

Arab-Israeli Conflict (AIC) Simulation Mentor Seminar: Education 463/MENAS 463

Fall 2018 Wednesday 12-1/Friday 1-3, 2334 School of Education

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Canvas Site: “Arab-Israeli Conflict Mentor Seminar F2018”

Simulation Website: <http://aic.conflix.org/> (also linked via CANVAS)

Country and Characters Website:

http://aic-background.conflix.org/index.php/Main_Page (linked via CANVAS)

Course Purpose

This course is based on the idea that the most meaningful learning happens when one is actively engaged in a purposeful activity. By participating in AIC as a mentor, I hope that you will learn more about the politics and history of the Middle East, but that you will also have opportunities to think deeply about the nature of diplomacy, about what is important to you as a learner and a teacher, and about what it takes to foster thoughtful discourse.

Commitment

Each year hundreds of students participate in AIC. A significant part of their experience depends on the work of the mentor team. Because your role is so important, it is essential that you make a commitment to fulfilling your responsibilities until the end of the term. By taking this course, you are taking on the job of a teacher, and your work will impact many others.

Course Requirements

Your responsibilities include the following:

- 1) **Learn the simulation.** Read the rules, learn how to use the website, and be familiar with the characters and the scenario. There will be several activities and readings in the first few weeks related to this.
- 2) **Check in on-line every day** during the 10 weeks of simulation "play." Yes, you really need to check in to the game EVERY weekday. If you absolutely cannot get online a certain day, you *must* let me know by e-mail or phone and make sure one of your colleagues can cover for you. Exactly what you will do online, and how we will divide up the mentoring work, will be discussed very soon.
- 3) **Attend class.** There will be many issues that come up as you go along, and while you should contact me immediately with urgent concerns, our class meetings are the place to solve problems together and share ideas. Class meetings are also times for you (and your fellow team members) to determine what needs to be done in your simulation. If, because

of unavoidable circumstances, there is no alternative to your missing a class meeting, I expect that you will contact me beforehand.

4) **Reflect on what you do.** I want to know what was challenging, what was frustrating, what was rewarding, and what you think could be done to make AIC better for the participants as well as the mentors. Take note of these thoughts as you have them, and bring them up in the seminar. There will be regular written and in-class assignments that will ask you to engage in specific reflective tasks, drawing upon these observations.

Class Schedule

September 5: We'll talk about the course, and about the playful spirit of learning that animates it. We'll also talk about the strategic questions paper due on September 12 (see assignment description under September 12).

September 7: We'll discuss the Burbank-Cooper reading ("Empires in World History," pages 377-388) and look at the roots and the nature of the conflict, as well as the "Everything you need to know about Israel-Palestine" guide (links on the announcements page of our CANVAS site). Regarding the Israel-Palestine guide, be prepared to talk and ask questions about the challenges of reaching a 2-state solution. We'll also speak more about the simulation and about your mentoring work.

Country Reviews: Over the next few weeks, we'll share the task of getting acquainted with the domestic and international politics of the nations/organizations represented in our simulation. You'll each be reading about several of those nations, and we'll discuss them all in class. As you do the readings in preparation for these discussions, consider questions like: **How does the nation define its interests with regard to the Middle East? How militarily strong is the country? Whatever its military strength, what other sources of regional influence does the nation have? How are its leaders chosen? How invested is the nation in a "two-state" solution in Israel/Palestine? What are their important domestic political considerations?**

September 12:

1) We'll start our **country review** discussions today, discussing the **round one** countries you are writing about for your **strategic questions essay**. Please read the **country profile** and the *what you should know about playing...* at the *AIC country and character profiles* site (links on the announcements page of our CANVAS site and at the beginning of this syllabus) about **your group's country**, plus the articles about your country under **Files** on CANVAS.

