or disagree—about where the Premier stands. A Press Release is a public statement that should reflect your country or character’s worldview...it isn’t a newscast where there’s a need to be “balanced” and give all “sides” *unless* you feel that doing so serves your purposes, as you seek to persuade others of the wisdom of your way of thinking. Finally, this Press Release shows an attempt to speak not only to Israel’s interests, but also to the interests of other nations. One strategy of persuasive writing and thinking is to put yourself in the position of your audience, and to remind yourself of *their* interests and *their* concerns. Think about it; if you feel that someone else has your interests in mind, you’ll probably be more willing to give them the extra benefit of the doubt.

“Today in Tel Aviv, Kadima Premiere Tzipi Livni officially stated her own stance on the current state of Iran in Middle Eastern affairs. “What we, Israel and every other supporter of the two-state solution, need to pull together for in the next step towards peace is the containment of not only Iran’s militaristic capabilities, but their bloated ego as well. Most of us political leaders sided with the two-state solution have been around the block more than a few times and a rogue loaded gun such as Iran only hinders the progress of... well... progress itself. The Iranian people are not the ones to be blamed though, rather the narcissistic leaders who have asserted their resources in just the right places to maintain control of the populace. Have we already forgotten the most recent Iranian presidential election? How the votes were legally challenged and then those challenges ignored by Incumbent Mahmoud Ahmadinejad? Does that raise any red flags at all? Well no matter the backlash we get from Iran we, Israel and our allies in peace, will press forward in the pursuit of peace and limit the reach of the corrupt heart of these great lands, which comprise the Middle East. So Iranian people, if you’re listening, this is the time to rise up against your oppressors and regain your country and return it to a platform of respect amongst the International community! Fight for your right to freedom and overthrow this tyranny!” After issuing this statement she quickly left the podium, refusing to answer any questions from a flock of rather stunned reporters.”

***Please use these samples as reminders, not as blueprints. The most important part of the simulation is the originality and inventiveness that each of you brings to it, and we want to be sure that nothing gets in the way of your creativity.***

*Thanks to Jacob Bach and Sam Schulman for their help with this section.*

## Action Forms

*To govern is to choose.* In perhaps a somewhat oversimplified and stylized form, government decision-making can be viewed as being a process of making choices from among a number of options. Various options, or alternative policies, frequently have different proponents within governmental decision-making forums. On some occasions, however, particular options may be regarded as undesirable by everyone.

The first step in choosing a course of action is to identify potential options. The purpose of the first part of the Action Form is to help — and indeed force — participants to do just that. Options may range from "Do Nothing" to extremely dangerous and costly (in political and/or military and/or economic terms) actions — for example, violence.

Actions — arms or trade agreements, demonstrations or riots, troop movements — as well as such violent acts as assassinations, guerilla or retaliatory raids or even wars — may be attempted by submitting an Action Form. Action Forms are reviewed by the Game Mentor.

The Game Mentor will validate action forms for plausibility and realism, will perhaps make adjustments in the probability assessments, and will then determine outcomes. In the case of actions that take place, the Game Mentor will either announce what happened in an update, or will recommend that the instigator post a press release.

**Action forms should be posted by one character from each team** using the ACTION FORM link under the SUBMIT tab. An action form can be viewed only by the game mentor, NSA, and the diplomat posting it.

The action form must be formulated by completely considering the consequences that the action will have on the simulation, including the reactions of other countries and potential backlash on your own country.

The content of the action form is indicated in the mock-up of the form on the following page. An Action Form must provide all of the 14 pieces of information requested—*please see the **Action Forms** section in the concluding **Using the AIC Website** section for the details.*

## Facilitators

Each country team has a "facilitator"—the teacher in the classroom in which the student participants are located. Facilitators have a critically important role to play in the simulation.

Here is how one facilitator described his role: "My dictate as facilitator-teacher was that no communications could be sent out that was not fully researched, well written in diplomatic language, carefully thought out, and guided by a specific diplomatic and political purpose."

The Arab-Israeli Conflict simulation has proven itself to be a powerful learning mechanism. Therefore it obviously has many strengths, but it also has its problems. It is to address these problems that we are setting forth the following expectations of facilitators:

### Guidelines For Facilitators

Facilitators are to ensure that:

1. All communications sent out by their students are **substantive** (vacuous communications, communications without substantive content or purpose, should not be sent), **relevant** (communications which are unrelated to the strategic goals that have been established should not be sent), and are **written in diplomatic language** (slang and vulgar language, as well as rudeness, are not appropriate—ever. All communications should be clearly and well written).
2. All messages received by their students are replied to—without exception.
3. Finally, that any violent acts initiated by their students are credible, relevant and in character.

The following are a number of general practices that many facilitators have followed that we strongly recommend to all facilitators:

- Let your STUDENTS DETERMINE what they undertake to do, but oversee their activity and call it into question if it seems to be going astray.
- Helping participants relate what they are doing to their STRATEGIC GOALS is crucial. Helping students refrain from "shooting from the hip" is appropriate.
- Participants are often intrigued by violence. Helping students understand the realistic place of violence in international politics is appropriate. Violence for violence sake, violence for personal reasons, or random violence is not appropriate.

- Participants are often intrigued by "grandiose" peace making. Helping students understand the gradualistic nature of peace making is appropriate.
- Electronic communication is a "cool" medium. It is important that participants use appropriate language—the language of high ranking political and diplomatic figures. Slang and vulgar language, as well as rudeness, are not appropriate—ever.
- Helping students write clearly and well is certainly appropriate.

Role-playing simulations are highly delicate educational structures because they are highly interdependent structures. They are also structures that elevate everyone to a position of importance, for what everyone does can have a great impact on everyone else.

This interdependence is one of the great strengths, and delights, of such exercises. But it is also one of their vulnerabilities, for one "irresponsible" participant can have a negative impact on the whole undertaking.

For this reason we call on all facilitators to **be scrupulous** about monitoring their students' work. We urge all facilitators to assume responsibility that all of the actions of their students be **in role, realistic, and conducted in "diplomatic" language.**

## **Game Mentors**

The role of the Game Mentor is to facilitate the operation of the simulation. Game Mentors strive to be neutral at all times, although circumstances may arise when they appear to be siding with one team or faction. Game Mentors will only intervene in the simulation when, in their best judgment, it becomes absolutely necessary to do so to keep the simulation reasonable and realistic, or to resolve otherwise irresolvable disagreements. Game Mentor will strive at all times to keep this YOUR activity.

The Game Mentor is both a role — that one or two individuals may fill — and a structure. The latter is composed of the Game Mentor and the AIC Director. Participants will be in more or less ongoing contact with the Game Mentor. Participants should also feel free to contact the AIC Director when they feel the need to do so. The AIC Director should not be contacted regarding routine matters related to the evolving story of the simulation. S/he may be contacted, however, to review the actions and decisions of Game Mentors.

Game Mentors have a variety of responsibilities, including:

- Monitoring of messages exchanged between participants. Game Mentors may occasionally comment on messages by means of replies.
- Determining the outcome of actions undertaken by means of Action Forms. Proposed actions will be judged on the basis of realism, plausibility and the effectiveness of their implementation.
- Mediating between the real and simulated worlds when this becomes necessary. When an event in the real world could have an impact on the simulation that was unintended by the participants, The Game Mentor will address the situation.
- Writing news articles or editorials when it is felt that they would help facilitate the operation of the simulation.
- Answer questions from the participants.


### **A Fundamental Difficulty Associated with the Game Mentor Role**

The Game Mentor has both individual and collective responsibilities, and these can be in conflict. On the one hand they are responsible for assisting students in each individual school to participate as actively and effectively as they can, and to help them pursue their goals as they have defined them. On the other hand the Game Mentor and NSAs have the collective responsibility of maintaining the integrity of the exercise for all participants in all schools. If all participants adhere to the basic rule of the Arab-Israeli exercise—to stay in role—then generally all is well. But if participants in a particular school, in the view of the Game Mentor and NSAs, depart from that rule, and thereby threaten the integrity of the simulation, those particular participants will find themselves being challenged and checked by the mentor staff. As a result they may well feel

frustrated and angry, and believe that the exercise is being taken away from them. To an extent they will be correct, but the integrity of the exercise for all participants must take precedence.

