

Dalhousie University
Department of Political Science
Model UN (POLI 3532)
Fall 2017
Monday and Wednesday, 5:35pm-6:55, McCain 1130

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Office Hours: Tuesday 1:00pm-2:30 (or by appointment)

COURSE OVERVIEW

The goal of this experiential course is to help students understand the operation of the United Nations through preparation for the McGill Model United Nations Assembly 2018 (McMUN). Although the course is designed primarily for students who are participating in McMUN, it is structured as a stand-alone course that will appeal to any student who is interested in the United Nations. Participation in McMUN is NOT a requirement for enrollment in the course.

The course will introduce students to the politics of UN voting practices of various countries and the relationships between domestic politics, international politics and UN voting records. It will also enable students to understand the internal dynamics of the UN General Assembly and committee systems, how UN meetings operate, and the professional skills involved in drafting and negotiating the text of resolutions.

The first section of the class provides a general overview of the United Nations system. It discusses the institutional framework of the UN system, and assesses debates about the efficacy of the world body and the efforts to reform it. The second section provides some practical information designed to help students prepare for Model UN participation. It addresses the McMUN Rules of Procedure as well as the practicalities of researching the UN and drafting model UN resolutions and position papers. The third section of the course offers a stand-alone in-class model UN simulation. Each student will be assigned a specific country and will research, write, and negotiate UN resolutions in a format designed to replicate the McMUN experience as much as possible. More information about the model UN simulation will be provided in the first few weeks of class.

Ultimately, the course differs from “traditional” courses that present material in the usual lecture/seminar format. Instead, the course places greater emphasis on class participation, public speaking and debate, and hands-on engagement with UN material. Course assignments involve exams about the United Nations system and the McMUN Rules of Procedure, the drafting of UN resolutions and country position papers on global issues, and active participation throughout the entire course but especially during the in-class model UN simulation.

REQUIRED BOOKS AND READINGS

There are two required books for purchase. The Linda Fasulo book is available at the Dalhousie University Bookstore. Unfortunately, the Bookstore does not stock the Kerem Turunç book and so it will have to be purchased elsewhere. A copy of the Turunç book is available on reserve at the Killam Library. Other readings are available online by the instructor. The two required books are:

Kerem Turunç, *The Winning Delegate: An Insider's Guide to Model United Nations*, 2nd ed. New York: iUniverse Inc., 2009.

Linda Fasulo, *An Insider's Guide to the UN*, 3rd ed. New Haven: Yale University Press, 2015.

GRADE DISTRIBUTION

- 1) United Nations System Exam (Held in class September 25): 15%
- 2) McMUN Rules of Procedure Exam (Held in class October 4): 15%
- 3) Model UN Simulation Participation (Held in class October 11 to December 5): 20%
- 4) Model UN Resolution (Due date depends on topic chosen): 15%
- 5) Model UN Position Paper (Due date depends on topic chosen): 15%
- 6) Model UN Simulation Report (Due in class December 5): 20%

ASSIGNMENTS

1) **United Nations System Exam.** Students will write an in-class exam covering the material from Section 1 of the course. The first portion of the mid-term exam will ask students to define and explain the significance of key terms. The second portion will ask students to write a short essay in response to a question. Both portions will give students some choice about which terms and essay questions they wish to answer. The exam will be held on September 25. It is worth 15% of the course grade.

2) **McMUN Rules of Procedure Exam.** Students will write an in-class exam covering the McMUN Rules of Procedure. The format of the exam will be multiple choice questions. The exam will be held on October 4. It is worth 15% of the course grade.

3) **Model UN Simulation Participation.** Section 3 of the course, which runs from October 11 to December 5, will be an in-class Model UN simulation. Each student will be assigned a unique country and will participate in the Model UN simulation by drafting, negotiating, and voting on resolutions in a forum designed to replicate, as much as possible, the 2018 McMUN. Students will also draft one resolution and one position paper covering the topics assigned (see assignments four and five below). Regular participation in the Model UN Simulation is worth 20% of the course grade.

4) **Model UN Resolution.** Students will write one Model UN Resolution representing their country's position toward one topic covered during the in-class Model UN Simulation. The Model UN Resolution should be about 500-700 words and the substance, tone and format should resemble real-life resolutions adopted by the United Nations General Assembly. The Model UN Resolution is due in-class on the same day as the Section 3 lecture addressing the topic covered. It is worth 15% of the course grade.

5) **Model UN Position Paper.** Students will write one Model UN Position Paper representing their country's position toward one topic covered during the in-class Model UN Simulation. The topic selected cannot be the same topic as the one selected for the Model UN Resolution (assignment 4). The Model UN Position Paper should be about 500-700 words and the substance, tone and format should resemble position papers drafted by delegates at Model UN conferences. The Model UN Position Paper is due in-class on the same day as the Section 3 lecture addressing the topic covered. It is worth 15% of the course grade.

6) **Model UN Simulation Report.** Following the conclusion of the Model UN Simulation, students will write a report discussing their overall experience during the assignment. Students should reflect on both their individual experience representing a specific country trying to advance specific interests, and also on the overall workings of the United Nations as an international institution designed to provide global governance in the 21st century. The Model UN Simulation Report should be about 1500 words. It is due in-class on December 5. It is worth 20% of the course grade.

UNIVERSITY POLICIES, STATEMENTS, GUIDELINES and RESOURCES for SUPPORT

1) **Academic Regulations.** This course is governed by the academic rules and regulations set forth in the [University Calendar](#) and the Senate.

2) **University Statements.**

a) Academic Integrity. At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect (The Center for Academic Integrity, Duke University, 1999). As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity. Click [here](#) to read more.

b) Accessibility. The Advising and Access Services Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students who request accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NFLD). Click [here](#) to read more.

c) Student Code of Conduct. Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution. Click [here](#) to read more.

d) Diversity and Inclusion – Culture of Respect. Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2). Click [here](#) to read more.

e) Recognition of Mi'kmaq Territory. Dalhousie University would like to acknowledge that the University is on Traditional Mi'kmaq Territory. The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the McCain Building (room 3037) or contact the programs at elders@dal.ca or 902-494-6803 (leave a message).

f) University Policies and Programs.

- Important Dates in the Academic Year (including add/drop dates) http://www.dal.ca/academics/important_dates.html
- University Grading Practices: Statement of Principles and Procedures https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html
- Scent-Free Program <https://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html>

g) Learning and Support Resources.

- General Academic Support - Academic Advising: https://www.dal.ca/campus_life/academic-support/advising.html
- Copyright and Fair Dealing: <https://libraries.dal.ca/services/copyright-office/fair-dealing/fair-dealing-guidelines.html>
- Libraries: <http://libraries.dal.ca>
- Student Health Services: https://www.dal.ca/campus_life/health-and-wellness/health-services.html
- Counselling and Psychological Services: https://www.dal.ca/campus_life/health-and-wellness/counselling.html
- Black Student Advising: https://www.dal.ca/campus_life/communities/black-student-advising.html
- Aboriginal Student Centre: https://www.dal.ca/campus_life/communities/native.html
- ELearning Website: <https://www.dal.ca/dept/elearning.html>

- Student Advocacy Services: <https://www.dsu.ca/services/community-student-services/student-advocacy-service>
- Dalhousie Ombudsperson: https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html
- Writing Centre: https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html
- Studying for Success program and tutoring: https://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html

OTHER IMPORTANT INFORMATION

1) **Academic Integrity.** All assignments submitted may be subjected to evaluation by a University approved a computer service that checks assignments for plagiarism. Students are required to retain an electronic copy of all papers in addition to the hard copy submitted to the professor.

2) **Academic Accommodation.** Students may request accommodation as a result of barriers experienced related to disability, religious obligation, or any characteristic protected under Canadian human rights legislation.

Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Advising and Access Services Center (AASC) prior to or at the outset of the regular academic year. Please visit www.dal.ca/access for more information and to obtain the Request for Accommodation form.

