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# INTERNATIONAL RELATIONS



A Simulation of the Complexities of International Politics  
and Diplomacy

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A Simulation of the Complexities of International Politics  
and Diplomacy

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## INTERNATIONAL RELATIONS

As part of the nationwide movement for high standards in History, the National Center for History in Schools has not only set down what students should learn, but has also stated that “real historical understanding requires students to engage in historical thinking.” INTERNATIONAL RELATIONS promotes Historical Thinking, Social Studies, and English Language Arts Standards. Students engage these standards by assuming the roles of international leaders and diplomats in a fictional world and negotiating to maintain world peace. Debriefing discussions following the simulation ensure that the students grasp the significance and complexity of diplomacy. Applied Learning Standards are addressed throughout.

**National Standards for History  
Standards in Historical Thinking**

**Standard 5: Historical issues-analysis and decision-making**

The student engages in historical issues-analysis and decision-making. The student is able to:

- Evaluate the implementation of a decision by analyzing the interests it served; estimating the position, power, and priority of each player involved; assessing the ethical dimensions of the decision; and evaluating its costs and benefits from a variety of perspectives.
- Formulate a position or course of action on an issue.
- Evaluate the implementation of a decision.

**NCSS Curriculum Standards for Social Studies**

**Strand 6: Power, Authority, & Governance**

The learner can:

- Compare different political systems (their ideologies, structure, institutions, processes, and political cultures) with that of the United States, and identify representative political leaders from selected historical and contemporary settings.
- Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.
- Evaluate the extent to which governments achieve their stated ideals and policies at home and abroad.

**Strand 9: Global connections**

The learner can:

- Explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies and nations.

STANDARDS

**NCTE Standards for the English Language Arts**

**Standard 3:** Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics.)

**Standard 4:** Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate with different audiences for a variety of purposes.

**Standard 5:** Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

**Standard 11:** Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

**California Applied Learning Standards**

**Standard 6.** Students will understand how to apply communication skills and techniques. Students will demonstrate ability to communicate orally and in writing.

**Standard 8.** Students will understand the importance of teamwork. Students will work on teams to achieve project objectives.

# TABLE OF CONTENTS

## INTERNATIONAL RELATIONS

Purpose. . . . .	1
Overview . . . . .	2
Setup Directions. . . . .	3
Resources . . . . .	11
Bibliography . . . . .	12
Unit Time Chart. . . . .	13
Daily Directions	
Day One—"Diplomacy Training" . . . . .	14
Day Two—Background Information and Negotiations Begin . . . . .	16
Day Three & Beyond—Diplomatic Negotiations . . . . .	22
Debriefing . . . . .	24
Duplication Masters	
BACKGROUND INFORMATION. . . . .	30
AN OVERVIEW OF U.S. FOREIGN POLICY . . . . .	32
THE U.S. CONSTITUTION AND FOREIGN POLICY . . . . .	34
HOW TO BE A DIPLOMAT. . . . .	35
LEADERSHIP TITLES. . . . .	36
SCHEMATIC. . . . .	37
WORLD NEWS SERVICE HEADLINES . . . . .	38
COOPERATIVE GROUP WORK RUBRIC . . . . .	40
GLOSSARY. . . . .	41
RULES AND SUGGESTIONS. . . . .	44
WORLD MAP. . . . .	46
WHAT THE WORLD KNOWS . . . . .	47
INTERNATIONAL COMPARATIVE CHART . . . . .	49
WORLD ORGANIZATION OF NATIONS (WON). . . . .	50
TOP SECRET-CONFIDENTIAL: AWANA . . . . .	51
TOP SECRET-CONFIDENTIAL: BATAVIA. . . . .	52
TOP SECRET-CONFIDENTIAL: CAMBRIA. . . . .	54
TOP SECRET-CONFIDENTIAL: DROMONY. . . . .	55
TOP SECRET-CONFIDENTIAL: FLAVA . . . . .	56
TOP SECRET-CONFIDENTIAL: GALEA . . . . .	57
DEBRIEFING RUBRIC . . . . .	58

STUDENT NO

## INTERNATIONAL RELATIONS

INTERNATIONAL RELATIONS simulates the complexities of international politics and diplomacy in the modern world. It introduces the ever shifting realities in which nations negotiate volatile issues. Specifically, your students will gain the following:

### Knowledge

- The concepts of nationalism, balance of power, collective security, and isolationism
- The ideologies of the political economic systems of democratic capitalism, democratic socialism, communism, and monarchies
- The disruptive nature of terrorism, arms races, energy politics, and disputed borders in international relations
- The importance of negotiation and compromise versus war
- How international politics can make for “strange bedfellows”
- Benefits/costs of political alliances
- The purpose and function of international organizations such as the United Nations

### Skills

- Working cooperatively to reach consensus on strategies
- Applying map and chart reading skills
- Reading to understand information
- Writing clear, concise diplomatic proposals and counter-proposals
- Following written and oral directions
- Critical thinking and problem solving
- Negotiation techniques

### Attitudes

- Valuing teamwork; feelings of responsibility and loyalty to one’s nation-group
- Recognizing the competitiveness between nation-groups
- Appreciating the importance of communication
- Acknowledging the cohesiveness of shared secrets within nation-groups and between allied nation-groups
- Recognizing the anxiety brought on by the uncertainty inherent in negotiations
- Identifying the impatience and exasperation at the slow and/or unclear responses from other nations
- Discovering that real-world leaders most likely have the same feelings and attitudes students experience in the simulation

ESOPRUE

# OVERVIEW

## INTERNATIONAL RELATIONS

# OVERVIEW

World politics can seem so alien and removed that students are often bored by the topic. But in 4+ hours, INTERNATIONAL RELATIONS makes it an exciting learning experience. Students representing six fictitious modern world powers act as each nation's leaders. They must tread carefully through a diplomatic minefield strewn with competing national security interests and opposing political and economic philosophies.

Before students take on their new identities as national leaders, they attend "Diplomacy Training" in which they are educated in the areas of International Relations, Foreign Policy, and Diplomacy. The simulation then begins some forty years after the "Last Great War," and the world situation is tense. Students read through a variety of background information sources. These sources include a glossary, the rules and suggestions for the simulation, a world map, a detailed description of the "present" world situation, a comparative chart (examining military power and wealth), and instructions on the World Organization of Nations (WON). Then, each nation-group reads their respective Top Secret-Confidential fact sheet(s).

After familiarizing themselves with their national security challenges and goals, students devise a foreign policy to reduce any threats and achieve their nation's goals. This is done through written Diplomatic Notes to other nations with the teacher acting as courier of the Notes. No other form of communication is allowed between the nations unless a meeting of the World Organization of Nations (WON) is called. Nation-groups send an Ambassador to a WON meeting to debate world issues.

Without going to war, the nation-groups try to negotiate agreements or accommodations with other nations on various issues—compromising when possible, inducing cooperation or threatening where needed, forming or breaking alliances. If war is declared the simulation is over, so this must be actively avoided. Nation-groups must constantly assess and evaluate incoming Diplomatic Notes and address the new situations as they arise in order to alter their strategies as needed to achieve their goals.

Adding to the tension is the World News Service (WNS) which periodically broadcasts headline news items that can alter the world situation, as well as the constant threat of misinformation, deception, and of nation-groups reneging on promises.

The simulation ends when it seems to the teacher and/or students that a balance of power has been reached or when an overwhelming show of force puts one or more nations in a completely untenable situation. As groups and as a class, students debrief on the twists and turns of the simulation and/or relate their experience to historical or present-day world political situations. A variety of debriefing options are provided.



## INTERNATIONAL RELATIONS

### 1. Preparation Reading

Carefully and thoroughly read this Teacher Guide before beginning. This will help you plan your time and adjust the unit to meet your students' needs and abilities.

### 2. Incorporating INTERNATIONAL RELATIONS into Your Curriculum

INTERNATIONAL RELATIONS can be used at the beginning or end of units of study in the following areas:

- Modern U.S. Foreign Policy
- Cold War in the United States History
- Modern World History
- American Government
- International Relations

BACKGROUND INFORMATION provides students with the basics on International Relations, Foreign Policy, and Diplomacy and HOW TO BE A DIPLOMAT instructs students on the skills appropriate for their roles as diplomats. Refer to AN OVERVIEW OF U.S. FOREIGN POLICY and THE U.S. CONSTITUTION AND FOREIGN POLICY (teacher references) and provide to students as interest and need dictate.

### 3. Schedule

The schedule of this unit is flexible. Students “train” to be diplomats and review the background information sources as a class, review confidential information regarding their respective nations within their small groups, and then run diplomatic negotiations. See below for specifics on timing:

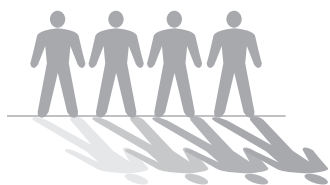
- Teacher preparation takes approximately 1 to 1½ hours. This includes reading and familiarizing oneself with the simulation.
- Expect “Diplomacy Training” to take approximately 45 minutes.
- Allow approximately 45 minutes for students to read and review the background sources and the confidential fact sheets related to their nation and to devise strategies.
- Diplomatic negotiations take 2–3 hours.
- Debriefing activities are teacher determined.





# SETUP DIRECTIONS

## INTERNATIONAL RELATIONS



*Six Heterogeneous Groups*

### 4. Grouping Students

This unit utilizes cooperative learning. Group students in advance into six heterogeneous groups. Each group represents a different nation and each nation is equally important to the dynamics of the simulation. The number of students per nation-group should be as equal as possible. Also, each nation-group should be roughly equal in terms of students' intellectual, problem-solving, and communications abilities.

In INTERNATIONAL RELATIONS, students assume the role of “leader” of the nation or an Ambassador to another nation(s). Decide how you will assign roles before beginning. Your options are listed below.

- a. Allow students to select roles once they are assigned to their nation-groups.
- b. Assign roles for all students.
- c. Assign “leader” for each nation-group and allow remaining students (in each nation-group) to select nation(s) to which they will role-play an Ambassador.

Use the following information to assist in determining student roles.

- a. “Leader”
  - One leader per nation-group
  - Title of “leader” will vary based on the political and social structure of the nation (this information is included in the Top Secret-Confidential information)
  - Responsibilities include:
    - providing leadership to the nation-group
    - keeping track of overall international dealings
    - leading group discussions devising foreign policy, national security goals, negotiation agreements, etc.
    - attending WON meeting as representative of nation-group if meeting is called
    - monitoring Nation-Group Folder, making sure all relevant materials are kept inside

### b. Ambassador

- Up to five per group (one per nation)
- May perform Ambassador responsibilities for more than one nation (based on number of students in group)
- Responsibilities include:
  - compiling Diplomatic Log documenting background information, foreign policy, and on-going international relations relevant to the assigned nation
  - writing Diplomatic Notes to the assigned nation
  - acting as resident “Expert” and assisting in leading all discussions related to assigned nation

In addition to the above roles, a list of suggested titles are included (see LEADERSHIP TITLES; page 36) in this Teacher Guide. The titles are not necessary to run the simulation, although they add to the authenticity of the “leadership” provided. Read through this reference and determine whether or not to provide this to your student “leaders.”

### 5. Classroom Arrangement

Arrange desks or tables into six groups representing the fictitious nations. Use the SCHEMATIC (on page 37) to assist in appropriate placement within your classroom. The goal is to place student nation-groups in their respective locations based on the WORLD MAP. Make sure each nation-group is as far away from the others as possible to reduce illicit (illegal) communication and spying between groups.

### 6. Duplication

Make copies of the following pages in the quantity indicated in *Italics*. “Projection” copies for whole-class viewing may be created by digitally scanning the master for viewing. The master pages for you to duplicate begin on page 30.

- BACKGROUND INFORMATION — *class set*
- AN OVERVIEW OF U.S. FOREIGN POLICY — *teacher reference and/or class set*
- THE U.S. CONSTITUTION AND FOREIGN POLICY — *teacher reference and/or class set*
- HOW TO BE A DIPLOMAT — *class set + projection copy*
- LEADERSHIP TITLES — *teacher reference and/or class set*
- WORLD NEWS SERVICE HEADLINES — *teacher reference*
- COOPERATIVE GROUP WORK RUBRIC — *one to post + projection copy and/or class set*

# SETUP DIRECTIONS

## INTERNATIONAL RELATIONS

- GLOSSARY — *class set*
- RULES AND SUGGESTIONS — *class set + projection*
- WORLD MAP — *class set + projection*
- WHAT THE WORLD KNOWS — *class set + one for teacher*
- INTERNATIONAL COMPARATIVE CHART — *class set + projection*
- WORLD ORGANIZATION OF NATIONS (WON) — *class set + projection*
- TOP SECRET-CONFIDENTIAL: AWANA — *one per nation-group member*
- TOP SECRET-CONFIDENTIAL: BATAVIA — *one per nation-group member*
- TOP SECRET-CONFIDENTIAL: CAMBRIA — *one per nation-group member*
- TOP SECRET-CONFIDENTIAL: DROMONY — *one per nation-group member*
- TOP SECRET-CONFIDENTIAL: FLAVA — *one per nation-group member*
- TOP SECRET-CONFIDENTIAL: GALEA — *one per nation-group member*
- DEBRIEFING RUBRIC — *one to post + projection and/or class set*

### 7. Materials

Carefully note the materials you need to run this unit.

- Bell (or other means of gaining student attention for World News Service Headlines) — *one*
- Computer with internet access — *at least one (Optional)*
- File folders (or construction paper folders) — *one per group*
- Flags (materials to make per teacher preference) — *one per group (Optional)*
- Paper (lined) — *several class sets*
- Paper (scrap; blank on at least one side; cut into 8.5" x 3.5") — *30+ per group*
- Resources (on foreign policy, democracy, communism, monarchy, Marxism, international relations, etc.) — *as needed*

### 8. Intelligence Packets

Before beginning the INTERNATIONAL RELATIONS simulation, prepare the Intelligence Packets, one for each student. Make copies of the appropriate pages and staple together in packet form. Below is a list of the Masters which need to be included in these packets.