The conclusion that participants should draw from this is that it is incumbent upon each and every one of them to **stay in role, participate seriously, and participate actively.**

Facilitators should be fully engaged at all times to ensure that their student participants are doing so. If on rare occasions facilitators want to "appeal" a decision of a game mentor or NSA, they may do so by sending a message to AIC Director Jeff Stanzler (stanz@umich.edu).



## National Security Advisors (NSAs)

While the Game Mentor is responsible for the “big picture” of the simulation, the NSAs work closely with several country teams within a given simulation, supporting their work and challenging them to think more deeply, and to express themselves more clearly and with maximum diplomatic savvy. NSAs approve **Strategic Goals Statements** and **Press Releases**, as well as monitoring **Communiques** and responding to **Weekly Reports**.

### What does it mean to approve Strategic Goals Statements and Press Releases?

As you know, the **Strategic Goals Statement** should set out, with clarity and coherence, what a team wants to achieve and why. Remembering that your Strategic Goals Statement is not a public document, it should candidly convey your understanding of your country’s national interests, and be an unapologetic statement of self-interest. The NSAs will read your Strategic Goals Statement with an eye for cogent statements of national interests that seem reasonable and appropriate for your country.

The NSAs will probe both what is said, and how it is conveyed, with the goal of helping the diplomats to be clear about where they are and where they want to go. NSAs will ask themselves if what they’re reading makes sense to *them*, and they will ask for revisions if it doesn’t, simply because if a team isn’t clear about these foundational goals, the team members too often find the simulation to be frustrating.

When it comes to **Press Releases**, the NSAs will again be looking for a strong voice and point-of-view, and for a sense that the diplomats have thought both about what they want to say with this public document, and who their audience is. They will also be looking to see that it is focused and tells one “story,” and press release writers are encouraged to use stylistic touches like putting words in the mouths of your team members (“The French will not abide by any threatening gestures from either side,” said Foreign Minister Alain Juppe.)

In short, the NSAs do all they can to help the diplomats to articulate and ultimately achieve their goals. Like any good teacher, their role is to be your ally, someone who cares enough about you and your work to be honest with you, and to push back where they feel it is warranted. This means that they’ll be offering praise as well as challenges, and that they will be asking lots of questions.

*For information on **how** to submit these documents, please see the concluding section “**Using the AIC Website.**”*

## Political Divisions

International politics is not simply a matter of states as single entities interacting with each other. All states are composed, in a great variety of ways, of various interests — economic, social, religious, ideological, political, bureaucratic and so forth. These interests, again in a variety of ways, impinge on the political process. Furthermore, and importantly, governments are composed of individual people who themselves embody some of these interests and in addition have personal, political, and bureaucratic interests to pursue as well. What this all means is that international politics is a complex system of interactions at one and the same time within and between states.

In some political systems divisions among leaders and social groups are greater than in others.

» **Israel and the Palestinians** have divisions among political actors that are extremely pronounced. However, in both instances, the preponderance of political actors work within the same political system. One way of looking at these divisions is to see them as being between "ideologues" and "pragmatists." (Frequently, in this connection, the press refers to "extremists" and "moderates"). Those who are described as ideologues hold views regarding their nation's interests that they feel cannot be compromised. Pragmatists, on the other hand, approach most if not all political matters as being susceptible to negotiation and compromise. The Likud party in Israel has, until recently, held the position that no part of the "Land of Israel" can ever pass from under Israeli control. The Labor Party tends to hold the view that the Jewish and democratic character of Israel requires that some compromise must be reached regarding the territory that Israel holds. Among Palestinians the ideological viewpoint is held by such figures as Khaled Meshaal of Hamas. Their position is essentially the mirror opposite of that of the Likud: the Palestinians should have all of Palestine. On the Palestinian side, the pragmatic position is held by Mahmoud Abbas and Fatah. Time will tell if Abbas' seeming pragmatism will be blurred, as was that of his predecessor, Yasir Arafat, by the real or perceived necessity to see himself as the leader of the whole Palestinian movement, and therefore not to take positions—for example, pragmatic ones—that might alienate any part of the movement. It is important to remember that the divisions among Israeli and Palestinian leaders mirror divisions within the political communities that they lead.

