



INTERNATIONAL RELATIONS

A Simulation of the Complexities of International Politics
and Diplomacy

**Samples are provided for evaluation purposes. Copying of the product or its parts
for resale is prohibited. Additional restrictions may be set by the publisher.**

Author **STEVEN RANDALL** has been in teaching for 13 years at Yucaipa High School in Yucaipa, California. He has taught Advanced Placement (AP) European History, AP United States Government and Politics, AP Macroeconomics, U.S. History, Modern World History, Ancient World History, and World Geography. He has undergraduate degrees in political science and economics and has done masters work in political science. For an epitaph, he would prefer: “I stood ‘em up and made ‘em think.”

Copyright ©2001 Interact
10200 Jefferson Boulevard
Culver City, CA 90232-0802
(800) 421-4246 • www.teachinteract.com
ISBN# 978-1-57336-359-4

Project Editor: Kristen Muir
Graphics Editor: Stephen Roberts
Managing Editor: Heather Nielsen

All rights reserved. Only those pages of this simulation intended for student use as handouts may be reproduced by the teacher who has purchased this teaching unit from Interact. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means—electronic, mechanical, photocopying, recording—without prior written permission from the publisher.

I N T E R N A T I O N A L R E L A T I O N S

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

STANDARDS

INTERNATIONAL RELATIONS

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
COON

I N T E R N A T I O N A L R E L A T I O N S

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

PURPOSE

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.

BIBLIOGRAPHY

INTERNATIONAL RELATIONS

Borg, Kirsten, Ed., *USA: Foreign Policy*. Illinois: McDougal Little & Co., 1974.

Dr. Harold Talent, Department of History, Georgetown College, Kentucky; 1995.

von Clausewitz, Carl. *On War*. von Kirge Publishing, 1832; (translation published 1908, Routledge & Deegan Ltd.); republished London; New York: Penguin, 1982.

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.

DAILY DIRECTIONS DAY ONE

INTERNATIONAL RELATIONS

- 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.

- 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.