A note taker may be required as part of a student's accommodation. There is an honorarium of \$75/course/term (with some exceptions). If you are interested, please contact AASC at 494-2836 for more information or send an email to notetaking@dal.ca

3) **Grade Appeals.** Students who wish to appeal their grade must produce a brief written statement (approximately 250 words) explaining why they feel that the assignment/exam was not graded correctly. Appeals must be made within one week from the date on which the assignment/exam was returned. The appeal process will produce a revised grade that may be raised, unchanged, or lowered. The revised grade is final and cannot be appealed.

4) **Use of Electronic Devices.** Students are not permitted to use any electronic devices during the mid-term exam. Students are asked to turn off their cell phones during lectures. Laptops, tablets and other electronic devices may be used during lectures for note taking, but not for any purpose that, in the judgement of the instructor, is distracting to class (i.e. listening to music, streaming videos, etc).

5) **Email Communication with the Instructor.** Emails to the instructor must be sent from the student's official Dalhousie University Email Account. The instructor will not respond to emails

sent from any other account except to inform students of this policy. Grades will not be discussed over Email.

6) **Grade Scale and Definitions.** All course assignments will be graded according to the following grade scale, which was approved by the Dalhousie University Senate in 2014:

| Grade | Grade Point Value | | Definition | |
|---------------|--------------------------------|--------------------------|--------------------------------|---|
| A+ A A- | 4.30 4.00 3.70 | 90-100 85-89 80-84 | Excellent | Considerable evidence of original thinking; demonstrated outstanding capacity to analyze and synthesize; outstanding grasp of subject matter; evidence of extensive knowledge base. |
| B+ B B- | 3.30 3.00 2.70 | 77-79 73-76 70-72 | Good | Evidence of grasp of subject matter, some evidence of critical capacity and analytical ability; reasonable understanding of relevant issues; evidence of familiarity with the literature. |
| C+ C C- | 2.30 2.00 1.70 | 65-69 60-64 55-59 | Satisfactory | Evidence of some understanding of the subject matter; ability to develop solutions to simple problems; benefitting from his/her university experience. |
| D | 1.00 | 50-54 | Marginal Pass | Evidence of minimally acceptable familiarity with subject matter, critical and analytical skills (except in programs where a minimum grade of "C" or "C+" is required). |
| FM | 0.00 | | Marginal Failure | Available only for Engineering, Health Professions and Commerce. |
| F | 0.00 | 0-49 | Inadequate | Insufficient evidence of understanding of the subject matter; weakness in critical and analytical skills; limited or irrelevant use of the literature. |
| INC | 0.00 | | Incomplete | |
| W | Neutral and no credit obtained | | Withdrew after deadline | |
| ILL | Neutral and no credit obtained | | Compassionate reasons, illness | |
| P | Neutral | | Pass | |

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|---------|---------|--|------------------------------|--|
| TR | Neutral | | Transfer credit on admission | |
| Pending | Neutral | | Grade not reported | |

WEEKLY READINGS AND TOPICS

September 6 – Introduction to the Class

The United Nations Charter <http://www.un.org/en/sections/un-charter/un-charter-full-text/index.html>

SECTION 1 – THE UNITED NATIONS SYSTEM

September 11 – The General Assembly

Kerem Turunç, *The Winning Delegate: An Insider's Guide to Model United Nations*, 2nd ed. New York: iUniverse Inc., 2009, 1-45.

Linda Fasulo, *An Insider's Guide to the UN*, 3rd ed. New Haven: Yale University Press, 2015, 79-94.

M. J. Peterson, *The General Assembly*. New York: Routledge, 2006, 41-89.

The General Assembly <http://www.un.org/en/ga/>

September 13 – The Security Council

Linda Fasulo, *An Insider's Guide to the UN*, 3rd ed. New Haven: Yale University Press, 2015, 1-22, 55-78.

Edward C. Luck, *The Security Council: Practice and Promise*. New York: Routledge, 2006, 3-27.

The Security Council <http://www.un.org/en/sc/>

September 18 – Other Principal Organs of the UN

Linda Fasulo, *An Insider's Guide to the UN*, 3rd ed. New Haven: Yale University Press, 2015, 23-45, 95-110, 171-175.