- GLOSSARY
- RULES AND SUGGESTIONS
- WORLD MAP
- WHAT THE WORLD KNOWS
- INTERNATIONAL COMPARATIVE CHART
- WORLD ORGANIZATION OF NATIONS (WON)

### 9. Nation-Group Folders

Before beginning, prepare the Nation-Group Folders, one per group. Label each folder with the name of the Nation and place the appropriate Top Secret-Confidential information inside, one copy per student in the group. Students should place **all materials** related to the INTERNATIONAL RELATIONS simulation within this folder between class sessions. It is vital that information/materials are not shared between classes and that students agree not to talk about the simulation except when in own nation-groups.

### 10. The World Organization of Nations (WON)

A meeting may be called if three nations agree to it. **Note:** This would be the only reason a Diplomatic Note might be used more than once as the required three nations could sign one Note passed around by the teacher. Each nation sends one Ambassador (their leader). The teacher controls the WON meeting as Secretary General.

Set up a table or desks and chairs as shown in the SCHEMATIC (page 37) when a meeting is called. Ambassadors should come with a specific agenda—a single proposal or grievance. Each Ambassador has one minute to state his/her nation's case. Discussion time is limited to one minute and the discussion is limited to the specific subject brought up. As the Secretary General you call a vote, if applicable. WON Ambassadors may vote to pass, abstain, or vote to veto the resolution. Four votes pass a resolution. One veto stops the resolution. For example, if the WON Supreme Council voted 4-2 in favor of putting WON peacekeeping troops along the Awana/Batavia border and Batavia vetoed the action, it would not take place. WON is non-binding. Even if a resolution passes, it doesn't mean a nation has to go along with the resolution. It is a mutual agreement. WON may not settle anything, but it airs differences.



*Discourage an early call for a meeting of WON. Allow at least an hour of negotiations to take place first so students better understand the dynamics of international relations and the simulation.*

*The six nations on the Supreme Council of WON are like the "Big Five" nations of the United Nations Security Council (US, Russia, France, China, UK). Each one can veto/stop any resolution or action by the UN.*

*WON is non-binding, just like the UN. It is a mutual agreement of the nations involved. In rare cases the UN has used force. For example: Iraq out of Kuwait ('90). Iraq refused. Resolution passed because Russia and China abstained from voting (didn't veto); N. Korea out of S. Korea ('50). It passed because the USSR boycotted the Security Council meeting and didn't veto.*

# SETUP DIRECTIONS

## INTERNATIONAL RELATIONS

All other activity ceases as the class listens to the WON meeting. Only WON Ambassadors may talk, other students must stay in their nation-groups and observe. After each WON Ambassador has made his/her presentation and any votes have taken place, adjourn the meeting of WON. Ambassadors return to their nation-groups and negotiations by Diplomatic Notes continue.

A WON meeting is not essential to INTERNATIONAL RELATIONS. The simulation can unfold well without one. But, holding a WON meeting provides an interesting break in the negotiations and may set nations on a different strategic course afterwards. Only one WON meeting is ever needed. WON is useful as a teaching tool after the simulation when discussing real world organizations of nations.

### 11. Ending the Simulation

By reading the Diplomatic Notes, determine when no more fruitful negotiations can take place. At this time the simulation should end. INTERNATIONAL RELATIONS, by its nature, is quite fluid and different endings are possible. The simulation may end when the “world” divides into equal alliances, or four nations reach an alliance against two, or it is five against one. However the end is determined, debriefing begins immediately (see **Debriefing** for more information on the suggested options).

### 12. Special Needs Students

As in all Interact units, INTERNATIONAL RELATIONS provides differentiated instruction through its various learning opportunities. Students learn and experience the knowledge, skills, and attitudes through all domains of language (reading, writing, speaking, and listening). Adjust the level of difficulty as best fits your students. Assist special needs students in selecting activities/roles that utilize their strengths and allow them to succeed. Work together with your itinerant teachers to coordinate instruction.

### 13. Assessment

INTERNATIONAL RELATIONS includes a variety of opportunities for assessing individual student achievement. Informal assessment opportunities abound within the context of the simulation. While performing the role of “courier” between nation-groups (carrying Diplomatic Notes from one nation to another) you are in constant contact with what is happening within nation-groups and between nation-groups. In this role, you are able to monitor the progress of the simulation and assist nation-groups when they become off-track and/or stuck.

Use the following formal assessment opportunities to help evaluate students accurately.

- Role-based performance (see **Setup Directions #4, Grouping Students** for specific information; page 4)
- Diplomatic Logs
- Debriefing options
  - small group/class discussion(s)
  - written essay(s)
- Group participation

### 14. Ensuring that INTERNATIONAL RELATIONS runs smoothly

Use the following list to assist in your planning and running of the simulation.

#### Best Case Scenario (Your Goal)

1. Students have grasp of core knowledge needed for simulation (refer to BACKGROUND INFORMATION and HOW TO BE A DIPLOMAT; pages 30-31 and 35 respectively)
2. Groups are well balanced in terms of abilities
3. Students understand the world situation (WHAT THE WORLD KNOWS; pages 47-48) and their top secret info...teacher only needs to make short stops at each group to make sure information is understood and to answer any questions
4. Groups work out initial strategies and first Diplomatic Notes with little or no help from teacher
5. Patriotic/nationalistic/competitive feelings abound; all students in group are actively involved
6. Diplomatic Notes start by confirming/questioning known alliances; Diplomatic Notes follow up on top secret info leads
7. Many Diplomatic Notes need to be gathered and delivered; teacher is very busy reading and delivering
8. Students feel stress due to the time it takes for the teacher to deliver Diplomatic Notes
9. No other forms of communication are taking place; groups are acting in character, not making wild moves, not “giving away the farm” in deals
10. Teacher is only giving minor asides/advice to groups as simulation advances



*Rubrics are provided to assess the debriefing activities and group participation (see COOPERATIVE GROUP WORK RUBRIC and DEBRIEFING RUBRIC).*



*Complete a “pre-assessment” before determining if students have enough background information to start the simulation.*



# SETUP DIRECTIONS

## INTERNATIONAL RELATIONS



*Students are not told to forge Diplomatic Notes, however in the author's experience they often figure this out on their own. The author has told groups it is okay when asked, and has on occasion suggested that a group try it.*

*If you allow students to use forgery, clarify that this is for the sake of the simulation, as diplomats often use dis-information in their dealings. Be sure that students understand that this is not a value you encourage. In the context of human relationships it can be destructive...however, this simulation represents world politics.*



*Many of the questions found in Debriefing—Bank of Questions are directly from WHAT THE WORLD KNOWS. These can be used as an assessment of student understanding of basic background facts before proceeding with the simulation.*

11. One or more groups are using dis-information in their notes; one or two groups are impersonating other groups to fool others (others catch on and Diplomatic Notes begin demanding signatures or special/secret signs on Diplomatic Notes to verify authenticity of group/Diplomatic Note source)
12. World News Service (WNS) headlines add stress; students moan when WNS headline bell rings meaning another is coming...groups request that WNS put up headlines developed by them (e.g., Awana & Galea have allied)
13. Alliances are forming/stiffening/breaking...Diplomatic Logs are continuously updated
14. Groups are quietly asking well-thought-out questions of teacher; bouncing “what ifs” off him/her; teacher is indicating “try it” or discouraging same
15. At breaks, students stay seated/huddled in group
16. Groups take advantage of WON meeting possibilities (usually nothing is resolved, but sometimes secrets are revealed, which is OK)
17. Groups see when the end is near through Diplomatic Notes and/or through WNS headlines the teacher has allowed/posted announcing alliances (e.g., the balance of power is evenly matched or overwhelming against 1 or 2 nations)
18. Debriefing is boisterous

### Helpful Hints

1. Be sure students have core knowledge and groups are well balanced
2. Be sure groups are clear on their national goals and have direction in terms of Diplomatic Notes before accepting any Diplomatic Notes and beginning the simulation
3. Diplomatic Notes should start by confirming with other nations where they stand or following up on some concerns left hanging in the information provided
4. Initially, monitor groups carefully to ensure that they are acting in character (meaning they understand)
5. Monitor Diplomatic Notes to make sure they are clear, are not suggesting a dangerous course of action, and/or are not written too harshly (e.g., an ultimatum which is basically a declaration of war and thus the end of the simulation)
6. Make sure the whole group is participating and that one dominating student is not doing all the work
7. Monitor student enthusiasm, this simulation should be exciting
8. Ensure that the WNS headlines are interesting and timely



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# UNIT TIME CHART



## INTERNATIONAL RELATIONS

<b>Teacher Preparation</b>	<b>1½ hours</b> <ul style="list-style-type: none"> <li>• Reading Teacher Guide—Familiarizing self with simulation</li> <li>• Duplicating student material</li> </ul>
<b>Day One—“Diplomacy Training”</b>	<b>45 minutes</b> Educate students in the areas of International Relations, Foreign Policy, and Diplomacy Student Pre-assessment <ul style="list-style-type: none"> <li>• BACKGROUND INFORMATION</li> <li>• AN OVERVIEW OF U.S. FOREIGN POLICY (Optional)</li> <li>• THE U.S. CONSTITUTION AND FOREIGN POLICY (Optional)</li> <li>• HOW TO BE A DIPLOMAT</li> </ul>
<b>Day Two—Background Information and Negotiations Begin</b>	<b>45 minutes</b> Introduce the simulation, cooperative groups, and relevant background information; Develop diplomatic strategy and begin diplomatic negotiations <ul style="list-style-type: none"> <li>• LEADERSHIP TITLES (Optional)</li> <li>• WORLD NEWS SERVICE HEADLINES</li> <li>• COOPERATIVE GROUP WORK RUBRIC</li> <li>• GLOSSARY</li> <li>• RULES AND SUGGESTIONS</li> <li>• WORLD MAP</li> <li>• WHAT THE WORLD KNOWS</li> <li>• INTERNATIONAL COMPARATIVE CHART</li> <li>• WORLD ORGANIZATION OF NATIONS (WON)</li> <li>• RULES AND SUGGESTIONS</li> <li>• WORLD MAP</li> <li>• INTERNATIONAL COMPARATIVE CHART</li> <li>• WORLD ORGANIZATION OF NATIONS (WON)</li> <li>• TOP SECRET-CONFIDENTIAL: AWANA</li> <li>• TOP SECRET-CONFIDENTIAL: BATAVIA</li> <li>• TOP SECRET-CONFIDENTIAL: CAMBRIA</li> <li>• TOP SECRET-CONFIDENTIAL: DROMONY</li> <li>• TOP SECRET-CONFIDENTIAL: FLAVA</li> <li>• TOP SECRET-CONFIDENTIAL: GALEA</li> </ul>
<b>Day Three &amp; Beyond—Diplomatic Negotiations</b>	<b>2–3 hours</b> Continue cooperative work, development of diplomatic strategies, and negotiations <ul style="list-style-type: none"> <li>• WORLD NEWS SERVICE HEADLINES</li> <li>• Nation-Group Folders</li> </ul>
<b>Debriefing</b>	Debriefing/assessment activities of teacher choice <ul style="list-style-type: none"> <li>• Simulation Discussion</li> <li>• Linking the Simulation with the Real World—Discussion</li> <li>• Essay Prompts</li> <li>• Journal Entry</li> <li>• Editorial</li> <li>• Bank of Questions</li> <li>• Cooperative Group Questions and Evaluation</li> <li>• DEBRIEFING RUBRIC</li> </ul>

# DAILY DIRECTIONS

## DAY ONE

### INTERNATIONAL RELATIONS

#### Day One—"Diplomacy Training"

##### Objectives

- Read and discuss background information highlighting International Relations, Foreign Policy, and Diplomacy
- Read and review skills necessary to be a good diplomat
- Complete pre-assessment writing

##### Materials

- BACKGROUND INFORMATION — *class set*
- AN OVERVIEW OF U.S. FOREIGN POLICY — *class set (Optional)*
- THE U.S. CONSTITUTION AND FOREIGN POLICY — *class set (Optional)*
- HOW TO BE A DIPLOMAT — *class set + projection*
- Paper (lined) — *class set*

##### Procedure

1. Read or tell the following:

You are about to become national leaders of a simulated world. You will represent six different nations with a variety of national security concerns. But, before you take on these new identities as national leaders, we need to conduct some "training" on international relations, foreign policy, and diplomacy.

2. Distribute and read BACKGROUND INFORMATION. Discuss international relations, foreign policy, and diplomacy.
3. **Optional**  
Distribute AN OVERVIEW OF U.S. FOREIGN POLICY and THE U.S. CONSTITUTION AND FOREIGN POLICY if you plan to provide these additional resources to your students. Read and discuss.



*Provide additional teaching and/or students complete outside research on these topics if more information is needed. Students need a strong grasp of these basic concepts before proceeding with the simulation.*

4. Distribute and project HOW TO BE A DIPLOMAT. Read or tell the following information:

As national leaders, you will each be a “diplomat” in your international dealings. Thus far, we have covered the “basic training” of international relations. Now we will turn our attention to How to be a Diplomat!”

Read HOW TO BE A DIPLOMAT and discuss as a class.

5. Distribute paper and instruct students to write reflectively for 10–15 minutes responding to the following question, “Why do nations go to war?”