Round One Countries: Jordan (Group 1) Saudi Arabia (Group 2) Egypt (Group 3) Russia (Group 4)

2) **Strategic Question Essay:** Please write a **double-spaced essay of appx. 750 words (due on CANVAS by midnight, September 13th)** responding to the question below that corresponds to the country you were assigned to research. Please be careful to both *make and support your assertions*:

**** Jordan is considered to be an important “moderate” Arab nation (in the eyes of Israel and the West, to be sure). Why are they considered to be “moderate,” and how does the presence of a huge Palestinian population in Jordan affect its political actions/outlook? (Group One)**

**** Many say that Saudi Arabia’s primary regional interest lies in protecting “stability.” The Saudis surely define stability in broad and varied terms. Talk about the different kinds of stability that the Saudis seek to protect, and how they try to do so. (Group Two)**

**** Since the military took control of Egypt’s government in 2013, relations have warmed somewhat between Israel and Egypt, and Egypt has shown growing interest in mediating between Israel and Palestine (especially Hamas). What has Egypt done in this connection, and what does Egypt have to gain from taking on this kind of leadership role? (Group Three)**

**** Russia’s involvement in Middle Eastern geopolitics continues to grow, most notably with its involvement in the Syrian Civil War, but also extending to its relations with Palestine and Israel. Talk about Russia’s policy regarding the Israeli-Palestinian conflict and about the nature of the connections between Russia and both Israel and Palestine. (Group Four)**

RESEARCH GROUPS

Group 1:

Group 2:

Group 3:

Group 4:

September 14:

1) We’ll discuss the Birnbaum/Tibon article (“How the Israel-Palestine Peace Deal Died”) today. Please come to class prepared to talk about the images you’re given of President Abbas and Prime Minister Netanyahu, your sense of the internal dynamics on all sides, and what you understood of the factors that kept the negotiations from bearing fruit.

2) We’ll also continue our **country review** discussions today, discussing the **round two** countries and organizations (listed below) that you’re reading about for today.

As before, please read the **country profile** and the ***What You Should Know about playing...*** on the *AIC country and character profiles* site for the country or political organization that you are assigned, as well as the readings for your country on CANVAS.

Round two countries: The Lebanon March 14 Coalition (Group 1)
The Lebanon Hezbollah Coalition (Group 2) Iran (Group 3) France (Group 4)

September 19:

Please bring to class the sample goals statement for the **round two** country that you studied with your comments written on it ***as you would actually address them to the student diplomats.*** *Do your utmost to both consider and reflect back to the student diplomats the strengths you see in terms of its ideas, composition, clarity, evidence of thought, etc. Please discuss where the statement needs to be clarified or sharpened, and remember to use the powerful tool of posing questions...if something is unclear, how would you frame your request for clarification? Honor the concerns that you might have about the document, but seek language that conveys a sense of respect for the efforts of the student diplomats, and that you feel is encouraging even if you are asking for revisions (which you **must** not be shy about doing). Finally, think about what is MOST important for them to work on...you likely won't be able to polish this entire document, so what are the priorities?*

You'll hand in a paper copy of your marked-up strategic goals statement at the end of today's class.

The Simulation

The AIC website opens on September 17th, as the country teams research and start posting their strategic goals statements. The actual simulation begins on Monday, October 1st. There will be several simulation-related assignments that will be discussed in class, as will the specific nature of your mentoring work. For the moment, know that your work related to the simulation is the central part of your overall coursework, and **I expect that you will be online every day** starting September 24th, and during the 10 weeks of the actual simulation (apart from your Thanksgiving break, of course).

September 21:

1) Please read the **country profile** and the ***what you should know about playing...*** sections on our website about the following **round three** countries, along with the readings for your country on CANVAS.

Round three countries: European Union (Group 1) Turkey (Group 2)
Iraq (Group 3) Syria (Group 4)

2) Complete your own Strategic Goals Statement for the **round three** country that you're researching for today (a **blank strategic goals statement is posted under FILES**). This assignment is to be handed in on CANVAS by class time. ***Please also bring four copies of your strategic goals statement to share with your colleagues.***

September 26:

- 1) We'll continue going over the Strategic Goals Statements you brought to the last class.
- 2) With the formal start of the simulation just around the corner, we'll take a tour of the site and go over the logistics of site navigation, and we'll look in detail at the business of responding to strategic goals statements.

Most of you will serve as National Security Advisors (NSAs) to several country teams. I expect that over the next two weeks you will read the country profiles for the teams that you've been assigned.

