# Statecraft
INSTRUCTOR'S MANUAL

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Welcome

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

Getting Started

Creating an Account

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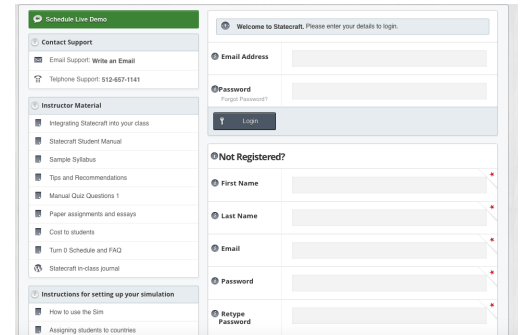
Creating a Simulation

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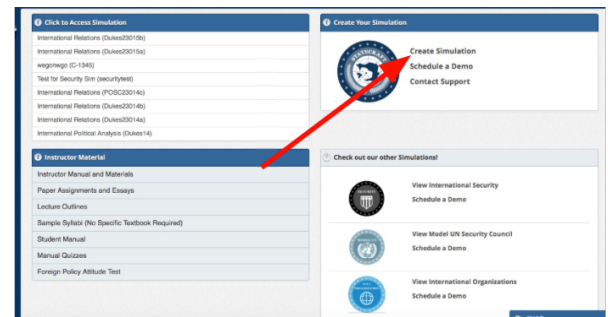
Simulation Code

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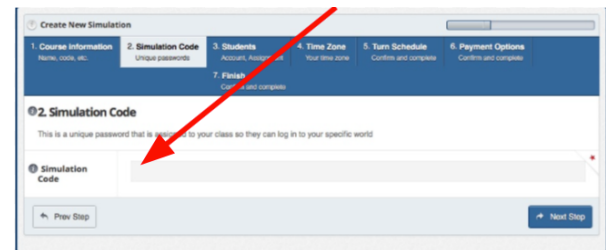
Number of Students

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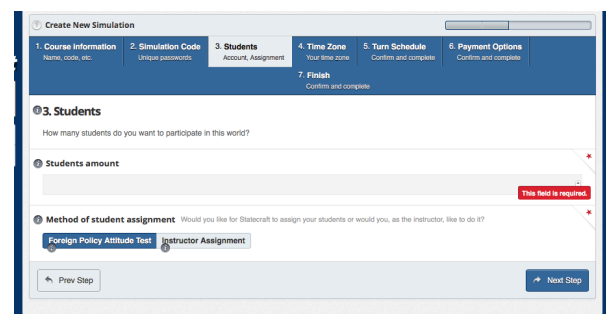
Method of Country assignment

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

Time Zone

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

Turn Schedule and Length

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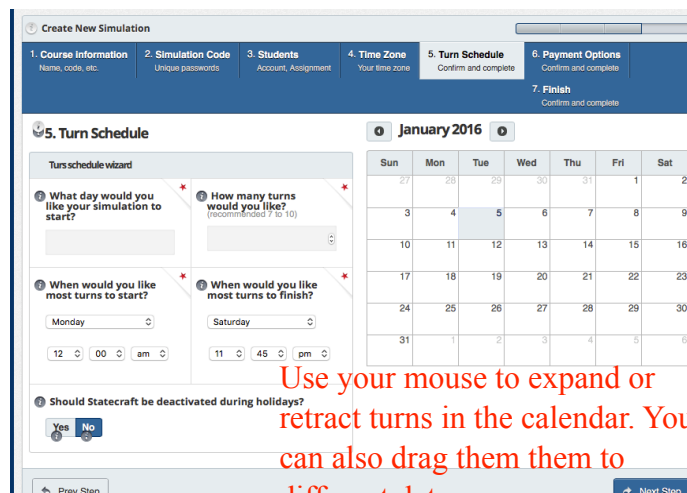

Use your mouse to expand or retract turns in the calendar. You can also drag them them to different dates

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

Determining Start Days

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

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

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Turn Two   Feb. 5 (Sat), 8 pm to Feb. 12 (Sat), 12 noon.
And so on…

