Arab-Israeli Conflict (AIC) Simulation Mentor Seminar
Fall 2010       Wednesdays 10-1, 2320 SEB

Ctools Site: “Arab-Israeli Conflict F10”

Instructor: Jeff Stanzler (stanz@umich.edu)  763-5950 (office) 663-2895 (home)
Office hours Wednesdays 3-4 in 516 School of Education, or by appointment.

AIC Project Website: http://aic.conflix.org/

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 what is important to you as a learner and a teacher, about what it takes to foster thoughtful discourse, and about the nature of diplomacy.

Commitment
Each year hundreds of students and many teachers 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 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 on line a certain day, you must let Jeff 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 Jeff 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, you must contact Jeff ahead of time.
4) **Reflect on what you do.** We 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.

**Grades**

**Grades will be determined based on the following:**

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<th>Component</th>
<th>Weightage</th>
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<tr>
<td>Quality and consistency of online mentoring work</td>
<td>35%</td>
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<tr>
<td>Seminar participation &amp; Attendance</td>
<td>25%</td>
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<tr>
<td>Class assignments</td>
<td>25%</td>
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<tr>
<td>Final Reflection</td>
<td>15%</td>
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Your mentoring is the most important component of your coursework. You must do your mentoring work on time 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. In general, because of the nature of the simulation, it is not possible to make up missed work. Doing an excellent job some of the time cannot make up for not consistently keeping up with your mentoring responsibilities.

**For September 15:**

1) Please read the **country profile** at the AIC country and character profiles site ([link on the front page of our CTools site](http://www.ourctools.com)) about either Egypt (Group 1), Jordan (Group 2), Saudi Arabia (Group 3), or Russia (Group 4) plus either the chapter from Melissa Rossi’s “What Every American Should Know About The Middle East” (Plume Books: New York, 2008) related to that same country (on CTools under **Required Readings for September Class Sessions**, inside RESOURCES) or, regarding Russia, the article in that folder on Russian–Iranian relations.

2) **Strategic Question Essay:** Please write a **double-spaced, 3 page essay** responding to the question below that corresponds to the country you were assigned to research.

Please talk generally about your country's strategic interests along with responding to your particular question. Please be careful to both make and support your assertions:

**Since Egypt broke its ties with the British in the early 1950’s, the Egyptian leaders (Nasser, Sadat, and now Mubarak) have had a stormy relationship with the Islamist Muslim Brotherhood, fearing them but also, in a sense, needing them. How have the Egyptian leaders (especially Hosni Mubarak who wants to be seen as moving towards democracy) dealt with the Muslim Brotherhood and its leaders?**

**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?**
Many say that Saudi Arabia’s primary regional interest is protecting “stability.” The Saudis surely define stability in broad and varied terms. What kinds of stability are the Saudis seeking to protect, and how do they seek to do so?

As the United States leads the effort to diplomatically isolate Iran, many here express frustration at Russia’s reticence to fully support the American initiative. In your essay, talk about the nature of Russia’s interests regarding Iran, being sure to include political, geographic and economic issues.

Essay due on CTools by 5 p.m. Tuesday, September 14th

For September 22:
1) Please read the country profile on the AIC country and character profiles site (link on the front page of our CTools site) about the Lebanon March 14 Coalition (Group 1), the Lebanon Hezbollah Coalition (Group 2), Syria (Group 3) or Iran (Group 4), as well as the article from the Rossi book on Lebanon (groups 1 and 2), Syria or Iran. The Rossi readings are available on CTools under Required Readings for September Class Sessions, inside RESOURCES. Be prepared to share some thoughts (and questions) about the strategic interests of the country you read about, and your sense of their position vis-à-vis other nations of the region, and what they or their leaders would consider to be important political considerations.

2) Be prepared to talk about the sample Strategic Goals Statement you were given for your country. Review the goals statement and be prepared to share your thoughts about where you see the strengths of each statement in terms of its ideas, composition, clarity, evidence of thought, etc. I’d also like for you to think about where the statement needs to be clarified or sharpened, and which things you feel the diplomats should be thinking about as they move ahead.

3) Please read the character profiles for Khaled Meshaal (Palestinian Hamas) and Marwan Barghouti and Mahmoud Abbas (Palestinian Fatah) and be prepared to discuss their political interests and motivations as you understand them. Please also bring any questions you might have about them.