September 28:

- 1) We'll review the **scenario** today, so please read it (available on CANVAS) before class.
- 2) We'll also talk today about Press Releases, and I'll give you an assignment that will be due in class on October 5th.
- 3) We'll talk about the political scene in Palestine (Read the articles in the Palestine MODULE on CANVAS).

“The Lemon Tree”

Over the next few weeks, we will be reading and discussing the book “**The Lemon Tree: An Arab, a Jew, and the Heart of the Middle East**,” by Sandy Tolan (New York: Bloomsbury USA, 2006). During the class sessions designated below, we will discuss that week's readings generally, and you'll have a specific assignment for class detailed below related to those readings.

October 3:

Lemon Tree, Chapters 1-4: Choose a passage from the week's reading that really caught your attention... a new insight, an illuminating perspective, an instructive bit of history. Be prepared to share and discuss the passage you've selected, and to tell your colleagues about your reaction to the passage, what it made you think about, what questions it raised, etc.

October 5:

We will discuss Weekly Reports, and we'll talk about the political scene in Israel (Read the articles in the Israel MODULE on CANVAS).

*We will also discuss the Press Release assignment that was distributed in class on Sept. 28th, and that is due **in class** today.*

Mentor Team Meetings

We will have several concurrent simulations running, and you will be a member of a mentoring team that will facilitate one of these simulations. We'll speak in class about the specifics, but my expectation is the NSAs will come to *each class meeting* prepared to briefly discuss the content of any recent **press releases** that they've approved, or that have been submitted by their teams, and that everyone (especially the Game Mentor and the originating team's NSA) will have reviewed any submitted **action forms**.

October 10: Team Meetings/Review of your mentoring work. We'll also look at how the simulation looks to the teachers and their student diplomats.

Close Look at Your Mentoring

I will ask each of you to choose and share with me recent examples of your mentoring interactions so that I can offer you some feedback, support and guidance. I'll tell you more in class, but the basic idea here is that you'll include a piece of student work and your response to it, and write out and your rationale for responding as you did. This is an opportunity to both focus on the details of your work and to reflect on your process, and on the mentoring choices you make. You'll do this on two separate occasions, **once on October 12th and again on November 2nd.**

October 12: Lemon Tree, Chapters 5-7: Once again, choose a passage from the week's reading that really caught your attention... a new insight, an illuminating perspective, an instructive bit of history. Be prepared to share and discuss the passage you've selected, and to tell your colleagues about your reaction to the passage, what it made you think about, what questions it raised, etc. **Close Look at your mentoring #1 due by midnight...details to follow.**

October 17: Lemon Tree, Chapters 8-10: Be prepared to speak in class about a *specific connection* you've seen between something that you read about in Lemon Tree and your work as a mentor. Be prepared to talk about something you've read about that you think would be important for your students to know, consider, or understand, and speculate a bit about how you might support such understanding through your work.

October 19: In addition to our team Meetings, we're tentatively planning to video conference today with one of our teacher/partners. You'll also have your first meeting with your **mentor partner**.

Mentor Partners

Each of you will compare notes with a classmate who is working with teams that you are working with, or taking on a similar role, but in a different game. This will be an opportunity for you to look closely at the work done by your diplomats with fresh eyes, and to think about the nature of the work and what it shows you, in addition to what you might choose to do with the work in terms of the simulation. We'll talk more about this in class.

October 24: Team Meetings/Review of your mentoring work. We'll also talk about the second **Close Look at your mentoring** assignment, which will be due on **11/2**.

October 26: Lemon Tree, Chapters 11-14: We'll discuss the concluding chapters, with a special focus on the question you responded to in the essay you'll turn in today.

Due October 26th, an essay of at least 750 words in response to the question: Do you see “The Lemon Tree” as being ultimately a hopeful book? In your essay (to be handed in on CANVAS by **midnight**) articulating your opinion, please support your response by discussing *specific* references from the book. In this paper, I will be looking for you to take a stand and to support that stand with evidence from the book as well as from your own point-of-view and experiences, and through your own process of making meaning.