Turn Zero – Set Up Turn

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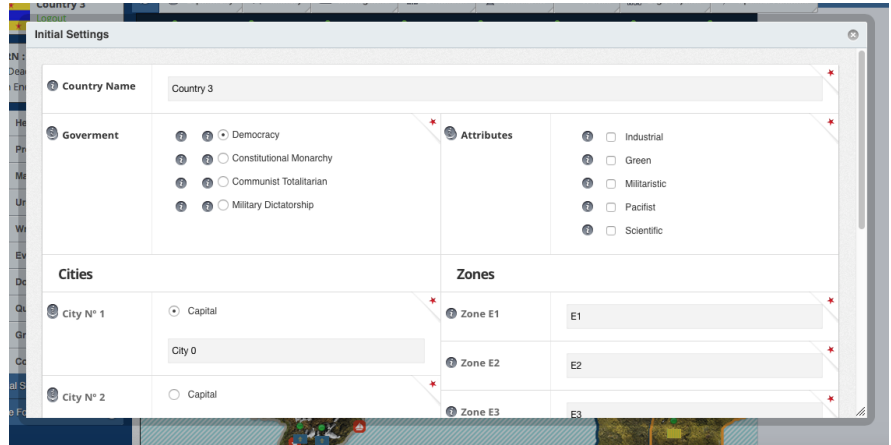
Payment Options

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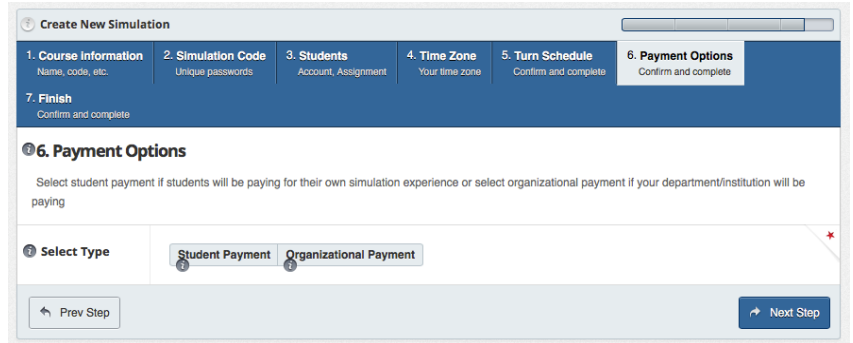
Grading Recommendations

We have found that Statecraft is a powerful teaching tool when students are given credit for both *participation* and *performance*. Participation points are awarded individually based on each student's participation. The performance points are team-based points and are awarded to all members of each country that achieves particular goals. We have also discovered that when one

of these components is missing, the simulation does not work well. So please be sure to make both participation and performance (both specified below) worth some part of students' course grades. The grading system is specifically designed to create the balance in Statecraft that maximizes the learning experience in the classroom. Statecraft will produce a set of scores for each student in both categories.

STATECRAFT PREPARATION/PARTICIPATION

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

Student Manual Quizzes

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

Simulation Memos

Students are required to post a memo of at least 300 words (This is can be changed by the instructor) during each turn about their role and contribution to their country or how they may be interacting with specific course concepts during that given week. Memos will be due before each turn ends. <u>We recommend counting simulation memos for a total of 10% of students' course grades</u>. The system counts all memos submitted before the end of the turn as 'on time'. The default grading system (which counts words but doesn't grade content) gives students percentage grades for memos as follows:

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

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

STATECRAFT PERFORMANCE

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

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

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

Cooperative Global Awards

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

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

Competitive Country Awards

Each award is *only* given to one country:

- o Healthiest Country: 5 points
- o Most Educated Country: 5 points
- o Safest Country: 5 points

- o Greatest Poverty-Fighting Country: 5 points

- o   Most Environmentally Friendly Country: 5 points
- o   Most Cultured Country: 5 points
- o   Most Scientifically Advanced Country: 5 points
- o   Most Militarily Powerful Country: 5 points
- o   Wealthiest Country: 5 points
- o   Most Politically Astute Country: 5 points

Country Development (Quality of Life) Awards

These are given to all countries that meet the criteria:
- o   Fair Quality of Life Award (final QOL 80 to 199)   3 points
- o   Respectable Quality of Life Award (final QOL 200 to 399) 6 points
- o   Superior Quality of Life Award (final QOL 400 to 699)   9 points
- o   Incomparable Quality of Life Award (final QOL 700 or above)   12 points

Historians Verdict Award (optional but recommended)

This award is given to all countries that refrain from unprovoked nuclear attacks on other countries. The "Historians' Verdict Award" is not something that is part of the simulation itself, but can be added it to the syllabus, worth a suggested 10 points toward the students performance grade. The points are given to any country that does not launch a first nuclear strike against another country.   Feel free to experiment with taking this award out but you might use it at least the first time you run the simulation. If you don't want to make the Historians' Verdict worth 10 points there are other ways of doing this (e.g., it could be a 10 point bonus points award—though this might be perceived as less of a constraint by some students).

Suggested Grading Scale

<u>Most countries will earn between 20 and 35 "performance points" in a typical simulation.</u> The following table provides a suggested scale for translating performance points into grades, with the basic guideline that scores below 20 are poor and those above 35 are exceptional. The table also provides three different grading models you might want to use:
- (1)   Statecraft performance is worth a set percentage (5%) of students' course grades.
- (2)   Performance is worth a set percentage of students' grades but exceptional performance can earn extra credit.
- (3)   Performance is only worth extra credit (e.g., up to a 5% increase in students' course grades for outstanding performance).

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

appear somewhat skewed).

Performance Points	Grade (and associated percentage)	Model #1: performance as 5% of grade	Model #2: performance as 5% of grade plus extra credit	Model #3: performance as extra credit only
0 to 5	F (0%)	0%	0%	0% extra credit
6 to 10	F (20%)	1%	1%	0.5% extra credit
11 to 14	F (40%)	2%	2%	1.0% extra credit
15 to 17	D (65%)	3.25%	3.25%	1.3% extra credit
18 to 19	C- (72%)	3.6%	3.6%	1.7% extra credit
20 to 23	C (75%)	3.75%	3.75%	2.0% extra credit
24 to 25	C+ (78%)	3.9%	3.9%	2.3% extra credit
26 to 27	B- (82%)	4.1%	4.1%	2.7% extra credit
28 to 31	B (85%)	4.25%	4.25%	3% extra credit
32 to 33	B+ (88%)	4.4%	4.4%	3.3% extra credit
34 to 35	A- (92%)	4.6%	4.6%	3.7% extra credit
36 to 39	A (95%)	4.75%	4.75%	4.0% extra credit
40 to 44	A+ (100%)	5%	5% plus 1% extra credit	4.3% extra credit
45 to 49	A+ (100%)	5%	5% plus 2% extra credit	4.7% extra credit
50 and above	A+ (100%)	5%	5% plus 3% extra credit	5% extra credit

Note: It is NOT recommended that you omit certain awards or change their worth until you have played the simulation at least once. These incentives have been carefully designed to

ensure that certain realistic dynamics occur. But if you choose to omit certain awards, be sure to modify the above scale (the first column) as follows:

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

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

Class Introduction to Statecraft

***We highly recommend showing your class the walkthrough videos located in the help section of your instructor profile at the beginning of Turns 0, 1, and 2

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

Statecraft Orientation Script

During turn 0 we also recommend you read the following script to your students. This is the "Dr. Keller Orientation Script"[1]

> Welcome to Statecraft. I want to warn you about a few things before you start this simulation. First, things usually get very intense, very quickly. Many students spend hours outside of class each week meeting in dorm rooms, libraries, and even bars engaged in heated negotiations, war councils, and strategy sessions. It tends to be addictive because you get to run your own country in a world full of threats and opportunities, and it gets intense because there are real points at stake.
>
> For example, the Global Peace Award is worth 5 points to everyone in the class if no one attacks each other or attacks Sapphire Island for the duration of the simulation. Sapphire Island is a resource-rich paradise that can be conquered and its resources extracted to

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[1] Dr. Jonathan Keller, James Madison University, was the creator of Statecraft.

make your country wealthy, but it is inhabited by the peace-loving Amaru people. If any country decides to use military force against another country or against Sapphire Island, everyone in the class loses the 5 points for global peace, and the aggressor must face the wrath of the rest of the world. There are points to be earned for cooperative goals, like world peace, and competitive goals, like the most militarily powerful country (only one country can win each competitive award). You can rack up a huge point tally through shrewd diplomacy, decisive action, and careful planning, or you can act foolishly and end up embarrassing yourself with zero points. Worst case scenario, your country can literally be wiped off the map.

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

Unlike many simulations, Statecraft gives you complete freedom to name your country, choose a government type, and decide what strategy you want to pursue. I've seen global domination work a few times, with one country or alliance "cleaning up" and gaining most of the points, but I've also seen would-be superpowers taken down and dismantled after becoming too big of a threat to their classmates. You have the freedom to try strategies ranging from isolationism to empire-building to collective security, and see what works, what doesn't work so well, and why.