*Students keep this writing for debriefing to examine any shifts in perceptions due to the simulation experience.*

# DAILY DIRECTIONS

## DAY TWO

### INTERNATIONAL RELATIONS

#### Day Two—Background Information and Negotiations Begin

##### Objectives

- Introduce the simulation and the rules for a successful experience
- Form cooperative groups
- Read and discuss relevant background information
- Review the general geography of the fictitious World
- Discuss proper format for Diplomatic Notes
- Read information specific to their nation-group
- Develop diplomatic strategy
- Begin diplomatic negotiations

##### Materials

- LEADERSHIP TITLES — *teacher reference and/or class set*
- WORLD NEWS SERVICE HEADLINES — *teacher reference*
- COOPERATIVE GROUP WORK RUBRIC — *one to post + projection and/or class set*
- Intelligence Packets — *class set*
  - GLOSSARY
  - RULES AND SUGGESTIONS
  - WORLD MAP
  - WHAT THE WORLD KNOWS
  - INTERNATIONAL COMPARATIVE CHART
  - WORLD ORGANIZATION OF NATIONS (WON)
- RULES AND SUGGESTIONS — *projection*
- WORLD MAP — *projection*
- WHAT THE WORLD KNOWS — *one for teacher*
- INTERNATIONAL COMPARATIVE CHART — *projection*
- WORLD ORGANIZATION OF NATIONS (WON) — *projection*
- Nation-Group Folders — *one per group*
  - TOP SECRET-CONFIDENTIAL: AWANA — *one per nation-group member; in Awana folder*
  - TOP SECRET-CONFIDENTIAL: BATAVIA — *one per nation-group member; in Batavia folder*
  - TOP SECRET-CONFIDENTIAL: CAMBRIA — *one per nation-group member; in Cambria folder*
  - TOP SECRET-CONFIDENTIAL: DROMONY — *one per nation-group member; in Dromony folder*
  - TOP SECRET-CONFIDENTIAL: FLAVA — *one per nation-group member; in Flava folder*
  - TOP SECRET-CONFIDENTIAL: GALEA — *one per nation-group member; in Galea folder*



See Setup Directions #8, Intelligence Packets for more information on setting up the Intelligence Packets.



See Setup Directions #9, Nation-Group Folders for more information on setting up the Nation-Group Folders.

# DAILY DIRECTIONS

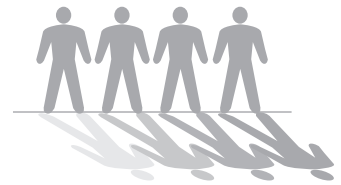
## DAY TWO

### INTERNATIONAL RELATIONS

- Bell (or other means of gaining student attention for World News Service Headlines) — *one*
- Flags (materials to make per teacher preference) — *one per group (Optional)*
- Paper (lined) — *several class sets*
- Paper (scrap; blank on at least one side; cut into 8.5" x 3.5") — *30+ per group*
- Resources (on foreign policy, democracy, communism, monarchy, Marxism, international relations, etc.) — *as needed*

#### Procedure

1. Review background information on international relations, foreign policy, and diplomacy as necessary.
2. Divide students into nation-groups (see **Setup Directions #4, Grouping Students** for more information; page 4).
3. Distribute or display the COOPERATIVE GROUP WORK RUBRIC and review your expectations for group cooperation. If you have not done so already, post the rubric for student reference.
4. Distribute Intelligence Packets. Point out the GLOSSARY. Students use this throughout the simulation. Project the RULES AND SUGGESTIONS. Read and discuss with the class. Carefully review #10: Spying is stealing information from another nation and treason is selling information. These are both Capital Crimes. Assign roles or allow students to select roles (see **Setup Directions #4, Grouping Students** for more information).
5. Project the WORLD MAP. Distribute several sheets of lined paper for student note-taking (these notes become the first Diplomatic Logs entries). Read aloud WHAT THE WORLD KNOWS as students read along silently. Point out the problem areas on the WORLD MAP.



*Six Heterogeneous Groups*



*Throughout the student pages, glossary words are italicized for student reference. Instruct students to use the GLOSSARY for definitions of unfamiliar words.*

*Determine if there is a need to clarify your punishment for Capital Crimes.*

*Advise student "Ambassadors" to take notes on their assigned nation(s) during the review of background information.*



# DAILY DIRECTIONS

## DAY TWO

### INTERNATIONAL RELATIONS



*Students can monitor changes in relationships by making appropriate changes to their visual depiction, using additional copies of the WORLD MAP. (This assignment could be used as homework.) The progression of colors over time could go a long way toward demonstrating real world comparisons (e.g., how it once was that the USSR was our ally and Japan and Germany were our enemies).*



*Determine the best means of groups gaining your attention when they have a Diplomatic Note for delivery. Instruct students as to your preferred method.*

#### 6. Optional

Instruct students to color code their WORLD MAP to visually describe the relationships between their nation and other nations. Choose one color to represent hostile nations, another color to represent neutral nations, and another color to represent friendly nations.

#### 7. Instruct students to review the INTERNATIONAL

COMPARATIVE CHART. Point out that “Per Capita GDP” is a measure of a nation’s wealth [the Gross Domestic Product (GDP) is divided by population]. In your discussion, **Note** the following:

- AWANA’s GDP is high due to oil exports, but that its people are relatively poor as most of the petro-dollars go to the royal family and the elite.
- Batavia’s GDP is “estimated” because in a communist nation, prices are fixed by the government, and as such are artificial and unreliable.
- Flava’s GDP is listed as “pre-revolution” since that is the last time reliable information was available. Since the violent revolution, production has been disrupted.

#### 8. Project WORLD ORGANIZATION OF NATIONS (WON).

Read as a class and answer any questions. Students need to be clear on how to call a WON meeting as well as the process of the WON meeting. A meeting may be called if three nations agree to it. (**Note:** This would be the only reason a Diplomatic Note might be used more than once as the required three nations could sign one Note passed around by the teacher.) Each nation sends one Ambassador (their “leader”). The teacher controls the WON meeting as Secretary General.

#### 9. Distribute each Nation-Group Folder, with the Top Secret-Confidential information sheet(s), to the appropriate nation-group. Instruct students to read the Top Secret-Confidential information silently and not to divulge the contents to other nation-groups.

#### 10. Project the RULES AND SUGGESTIONS digital copy and go over this information again. Emphasize that if war breaks out the simulation is over. Emphasize that negotiations/communications can ONLY take place through Diplomatic Notes. These Notes must be handed to you, as the “courier,” to be delivered to the addressee nation.

Demonstrate on the board the format of the Diplomatic Notes.  
Use the following example:

*TO: Nation's name*

*FROM: Nation's name*

*Text of message. It must be concise.*

*SIGNED:*

*by two of sending nation's members (the Ambassador to that nation and one other signature—could be the national “leader”)*

**Note:** The reason for signing the Diplomatic Notes is to make it more difficult for other nations to forge Notes to create misinformation and confusion.

11. Discuss the World News Service (WNS) with the class. The WNS is the headline news. As such, news items are out of the control of nation-groups since no government can control all events inside or outside of their country. Headline news items will be announced throughout the simulation. Students must attend to these news briefings as they will most likely impact their nation. Nation-groups can request WNS to broadcast a news item to the entire class. These may include alliance agreements, troop movements, etc., but they must be approved by the teacher (see **WORLD NEWS SERVICE HEADLINES** for more information; pages 38-39).
12. **Optional**  
Student groups make flags to represent their nation. When completed, these are placed at their tables so groups may better identify each other around the room. Flags also add to the feelings of nationalism during the simulation.
13. Instruct students to make Diplomatic Log notes if they have not done so already. **Note:** these initial notes should include all information to which they have access thus far (i.e., the background information).



*The flags are important. If there is not enough time for students to make the flags, consider doing so yourself.*

*If you choose to have the nation “leader” write Diplomatic Log notes, these should be general notes on the overall international scene as it relates to his/her nation.*

# DAILY DIRECTIONS

## DAY TWO

### INTERNATIONAL RELATIONS



Inform students that the purpose of the Diplomatic Logs is to keep track of the flow of “your nation’s relations with others.” Each nation should keep a Diplomatic Log for each of the other five nations. Each Ambassador is responsible for making entries in the Diplomatic Log of their assigned nation(s). Entries should be made in note form.

Read or tell the following information:

A typical Diplomatic Log entry makes note of incoming Diplomatic Notes from that nation; outgoing Diplomatic Notes to that nation; whether questions have been answered or not; and where you stand in your negotiations. Diplomatic Log entries also lead to ideas for new Diplomatic Notes.

Use the following example in explaining what a Diplomatic Log entry would look like for nation “Z.”

Diplomatic Note sent to Z to get a response on oil question  
Z says they will not negotiate

Maybe ask nation Y to help us with Z???

Z claims they are in alliance with nation X  
Sent Diplomatic Note to X to confirm this

Diplomatic Note from Z, Z agrees to oil deal if we withdraw our troops  
Sent Diplomatic Note agreeing to deal IF Z withdraws their troops too

X says they do NOT have an alliance with Z!!  
Etc.,  
Etc.,

14. Instruct students to quietly meet in their groups to discuss the information to which they have access. Student groups use this time to discuss strategies and to write a first Diplomatic Note. As groups are working, go around to each nation-group to make sure they understand their situations and needs before you begin accepting Notes for delivery. While going to each group, distribute the 8.5" x 3.5" scrap paper (used for the Diplomatic Notes).

# DAILY DIRECTIONS

## DAY TWO

### INTERNATIONAL RELATIONS

15. Go to each group to get Diplomatic Notes as they are ready for delivery (be sure to inform students of the best means of gaining your attention for this purpose). Read all Notes before delivering them, to stay abreast of what is happening, to make sure the nation-groups understand their situations well and are acting in character, and to ensure that the simulation does not end too early.
16. Stay neutral, but suggest tactics to individual nation-groups if they are stuck.
17. Every 5 to 10 minutes, or as the need arises, ring a bell (or other means) to get the class' attention and post WNS headline item(s) on the board.
18. Before the end of the period, have students make any final Diplomatic Log entries, put all their Notes and materials in the Nation-Group Folder, and turn their folders in to you. Instruct students that they are **not** to discuss the INTERNATIONAL RELATIONS information between classes.



*Groups could "raise their flags" to get your attention or simply hold the Note aloft in their hands.*

*In the book On War, Baron Von Clausewitz calls confusion "the fog of war." Diplomacy also has "fog." Sometimes the teacher, acting as courier, might "accidentally" deliver a Diplomatic Note to the wrong nation or fail to deliver a Note at all. This helps raise the tension and uncertainty. But this should only be done infrequently and surreptitiously so as not to lose students' trust.*

# DAILY DIRECTIONS

## DAY THREE

### INTERNATIONAL RELATIONS

#### Day Three & Beyond—Diplomatic Negotiations

##### Objectives

- Continue cooperative work in nation-groups
- Continue to develop diplomatic strategies
- Continue diplomatic negotiations

##### Materials

- WORLD NEWS SERVICE HEADLINES — *teacher reference*
- Nation-Group Folders — *one per group*
- Bell (or other means of gaining student attention for World News Service Headlines) — *one*
- Flags — *one per group (Optional)*
- Paper (lined) — *several class sets*
- Paper (scrap; blank on at least one side; cut into 8.5" x 3.5") — *30+ per group*
- Resources (on foreign policy, democracy, communism, monarchy, Marxism, international relations, etc.) — *as needed*

##### Procedure

As needed, review the procedures, expectations, and protocol of this simulation with your class.

*A typical day is as follows:*

1. While students assemble in their nation-groups, return their folders (and flags, if using them).
2. Instruct students to quietly meet in their groups to discuss the information to which they have access. Student groups use this time to discuss strategies and to write Diplomatic Notes (each Ambassador writes the Diplomatic Notes for his/her assigned nation). As groups are working, go around to each nation-group to make sure they understand their situations and needs before you accept Notes for delivery. Continue to distribute scrap paper for Diplomatic Notes as needed.
3. Go to each group to get Diplomatic Notes as they are ready for delivery (be sure to inform students of the best means of gaining your attention for this purpose). Read all Notes before delivering them, to stay abreast of what is happening, to make sure the nation-groups understand their situations well and are acting in character, and that the simulation does not end too early.



Remind student Ambassadors to continue making Diplomatic Log entries as new information is presented. This may come via Diplomatic Notes, WON meeting, Headline News items, etc.

# DAILY DIRECTIONS

## DAY THREE

### INTERNATIONAL RELATIONS

4. Continue to stay neutral, but suggest tactics to individual nation-groups if they are stuck.
5. Every 5 to 10 minutes, or as the need arises, ring a bell (or other means) to get the class' attention and post WNS headline item(s) on the board.
6. Every 30 to 40 minutes, or when the need arises, call for a "cooling off" period/break. Deliver the Notes in hand but accept no more. During the "cooling off," the teacher may consult with individual nation-groups, and the nations may re-evaluate their situations and/or update their Diplomatic Logs.
7. Before the end of the period, have students put all their Notes and materials in the group folder and collect them. Instruct students that they are **not** to discuss the INTERNATIONAL RELATIONS information between classes.
8. Determine an appropriate ending based on the guidance provided within **Setup Directions #11, Ending the Simulation** (page 8). Following the "ending," begin the debriefing activities (per teacher preference; see **Debriefing** in this Teacher Guide; page 24).



*Remember, sometimes the teacher, acting as courier, might "accidentally" deliver a Diplomatic Note to the wrong nation or fail to deliver a Note at all. This helps raise the tension and uncertainty. But this should only be done infrequently and surreptitiously so as not to lose students' trust.*

# DAILY DIRECTIONS

## DEBRIEFING

### INTERNATIONAL RELATIONS

#### Debriefing

##### Objectives

- Students complete debriefing activities of teacher choice
- Students complete assessment activities of teacher choice

##### Materials

- DEBRIEFING RUBRIC — *one to post + projection and/or class set*
- Computer with Internet access — *at least one (Optional)*
- Paper (lined; for any writing assignment) — *at least one class set*
- Resources (on foreign policy, democracy, communism, monarchy, Marxism, international relations, etc.) — *as needed*

##### Procedure

INTERNATIONAL RELATIONS is not an exact reflection of reality. The six nations are fictitious. Its purpose is to introduce students to the complexities and tensions of international relations, to present a touchstone that they have experienced and can now relate to. Thus, debriefing is an important component of this simulation. The following activities can be used as debriefing activities and/or assessment. Use all or some of the activities.

Before beginning any debriefing activities, instruct students to re-read their pre-assessment writing (“Why do nations go to war?”). Discuss whether their prior perceptions held true.

Distribute and/or display the DEBRIEFING RUBRIC prior to beginning the debriefing activities to be sure students are clear on your expectations. Post the rubric for student reference.

Consider the following grouping options when deciding on debriefing/assessment activities.

- Class discussion (with or without students in nation-groups)
- Small group discussion
- Roundtable format with groups answering questions for 5–10 minutes in front of class...each individual student answers at least one question
- Individual assessment: through essay prompts, multiple choice assessment, individual students respond to questions, etc.
- International Relations “game” with individual contestants or groups competing—answering questions posed by teacher
- Jigsaw groups (for example, Awana group becomes Awana leader with all Ambassadors to Awana) and discuss questions...one person is the recorder for the group



*Access to a computer is optional. If students complete additional research as part of their debriefing experience, the computer is an excellent resource.*





### 1. Simulation Discussion

Discuss what happened during the simulation with students/groups. Students should not have shared their nation's strategies and secrets yet, unless there was a WON meeting, so this will be the first public airing and emotions will be high! Use the following questions/issues to guide the discussion.

- a. What could have or should have happened (re: negotiations, interactions, outcome)?
- b. Did nations do the "correct" thing? Did they negotiate to promote their own self interests...or did nations act out of character...why?
- c. Was deception or "misinformation" used during the simulation? How did it alter negotiations and perceptions?

### 2. Linking the Simulation with the Real World—Discussion

Discuss how the simulation relates to aspects of historical world politics students have studied. Use the following questions/issues to guide the discussion.

- a. What international concerns or crises are occurring today/have occurred in the past?
- b. What are/were the competing interests of the nations involved?
- c. Do/Did alliance systems exist? Are/Were these alliances fragile?
- d. Do/Did military threats and/or terrorist activities (today/in past) exist? Who are/were the participants? What is/was the purpose? What was the resolution?
- e. Do/Did competing economic interests exist today/in past?
- f. How might these threats and competing interests be/have been resolved peacefully?
- g. What real nation(s) is each fictitious nation related to in past/current world politics? In what ways?  
*The fictitious nations were modeled after Saudi Arabia/Kuwait/UAE/Bahrain/Qatar (Awana), USSR/Russia (Batavia), United States (Cambria), Britain/an amalgamation of Euro nations (Dromony), China (Flava), another Euro amalgamation including Austria, Sweden, Finland, and France (Galea).*
- h. Why a nation might go/has gone to war
- i. How much influence does geographic location have on international issues/conflicts?



*This is an appropriate time to share if you contributed to deception or misinformation in your distribution of the Diplomatic Notes.*

# DAILY DIRECTIONS

## DEBRIEFING

### INTERNATIONAL RELATIONS



*The WON Supreme Council simulates the “Big Five” nations of the real United Nations (US, Russia, France, China, UK). Like the UN, WON is non-binding, a nation does not have to go along with a UN/WON resolution. However, the UN has, on rare occasions, used force. For example: Iraq out of Kuwait ('90). Iraq refused. Resolution passed because Russia and China abstained from voting (didn't veto); N. Korea out of S. Korea ('50). It passed because the USSR boycotted the Security Council meeting and didn't veto.*

- j. If a WON meeting was called in the simulation: discuss real world organizations of nations as related to the students' experience of WON. If a WON meeting was not called, discuss the real world organizations of nations and how these are or are not useful in international relations.
- k. Why are citizens of democratic capitalist nations generally richer than citizens of socialist/communist nations? What political economic factors explain this?
- l. Why do nations seek alliances to create balances of power?
- m. Why are good diplomacy and diplomats essential to healthy international relations?
- n. Why was the North Atlantic Treaty Organization (NATO) formed? What is its purpose today?
- o. In what ways is the simulation's WON like the United Nations? Why doesn't the UN have its own army?
- p. Give examples of nations today that are communist; democratic; Marxist; etc.
- q. Why would an isolationist policy hurt the nation practicing it?
- r. The U.S. is currently the richest, most powerful nation on earth. Why should it care what other nations think?
- s. Why is oil such an important resource today? List its uses, byproducts. Could our economy survive with a lot less oil and energy from other sources?
- t. What are the reasons nations today will have a difficult time agreeing on how to address the issue of global warming and other environmental issues like over-fishing, rainforest destruction, endangered species, etc.?
- u. How would you encourage nations to reduce their conventional, nuclear, biological, and chemical weapons? If an arms reduction agreement could be achieved, how could nations trust others to uphold their side?
- v. Do we even need national borders? Why or why not?
- w. What are some important foreign policy problems facing your country today? List them. Now, be a good diplomat. How would you solve them?

### 3. Essay Prompts

(In addition to the discussion questions listed in number 2.)

- a. Foreign Policy Today  
Students write an essay about the difficulties of conducting foreign policy in a world of nations with competing or conflicting interests.

- b. **Historical International Crisis**  
Students choose an historical international crisis between two nations (or a group of nations), complete research, and analyze the situation using their new understanding of the complexities of international relations.
- c. **Current International Crisis**  
Students choose a current international crisis between two nations (or a group of nations), complete research, and analyze the situation using their new understanding of the complexities of international relations.
- d. **Compare/Contrast**  
Students compare and contrast the various political, economic, and social systems.
  - Autocracy
  - Democratic Capitalism
  - Democratic Socialism
  - Communism
  - Marxism
  - Monarchy
- e. **Be a Diplomat**  
Students solve the following problems in a way that satisfies both/all nations.
  - Batavia/Flava border dispute
  - Batavia/Awana border dispute
  - Gaele desire to get back Gal over Batavia's fears of invasion from that quarter
  - The use of the Gulf of Bon to all affected nations' satisfaction

**4. Journal Entry**

Students write a journal entry discussing their experience in the simulation, what they learned, and how they can apply this knowledge to the real world of International Relations.

Use any questions or prompts from other debriefing suggestions.

**5. Editorial**

Students write an editorial for a newspaper describing their views of a current or historical international crisis.

# DAILY DIRECTIONS

## DEBRIEFING

### INTERNATIONAL RELATIONS



*Many of the questions lend themselves to a multiple choice format if you want to construct an objective “test” for assessment purposes.*

*Many of the questions are directly from WHAT THE WORLD KNOWS background information and can be used as an assessment of student understanding of basic background facts before proceeding with the simulation.*

*A vocabulary quiz using the GLOSSARY is an additional means of assessment.*

#### 6. Bank of Questions

Use the following questions to guide a discussion or for assessment purposes.

- Which nation was oil rich, yet weak militarily? (*Awana*)
- Why should the island nation of Cambria be concerned about what happens on the continent? (*Answers will vary*)
- Which nations had border disputes? (*Batavia and Flava, Batavia and Awana*)
- What is the name used to designate conflict in which two nations fight for control over another nation but use and support local soldiers to fight instead of their own? (*proxy war*) What nations were involved in this type of war? (*Batavia and Cambria over Traland*)
- According to GDP per capita figures, which nation was wealthiest? (*Awana*)
- Which nation gave sanctuary to Flavan exiles? (*Dromony*) What did this nation have to gain/lose by providing sanctuary to the Flavan exiles? (*Answers will vary*)
- Which political economic system allows for the most freedoms to their citizens? (*democratic capitalism*) What are potential benefits and costs of this freedom? (*Answers will vary*)
- Which nation’s economy was primarily agrarian based? (*Flava*)
- What are the two competing economic systems? (*capitalism and socialism/communism*)
- What are the problems that Awana/Batavia/Cambria/Dromony/Flava/Galea faced? (*Answers will vary*)
- What nations bordered the Gulf of Bon? (*Awana, Dromony, Batavia, Flava*)
- Why does Batavia need free access to the Gulf of Bon? (*warm water port*)
- Why do the nuclear powers, Batavia and Cambria, desperately want to avoid using their nuclear weapons? (*mutual annihilation*)

### 7. Cooperative Group Questions and Evaluation

- How well did you as policy-makers for your nation function in a group?
- Did everyone agree on all your courses of action?
- If there were problems, what were they/how were they resolved?
- How might you have worked better as a group? Be specific and name observable behaviors.
- Were you clear about what your nation should do in the beginning of the simulation? Your nation's goals?
- How successful were you in achieving your national goals?
- Did your nation make any agreements or compromises with nations which were hostile to you? If yes, what were they and why did you make them? If no, why not?



*Use the COOPERATIVE GROUP WORK RUBRIC to assist with the Cooperative Group Questions and Evaluation.*



## BACKGROUND INFORMATION (1)

### INTERNATIONAL RELATIONS

At time of publication (2001), there are nearly two hundred nation states on this planet, and that number will change with time. Each of these nations is involved in international relations to a greater or lesser extent. Each nation makes foreign policy. Each nation uses diplomacy as one of its tools for conducting foreign policy. Before beginning the INTERNATIONAL RELATIONS simulation, it is important to understand what the terms “international relations,” “foreign policy,” and “diplomacy” mean.

**International relations** is a term used to identify all interactions between nations across borders. It includes politics, trade and finance, and law. International relations is actually a field of academic study which includes various, often competing, schools of thought and theory which seek to explain these interactions. But one unifying theory of international relations may never be found because each of the nearly 200-odd nations pursue their own foreign policies based upon their individual needs, interests, and concerns. Only one thing is somewhat certain in international relations: a nation will act in ways that its leaders perceive to be in their nation’s self interest and which will benefit their nation’s security.

Yet even this is suspect, as it assumes the nation’s government leaders are rational. Also, actions that may be perceived as self interest and as increasing *national security* in the short run may, in the long run, actually reduce national security and seem irrational in hindsight. This brings us to foreign policy making.

**Foreign policy** is the process whereby one nation acts, reacts, and interacts with other nations. A nation’s foreign policy may have general (often vague) overall objectives. During the 1990s President Clinton’s policies were known as “Enlargement and Engagement,” (i.e., enlarging the number of democratic nations and the number of people enjoying basic human rights, and engaging our adversaries constructively). A nation’s foreign policy only becomes specific when aimed at another individual nation. And then it may not mesh with—in fact, may be in conflict with—the general foreign policy goals. (President Lyndon Johnson used to say that he had over 60 foreign policies.)

Foreign policy is conducted by government leaders, usually the executive and his appointees. In the U.S. and many other nations, it is a serious crime to claim falsely that one is speaking for the government. In the U.S. the Chief Executive is also the “Chief Diplomat” and has great powers in the area of foreign policy. The President’s powers are checked by the U.S. Senate in that the Senate has the power to approve or reject treaties negotiated by the executive and can approve or reject the President’s nominees for policy-making positions; it can also investigate the conduct of foreign relations by the President.

A nation’s foreign policy is driven and molded by two realities: the internal or domestic environment and the external or global environment. Policy making takes place at the juncture of domestic and global concerns.

Domestic realities which shape foreign policy include the resource base of a nation; its geographic position in relation to others; its level of development and strength of its economy; its demographics; and its ideologies and fundamental values as shaped by its religious, cultural, and historical experiences.

## BACKGROUND INFORMATION (2)



### INTERNATIONAL RELATIONS

The international or external environment is where policies are implemented. This stage is in a constant state of flux. This brings us to diplomacy.

Nations use economic advantages, military advantages, geographic advantages, *collective security alliances*, agreements, treaties and laws, non-governmental entities—such as the United Nations—and simple, persuasive diplomacy to achieve their goals.

**Diplomacy** is one of the tools employed by nations to put policies into effect. National security is supported and defended by diplomats. Diplomacy is a nation's first line of defense. Though it is common to separate diplomatic and military means, the distinction can be blurry. Frederick the Great of Prussia said, "diplomacy without force is music without instruments." But talking is usually better than fighting and much less costly. Diplomacy and diplomats are central to international relations for four reasons:

1. representation to obtain or pass on political or military information and to promote trade
2. to formulate and identify goals; to make guidelines and recommendations for government leaders to follow
3. to conduct the orderly management of international relations
4. to establish and review rules and procedures for international relations

National leaders do not and cannot make foreign policy in a 'vacuum;' they cannot control domestic and international events. It is always a series of compromises between competing domestic interests and competing global interests, and so, never perfect. Even the rare absolute dictator is a slave to domestic and international realities.

From 1946 to 1991, U.S. foreign policy was relatively simple: contain *communism*. It was a bipolar world: the U.S. vs. the U.S.S.R. (and to a lesser extent vs. China); free market *capitalism* vs. state socialism; democratic freedoms vs. totalitarianism. The world was divided into the First World (the U.S. and her allies), the Second World (the Soviet Union and its allies), and the Third World, over which the first two competed for influence.

On Christmas Day, 1991, the U.S.S.R. was no more. The world was left with one superpower. The U.S.'s military budget was many times greater than all the next biggest powers, combined. Its economy was almost three times larger than the next closest competitor's. It had stable democratic institutions of government. And though the number of new democratic nations increased markedly, the U.S. superpower could not impose its will freely upon other nations. Its foreign policy was still imperfect, cumbersome, often contradictory, and tentative.

For the U.S. there are new issues which have replaced the problems presented in the Cold War. Other powers are rising around the globe. The European Union, Southeast Asian nations, China, and Japan have their own foreign policy agendas. "Globalization," the economic interdependency of nations brought on by the information revolution, has dropped many trade barriers but requires constant monitoring and flexibility in policy making. And throwing more wrenches into the international relations machinery are: the proliferation of weapons of mass destruction; terrorism; world environmental crises such as global warming, resource exhaustion, population growth; always volatile oil politics; trade wars and enforcing trade rules; ethnic and religious struggles; and international crime.

Through all of this, a nation's prime goal in its foreign policy is to ensure its national security.





# AN OVERVIEW OF U.S. FOREIGN POLICY (1)

## INTERNATIONAL RELATIONS

1776 Declaration of Independence	Self-Determination
1778 French Alliance	
1783 Treaty of Paris with England	
1787 U.S. Constitution	
1803 Louisiana Purchase	Isolationism
War w/ Barbary Pirates	
1812 War w/ Great Britain	Expansion
1814 Treaty of Ghent w/ Britain	
1819 Florida Purchase	
1832 Monroe Doctrine	
1842 Webster-Ashburton Treaty	Manifest Destiny
1845 Mexican War	
Fifty-Four Forty or Fight—Canadian Border	
1800s Ongoing Indian Territory Wars	
1853 Perry “opens” Japan	
1866 Napoleon III withdraws from Mexico	
1867 Purchase of Alaska	
1898 Spanish-American War	Imperialism
Acquisition of Hawaii, Philippines, Guam, Puerto Rico, Cuba	
1899 Partition of Samoa	The Big Stick
1900 Boxer Rebellion in China	The Open Door
1903 Panama	Dollar Diplomacy
1904 Marines to Santo Domingo	
1912 Marines to Nicaragua	
1914 Intervention in Mexico	
1915 Marines to Haiti	
1917 U.S. Enters WWI	World Power
1918 Wilson’s 14 Points	
1919 Treaty of Versailles	
1921 Washington Disarmament Conference	Isolation
1930 London Naval Disarmament Conference	Good Neighbor
1932 Geneva Disarmament Conference	
1933 Montevideo Conference—Nonintervention Pledge	
1934 Pull-out from Cuba and Haiti	
1941 Lend-Lease	World Power
Pearl Harbor—U.S. Enters WWII	
1942 Atlantic Conference	
1945 Yalta and Potsdam Conferences	
Hiroshima; V-E and V-J	
Independence of Philippines	
Founding of United Nations (UN)	Cold War

# AN OVERVIEW OF U.S. FOREIGN POLICY (2)



## INTERNATIONAL RELATIONS

1947 Truman Doctrine	Containment
Marshall Plan	
1948 Berlin Blockade/Airlift	
Recognition of Israel	
1949 NATO	
“Fall” of China to Communists	
1950 Korean War	
1954 SEATO	
Quemoy-Matsu Crisis	Nuclear Arms Race
1956 Suez Crisis	
1959 U-2 Incident	Space Race
1961 Bay of Pigs	
1963 Cuban Missile Crisis	Decolonization
1965 Gulf of Tonkin Resolution—Vietnam Escalation	Third World Proxy Wars
1969 First Moon Landing	
1972 Nixon Visits China	Terrorism
Vietnam Drawdown	Detente
1973 Arab-Israeli War	SALT & START
OPEC Oil Embargo	
1975 Saigon “Falls”	
1979 Iranian Revolution—U.S. Hostages	
1980 Solidarity Union in Poland	Drug Wars
Nicaraguan <i>Contras</i> v. <i>Sandinistas</i>	
1983 Grenada Intervention	
1985 Gorbachev Rules USSR	
1989 Panama Intervention	
1989 Velvet Revolution—Hungary	
The “Wall” Falls	
1991 USSR dissolved	End of Cold War
1991 Gulf War	New World Order
1993 Haiti Intervention	GLOBALISM
Somalian Crisis	Peacekeeping &
1995 Bosnian Crisis	Nation Building
1999 European Union	NAFTA & WTO
Kosovo Crisis	Drug War & Narco Terrorism
2000 and on.....	



# THE U.S. CONSTITUTION AND FOREIGN POLICY

## INTERNATIONAL RELATIONS

**Preamble:** “...to provide for the common defense...”

**The Congress: Article 1:**

“...to provide for the common defense...”

“To regulate commerce with foreign nations...”

“To establish uniform rules of naturalization...”

“To define punishments for piracies and felonies, committed on the high seas, and offenses against the laws of nations;”

“To declare war, grant letters of marque and reprisal, and make rules concerning captures on land and water;”

“To raise and support armies....”

“To provide and maintain a navy;”

“To make rules for the government and regulation of land and naval forces;”

“To provide for calling forth the militias [to]...repel invasions...”

“To provide for organizing, arming and disciplining the militia...”

“...the writ of habeas corpus shall not be suspended, unless when, in cases of...invasion the public safety may require it;”

“...no person holding any office of profit or trust under them shall, without the consent of the Congress, accept of any present, emolument, office, or title of any kind whatever, from any king, prince, or foreign state...”

“No state shall enter into any treaty, alliance, or confederation; grant letters of marque or reprisal...”

“No state shall, without the consent of Congress lay any imposts or duties on imports...”

“No state shall...keep troops, or ships of war in time of peace, enter into any agreement or compact...with a foreign power, or engage in war unless actually invaded...”

**The Executive: Article 2:**

“The president shall be Commander in Chief of the army and navy of the United States, and of the militia of the several states...”

“He shall have the power, by and with the advice and consent of the Senate...to make treaties, ...shall nominate, and by and with the advice and consent of the Senate, appoint ambassadors.....”

“...shall receive ambassadors...”

**The Judiciary: Article 3:**

“The judicial power shall extend to all cases...arising...under treaties made,... affecting ambassadors; to all admiralty and maritime jurisdiction...”

“Treason against the United States shall consist only in levying war against them, or in adhering to their enemies, giving them aid and comfort”

“The Congress shall...declare the punishment of treason...”

**Relations Among the States: Article 4:**

“New states may be admitted by the Congress into this Union...”

“The United States shall...protect each of them [states] against invasion...”

# HOW TO BE A DIPLOMAT



## INTERNATIONAL RELATIONS

History shows that a good diplomat needs to combine the qualities of a chess player, a car salesman, a poker player, and a stock market speculator.

1. **KNOW YOUR BUSINESS:** Keep up with the international scene. Know who has treaties with whom, who doesn't like whom, and what everybody else wants. Know what you want. Use protocol and never say exactly what you really mean. Use jargon and be able to read between the lines of others' jargon.
2. **KNOW YOUR OPPONENTS:** What are their values? What are their customs? What is their nation's history? What drives them? Information is king. Use it as a tool. Never insult them during negotiations by your ignorance. If they insult you, then you know you are wiser.
3. **MAKE MUTUALLY SATISFACTORY DEALS:** *Compromise* often means the two parties to a deal are equally dissatisfied with it. This is better than the destruction of war. The deal must be workable and lasting. If you can grab more than your opponent in the deal and he is not unhappy, grab. But never kick an opponent when he is down unless you know he will never get up. A victor's imposed peace by harsh terms will not keep the peace. Witness the Treaty of Versailles after WWI.
4. **USE GOOD ADVERTISING TECHNIQUES:** Modern communications can make for favorable propaganda. Make your nation seem to be on the side of justice. Your nation is good and right. While it is not necessary that a nation be universally loved, an absence of hatred is desirable.
5. **CULTIVATE PERSONAL CHARM:** Diplomacy is conducted person-to-person. Negotiations are conducted more at embassy receptions and cocktail parties than over conference tables. While sometimes a good strategy is to talk tough, it is more productive to be liked.
6. **OUTFLANK YOUR OPPONENT:** *Alliances* are one way. *Diversionary tactics* are another. Have 'friends' at your beck and call if needed.
7. **USE PAWNS WISELY:** It is cheaper than losing your queen. Strengthen your *buffer zones*. Give economic aide and military aide to friendly third parties. It is easier than "sending your boys to Nam."
8. **BE ABLE TO BLUFF:** Speak softly and carry a big stick. Persuade others that the stick will be used, then it may never have to be.
9. **IF YOUR BLUFF IS CALLED, HAVE SOME ACES UP YOUR SLEEVE:** Never show your opponent all your weapons at once unless you are going to use them all at once.



# LEADERSHIP TITLES

## INTERNATIONAL RELATIONS

Below is a list of suggested titles for each nation's foreign policy makers. The first title listed for each nation is the title for the leader. The remaining titles are in addition to the designated role of Ambassador.

### AWANA

1. Leader: Sheik, King, or Emir
2. First Deputy Ruler, Crown Prince/Ambassador
3. Royal Secretary for Foreign Affairs/Ambassador
4. Chief of Staff, Royal Armed Forces/Ambassador
5. Royal Secretary for Internal Security/Ambassador
6. Royal Advisor for Spiritual Affairs/Ambassador

### BATAVIA

1. Leader: Secretary General, Communist Workers Party, Politburo
2. Minister of Foreign Affairs/Ambassador
3. Minister of State Security/Ambassador
4. Supreme Commander, Batavian Armed Forces/Ambassador
5. Deputy Commander, Batavian Land and Sea Forces/Ambassador
6. Deputy Commander, Batavian Air and Rocket Forces/Ambassador

### CAMBRIA

1. Leader: President
2. Secretary of State/Ambassador
3. Secretary of Defense/Ambassador
4. National Security Advisor/Ambassador
5. National Intelligence Director/Ambassador
6. Chairman, Joint Military Chiefs/Ambassador

### DROMONY

1. Leader: Prime Minister
2. Foreign Minister/Ambassador
3. Minister of Homeland Defense/Ambassador
4. Minister of Intelligence/Ambassador
5. Field Marshall in Chief, Armed Forces/Ambassador
6. Home Security Minister/Ambassador

### FLAVA

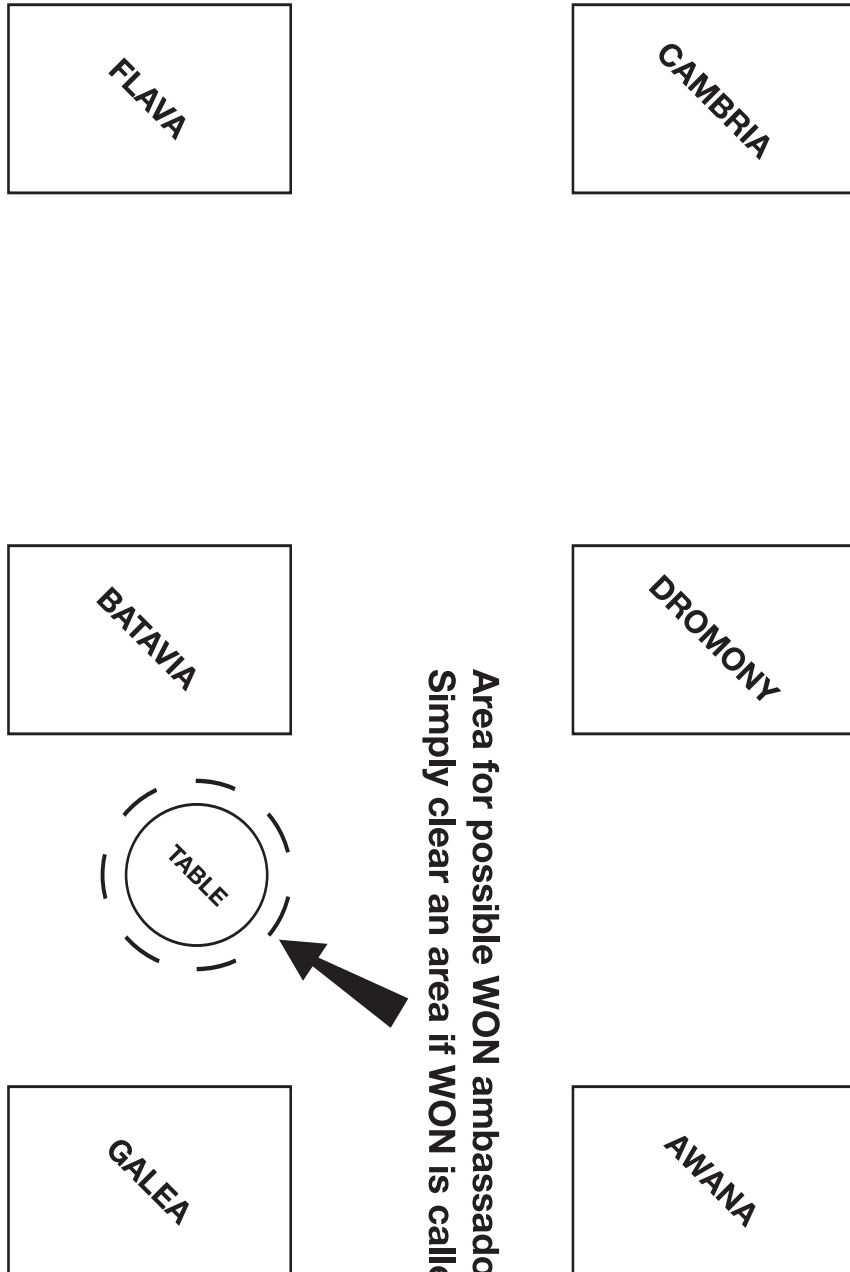
1. Leader: Comrade Supreme, Peoples Party, Politburo
2. Comrade Vice Premier/Ambassador
3. Comrade Foreign Minister/Ambassador
4. Comrade Chief of Party Discipline/Ambassador
5. Comrade Chief of Peoples, Revolutionary Armed Forces/Ambassador
6. Comrade Chief of State Security/Ambassador

### GALEA

1. Leader: Premier
2. Prime Minister/Ambassador
3. Deputy Secretary, Foreign Affairs/Ambassador
4. Deputy Secretary, Intelligence/Ambassador
5. Deputy Secretary, War/Ambassador
6. Commander in Chief, Galean Armed Forces/Ambassador



### BACK OF CLASSROOM



### FRONT



## WORLD NEWS SERVICE HEADLINES (1)

### INTERNATIONAL RELATIONS

Use World News Service (WNS) Headlines as a way to heighten tensions, destabilize negotiations, or affect the course of the simulation. The following are suggested headlines and don't need to be posted in this order. As each simulation plays out differently, formulate your own WSN Headlines. These can be introduced every 5–10 minutes, depending on the needs of the simulation. Ring a bell to gain students' attention and put the short headline on the board.

"BATAVIAN-FLAVAN BORDER: Batavian and Flavan troops clashed this morning in a disputed area. Batavia says Flava started hostilities; reports 200 Flavan soldiers dead..."

"HAGDA: Batavian military has captured militant Hagda separatists. Prisoners confirm their arms were supplied by Awana. Batavia demands apology from Awana..."

"DROMONY: Island #3 naval base was fired upon last night. The attack was repulsed. Dromony blames Awana, but other sources said the attacking boats could have been Batavian or Flavan..."

"FLAVA: Flavan troops have fought with Flavan exile guerrillas in the Great Desert. The exiles' weapons were Dromonish. Flava demanded that Dromony turn over all Flavan exiles..."



## WORLD NEWS SERVICE HEADLINES (2)



### INTERNATIONAL RELATIONS

"GALEA: A grenade exploded in a Galean bar—5 Cambrian soldiers were killed and 20 wounded. A radical socialist Galean group claimed credit. Meanwhile, street demonstrations in the Galean capital protesting the continued presence of Cambrian and Dromonish troops turned violent..."