In-Class Presentations:

Starting **November 14th**, each mentor team will take a turn making a short, informal presentation to the class related to an issue/s unfolding in their game. I’ll ask that you talk about a situation in your game where you’re facing a choice of some kind, whether it be how or whether to enact a particular action form, how to complicate things for a country team that is taking a strong initiative in the game, or how to present productive challenges to your diplomats. We’ll talk more about this in class.

I’ll give you a specific schedule for these presentations on November 2nd.

In the News

For our class meetings on November 7th and December 7th, I’ll ask that you read an article or watch a video in advance of class, something that will allow us to go into a little greater depth about some aspect of regional geopolitics. I will be selecting these readings as close to the actual due dates as possible, and will talk more about the specific details in class.

The rest of the term schedule in brief (Schedule subject to change)

Date	Class Topics	Assignments Due
10-31	No class meeting	Continue daily on-line work
11-2	We’ll talk about the in-class presentations (which start on 11-14) and the presentation schedule. Group discussion of simulation, team meetings.	Continue daily on-line work Close look at your mentoring work assignment #2 due today on CANVAS.
11-7	In the News #1 Group discussion of sim., team meetings	Continue daily on-line work
11-9	<i>Guest Speaker (tent.): Ashley Bates</i> —journalist once based in the Gaza Strip, the West Bank, and Jordan, and longtime Executive Director at Hands of Peace (www.handsofpeace.org), a dialogue and leadership program for Palestinian, Israeli, and American teenagers. (Readings posted on Canvas).	Continue daily on-line work
11-14	In-class presentations begin. Group discussion of simulation, team meetings	Continue daily on-line work
11-16	In-class presentations continue. Group discussion of simulation, team meetings.	“Yes! Moments” paper due by midnight tonight on CANVAS (details in class). Continue daily on-line work
11-21 & 11-23	Thanksgiving Break: No class meetings	
11-28	Team meetings.	Continue daily on-line work

11-30	In-class presentations continue. Team meetings.	Continue daily on-line work.
12-5	Final In-class presentation. Team meetings as time permits. Reflection on AIC, Part One Simulation ends on December 7th	Continue daily on-line work
12-7	In the News #2 Team meetings Reflection on AIC, Part Two	Simulation ends today (December 7 th) at 5 p.m. Concluding Mentor Updates/NSA farewell messages must be posted on the AIC website by Tuesday, December 11th at midnight. Final Reflection paper due on December 16th

Grades will be determined based on the following:

Quality and consistency of mentoring work (25%) Written assignments (20%)
Final reflection (35%) Seminar participation & attendance (20%)

You must do your mentoring work on time, consistently, and without prodding, and if you are unavoidably unable to do your work at a certain time, you must give the rest of your group as much notice as possible and arrange for another mentor to cover for you. Owing to the nature of the simulation, it's rarely possible to make up missed work in the necessary time frame. Doing an excellent job some of the time can't make up for not consistently keeping up with your responsibilities.

Grade Scale

A	4.0	95 - 100
A-	3.7	90 - 94
B+	3.3	86 - 89
B	3.0	82 - 85
B-	2.7	78 - 81
C+	2.3	74 - 77
C	2.0	70 - 73
C-	1.7	67 - 69
D	1.0	60 - 66
F	0.0	0 - 59



After World War I, the French and British draw the borders of the modern Middle East, and the League of Nations sanctions their domination of the region.

Map: Geoffrey Gaudreault, NPR; Source: *A History of the Arab Peoples* by Albert Hourani

Map taken from the National Public Radio's **Middle East and the West: WWI and Beyond** website:

http://www.npr.org/news/specials/mideast/the_west/mandates_map.html



The United Nations General Assembly decided in 1947 on the partition of Palestine into Jewish and Arab states, with Jerusalem to be an international city. The plan, which was rejected by the Palestinians, was never implemented.



In a pre-emptive attack on Egypt on 5 June 1967 that drew Syria and Jordan into a regional war, Israel made massive territorial gains capturing the West Bank, Gaza Strip, Golan Heights and the Sinai Peninsula up to the Suez Canal.