» **Egypt and Syria**, as well as other societies in the Middle East, have significant, and by all indications increasingly important, "Islamic Fundamentalist" movements which are deeply opposed to the essentially secular political systems that govern their societies. The Muslim Brotherhood is not the only such "fundamentalist" organization, but it is probably the largest and best-organized Islamic group present in each country. The Brotherhood seeks a revolutionary change in the political system and thereby poses a threat to the leadership of each country.



## Peace and Violence

Peace and violence, in no doubt very different ways, hold powerful appeal. The former is recognized to be highly desirable by most, and the latter certainly attracts the keen attention of many. Except perhaps by the insane, neither is pursued mindlessly by political figures.

» All political leaders want peace on terms that protect their own, and their nation's interests, as they see them. They do not want peace unqualified. They would not be in positions of political power if they did.

» High-ranking political leaders use violence when they feel reasons dictate its use. Rarely do they do so simply because they find violence attractive. They understand its costs and unpredictability.

AIC participants are strongly urged to reflect on the above two points. They are also urged to keep these points in mind when considering possible courses of action:

***The mindless pursuit of violence—intriguing though it may be, or the mindless pursuit of peace—appealing though it may be, will only detract from the simulation and waste participants' time.***

### Further Notes on Violence

The use of violence should be looked upon as a highly risky undertaking. It should be contemplated only when the expected outcomes would be intolerable or highly unacceptable if it is not used. The consequences of using violence are many, and are frequently unexpected.

When considering the use of violence, always go over, very carefully, any and all alternatives to it. If an alternative seems at all possible, it should almost always be fully pursued first.

You are all serious high-level public figures with long-term personal, bureaucratic and national interests that are of great importance. Such figures rarely dabble lightly with violence.

A final point that should be remembered: AIC is not a war game.

*"Since war is not an act of senseless passion but is controlled by its political object, the value of this object must determine the sacrifices to be made for it in magnitude and also in duration. Once the expenditure of effort exceeds the value of the political object, the object must be renounced and peace must follow." -Karl von Clausewitz*

Violence has long been a part of the history of the Arab-Israeli conflict. At the present time, however, the overwhelming majority of the principal characters in the simulation have absolutely no interest in, or intention of engaging in, violence. For some "fringe" characters this is not the case.

Over the years, because a small number of characters may legitimately attempt to engage in violence, and because of the history of violence in the conflict, and perhaps most of all, because of the intriguing nature of violence, participants have been drawn to violence in ways that are completely out of character. And almost always, acts of violence have been detrimental to the simulation for the very simple reason that they have almost always been out of character. For those reasons, the following "rules" regarding violence are of crucial importance:

1. Violence on the part of the overwhelming majority of characters—those who hold the principal seats of political authority—should not even be considered.
2. Violence on the part of the few, mostly rather weak and fringe figures, may be considered. But, any violent acts that are initiated must conform to the general rules governing the simulation—they must be relevant and credible. Furthermore—any violent acts that are attempted must be accompanied by a full statement of explanation and support from the facilitator.

## Winning and Losing

In national and international politics there are occasionally moments when a particular actor, or even a country, may win or lose — for example, an election, a power struggle over a position or policy, a war. Generally (indeed almost always) this is not the case, however. Rather, individuals, bureaucracies and countries usually can best look over their past activities and conclude that they "gained a little here" and "gave up a little there." It is usually a combination of each.

Furthermore, a short-term win or loss may look decidedly different in a longer timeframe. This is rather poignantly the case, for dramatic example, with regard to a number of the wars that have taken place between Israel and the Arab countries.

1956 - Israel won the war, but President Nasser and Egypt won politically.

1967 - Israel won the war, but a strong case can be made that, as a consequence, she is to this day losing profoundly in social and political terms, both at home and in the eyes of much of the outside world.

