Arab-Israeli Conflict (AIC) Simulation Mentor Seminar
Winter 2014  Tuesdays/Thursdays 1-2:30, East Quad B804

Ctools Site: “Arab-Israeli Conflict Simulation W14”

Instructor: Jeff Stanzler (stanz@umich.edu) 4033 School of Educ. tel. 763-5950

Office hours:
Mondays 2-3 in 4033 School of Education
Tuesdays 2:30-3:30 in 1712 East Quad, or by appointment.

AIC Simulation Website: http://aic.conflix.org/ (also linked via CTools)

Country and Characters Wiki:
http://aic-background.conflix.org/index.php/Main_Page (also linked via CTools)

Mentor Log Site: http://aicnsa.icsmich.org/ (also linked via CTools)

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 will be determined based on the following:**

- Quality and consistency of mentoring work, including logs and updates (25%)
- Seminar participation & attendance (25%)  Written assignments (25%)
- Final reflection (25%)

*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's not possible to make up missed work. Doing an excellent job some of the time can't make up for not consistently keeping up with your responsibilities.*

**Class Schedule**

**January 9:** We’ll talk about the simulation, the course, and the playful spirit of learning.

**January 14:** We’ll discuss the Miller/Earle and Levy articles (see CTools Resources—Readings for January 14 folder) in the context of taking a broad view of the Palestinian-Israeli conflict.

**Country Reviews**

Over the next few weeks, we will be dividing up the task of getting acquainted with the domestic and international politics of the nations 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 topics like: **How does the nation define its interests with regard to the Middle East? How militarily strong is the country? Whatever it’s military strength, what others 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 the most important domestic political considerations for this nation?**
January 16:
1) Please read the **country profile** and the **what you should know about playing...** at the AIC country and character profiles site (link on the front page of our CTools site) about your group’s country, plus the articles in your country’s folder inside the REQUIRED READINGS folder.

   Jordan (Group 1)       Saudi Arabia (Group 2)
   Turkey (Group 3)       Russia (Group 4)

2) **Strategic Question Essay:** Please write a double-spaced, 3 page essay (due on CTools by midnight tonight) 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 is 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)**

   **In recent years, Turkey’s once-friendly relations with two of its regional neighbors—Syria and Israel—have taken turns for the worse. Discuss the nature of these tensions, what caused them, and why they’ve been so public. (Group Three)**

   **Like the US, Russia has found itself conflicted about recent events in the Middle East, particularly with regard to Syria, as it seeks to identify and act upon its strategic interests in a diplomatically savvy manner. Talk about Russia’s interests and concerns in the region, and discuss why Russia is diplomatically conflicted. (Group Four)**

RESEARCH GROUPS
Group 1:
Group 2:
Group 3:
Group 4:
January 21:
Please read the country profile and the What You Should Know about playing... on the AIC country and character profiles site (link on the front page of our CTools site) for the country or political organization that you are assigned, as well as the readings for your country inside the REQUIRED READINGS folder on CTools:

The Lebanon March 14 Coalition (Group 1)
The Lebanon Hezbollah Coalition (Group 2)
Iran (Group 3)
France (Group 4)

January 23:
1) Be prepared to talk about the sample Strategic Goals Statement you were given for the second country that you studied. 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.

2) Please read the articles in the Palestine folder--and be prepared to talk about the two major political entities—Fatah and Hamas—and the broader issues on the Palestinian political scene. Please also bring any questions you might have about them.

The Simulation:
The AIC website opens on January 27th, as the country teams start posting their strategic goals statements. The actual simulation begins on February 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 January 30th, and during the 10 weeks of the actual simulation (apart from your spring break, of course).

January 28:
1) Please read the country profile and the what you should know about playing... sections on our website about the following countries, along with the readings for your country inside the REQUIRED READINGS folder on CTools:

European Union (Group 1)   Egypt (Group 2)
Iraq (Group 3)               Syria (Group 4)

2) Complete a Strategic Goals Statement for the country or organization that you’re researching for today. This assignment is to be handed in on CTools by classtime. Please also bring five copies of your strategic goals statement to share with your colleagues.
January 30:
With the official start of the simulation this week, 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. We'll also review the scenario.

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.

February 4:
With the start of the simulation, we'll have our first official mentor team meetings today. We'll also talk about Press Releases and about the political scene in Israel today (Read the articles in the Israel folder inside the REQUIRED READINGS folder on CTools)

“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 either for class or to be handed in on CTools.