The Economic and Social Council (ECOSOC) <https://www.un.org/ecosoc/en/>

The International Court of Justice (ICJ): <http://www.icj-cij.org/en>

The Secretariat <http://www.un.org/en/sections/about-un/secretariat/index.html>

The Secretary-General <https://www.un.org/sg/en>

The Trusteeship Council: <http://www.un.org/en/sections/about-un/trusteeship-council>

September 20 – Efforts to Reform the UN

Linda Fasulo, *An Insider's Guide to the UN*, 3rd ed. New Haven: Yale University Press, 2015, 236-253.

Kofi Annan, “ ‘In Larger Freedom’: Decision Time at the UN.” *Foreign Affairs* 84 (3) 2005: 63-74.

Yehuda Z. Blum, “Proposals for UN Security Council Reform.” *The American Journal of International Law* 99 (3) 2005: 632-649.

OPTIONAL: United Nations, General Assembly, *In Larger Freedom: Towards Development, Security and Human Rights for All: Report of the Secretary-General*, A/59/2005 (21 March 2005), <http://undocs.org/A/59/2005>

September 25 – United Nations System Exam

No readings

SECTION 2 – MODEL UN PREPARATION

September 27 – McMUN Rules of Procedure

Kerem Turunç, *The Winning Delegate: An Insider's Guide to Model United Nations*, 2nd ed. New York: iUniverse Inc., 2009, 47-120.

McMUN Rules of Procedure.

OPTIONAL: United Nations, General Assembly, *Rules of Procedure of the General Assembly*, A/520/Rev.18 (21 February 2017), <http://undocs.org/A/520/Rev.18>

October 2 – Drafting Resolutions and Position Papers

Kerem Turunç, *The Winning Delegate: An Insider's Guide to Model United Nations*, 2nd ed. New York: iUniverse Inc., 2009, 121-139.

United Nations Association of the United States of America, “Resolutions,” (n.d.), <http://www.unausa.org/global-classrooms-model-un/how-to-participate/model-un-preparation/resolutions>

UN Member States: On the Record <http://www.un.org/depts/dhl/unms/>

United Nations Bibliographic Information System (UNBISnet) <http://unbisnet.un.org/>

Dag Hammarskjöld Library Research Guides <http://research.un.org/en>

UN News Centre www.un.org/news

UN Global Issues <http://www.un.org/en/globalissues/>

October 4 – McMUN Rules of Procedure Exam

No readings

October 9 – Thanksgiving (No class)

No readings

SECTION 3 – IN-CLASS MODEL UN SIMULATION

October 11 – International Terrorism and Weapons of Mass Destruction – Lecture

Linda Fasulo, *An Insider's Guide to the UN*, 3rd ed. New Haven: Yale University Press, 2015, 134-152.

Rosemary Foot, "The United Nations, Counter Terrorism, and Human Rights: Institutional Adaptation and Embedded Ideas," *Human Rights Quarterly* 29 (2) 2007: 489-514.

Naureen Chowdhury Fink, "Countering Terrorism and Violent Extremism: The Role of the United Nations Today and the Impact of Security Council Resolution 2178." Global Center on Cooperative Security (November 2014).

Jorge Morales Pedraza, "Non-Proliferation and Disarmament of Nuclear, Chemical and Biological Weapons: New Tasks for the United Nations Specialized Agencies." *Public Organization Review* 14 (1) 2014: 19-33.

Matthew Bolton, "Time for a Discursive Rehabilitation: A Brief History of General and Complete Disarmament," in *Rethinking General and Complete Disarmament in the Twenty-First Century*, edited by the United Nations Office for Disarmament Affairs, 3-14. New York: United Nations Publication, 2016.

John Burroughs, "Legal Aspects of General and Complete Disarmament," in *Rethinking General and Complete Disarmament in the Twenty-First Century*, edited by the United Nations Office for Disarmament Affairs, 15-25. New York: United Nations Publication, 2016.

Marc Finaud, "Reconciling National Security and General and Complete Disarmament," in *Rethinking General and Complete Disarmament in the Twenty-First Century*, edited by

the United Nations Office for Disarmament Affairs, 26-31. New York: United Nations Publication, 2016.