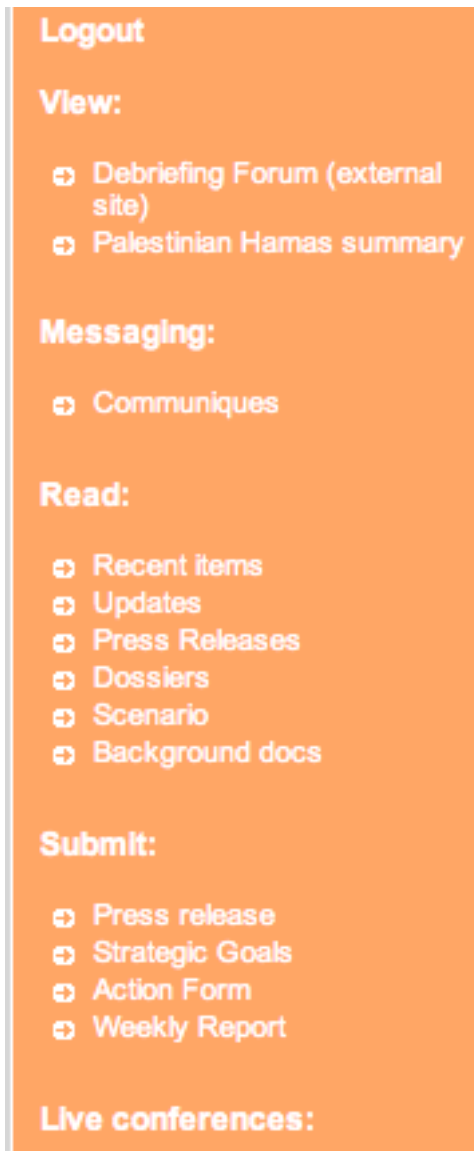
1973 - Because of superpower intervention, no one won the war, though Israel predominated militarily. However, both Egypt and Syria gained politically as well as in terms of territory.

1982 - Israel won the war, but failed to achieve any of her aims, with one partial exception — the temporary weakening of the P.L.O. Furthermore, she lost in terms of a variety of criteria: relative military standing, economic strength, morale and sense of self and direction, and even in terms of the security of her northern border.

The terms simulation and game are often interchanged or used together. However, a caution is in order in this regard, AIC, technically is not a game, lacking certain rules and structures that games require. Nevertheless, even if it were technically a game, it would not have winners and losers as do sporting events. The simple reason for this is that it seeks to simulate political reality, and such terms do not meaningfully characterize most of that reality.

# USING THE AIC WEBSITE

Here's a quick look at the student view of the site:



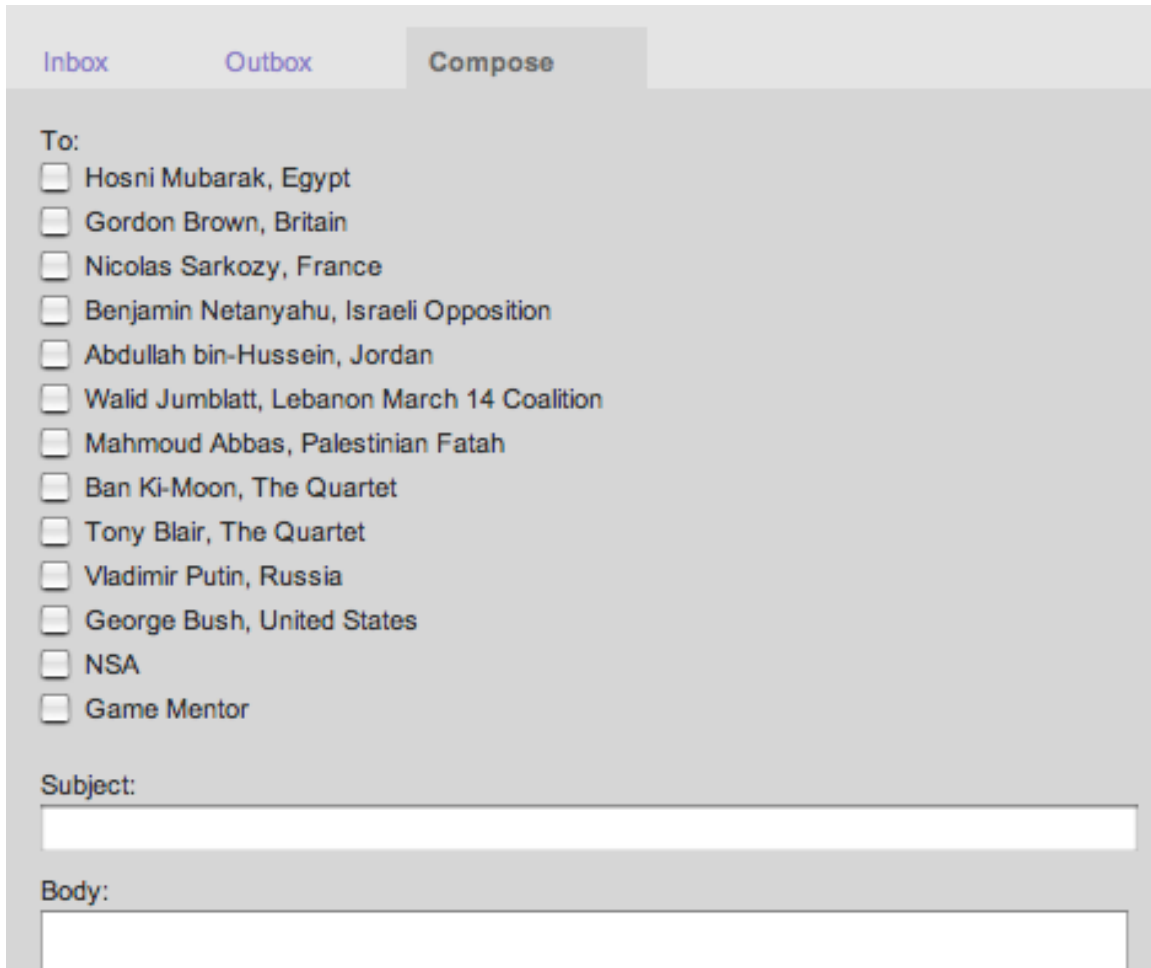
At the top, you'll see links to the debriefing (we'll use that at the end) and to the team summary. That is where the team can see what it's posted at a glance (you have this view for each of your teams as well).