February 6:
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.

We will also discuss the Press Release assignment that was distributed in class on February 4th, and that is due in class today.

One-on-One Meetings
Between February 11th and February 23rd, I will be scheduling 30 minute, individual meetings with each of you, to go over your work in closer detail, and to respond to any questions that you might have about the specific details of your work. In preparation for those meetings, I will ask you to be prepared to discuss in detail an interaction you had with the work of your diplomats. We will schedule these meetings in class on February 4th.

February 11: In addition to our team Meetings, we will discuss Weekly Reports.

February 13: 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.

**February 18:** Team Meetings/Review of your mentoring work

**February 20:** *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. Talk about something you’ve read about that you think would be important for your students to understand, and speculate a bit about how you might support that understanding through your work.

**Mentor Logs**
Starting February 25th, both National Security Advisors and Game Mentors will do weekly in-class logs that are due on our log site each Tuesday evening through the end of the term. In-class logs are started in class for the week upcoming, and are used as tools to guide your mentoring work each week.

**February 25:** In addition to our team Meetings, we’re tentatively planning to video conference with one of our high school teacher/partners.

**February 27:** *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 February 27th, an essay of at least three pages 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 CTools 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 your own process of making meaning.

**In-Class Presentations**
Starting March 20th, each of you will take a turn making a short presentation to the class related to an interaction you had with a student or a team during the previous week. NSAs can talk about responding to a Press Release or a Weekly Report, and Game Mentors can talk about how they turned a press release/s into an *In The News* Update, or they can discuss how they dealt with an action form. Start with the student work, and talk about what the student did, where you found its strengths (as well as its weaknesses), and where you saw teaching and learning opportunities. Next, tell us how you thought about and ultimately decided how to respond as you sought to seize some of those opportunities, and conclude by showing us your actual response.

*I’ll give you a schedule for these presentations on February 27th.*
The rest of the schedule in brief (Schedule subject to change, and other assignments and class activities will be added as needed)

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topics</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>3-11</td>
<td>Group discussion of simulation, team meetings</td>
<td>Continue daily on-line work, and complete nsa/mentor log #2 by this evening.</td>
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<td>3-13</td>
<td><strong>No class today</strong></td>
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<tr>
<td>3-18</td>
<td>Group discussion of simulation, team meetings</td>
<td>Continue daily on-line work, and complete nsa/mentor log #3 by this evening.</td>
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<td>3-20</td>
<td><strong>In-class presentations begin.</strong></td>
<td><strong>“Yes! Moments” paper due by midnight on CTools (more details in class).</strong></td>
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<tr>
<td>3-25</td>
<td>Group discussion of simulation, team meetings</td>
<td>Continue daily on-line work, and complete nsa/mentor log #4 by this evening.</td>
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<tr>
<td>3-27</td>
<td><strong>In-class presentations continue.</strong></td>
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<td>3-27</td>
<td>Team meetings as time permits.</td>
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<td>4-1</td>
<td>Group discussion of simulation, team meetings</td>
<td>Continue daily on-line work, and complete nsa/mentor log #5 by this evening.</td>
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<td>4-3</td>
<td><strong>In-class presentations continue.</strong></td>
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<td>4-8</td>
<td>Group discussion of simulation, team meetings</td>
<td>Continue daily on-line work, and complete final nsa/mentor log (#6) by this evening.</td>
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<td>4-10</td>
<td><strong>In-class presentations continue.</strong></td>
<td><strong>“What I’ve Learned” paper due by midnight on CTools (more details in class).</strong></td>
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<td>4-15</td>
<td>Group discussion of simulation, team meetings</td>
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<td>4-17</td>
<td>Team meetings as time permits.</td>
<td>Continue daily on-line work through April 19th.</td>
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<td>4-17</td>
<td>Reflection on AIC, Part One <strong>Simulation ends April 18th</strong></td>
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<td>4-22</td>
<td><strong>Final Class Meeting</strong></td>
<td>Final updates/summaries/NSA messages must be posted on the AIC website by <strong>Tuesday, April 22nd at midnight.</strong></td>
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<td>In-class presentations conclude.</td>
<td><strong>Final Reflection paper due (on CTools) on April 28th</strong></td>
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<td></td>
<td>Reflection on AIC, Part Two</td>
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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:
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.
Map taken from University of Texas Perry-Castañeda Library Map Collection: