

STATECRAFT INSTRUCTOR'S GUIDE

This brief instructor's guide contains the answers to frequently asked questions about general setup and operation of the Statecraft simulation. Please read it carefully before beginning the simulation.

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Number of turns:

7 to 8 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, it is recommended to have at least 6. But if it runs for longer than about 8 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.

Turn Length:

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.

Do not tell students when the last turn is:

Professors typically write “Turn 7?” Turn 8?” etc. on the syllabus and tell them they wouldn't know when the simulation would end—and won't announce it was over until the last turn had concluded—to maintain the “shadow of the future” so countries didn't do unrealistically crazy things on the last turn. However, some professors choose to tell them exactly when it will end because I wanted them to see how countries behaved differently with no expectation of future interactions to teach some lessons about the importance of iterated games, etc.

Turn start and ending times:

There is no right answer here, but for one-week turns professors typically prefer 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 some professors like to make it longer to keep people in suspense). So my turn schedule would look like this:

<i>Turn Zero (setup turn):</i>	Jan. 24 (Monday) 8 am (arbitrary) to Jan. 29 (Saturday) 12 noon.
<i>Turn One</i>	Jan. 29 (Saturday) 8 pm to Feb. 5 (Saturday) 12 noon.
<i>Turn Two</i>	Feb. 5 (Saturday), 8 pm to Feb. 12 (Saturday), 12 noon.
<i>And so on...</i>	

Class time devoted to Statecraft:

If each turn lasts one week, **it works well to devote about 45-50 minutes of class time per week to the simulation during those 7 to 8 weeks that the simulation is running.** (This equates to one day per week in a Monday-Wednesday-Friday course). Professors normally devote Mondays to Statecraft for that 8 week period and use Wednesdays and Fridays for lecture and other activities. If you are devoting some class time to Statecraft, try to do it earlier in the course of each turn rather than later: since some turns start at 8 pm Saturday, give students class time to interact and make decisions the following Monday. I wouldn't advise waiting until Friday to let them simulate if the turn is going to end the next day, since it will be much less useful to students in that case (they probably will have made most of their decisions for that turn by then).

The professor doesn't have to structure this simulation time: just make sure students are sitting with their country groups, make sure they know where each country is located in the class, then tell them they are free to interact with other countries and they'll know what to do. Tell them they can leave the classroom to conduct negotiations, etc., in the hall, vacant classrooms, etc., as long as they are quiet, don't disrupt any other classes, and don't go too far so other countries can find them. Professors typically walk around and observe the discussions and negotiations different groups are having (especially try to attend UN meetings when you can), and make it clear that anything you hear will remain confidential. This frees them up to have some very

interesting conversations with you in the heat of the moment. Professors periodically ask students what their plans are and give them some strategy tips (especially if they ask) but generally try to avoid interfering in the development of their world.

One thing to do is make the first UN meeting mandatory (UN representatives from all countries must get together once during the first in-class session), then after that countries can choose to use the UN as much or as little as they choose—and there is quite a bit of variation, although most worlds hold UN meetings each week and make effective use of this IGO.

The benefits of using Statecraft in class:

Statecraft can be run entirely outside of the classroom, but the simulation can be much more compelling for students if they can actually meet with members of their own and other countries face to face. (They normally do some of this outside of class anyway, but I would recommend at least devoting a small amount of class time to the simulation during the first couple of turns so they can meet each other and get a sense for who is who). If at all possible we strongly recommend devoting at least a half an hour (and up to one hour) each week to the simulation during the 7 to 8 weeks that the simulation is running.

Statecraft Simulation In-class orientation:

Dr. Keller:

“I always have one 50-minute class session devoted to Statecraft orientation (this is *before turn 1 of the simulation begins—usually the week before*). During that session, I announce which students are assigned to which country (just named A, B, C, etc. at that point), I show them where each country is on the Statecraft world map, and I assign each country to sit in a specific part of the classroom. I then tell them to get into their country groups and meet each other, and tell them they need to make the following decisions before they leave class that day:

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

I also go through the basic rules of the simulation, but I now have **automated student tutorials that will cover all of this** on the Statecraft website so you shouldn't have to deal with any of this.”

Turn Zero of the simulation is the “setup 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, choose their government type, etc. 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, etc., and enter this information online. (If you have an orientation session in class, I'd suggest scheduling 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).

Nuclear Weapons:

The "Historians' Verdict Award" is not something that is part of the simulation itself, but can be added to the syllabus as 10 points of students' course grade (only 1% for my 1,000-point possible course, but it has turned out to be plenty effective). The 10 points are given to any country that does not launch a first nuclear strike against another country. Some professors choose to use this because some Statecraft worlds have more conflict (particularly nuclear conflict) than others. It is very rare for countries to go into nuclear war while this is active

Statecraft Intensity:

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. We have found that by making my 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.

God Controls:

When professors have a problem with some students engaging in negotiations on non-simulation days they have the power to inflict natural disasters and other unpleasant events on countries. So you can casually mention that if you see students not paying attention then you'll hit their country with a meteorite, earthquake, etc., and that took care of the problem (we recommend just deducting a hundred or so resources from that country due to the disaster, and the loss of those resources is meaningful in the simulation). You can cause these events easily using "God Controls" from within your professor screen—just select how much of which resource you want to destroy, and type a message indicating the nature of the disaster. (You can also add resources as a bonus for good behavior—or perhaps good exam performance, etc.).

A recommended way to grade Statecraft:

There are many possible models here, but this is what have worked:

Weekly simulation memos are worth 40 points (4%) of my students' course grade, a final paper integrating the simulation with class material is worth 50 points (5%), the simulation manual quiz is worth 30 points (3%), and—as described above—the Historians' Verdict Award is worth 10 points (1%). **Beyond this, some make all of the simulation awards extra credit.** (So the 5-

point global peace award, for example, would raise a student's course grade by $\frac{1}{2}$ of 1%. Almost invariably the countries that earn the most points are those who really deserve them, but there are chance events that can affect outcomes so I don't want these awards to dramatically affect students' grades.

Students really respond to these extra credit incentives and it makes them take the simulation extremely seriously. (Amazingly, they will spend hours and hours trying to achieve a 5-point award when one question on a 45-question exam is worth 5 points—but they don't think of it in these terms, probably because the simulation seems like a fun way to earn credit). The presence of these incentives causes real politics to occur: students come up with incredibly complex deals, negotiate all sorts of compromises, have serious conflicts, etc., in order to maximize extra credit and (in some worlds, anyway) make things equitable, and Dr. Keller designed the awards to replicate the sorts of global and national goals that motivate countries. Just lay out the incentives, then let your students go and you'll be amazed what they come up with.

Dr. Keller:

"I don't make the simulation worth a large percentage of their course grade because my view is that the simulation is meant to facilitate all of the learning that happens in the class (lectures, reading, etc. can all be tied in to the simulation—see below). So pedagogically I view the simulation as a means to an end. Yes, some students will get somewhat better simulation scores than others, but I'm more interested in students reaching a threshold of being very interested and involved in the simulation to provide a vivid personal context for grasping key concepts, theories, and cases, and most students reach that threshold because of the extra credit incentives I set up. You might want to set a cap on credit (say 35 points, or 3.5% of one's course grade) just in case some country is able to really clean up on the awards (this has never yet happened in one of my worlds, but it is theoretically possible)."

If you don't like the idea of extra credit there are lots of other grading models that can be used. For example, you might make the simulation worth 5% or 10% of students' course grade and then have their simulation grade calculated as follows (with 100 points possible)

- Achievement of Statecraft awards (most are 5 points each):
 - 25 points (5 awards) and above: 50 points
 - 20-24 points 45 points
 - 15-19 points 40 points
 - 10-14 points 35 points
 - 5-9 points 30 points
 - 0-5 points 25 points
- Participation (simulation memos, quality of participation in class discussions linking Statecraft to course material, etc.). 50 points
- TOTAL 100 points

****NOTE:** most countries' point totals from the awards themselves will range from 10 to 25 points (with more countries in the 20's in more peaceful worlds and more countries closer to 10 in the more conflictual worlds). If you added the Historians' Verdict as a 10-point simulation award, then expect scores to range from 20 to 35.

Also keep in mind that you can tweak the incentives for global cooperation versus competitive action by making certain awards worth more or less. For example, you might try increasing the incentive for global peace from 5 points to 10 points, or making the global awards worth twice as much as the competitive country goals, or reducing the Historians' Verdict from 10 to 5 points, although I'd be careful about tweaking these too much the first time you run the simulation: these awards have been designed to replicate key real world incentives and seem to work pretty well in their current form.

Integrating Statecraft into your course

We have worked hard to make this easy. See the detailed **lecture outlines** (with references to Statecraft in red and many suggested discussion questions), **test bank** (with 95 questions, organized by topic) and **paper assignments** on your professor screen in Statecraft. In general, just find a topic you are going to be dealing with in your class on a given week, glance over the lecture outlines related to that topic, and you'll know what specific elements of students' experience in Statecraft help to illustrate those concepts. Then use the discussion questions, quiz/exam questions, and paper assignments as little or as much as you wish as an aid in assessing students' learning.

Also, we highly recommend having your presidents write you a special memo each turn regarding the specific decisions their group made along with what the grand strategy is in the simulation. This will give you an incredibly in depth understanding as to the current scenario playing out in the simulation.

What the professor does:

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.

Interfering in the Statecraft world:

Statecraft has been designed to function effectively without any direct intervention by the professor. In fact, we strongly recommend a “hands off” approach, at least the first time you run the simulation. If you choose to become more involved, you can use the “God Controls” mentioned above 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, we recommend tweaking the award system so that the hegemon you create, for example, doesn’t just clean up on all of these awards and give its student members disproportionately high simulation scores. You could also rerun the simulation a couple of times during the semester (perhaps shortening the turn length) to illustrate various things—for example, on turn 1 give all countries sizeable nuclear arsenals to see how their interactions would change with MAD in effect—and reduce or remove the default awards. But these are pretty dramatic departures from the way the simulation was designed to run, so we recommend using the default system with no interference and 7 to 8 one-week turns the first time you run it before modifying these key conditions.