Now, let's take a look at the first mode of communication used in the simulation—private messages, or **communiques**.

**Communiques**      **PRIVATE, not approved by NSA**

A lot of diplomatic "business" in AIC gets done through private **communiques**. You can have one-on-one discussions with other diplomats, or you can expand

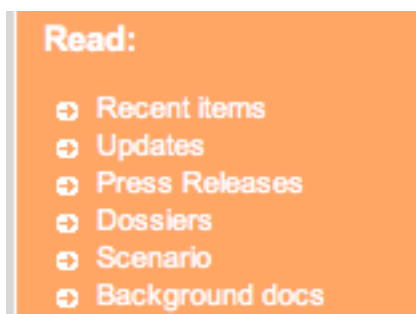
your conversations to a larger group. Whatever the case, you will need to use intermediaries to talk with characters who are not on your communications matrix. Each diplomat has a **matrix** of several characters with whom they can communicate, as seen in the example below for the Israeli Prime Minister:



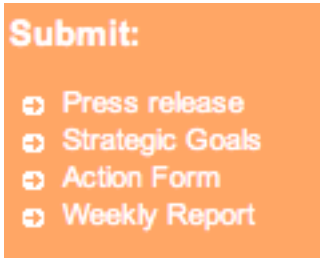
The image shows a screenshot of an email composition interface. At the top, there are three tabs: 'Inbox', 'Outbox', and 'Compose', with 'Compose' being the active tab. Below the tabs, the 'To:' field is populated with a list of names and affiliations, each preceded by a small square checkbox. The list includes: Hosni Mubarak, Egypt; Gordon Brown, Britain; Nicolas Sarkozy, France; Benjamin Netanyahu, Israeli Opposition; Abdullah bin-Hussein, Jordan; Walid Jumblatt, Lebanon March 14 Coalition; Mahmoud Abbas, Palestinian Fatah; Ban Ki-Moon, The Quartet; Tony Blair, The Quartet; Vladimir Putin, Russia; George Bush, United States; NSA; and Game Mentor. Below the 'To:' field is a 'Subject:' field, which is currently empty. At the bottom is a 'Body:' field, also empty.

You'll notice that there is also an inbox and an outbox like traditional e-mail.