Here's the best advice I can give you for doing well in Statecraft. First, read the manual very closely. There are lots of hints in there on how to do well in this game. You will also be quizzed on the manual during Turn Zero and Turn One of the simulation, and those quizzes will affect your grade. Second, look carefully at all of the awards, decide which ones your country is going to pursue, and choose a strategy early on for achieving those goals. Third, never stop gathering intelligence about what's going on in your world. You can do this through spy missions, but you can also do it through ambassador exchanges and—most importantly—through talking to and observing other countries' officials. They will reveal to you, intentionally or not, a wealth of information. Finally, don't try to do everything alone. Form alliances and use international organizations to help you accomplish both global goals and national goals.

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

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

Student Orientation

Statecraft runs itself throughout the semester. However, Turn 0 will require some organization from the professor.   We recommend allocating one 25 to 50-minute class session devoted to

Statecraft orientation (this is *before Turn 1 of the simulation begins—usually the week before*). During that session, students learn their country assignments (just named A, B, C, etc. at that point) and where each country is on the Statecraft world map. Each country should be assigned to sit in a specific part of the classroom. They need to make the following decisions before they leave class that day:

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

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

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

Last Round of the Simulation

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

Timeline of Tasks for Each Turn

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

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Turn 0

- Students are automatically assigned to countries.
- They must meet to decide their country name, city names, type of government, and country attributes.
- One student will enter in the country name, type of government, etc. once everyone has agreed.

- They will decide who the President will be (through a vote).
- They will also discuss who will take on which roles/positions within their countries.

Turn 1

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

Turn 2 …

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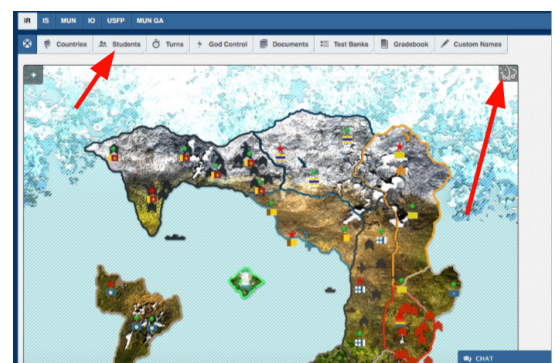- Students write first memos for their chosen roles.

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

Instructor Involvement

Keeping Up to Date with your World

Even though the Statecraft system is automated to minimize the work of administering the simulation,

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make sure to follow along with the events in your virtual world, reading the news messages each turn

 ***Map Report:** Located in the top left of your screen is an icon with x's and arrows. If you drag your mouse over this you'll be able to select countries along with a range of turns to view student decisions in a visual way. Be sure to click on the Arrows and Circles that appear on the map to find more information.

 ***Log in to Student Accounts:** You can open up a portal of any student account by going to Students—>Student List—>Click Login to the right of the student's name. (Don't make decisions or move military units! This will make student's fairly upset)

 ***Read Memos:** Students are supposed to write a memo each week regarding what is happening in their world, how current concepts apply to their decision making, or anything else you'd like. By reading though Presidential memos (memos written by presidents) You can gain some key insights into the key motivations or country decisions along with the general political dynamics of the International System.

 ***Talk to Students, Observe:** The absolutely best way to gain real time information about the developments in your world is to take a moment to talk to students teams and simply walk around the class if you are using Statecraft for 30 to 45 minutes a week of in class time. Important Note: Class time is designed for negotiation, trade, and debate. It is not meant to be purchasing structures or country management. Student's should be doing country administrative activities on their own time.

Instructor Intervention

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

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

There can occasionally be a problem with some students engaging in negotiations on non-simulation days (i.e., during lecture days). But the threat of inflicting natural disasters and other unpleasant events with your "God controls" on countries usually takes care of the problem.

(You can also add resources as a bonus for good behavior—or perhaps good exam performance, etc.).

Integrating Statecraft into Course Content

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

Additional Resources Available Online

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

- **Student Manual**

  – Includes detailed description of the interactive moves in the simulation and the rules of play.

- **Sample syllabus**

  – shows how Statecraft can be incorporated into your course

- **Sample lecture outlines**

  – illustrates how lessons learned within the simulation can be used to enhance lecture content on a wide variety of IR themes.

- **Sample paper assignments / essays**

  – Suggested assignments that can be used as an additional assessment tool or to help to debrief students following the simulation.

- **Quiz questions**

  – Two sets of 15 Questions each on the content of the Student Manual to be administered in the first two turns (turn 0 and turn 1). These can be taken online within the simulation, or given on paper in class. The online quizes are automatically graded with the scores reported in the instructor's Statecraft gradebook.

- **Test Bank**

    - A set of questions related to the themes in the simulation and the sample lectures is available upon request.

Customer Service

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

Contact info: help@statecraftsims.com