United Nations Office for Disarmament Affairs <https://www.un.org/disarmament/>

United Nations Office of Counter-Terrorism <http://www.un.org/en/counterterrorism/>

October 16 – International Terrorism and Weapons of Mass Destruction – Simulation

No readings

October 18 – Dr. Seligman is away (No Class)

No readings

October 23 – International Terrorism and Weapons of Mass Destruction – Simulation

No readings

October 25 – Human Rights – Lecture

Jean-Robert Leguey-Feilleux, *Global Governance Diplomacy: The Critical Role of Diplomacy in Addressing Global Problems*. Lanham, Maryland: Rowman and Littlefield, 2017, 187-215.

Simon Hug, “Dealing With Human Rights in International Organizations” *Journal of Human Rights* 15 (1) 2016, 21-39.

David Forsythe, “The UN Security Council and Human Rights: Promising Developments, Persistent Problems” *Journal of Human Rights* 13 (2) 2014, 121-145.

Neil A. Englehart and Melissa K. Miller, “The CEDAW Effect: International Law’s Impact on Women’s Rights.” *Journal of Human Rights* 13 (1) 2014, 22-47.

Jack Donnelly, “The Relative Universality of Human Rights.” *Human Rights Quarterly* 29 (2) 2007: 281-306.

United Nations Human Rights—Office of the High Commissioner
<http://www.ohchr.org/EN/pages/home.aspx>

United Nations Human Rights Council
<http://www.ohchr.org/en/hrbodies/hrc/pages/hrcindex.aspx>

October 30 and November 1 – Human Rights – Simulation

No readings

November 6 and 8 – Study Week (No Classes)

No readings

November 13 – University Closed in Lieu of Remembrance Day (No Class)

No readings

November 15 – Intervention, Peacebuilding and Peacekeeping – Lecture

Linda Fasulo, *An Insider's Guide to the UN, 3rd ed.* New Haven: Yale University Press, 2015, 111-133, 153-170.

Sorpong Peou, "The UN, Peacekeeping, and Collective Human Security: From An Agenda for Peace to the Brahimi Report," *International Peacekeeping* 9 (2) 2002: 51-68.

Michael G. Smith, "Review of the UN High-Level Independent Panel on Peace Operations, Uniting Our Strengths for Peace: Politics, Partnership and People," *Global Governance* 22 (2) 2016: 179-187.

Edward C. Luck, "Sovereignty, Choice, and the Responsibility to Protect," *Global Responsibility to Protect* 1 (1) 2009: 10-21.

John Holmes, "Responsibility to Protect: A Humanitarian Overview," *Global Responsibility to Protect* 6 (2) 2014: 126-145.

United Nations Peacekeeping <http://www.un.org/en/peacekeeping/>

Outreach Programme on the Rwanda Genocide and the United Nations
<http://www.un.org/en/preventgenocide/rwanda/about/bgresponsibility.shtml>

November 20 and 22 – Intervention, Peacebuilding and Peacekeeping – Simulation

No readings

November 27 – Sustainable Development and the Environment Lecture

Linda Fasulo, *An Insider's Guide to the UN, 3rd ed.* New Haven: Yale University Press, 2015, 188-207, 220-228.

William Moomaw *et al.* "Sustainable Development Diplomacy: Diagnostics for the Negotiation and Implementation of Sustainable Development." *Global Policy* 8 (1) 2017, 73-81.

Radoslav Dimitrov, "The Paris Agreement on Climate Change: Behind Closed Doors." *Global Environmental Politics* 16 (3) 2016, 1-11.

Robert Falkner, "The Paris Agreement and the New Logic of International Climate Politics," *International Affairs* 92 (5) 2016, 1107-1125.

United Nations Environment Programme <http://www.unep.org/>

United Nations and Climate Change <http://www.un.org/climatechange/>

United Nations Development Programme <http://www.undp.org/>

November 29 and December 4 – Sustainable Development and Climate Change – Simulation

No readings

December 5 – Simulation Report Due in Class

No readings