## NEWS OF THE SIMULATION & INFORMATION RESOURCES



In the next section are links to the most recently posted items, to updates (these are general "what's happening" posts made at least a couple of times per week by the game mentor), to all of the approved press releases (which can also be discussed by the diplomats), to the dossiers section (this is a list of all of the characters with links to their character profiles) to the scenario, and to the background documents. This latter link takes you to our wiki space, where all of the character profiles can be found, as well as country profiles and an assortment of other documents that we hope will be helpful for the kids as they portray their teams, and as they get a sense of the different modes of communication in AIC.



This next section takes the students to where they can make all of the other kinds of posts they'll be making, apart from private **communiqués**.

**Strategic Goals Statements** **PRIVATE, approved by NSA**

When you click on the link to submit your Strategic Goals, you will be prompted to respond to three prompts:

*List and RANK ORDER (with most important on top) the goals that your nation wants to achieve with respect to the Middle Eastern region. If goals elsewhere in the world significantly impinge on goals in the Middle East, then those should be included as well.*

*List and RANK ORDER the countries that are most important in terms of addressing these goals.*

*List and RANK ORDER the potential outcomes you most wish to avoid.*

Once you submit your Strategic Goals, you will receive feedback from your NSA (the only person who sees your Strategic Goals Statement) with her impressions of how well you've put together your goals, both substantively and structurally. The NSA may ask you to revise portions of your statement and to resubmit it—their goal is always to help you to clarify or broaden your think so that you can better succeed in the simulation. If they want revisions before approving your goals, it will be clear to see in your team summary space, as seen in the following example:

## Summary for Israel Center

### Press Releases

#### Returned

[Israeli Press Release](#), by Yossi Beilin on October 22, 2008 12:57

#### Published

[Tzipi Livni comments on Three Peace Plans](#), by Tzipi Livni on October 28, 2008 13:39

[Israel's view on Syria](#), by Tzipi Livni on November 07, 2008 13:34

### Strategic Goals

#### Pending (saved, but not submitted)

[Israeli Strategic Goals](#), by Tzipi Livni on October 24, 2008 13:03

[No title](#), by Ehud Barak on October 31, 2008 13:02

[No title](#), by Ehud Barak on November 03, 2008 12:56

#### Returned

[Goals for Israeli Center](#), by Tzipi Livni on October 10, 2008 13:29

Clicking on the "returned" Strategic Goals Statement takes the student to the returned goals statement with the comments from the mentor outlining the desired changes, or the questions he would like the diplomats to respond to.

## Press Releases PUBLIC, approved by NSA

Press releases are a country team's voice in the international community. Participants can use press releases to make proposals to other countries, state their country's position on matters of public import, or publish information about domestic developments in their own country.

Press Releases should take a strong point-of-view. A Press Release is a public statement that should reflect your country or character's worldview...it isn't a newscast where you need to be "balanced" and give all sides to the issue. A Press Release is where you let the world know how things **really** are (according to you) and is also where you can "correct" the misguided people who see things differently than you do ;-). The NSAs are most likely to send back Press Releases that lack a strong voice.

Please also keep in mind that Press Releases can be used to give others only the parts of the story you want them to hear. To put it another way, you may choose whether what you put in a Press Release is the entire truth, only the portions of the truth that you want others to know, or is completely false or misleading. Of course, you don't want to endanger your credibility casually, but the world of diplomacy is often built on subtle manipulations of the truth and on "spin."

Press Releases should contain fictionalized quotations from leaders—this means that if you're portraying King Abdullah, you can (and should) put words in his mouth. These words won't likely be things you know that the leader you're portraying has said in real life, but we do ask that you try to make these quotes things you feel that your leader *could* say. Press Releases should be written in the form in which an article would appear in a newspaper or in an official governmental statement.

Please consider whether any Press Release you contemplate sending will help the simulation progress and relates to matters that are currently being discussed or resolved in the game situation, or are at least plausibly within the domain of what might be discussed. If the NSAs don't see such a connection, you're likely to get your Press Release sent back to you for revision.

*The best advice we can give you is to have fun with your Press Release. The best Press Releases involve creative ideas and a healthy dose of theatre. BE your character and don't be shy about laying on a little extra style.*

### **Action Forms**                      **PRIVATE document, approved by MENTOR**

The action form is used when a team wishes to impose an action in the game like a potential ceasefire, movement of troops, or even a suicide bombing. The reason for wanting to carry out an action must be viable and flow with the direction in which the simulation is going.