The principle of land-for-peace that has formed the basis of Arab-Israeli negotiations is based on Israel giving up land won in the 1967 war in return for peace deals recognising Israeli borders and its right to security. The Sinai Peninsula was returned to Egypt as part of the 1979 peace deal with Israel.

Maps above taken from the BBC News “Israel and the Palestinians” website at: http://news.bbc.co.uk/1/hi/english/static/in_depth/world/2001/israel_and_palestinians/key_maps/

MIDDLE EAST



Map taken from University of Texas Perry-Castañeda Library
Map Collection:

http://www.lib.utexas.edu/maps/middle_east_and_asia/middle_east_pol_2003.jpg

This infographic is meant to succinctly represent the components of the simulation for the student diplomats...we'll talk LOTS more about this.

Navigating the Arab-Israeli Conflict Simulation

AIC Rules





The Arab-Israeli Conflict Simulation (AIC) is a political and diplomatic character-playing exercise. Here are several major ways for you to proceed in the simulation.



Strategic Goals

At the beginning of the game, each team needs to submit a strategic goals statement to their NSA for approval. These goals should outline what your team wants to achieve during the simulation.



Communication: What you say!

Communications are tools for private communication. Each leader can send private communications to members of other teams. But not every country is on your communication matrix.



Communication: How they work

There are two methods to communicate with an individual who is not on your matrix: A team member who is in contact with that individual can serve as the messenger, or a participant on an other team can serve as an intermediary.



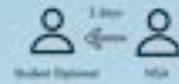
NSA

Strategic Goals, Press Releases, and Action Forms all need to be submitted to the NSA (or, in the case of the action form, to the Game Master) for approval before they get posted in the game.



Weekly Reports

Weekly reports need to be submitted to NSAs. The primary purpose of the Weekly Report is to outline for the NSA what the team has been doing, how their actions align with their goals, and what they plan to do in the coming weeks.



Response Time

Please allow two weekdays for NSAs to respond to your press releases, action forms, weekly reports or any other messages.



Updates

When press releases or action forms are approved, they become part of the reality of the simulation through being announced by the Game Master as updates on the main page of the site.



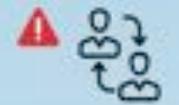
Press Release

Press releases are a team's public voice in the international community. They can be used to make proposals to other countries, state a country's position on matters of public import, and to persuade other nations for support.



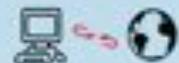
Action Form

Submitting action forms is a way to make things happen. They need approval from the Game Master before becoming part of the reality of the simulation.



Prohibited

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



Real Life

Once the game starts, events that happen in real life do not automatically occur in the simulation.

Advice for Student Diplomats



1. Be active. Align any action and decisions made in the game with your strategic goals.

Why? It is really important that you get your opinions out there, and that you push back on any ideas or opinions that may be counter to your nation's interests.



2. For public communication, you should be thinking about the "audience" that you are writing for.

Why? Who is what you're trying meant to impress or persuade? How are you "spin[ning]" your statecraft so as to put yourself and their allies in the best light, and those who oppose you in the worst?

Why? If you know the audience and purpose you are writing for, the statements you make will help you make a good impression on the public, and give you an edge over your opponents.



3. Have communication with different countries.

Why? Use the communication function. Don't forget the rules, but try to make connections with countries who are not on your side.

Why? Get their help with achieving your goals since you cannot proceed in the game without help from other teams.



4. Be aware of time management; the game ends faster than you expect.

Why? Managing time well can help you get more goals achieved.



5. Regularly read and reply to communications, press releases and updates.

Why? You won't miss any important messages from other teams or from your NSA. Being on track in the game helps things proceed more smoothly.



6. Keep thinking about how your goals could serve the interests of other nations.

Why? Having support from other nations helps you get your goals accomplished more easily.



7. Stay in character of the time.

Why? Read the background information so you know what labels your character holds and who your allies are.

Why? When you stay in character, you know how to respond to updates and messages in the game. Also, you can more effectively interact with other teams, and you know who shares similar views.



8. Write like a journalist and leader.

Why? Proofread your writing and your communications. Think carefully about word choice and check for typos and grammatical errors.

Why? Gain respect, make a good impression on the public, and avoid misunderstandings.