“The Lemon Tree”
For the next three 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). Each week we will discuss that week’s readings generally, and you’ll have a specific assignment either for class or to be handed in on CTools.

For September 29:
1) Lemon Tree, Chapters 1-5: 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.

2) Please read the **country profile** on France (Group 1) or the **character profile** for one of the members of the EURASIA team: Catherine Ashton of the European Union (Group 2), Hu Jintao of China (Group 3), or Tayyip Erdogan of Turkey (Group 4), as well as the article on each (or about their country/organization) in the **Required Readings for September Class Sessions** folder on CTools. *Once again, be prepared to share some thoughts (and questions) about the strategic interests of the country or leader that you read about, and your sense of their position vis-à-vis other nations of the region, and what they would consider to be important political considerations.*

3) Complete a Strategic Goals Statement for the country or organization that you’re researching this week—details to be provided in class on September 22nd. This assignment is to be brought to class and handed in there.

**For October 6:**

1) **Lemon Tree, Chapters 6-10:** 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.

2) Please read the character profiles for Benjamin Netanyahu & Avigdor Lieberman (Israeli Likud) and Tzipi Livni (Israeli Kadima) and be prepared to discuss their political interests and motivations as you understand them. Please also bring any questions you might have about them.

**Due October 12th, 3 page essay:** Do you see “The Lemon Tree” as being ultimately a hopeful book? In a short essay (to be handed in on CTools by 5 p.m. on October 12th) articulating your opinion, please support your response by discussing at least a couple of specific references from the book. We’ll continue this discussion in class.

**For October 13:**

1) **Lemon Tree, Chapters 11-14:** We’ll discuss the concluding chapters, with a special focus on the question you responded to in the essay turned in on October 12th.

2) **In-class assignment due:** Press Release Evaluation (details in class).

**The Simulation:**
The online space opens on September 27th. The actual simulation begins on October 11th. There will be other 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 October 4th, and during the entirety of the actual simulation.

**AIC Website**
The web site is at: [http://aic.conflx.org/](http://aic.conflx.org/) and is also linked via CTools

**The Rest of the Schedule in Brief** (Other assignments and classroom activities will be added as needed—*all written assignments due on CTools unless otherwise noted*)

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<tr>
<th>Date</th>
<th>Class Topics</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>10-20</td>
<td>Group discussion of simulation, team meeting</td>
<td>Continue daily on-line work, complete first NSA/mentor in-class log.</td>
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<td>10-27</td>
<td>Group discussion of simulation, team meetings</td>
<td>Continue daily on-line work, complete in-class log #2</td>
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<td>11-3</td>
<td>Group discussion of simulation, team meetings Assignment for next week: Reflection on Mentoring (details in class)</td>
<td>Continue daily on-line work, complete in-class log #3</td>
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<td>11-10</td>
<td>Group discussion of reflection on mentoring essay, simulation, team meetings Assignment for next week: “What I’ve Learned”</td>
<td>Continue daily on-line work, complete in-class log #4 “Reflection on Mentoring” assignment due on CTools by class time.</td>
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<td>11-17</td>
<td>Group discussion of simulation, team meetings Assignment for next week: “What I’ve Learned”</td>
<td>Continue daily on-line work, complete in-class log #5 Logs 1-4 handed in today.</td>
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<td>11-24</td>
<td>No Class Meeting</td>
<td>Continue daily on-line work, complete in-class log #6 “What I’ve Learned” essay due on CTools by Tuesday, November 23rd at 5 p.m.</td>
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<td>12-1</td>
<td>Group discussion of simulation, team meetings</td>
<td>Continue daily on-line work, complete final log (#7) Logs 5-6 handed in today.</td>
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<td>12-8</td>
<td>Debriefing Final Class Meeting Simulation ends December 10th</td>
<td>Continue daily on-line work. Final Reflection paper due (on CTools) on December 17th at 5 p.m. Final updates/summaries/NSA messages must be posted by Monday, December 13th at 5:00pm.</td>
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**RESEARCH GROUPS**

**Group 1:**
Sam, Danny, Maha, Lucas, David

**Group 2:**
Jenna, Marshall, Jessica, McKenzie, Sara

**Group 3:**
Jeremy, Noah, Jake, Alex, Amol

**Group 4:**
Joseph, Scott, Gretchen, Allison
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
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 taken from the BBC News “Israel and the Palestinians” website at:
http://news.bbc.co.uk/hi/english/static/in_depth/world/2001/israel_and_palestinians/key_maps/