The action form must be formulated by completely considering the consequences that the action will have on the simulation, including the reactions of other countries and potential backlash on your own country.

In order to successfully complete an action form, you must present four different, well thought-out plans of how the action could happen and the likelihood of success in each case. In planning an action form a team must formulate a cost-benefit analysis of completing the action. The consequences of failure should be considered as well. As you'll see below, diplomats are requested to outline four possible courses of action for responding to the concern or event. One of these is always "do nothing," and each option is considered (see below item II) in light of five criteria.

Action forms should be posted by one member of the team via the link under the SUBMIT tab. An action form can be viewed only by the game mentor, NSA, and the character posting it.

It is the job of the mentor to approve these action forms, working in concert with



the NSA for that team, and the entire mentor group.

Once an action form is submitted into the game, the game mentor will announce the action through a News Flash update in which all teams will be told about the event.

I. Concern to be addressed or Event to be reacted to:

II-V. WHAT ARE THE MAIN OPTIONS THAT HAVE BEEN CONSIDERED IN ADDRESSING THIS MATTER?

Option 1: DO NOTHING

A. Likelihood of success:

B. Positive Outcomes:

C. Negative Outcomes:

D. Principal proponent (Role(s) on your team):

E. Principal opponent (Role(s) on your team):

VI. ACTION to be taken (from those listed above):

VII. REASONS this option was decided upon:

VIII. METHODS used:

IX. Probability of action being undertaken "realistically." (1-very low; 2-low; 3-fifty-fifty; 4-great; 5-very great; 6-certain.) (specify which number):

X. Outcomes to be achieved by success:

XI. COSTS you are prepared to incur to achieve these outcomes: (Note: Costs include political or military, as well as financial, economic and other consequences.)

XII. Probability of action being successful: (1-very low; 2-low; 3-fifty-fifty; 4-great; 5-very great; 6-certain.) (specify which number):

XIII. Consequences of failure:

#### XIV. Facilitator's reaction:

### **Weekly Reports**      **PRIVATE, reviewed by NSA**

At the end of each week during the simulation, each team should submit a weekly report of its activity to their National Security Advisor (NSA). The report should respond to questions like:

- Which strategic goals has your team been most actively pursuing, and what specific steps have you taken?
- Who have you been speaking with?
- What progress (if any) have you made with respect to your goals, and what have been your main barriers to progress?
- What are your plans for the coming week?

Although diplomats can communicate **anytime** with their NSAs, the primary purpose of the **weekly report** is to facilitate a regular conversation between the diplomats and their NSAs, and to have a constant reminder that each team has strategic goals that it needs to keep constantly in mind.

### **Live Conferences**

Most of the communication in AIC is asynchronous, but some have requested that we offer a live chat option, so we have instituted "**Live Conferences.**" At your discretion, the diplomats may schedule live conferences with other simulation participants, or with their NSA. The mechanism for doing this is available on the site.

# FACILITATOR IDS

Facilitators can see the activity of all of their teams, across any of the simulations in which their students are participating. In the view we see below, there are links to this facilitator's teams across several games:

**Welcome to AIC!**

The Arab-Israeli Conflict / Middle East Simulation (AIC) is a political and diplomatic character-playing simulation run by Interactive Communications & Simulations (ICS) at the University of Michigan. Its purpose is to immerse participants in the dynamics of national and international politics -- and thereby help them to become aware of the complex nature of political reality.

If you are participating in the current AIC simulation, please log in at right.

If you are interested in joining an upcoming simulation or would like more information, please visit the [ICS Gateway](#) and/or contact Jeff Stanzler at [stanz\[at\]umich\[dot\]edu](mailto:stanz[at]umich[dot]edu).

**Logout**

**View:**

- Debriefing Forum (external site)
- Jordan (red) summary
- Russia (red) summary
- Saudi Arabia (blue) summary
- The Quartet (blue) summary
- Palestinian Fatah (blue) summary

Your **Read** section works like the section that the student diplomats see, except that it gives you access to updates or press releases posted in any game in which your students are involved...see the tab at the top to access the postings from the various games:

View updates in red blue gold silver green amber

**Latest Update**