"TRABLAND: Sources reported Flavan military officers are assisting guerrillas fighting the Batavian-backed government of Trabland..."

"AWANA-BATAVIA BORDER: Sources confirm the discovery of huge oil deposits along the contested border..."

"GULF OF BON: A Dromony destroyer was hit and sunk by a torpedo off Island #1; 100 sailors are dead, 50 missing. Dromony blames a Flavan "fast boat." Flava denies its small navy was responsible..."

"GALEA: Socialist party leaders have called on Galean citizens to boycott all Cambrian consumer products until Cambria removes its troops stationed in Galea..."



## COOPERATIVE GROUP WORK RUBRIC

### INTERNATIONAL RELATIONS

**Exemplary** — You consistently and actively help the group achieve its goals by communicating well with other group members, by encouraging the group to work together, and by willingly accepting and completing the necessary work of your daily role.

**Expected** — You usually help the group achieve its goals by communicating with other group members, by encouraging the group to work together, and willingly accepting and completing the necessary work of your daily role.

**Incomplete** — You infrequently help your group achieve its goals.

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**Expected** — You usually help the group achieve its goals by communicating with other group members, by encouraging the group to work together, and willingly accepting and completing the necessary work of your daily role.

**Incomplete** — You infrequently help your group achieve its goals.

# GLOSSARY (1)



## INTERNATIONAL RELATIONS

**Agrarian**—relating to the farming of land. In an “agrarian nation,” most of its people work the land; it is poorly developed; lacks technology

**Alliance**—A union formed by agreement; a joining of national interests

**Autocracy**—a government which has nearly unlimited power over its citizens; no checks or balances; “rule by men, not laws”

**Balance of Power**—An even distribution of military power among nations; meant to deter aggression

**Buffer Zone**—a neutral area established as a barrier between two adjoining enemy or rival nations

**Capitalism**—an economic system in which individuals own property and other means of production; firms compete freely; prices set by supply and demand (e.g., market economy; free enterprise)

**Client State**—a state that is not truly independent, dominated by another more powerful neighbor politically and militarily. (e.g., during the Cold War, most Eastern European nations were client states of the USSR)

**Collective Security**—the guarantee by a group of nations of the security of each nation in the alliance; the maintenance of peace through collective action against a potential or real attacker

**Communism/Socialism**—an economic and political system in which the state, controlled by an elite few, owns the property and means of production, plans all production, and sets all prices; little or no economic or political freedoms

**Compromise**—to settle a quarrel or difference of opinion by agreeing that each party will give up part of what was demanded; coming to terms

**Conventional Weapons**—soldiers, small arms, artillery, tanks, war planes, and ships (as opposed to chemical, biological, and nuclear weapons)

**Decadence**—a falling off, or growing worse; decline and decay usually related to morals and values

**Democratic Capitalism**—the freest of political economies. The citizens have wide civil liberties, are sovereign, and elect a republican government; property is privately owned and production and prices are determined by supply and demand

**Democratic Socialism**—an economic and political system in which a democratically elected government owns the major means of production and sets price levels; allows most economic and all political freedoms



## GLOSSARY (2)

### INTERNATIONAL RELATIONS

**Diplomacy**—the art of managing relations between nations

**Diversionsary Tactic**—an action designed to distract an opponent from one's true intent; a feint to confuse an opponent

**Exiles**—people who have been banished, or forced to flee, from their homeland

**Foreign Policy**—one nation's affairs and actions with other nations, dictated by domestic (internal) and international (external) realities with the aim of preserving or enhancing its own security and well being

**Fundamentalists**—persons or groups who believe the Bible or the Quoran is the word of God and should be believed and followed literally

**Guerillas**—members of an irregular army who harass the enemy with sudden raids, ambushes, and sabotage attacks

**ICBM**—intercontinental ballistic missile; land based with a range of 3,000-7,000 miles; carries at least one, and up to 10, nuclear warheads

**Infrastructure**—the essential underlying elements that form the structure of the economy; e.g., transport system, water, energy utilities, communications, education system

**Isolationism**—the principle or practice of a nation not participating in political or economic relations with other nations

**Mutual Assured Destruction (M.A.D.)**—the nuclear deterrence policy adopted by the U.S. and USSR in the late-1960s which states that a nation initiating a nuclear attack would incur so much damage itself as to make an attack suicidal; MAD necessitates a huge nuclear arms build-up ("overkill") so each nation would have a credible retaliatory force; "If you kill me, I'll kill you."

**Marxism**—the theory of Karl Marx and Frederick Engels that all history is a struggle between economic classes; that the oppressed working class should overthrow the upper class, create a state which owns all property, and lead society toward a classless, communal one

**Monarchy**—a government in which power is vested in one person; a queen or king and their family. It can be absolute rule or a limited monarchy in which the ruler's power is restrained by a constitution

**Nationalism**—patriotic feelings for, devotion to the interests of, one's nation

**National Security**—the goal of foreign policy; to be safe in the short and long run from threats of, or actual, invasions, economic threats, or factors which would weaken a nation's political and economic well-being

## GLOSSARY (3)



### INTERNATIONAL RELATIONS

**Parliament**—an elected legislative body of a nation; a congress

**Per Capita GDP**—the total value of the economic output of one nation in one year, (GDP = Gross Domestic Product) divided equally among its citizens; a measure of national wealth

**Politburo**—the highest committee of Communist Party leaders which controls national policies and foreign affairs

**Province**—relating to a region or area with defined boundaries within a nation

**Proxy Wars**—when two powerful nations struggling over a third nation or region do not fight each other directly, but rather employ, support, and supply opposing forces fighting in their interests (e.g., In Africa during the Cold War; in Nicaragua during the 1980s)

**Regime** (ra-geem)—refers to the prevailing, or present, system of government and its leaders; usually a government which gains and holds its power by force

**SLBM**—submarine launched intercontinental ballistic missile (see ICBM)

**Sabotage**—the deliberate destruction of weapons of war or the machinery of production

**Sanctuary**—in politics, a place of refuge, safety, and protection

**Sheikdom**—a territory or nation ruled by a sheik (king) and his family

**Tariff**—an official list of duties imposed by a government on imports or exports



## RULES AND SUGGESTIONS (1)

### INTERNATIONAL RELATIONS

In INTERNATIONAL RELATIONS, you and your classmates become leaders of six nations. Your challenge as national leaders is to use your knowledge regarding foreign policy, international relations, and diplomacy to interpret the information provided and to develop strategies that meet your national goals.

1. You are the leaders of your nation. You must pursue a *foreign policy* which meets the needs of your nation and guarantees its short-term and long-term security. You will do this by negotiating with the other nations.
2. All communications can ONLY take place through written Diplomatic Notes. These are given to your teacher who delivers them to the addressee nation. Each Note should be signed by two of your nation-group members. No other form of communication may take place.

*TO: Nation's name*

*FROM: Nation's name*

*Text of message. It must be concise.*

*SIGNED:*

*by two of sending nation's members (the Ambassador to that nation and one other signature—could be the national "leader")*

3. THE SIMULATION IS OVER IF WAR IS DECLARED OR BREAKS OUT. You must achieve your nation's goals and ensure its security with methods short of war.
4. Make sure you understand the "present" world situation in the "Intelligence Packet" as well as your nation's situation from the Top Secret-Confidential information sheet(s) in your Nation-Group Folder. *Alliances* are helpful but make sure the conditions are clear. Trust other nations only to do what is in their best interests. Try to resolve differences in your favor whenever possible.
5. You cannot act "out of character." That is, if your nation is very hostile against another, you cannot suddenly declare "peace." This does not happen in international relations unless all differences have been worked out.
6. All leaders of your nation have a voice in foreign policy decisions, but if differences arise, the majority rules. Talk very quietly amongst yourselves so that other nations cannot overhear your discussions. They are secret.
7. The teacher will tell you about the World News Service (WNS) headlines and more about the World Organization of Nations (WON).

# RULES AND SUGGESTIONS (2)



## INTERNATIONAL RELATIONS

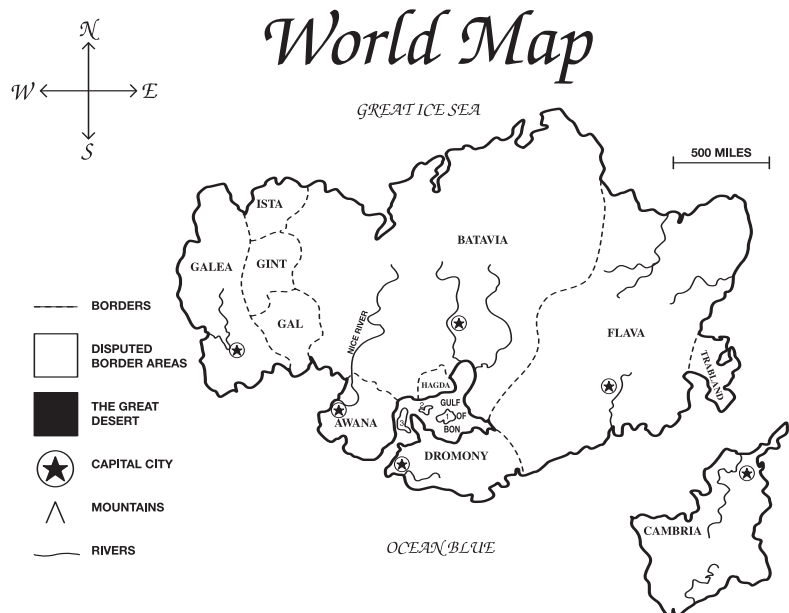
8. The roles for each nation-group are as follows:
  - a. “Leader” (one per nation-group; see Top Secret-Confidential information for title)
    - Responsibilities include:
      - providing leadership to the nation-group
      - keeping track of overall international dealings
      - leading group discussions devising foreign policy, national security goals, negotiation agreements, etc.
      - attending WON meeting as representative of nation-group if meeting is called
      - monitoring Nation-Group Folder, making sure all relevant materials are kept inside
  - b. Ambassador (all remaining students; up to five per group; one per nation)
    - May perform Ambassador responsibilities for more than one nation (based on number of students in group)
    - Responsibilities include:
      - compiling Diplomatic Log documenting background information, foreign policy, and on-going international relations relevant to the assigned nation
      - writing Diplomatic Notes to the assigned nation with help and approval from the group
      - acting as resident “Expert” and assisting in leading all discussions related to assigned nation

**NOTE:** The **leader** is **not** the “supreme being” of the nation-group’s foreign policy team; he or she does NOT have final say over policy decisions and actions or over what Diplomatic Notes say. These decisions should be made by consensus, or, at least, by majority rule. Additionally, the **Ambassadors** should in no way relieve others from having to know the facts and what is going on in the simulation with other nations in which they do not specialize.

9. Turn in all Diplomatic Notes and other simulation materials at the end of the period. DO NOT talk with others about INTERNATIONAL RELATIONS information during breaks or between periods while the simulation is in progress.

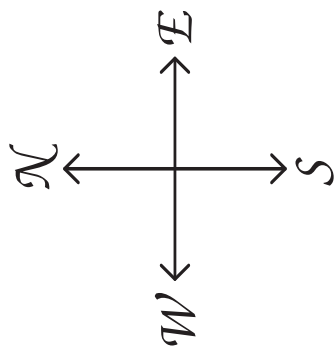
10. Spying (stealing information) on other nations and treason (selling information) are Capital Crimes!

GOOD LUCK!

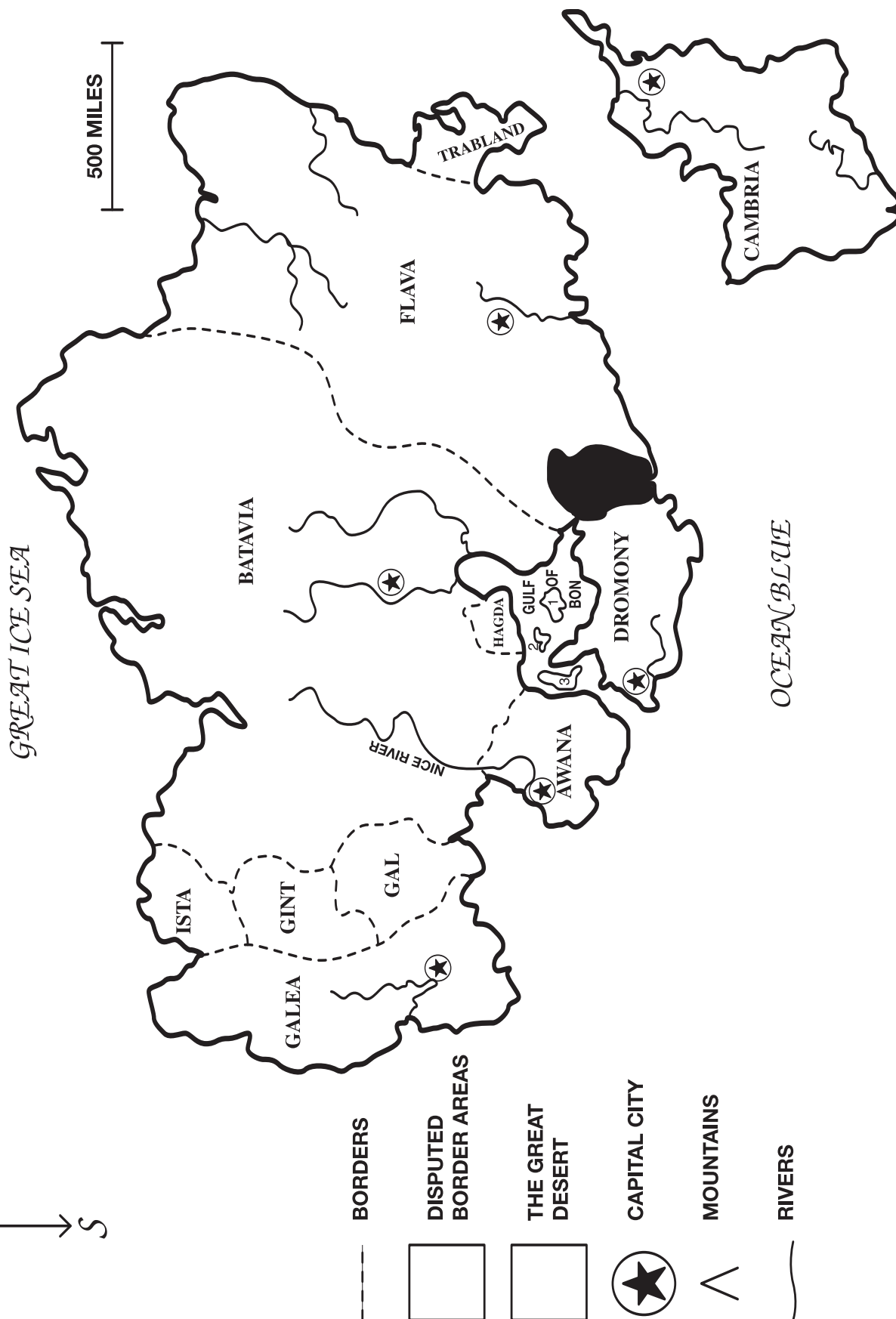




# World Map



## WORLD MAP



# WHAT THE WORLD KNOWS (1)



## INTERNATIONAL RELATIONS

The international situation is tense. The *capitalist* nations of the world are in a recession which has seen both high inflation and unemployment. Since the Great Last War forty years ago the world has been divided into competing political economic systems: *democratic capitalism*, *democratic socialism*, a socialist Islamic *sheikdom*, and *communist* systems.

The rich capitalist republic of **Cambria** has been the democratic nations' leader in a long struggle with the communist industrial giant **Batavia** over the domination of the continent and the world. Both are nuclear weapons superpowers with **Cambria** having, at present, the greater number of *Intercontinental Ballistic Missiles (ICBMs)*.

A nuclear war would be suicide but both nations are in an enormously expensive nuclear arms and *conventional arms* race. At present, **Batavia** is superior in conventional weapons.

They are also in a “race” to line up allies, either to maintain a *balance of power* or to swing the balance of power in their favor.

**Batavia** and **Cambria** have fought *proxy wars* in poor, newly-independent countries around the world. Some were won by **Cambria's** *client states*, most were fought to a stalemate. Most recently, **Cambria** lost a long *guerrilla* war to **Batavian-backed** communists in Trabland.

The loss of Trabland is a major psychological blow to **Cambria** and there is a great deal of anti-war, anti-military sentiment. **Cambria's** legislature is reluctant to spend new money on the armed forces. **Cambria's** international prestige has also suffered. Her allies question her resolve now to support them.

**Batavia** has a long history of being invaded over the plains from **Galea**. After the Great Last War it occupied and now controls several countries in the west to form a *buffer zone* against further invasions. These nations are Ista, Gint, and Gal. Gal is the historic homeland of **Galea**. Since the War, the old Triple Democracies *Alliance* nations, **Cambria**, **Dromony**, and **Galea** have kept thousands of troops based in **Galea** facing the **Batavian** army.

**Batavia** has border disputes with the oil-rich, Islamic sheikdom of **Awana** to the south—an area thought to have plentiful oil reserves—and with the new, radical communist government of **Flava** to the east. This area is also rich in oil and fertile lands. **Batavia** also greatly desires safer passage through the Gulf of Bon straits. The Gulf is **Batavia's** only warm water port, but **Dromony**, **Batavia's** old enemy, controls the waters.

After a long, bloody revolution **Flavan** communists defeated the old corrupt *regime*. Survivors of the old regime fled to **Dromony** where the Dromonish government gave them *sanctuary*. There, **exiled Flavans** plot against the new communist government of **Flava**. There have been raids by the *exiles* across the border into **Flava**.



## WHAT THE WORLD KNOWS (2)

### INTERNATIONAL RELATIONS

**Flava** also has a dispute over its long border with **Batavia**. Both countries keep a large number of troops in the disputed areas and there have been several armed clashes. The land has fertile valleys, mineral-rich mountains, and oil—all badly needed by the **Flavan** government to feed their over-populated country and to industrialize their poor, *agrarian* economy. Though poor, **Flava** is supporting *Marxist* revolutionary movements all over the globe and is hostile to every other nation on the Continent.

Oil-rich **Awana** is an Islamic sheikdom beset with internal problems and outside threats. Domestically, the *autocratic* government is threatened by radical *fundamentalist* groups furious over the influx of immoral, *decadent* capitalist nations' ideas and consumer goods. Internationally, **Awana** is at odds with **Dromony** which controls Gulf Island #3 and charges fees to tankers carrying **Awanan** oil from its northeast fields. **Awana** is also threatened by a border dispute with **Batavia** over land that could have huge oil reserves. Hagda, a province of **Batavia** is 80% Muslim and ethnic **Awanan**; militant groups want independence from **Batavia** or unification of Hagda with **Awana**.

**Awana** imports nearly all of its consumer and construction goods from **Galea** and **Cambria**. Most of her military weapons are bought from **Cambria** and **Cambria** is also her largest oil customer.

**Galea** is a member of the Triple Democracies Alliance against **Batavia**. Thousands of **Cambrian** and **Dromonish** troops are still based on her soil from the Great Last War. **Galea** lost its historic homeland, Gal, to **Batavia** during the Great Last War. **Galea's** economy has become more socialist. Its public has become more **anti-Cambrian** and **anti-Dromonish** than **anti-Batavian** and wants its old allies' troops out of their land. Though she wants Gal back, **Galea** is leaning toward more peaceful relations with **Batavia**. She is greatly expanding trade with her former enemy. At the same time a trade war is erupting with **Cambria** and **Dromony**.

Recent *parliamentary* elections gave the **Galean** Communist Party and the Socialist Party coalition a majority in the Legislature. When the new government takes over in a month it is expected to break with the old alliance.

Before the Great Last War, **Dromony** was the dominant power in the world. The recession has hit **Dromony** the hardest. She still controls the Gulf of Bon, the straits, and Islands #1, #2, and most importantly, #3 with her large navy. But this strategic advantage is maintained at great cost. **Dromony's** former colony, **Awana**, will not sell her oil unless **Dromony** gives control of Island #3 to it. **Dromony** charges high fees to allow **Awanan** oil to move out of the Gulf.

**Batavia** is building up its navy to challenge **Dromony's** control of the Gulf. **Flava** is openly hostile, accusing **Dromony** of harboring and supporting **exiled Flavan** groups who raid **Flava** over the border. **Flava** is known to be building its own port facilities on its Gulf shore. And when **Dromony** needs its old friend and ally the most, **Cambria** seems to be becoming *isolationist*.

# INTERNATIONAL COMPARATIVE CHART



## INTERNATIONAL RELATIONS

Awana		Cambria		Flava	
Population	50 M.	Population	160 M.	Population	400 M.
Per Capita GDP	32,000	Per Capita GDP	23,000	Per Capita GDP	900 (pre-revolution)
Army	100K	Army	450K	Army	2.1 M
Tanks	250	Tanks	2,500	Tanks	800
<u>Navy</u>		<u>Navy</u>		<u>Navy</u>	
Warships	25	Warships	150	Warships	20
Missile Subs	0	Missile Subs	8	Missile Subs	0
SLBMs/Sub	0	SLBMs/Sub	14	SLBMs/Sub	0
Warheads/SLBMs	0	Warheads/SLBMs	3??	Warheads/SLBMs	0
<u>Air Force</u>		<u>Air Force</u>		<u>Air Force</u>	
Heavy Bombers	0	Heavy Bombers	1,000	Heavy Bombers	25
Fighters	150	Fighters	2,200	Fighters	100
ICBMs	0	ICBMs	450??	ICBMs	10??
Warheads/ICBMs	0	Warheads/ICBMs	5	Warheads/ICBMs	1
Batavia		Dromony		Galea	
Population	220 M.	Population	90 M.	Population	80 M.
Per Capita GDP	estimated 9,000	Per Capita GDP	18,000	Per Capita GDP	17,000
Army	750K	Army	210K	Army	190K
Tanks	5,000	Tanks	1,000	Tanks	1,000
<u>Navy</u>		<u>Navy</u>		<u>Navy</u>	
Warships	60	Warships	120	Warships	80
Missile Subs	4	Missile Subs	2	Missile Subs	2
SLBMs/Sub	12	SLBMs/Sub	10	SLBMs/Sub	10
Warheads/SLBMs	3??	Warheads/SLBMs	1??	Warheads/SLBMs	3??
<u>Air Force</u>		<u>Air Force</u>		<u>Air Force</u>	
Heavy Bombers	1,500	Heavy Bombers	200	Heavy Bombers	120
Fighters	1,700	Fighters	400	Fighters	270
ICBMs	300??	ICBMs	30??	ICBMs	25??
Warheads/ICBMs	3??	Warheads/ICBMs	1??	Warheads/ICBMs	1

GDP: Gross Domestic Product

SLBM: Submarine Launched Ballistic Missiles

ICBM: Intercontinental Ballistic Missiles



# WORLD ORGANIZATION OF NATIONS (WON)

## INTERNATIONAL RELATIONS

### What is WON?

WON was created after the Great Last War as a forum in which the 90 member nations could discuss, debate, and resolve international issues without resorting to war. It has been largely ineffectual.

The six nations of the simulation are members of WON's Supreme Council. Any one of the six may call a meeting of the Supreme Council if two other nations agree. One representative from each nation attends. Issues may be aired, debated, and voted upon.

WON has "peacekeeping powers" if nations volunteer to loan it troops, AND if the host nation(s) agree to the WON troops' presence.

### Running WON Meetings

WON Supreme Council meetings are very structured. Each nation's Ambassador is allowed to raise only one issue (proposal or grievance). The WON Ambassador is given 1 minute to present the issue and a 1 minute topic-specific discussion follows. A vote is called if applicable.

Ambassadors must "stand alone," that is they cannot consult with members of their nation's leadership during a WON meeting. The teacher is the Secretary General and controls the meeting of WON's Supreme Council.

### Voting

If a vote is called, each nation has three voting options: to pass, to veto, or to abstain. Four votes pass a resolution. One veto stops a resolution. For example, if the WON Supreme council voted 4-2 to pass a resolution and one nation votes to veto, the resolution will not take place.

### WON Resolutions?

Even if a resolution passes, it is non-binding. It does not mean that a nation HAS to go along with the resolution. It is a mutual agreement. But, it certainly does not look favorable if a nation is found to be in violation of a WON resolution.

### Calling A Meeting of the WON Supreme Council

Three nations must agree. Have a Diplomatic Note delivered by the teacher to nations you believe will agree, have them sign the Note and return it to you.

### Hints for Strategic Thinking

Some issues brought up at WON meetings bring up information you may rather not have publicly aired. Try to control what issues may be raised.

Think carefully before using the power of a veto vote. Be sure to consider the ultimate outcome you desire.



## INTERNATIONAL RELATIONS

You are the Royal Council to the Sheik of **Awana**. Your leader is known as the Sheik, King, or Emir. You are the only Islamic nation on the continent. Before the Great Last War your land was a colony of **Dromony**. **Dromonish** imperialism was cruel; they exploited your oil reserves. Thirty years after a violent war of independence, you and your people still hate **Dromony**.

You are rich in oil reserves, but at the present rate of pumping you will be out of oil in 10 years unless you can drill in the disputed area along the border with **Batavia**. You have spent much of your oil money modernizing your country for your people, and building a financial and banking services industry. But you have built little industrial *infrastructure* and import nearly all your consumer goods, construction materials, and military weapons from **Cambria**, with some coming from **Galea**.

Within your country are movements for more democracy which you have resisted. But there is also a militant Islamic *fundamentalist* movement that sees **Awana's** trade of goods and ideas with the *decadent capitalist* democracies as a threat to the faith. This group is very powerful and dangerous to you.

Ethnic **Awanans** in the **Batavian** province of Hagda are pressing for unification with you. You would like this and have very secretly funneled money and weapons to the Hagda militants. It is a dangerous game, considering the strength of the **Batavian** military and your border dispute with them.

You also want what you consider to be **Awana's** island in the Gulf of Bon, Island #3. **Dromony** controls it. Your oil wells and refineries are on your northeast coast and tankers must pass by this island to export your oil to the world. **Dromony** charges high fees to use the straits. **Dromony** wants to buy oil from you at a very reduced price and will lift these fees but you have refused out of pride. Getting Island #3 from **Dromony** has become a national obsession, nearly as strong as your people's support for Hagda's unification with **Awana**.

Plans to build an oil pipeline across the country to bypass the Gulf and **Dromony's** navy have proven impossible. The land around the Nice River is too marshy. Your Ocean Blue coastal waters are far too shallow, rocky, and stormy to accomodate oil tankers.

The biggest customer in the world for your oil is **Cambria**. They are also your largest arms supplier. **Cambria** has used its strength as a threat to help keep **Batavia** from taking the oil-rich border away from you. But this unofficial *alliance* with **Cambria** is distasteful to you and makes your fundamentalists very upset.

The new government of **Flava** has secretly offered military arms for free oil. You have not decided as yet if you should. You have approached **Galea** to help you against **Dromony** in obtaining Island #3.



# TOP SECRET-CONFIDENTIAL: BATAVIA

## INTERNATIONAL RELATIONS

You are the Communist Party's *Politburo*. Your leader is known as the Secretary General, Communist Workers Party, Politburo. Your goals are to be secure within your own borders; expand, if possible; be the unquestioned dominant power on the continent and in the world. Your primary enemies are the rich *capitalist* democracies, **Cambria** and **Dromony**. The new communist government of **Flava** to your east is also posing major problems.

You must seek to resolve the border dispute with **Flava** in your favor. Your need for oil and farmland is great. Nearly half of your armed forces are stationed along this border. Your troops are opposed by twice as many **Flavan** troops, but they have inferior weapons. Outright war over the border would be too costly in lives and money, might not be won, and might lead to nuclear war.

There is trouble in Trabland, your *client state*. Armed *guerrillas* are fighting the Trabland government forces which you support. You suspect **Flava** is behind this, but it could be **Cambria** trying to regain influence. Trabland's forest resources are needed by you.

The Gulf of Bon is your only warm water port, as your northern ports are ice bound most of the year. You must secure safe access to the narrow straits. **Dromony**, an enemy in the Great Last War, controls the islands and has the power to close the straits and strangle trade and keep your navy trapped inside. Access to the Nice River delta would also help immensely but it empties through **Awana**.

You also have a border dispute with the oil-rich Islamic *sheikdom* of **Awana**. There are believed to be huge oil reserves in the area. You believe that **Awana** is "cross-drilling" into the disputed area and stealing your oil.

Your province of Hagda is 80% Muslim and is populated by ethnic **Awanans**. A militant group in Hagda has caused trouble there with sabotage attacks and assassinations of **Batavian** officials. The militants want independence or unification with **Awana**. You believe **Awana** is supplying the militants with weapons and money but cannot prove it. **Cambrian** and **Dromonish** agents may also be working inside Hagda to foment/incite rebellion. Hagda is your primary source for cotton and wool textiles, and you are building a naval base there.

To the west are your *buffer zone* countries of Ista, Gint, and Gal which you took and occupied during the Great Last War. **Cambria** and **Dromony** have been pressing you to free them. You have brutally put down nationalist and democratic demonstrations within these countries. Gal was formerly a part of **Galea**. **Galea** has pressured you to allow reunification.

You base a full third of your armed forces in these buffer zone countries. They face a lesser number of **Galean**, **Dromonish**, and **Cambrian** troops based in **Galea**.





## INTERNATIONAL RELATIONS

**Galea**, a former enemy, now seems open to more peaceful relations. Recent elections there were helpful. You have a very heavy secret intelligence presence in **Galea** which has been successful in influencing the election results and in fomenting/inciting **pro-Batavian** and **anti-Cambrian** demonstrations. If you can break the treaty agreements between **Galea**, **Cambria**, and **Dromony** this will greatly strengthen you.

Taking over **Galea** without firing a shot would be an exceptional accomplishment.

You have spent a great deal of money to secretly build four new missile submarines, that are almost ready for sea trials, and 15 destroyers to challenge **Dronomy**. You are also secretly modifying your missiles to carry 10 warheads instead of the three they now have, though this is a violation of an arms treaty with **Cambria** which limits warheads to five per missile.

Though you are an industrial giant your centralized economic system cannot make the many consumer goods that your people want. Your people are restless for them. The arms race is badly draining your reserves.



# TOP SECRET-CONFIDENTIAL: CAMBRIA

## INTERNATIONAL RELATIONS

You are the Cabinet of the ruling conservative Union Party. Your leader is known as the President. Since the Great Last War forty years ago **Cambria** has been the major superpower, militarily and economically. But the last five years have seen a decline in your power.

You have battled **Batavia** in *proxy wars* all over the planet. Ten years ago **Flava** fell to the *communists*. Five years ago you lost a proxy war in Trabland to **Batavian-backed** communists. This was a serious blow to your prestige. There is a strong current of *isolationism* running in the country. You have spent enormous amounts of money on your military and to protect other nations, but now there is a growing feeling to “bring the troops home,” close overseas bases, spend less on the military and much more on social services. The opposition party is saying just that and may very well win the next election.

You have many concerns internationally. One is oil. It is the life blood of your highly industrialized economy. You must keep good relations with **Awana**, your chief supplier. This is tricky. Your longest and closest ally is **Dromony** and she is in a major dispute with **Awana** over Island #3 in the Gulf. You could never betray **Dromony**. And helping **Awana** too much may make her militant *fundamentalists* mad and give them more power. The militants could destabilize or even overthrow the **Awanan** government. A new, radical **Awanan** government would cut off oil to you. Still, **Awana** has a border dispute with **Batavia**, and anything that hurts **Batavia** is good. You are **Awana’s** biggest arms supplier and **Awana** buys the majority of its consumer goods from you.

Your other ally in the Great Last War against **Batavia** was **Galea**. With *socialists* and communists winning seats in her *Parliament* you fear her commitment against **Batavian** aggression will end. You have had thousands of troops in **Galea** facing **Batavian** troops since the War. The **Galean** public is loudly calling for kicking your troops out. Plus, the **Galean** government has just put high *tariffs* on some of your products, threatening a trade war.

Like **Flava** and Trabland falling to the communists, you see **Galea** as possibly another domino ready to fall. If **Galea** falls to the communists it would be a disaster; other dominos would fall—**Awana**, even **Dromony**, leaving you alone against the communists. You must convince **Galea** of the dangers of growing closer to **Batavia**.

**Batavia** has been your worst enemy since the War. Anything you can do to hurt or weaken **Batavia** is in your best interests. War would be suicide as it would probably escalate to a nuclear war. Look for ways to destabilize **Batavia**. Their border problem with **Flava** could offer possibilities. After all, “an enemy of my enemy is my friend.”

But **Flava** is also an enemy. Your intelligence sources say **Flava** is secretly supporting radical *Marxist guerrillas* in Trabland against the **Batavian-backed** government. **Flava** wants the deep, warm water port Trabland has.

You have upgraded your *Intercontinental Ballistic Missiles (ICBMs)* force by secretly modifying your missiles to carry 10 warheads instead of five. However, this is a direct violation of the arms treaty you have with **Batavia** which allows a maximum of five. Also, at great cost and in violation of other treaties, you are secretly deploying an anti-ballistic missile defense system that could reduce or eliminate the threat of a **Batavian** or **Flava** attack.

**Dromony** has secretly asked you to send an aircraft carrier task force to the Gulf. You haven’t decided as yet if you should.



## INTERNATIONAL RELATIONS

You are members of the Cabinet of the ruling Conservative Party. Your leader is known as the Prime Minister. Your democratic republic used to be a great power, but since (and because) of the Great Last War your power has declined. You have lost all your overseas colonies. The worst loss was **Awana** which after a bloody war of independence broke away from your rule 30 years ago. Your government has tried to build up the military at great cost.

Your highly industrialized economy is in deep recession with unemployment reaching 17%. Elections are coming soon. Polls show the rival *Socialist Democratic Party* will win, putting you out of a job, unless you can dramatically turn around the economy—highly unlikely—or achieve a major *foreign policy* victory. Or, if you can “create” an international crisis, the voters may think only you can handle it effectively and perhaps won’t throw you out. Threats to your *national security* abound.

Most of your problems revolve around your control of the Gulf of Bon. **Awana** wants Island #3 near the straits. This you must not give up if you can help it. You would like better relations with **Awana**; you would like to be able to buy their oil. At present you charge a high fee on **Awana** tankers leaving the Gulf. You have offered to lift or reduce that fee if **Awana** sells you oil very cheaply. You need the oil. On the other hand, your nation generates a lot of money by charging fees on shipping.

At present you control all the islands in the Gulf. But your navy must patrol it constantly and at great cost, mostly to keep **Batavia’s** smaller navy at bay. **Batavia** desperately needs a safe, warm water port. Your ability to shut down the straits and bottle up **Batavia’s** navy and shipping irritates **Batavia**. Secretly, you believe that closing the straits would be an act of war against **Batavia**. Though you fought **Batavia** in the Great Last War with the other Triple Democracies *Alliance* members, **Batavia’s** military power has grown and you do not want to risk war. But, you have secretly been giving support to Hagda rebels in their efforts to gain independence from **Batavia**.

In the west, your old alliance with **Galea** is breaking down. You believe the **Galean** people are falling prey to **Batavian communist** propaganda as they have elected a majority of communists and other leftists to their *Parliament*. There are **anti-Dromony** demonstrations demanding that your 30,000 troops—still in **Galea** from the Great Last War—go home. Somehow you must stop **Galea’s** lean toward **Batavia**, convince them that **Batavia** is the real threat, or you will be alone on the continent facing communist giants and your hostile, former colony **Awana**.

The radical *Marxist* government of **Flava** is openly hostile; first, for helping their enemies during the revolution and, secondly, for allowing safe haven for them in **Dromony**. **Flava** accuses you of allowing cross-border raids by these *exiles*. You do not promote or stop the **Flavan exiles’** raids at present. But you allow the **Flavan exiles** to live in your eastern province and see their raids against **Flava** as way to keep this communist enemy unstable. The Great Desert protects you from any invasion threat, but **Flava** has been building naval port facilities on their small part of the Gulf shore. This will be a threat.

**Cambria**, your longest and closest ally, seems in decline since losing Trabland. She seems to have lost her resolve to stop the spread of communism. Much of her public is leaning toward *isolationism*, not caring about the politics on the continent. You must somehow stop this trend. You must have **Cambria’s** support.

You have asked **Cambria** to send an aircraft carrier task force to the Gulf in support of you and as a show of force against **Batavia**. They have not yet responded to your request. You also need to ask **Cambria** to appeal to **Galea** to stay in the old alliance.



# TOP SECRET-CONFIDENTIAL: FLAVA

## INTERNATIONAL RELATIONS

You are the ruling *Politburo* of the new Peoples, Republic of **Flava**. Your leader is known as Comrade Supreme, Peoples Party, Politburo. You are radical *Marxist socialists*. After a long, bloody struggle your forces defeated the old corrupt *regime* which was supported by **Cambria** and **Dromony**.

Your goal is survival, of course, against the forces of **Cambria**, **Dromony** (and the **Flavan exiles** they harbor), and even *communist* **Batavia** which you know are working toward your overthrow. But you want to spread “true Marxism” and become the dominant power on the continent, and in time, the world.

Your nation is over-populated, poor, and primarily *agrarian*. You have instituted crash programs to industrialize and build your army and navy.

You need the oil-rich and fertile lands bordering **Batavia**. Therefore, you need to resolve this dispute in your favor. Your army far out-numbers the **Batavian’s** but your weapons are inferior. Isolated, violent clashes have occurred on the border already. You fear an all-out war may escalate with **Batavia** actually resorting to nuclear weapons. **Batavia** is communist like you, but you see them as too *decadent*.

Creating good relations with oil-rich **Awana** is a must. There may be deals to be made there. You have secretly offered **Awana** military arms for free oil, but have not heard back from them.

Anything that can hurt your “paramount enemies,” **Cambria** and **Dromony**, you should do. **Dromony** supports the **exiled Flavans**. It has allowed cross-border raids into your territory—though **Dromony** denies it—and supports a right-wing *guerrilla* group operating against you on the edges of the Great Desert. **Dromony** denies this, too. You have begun work on port facilities on your stretch of the Gulf shore.

You are a major manufacturer of light arms and anti-aircraft and anti-tank missiles. You have been supplying these to Marxist revolutionary movements in newly-independent countries around the world. These small armies have been fighting **Cambrian-** and **Dromonish-backed** government forces in these countries.

You have an interest in, and have taken actions, to take over Traland from the **Batavian-backed** government. It has a deep, warm water port that you need for your navy, and vast forest resources as well. You are backing a guerrilla war there which is fighting **Batavian-backed** government forces.



## INTERNATIONAL RELATIONS

Your leader is known as Premier. The *Communist* Party of **Galea** recently won 20% of the seats in the new *Parliament*. They have allied with the *Democratic Socialist* Party to create a majority and in a month will form a new government. Already your government is fairly *socialist*. High taxes support an inefficient welfare state. The world recession has hit you hard.

Your territory was reduced in the Great Last War 40 years ago when **Batavia** occupied Gal, the historical **Galean** homeland. You want Gal back but you rightly fear **Batavia's** power. You are in an uneasy *alliance* with **Dromony** and **Cambria**—a left-over from the War. Thousands of their troops are based in **Galea** facing a **Batavian** army in the east in Ista, Gint, and Gal. There have been many student demonstrations/riots and labor union strikes against the presence of the “foreign imperialist storm troopers” of **Dromony** and **Cambria** on your soil. You suspect **Batavian** agents of inciting these demonstrations.

Relations with **Cambria** are tense. Although an ally in the Great Last War, you resent **Cambria's** power and influence on the continent in which you were once the dominant power. You have recently raised *tariffs* on some imported **Cambrian** agricultural goods.

You want to ensure the security of your borders without outside help. You will have to increase the size of your army and navy and nuclear weapons at great cost, or work to ensure peace with **Batavia** to lessen the risks of war in the east.

You are in great need of oil. Therefore, good relations with **Awana** are necessary. There is a great deal of oil under the disputed **Flavan/Batavian** border and you are very interested in the outcome of that dispute as well. You may want to play both sides to ensure you will get access to that oil, but this could be dangerous.

You have never had good relations with **Dromony**, though you were reluctant allies in the Great Last War. **Awana** has secretly approached you to help them regain Island #3 from **Dromony**. You have not yet decided on an action.

Your nation is a leader in consumer goods manufacturing, second only to **Cambria**. You are the world's leader in commercial nuclear power plant construction, but because of public anti-nuclear plant feelings you cannot build more at home.



## DEBRIEFING RUBRIC

### INTERNATIONAL RELATIONS

**Exemplary** — You consistently display knowledge of the concepts relevant to International Relations. Your essay and/or discussion participation contains:

- clear expression of ideas
- specific details to support your ideas
- consistently employs correct grammar, punctuation, and spelling

**Expected** — You adequately display knowledge of the concepts relevant to International Relations. Your essay and/or discussion participation contains:

- expression of ideas
- specific details to support your ideas
- employs correct grammar, punctuation, and spelling

**Incomplete** — You display incomplete knowledge of the concepts relevant to International Relations. Your essay and/or discussion participation contains:

- incomplete expression of ideas
- strays from the topic
- grammatical, punctuation, and/or spelling errors

**Exemplary** — You consistently display knowledge of the concepts relevant to International Relations. Your essay and/or discussion participation contains:

- clear expression of ideas
- specific details to support your ideas
- consistently employs correct grammar, punctuation, and spelling

**Expected** — You adequately display knowledge of the concepts relevant to International Relations. Your essay and/or discussion participation contains:

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**Incomplete** — You display incomplete knowledge of the concepts relevant to International Relations. Your essay and/or discussion participation contains:

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# Release Form for Photographic Images

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