

Dalhousie University
Department of Political Science
Model UN (POLI 3532)
Fall 2018
McCain Arts & SS 2102
Tuesday and Thursday 5:35-6:55 pm

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

COURSE OVERVIEW

The goal of this experiential course is to help students understand the history, operation, and driving philosophical assumptions of the United Nations as a means of preparing 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 system. Participation in McMUN is NOT a requirement for enrollment in the course. Students who are planning to attend McMUN are strongly advised to complete registration as soon as possible in order to receive country and committee roles, as several course assignments presuppose this information.

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. Finally, the course will provide students with the opportunity to learn about the political issues that influence the positions at the UN of various countries, and about committee issues under debate at the UN.

The first section of the class provides an overview of the United Nations and McMUN system. It introduces the institutional framework of the UN system and discusses some of the major issues on the contemporary UN agenda and covers McMUN rules of procedure, and offers practical information about how to draft model UN resolutions. The second section of the is set up as a series of seminars around key issues, followed by simulations. In preparation for the seminars, students will prepare a short written response on assigned reading. These responses will help set the agenda for our simulations which follow. During simulations, each student will be assigned a specific country and will be expected to prepare position papers and work collaboratively with other “countries” to research, draft, and negotiate UN resolutions in a format designed to mimic the McMUN experience as much as possible. More information about the model UN simulation will be provided in the first few weeks of class.

This 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.

Lectures will be run as seminar discussion and students will be expected to attend seminar having completed all readings and prepared to contribute to discussion.

Course assignments involve short Reading Responses, Position Papers detailing country background and policy positions, drafting collaborative Resolutions during in-class simulations, and a Simulation Report at the end of the course. Active participation throughout the entire course is mandatory for success but is especially required during in-class model UN simulations.

REQUIRED BOOKS AND READINGS

There are two required books for purchase. 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.

Other assigned readings will be available to students on Brightspace.

GRADE DISTRIBUTION

- 1) United Nations System and McMUN Exam (Held in Class September 27): 15%
- 2) Reading Responses x 5 (Due Sept 11, Oct. 4, Oct. 16, Oct. 30, Nov. 8) 15%
- 3) Short Position Papers (Due on Brightspace at 1 pm the day of each simulation): 20%
- 4) Model UN Simulation Participation: 20%
- 5) Simulation Report: 20%
- 6) Participation (Attendance and contribution to class discussion): 10%

ASSIGNMENTS

United Nations System Exam: Students will write an in-class exam covering material from Section I of the course. The first portion of the exam will ask students to define and explain the significance of key terms on the UN system. The second portion will ask students to respond to a situational quiz based on McMUN Rules of Procedure. The exam will be held on September 27. It is worth 15% of the course grade.

Reading Responses: Students will write five 500-word response to assigned seminar reading. Reading responses must engage at least two readings. They may identify and engage with a central question, debate, or contentious position. Responses will be submitted to Brightspace by **1 pm** the day of lecture. These are worth 15% of the course grade.

Short Position Papers: Students will write a short 250-500 word Model UN Position

paper representing their country's position in preparation for each simulation (4 in total). These papers are due online **by 1 pm** the first day of each simulation. Countries will be assigned the class directly preceding the simulation. Position papers are worth 15% of the course grade.

Model UN Simulation Participation and Resolution Drafting: Students will be expected to actively contribute to each Model UN Simulation and will be graded on their engagement and collaboration during this time. **Students are also required to contribute to the drafting of at least two different Resolutions during separate simulation exercises.** The Resolutions should be about 700 words and the substance, tone, and format should resemble real-life resolutions adopted by the United Nations General Assembly and be the product of in class collaboration between assigned countries. Participation in all of the Simulation exercises is mandatory to pass this section of the course. Simulation participation is worth 25% of the course grade.

Simulation Report: Near the conclusion of the course, student will write a report discussing their overall experience during the simulation exercise. Students should use this opportunity to reflect both on why they contributed to certain resolutions and passed on others. Students should also reflect on both their individual experience representing a specific country to trying to advance specific interests, and also on the working on the United Nations as an international institution designed to provide global governance in the 21st century. The Model UN Simulation Report should be 1500 words. It is due at the beginning of class in person AND on Brightspace on the last day of class (Nov. 29). The Simulation Report is worth 20% of the course grade.

SECTION B: UNIVERSITY POLICIES, STATEMENTS, GUIDELINES and RESOURCES for SUPPORT

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

UNIVERSITY STATEMENTS

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.

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.

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.

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.

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).

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>

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 and Wellness (includes Counselling and Psychological Services):
https://www.dal.ca/campus_life/health-and-wellness/services-support/student-health-and-wellness.html
- Black Student Advising: https://www.dal.ca/campus_life/communities/black-student-advising.html
- Indigenous Student Centre:
https://www.dal.ca/campus_life/communities/indigenous.html

- ELearning Website: <https://www.dal.ca/dept/elearning.html>
- Student Advocacy Services: <http://dsu.ca/dsas>
- 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

Week 1

T/Sept. 4: Introductory Lecture

Readings:

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

TH/Sept 6: The General Assembly

Readings:

An Insider's Guide to the UN, 79-94

Turunc, *The Winning Delegate*, 1-45 available for this class on Brightspace

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

Week 2

T Sept. 11: **The Security Council (Reading Response Due)**

Readings:

An Insider's Guide to the UN, 1-22, 55-78

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

Ian Hurd, *After Anarchy*, Chapter 1

TH/Sept. 13: Other Principle Organs of the UN

Readings:

An Insider's Guide to the UN, 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>

Week 3

T/Sept. 18: Efforts to Reform the UN

Readings:

Fasulo, *An Insider's Guide to the UN*, 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: 632-49.

TH/Sept. 20: McMUN Rules of Procedure

Readings:

The Winning Delegate, 47-120

Week 4

T/Sept. 25: Drafting Resolutions and Position Papers

Readings:

The Winning Delegate, 121-139

<https://www.ilmunc.com/assets/pdf/Guide%20to%20Model%20UN%20Procedures.pdf>

<http://bestdelegate.com/a-formula-for-the-perfect-position-paper-solution-oriented-research/>

TH/Sept. 27: UN/McMUN exam

Week 5

T/Oct. 2: Introduction to simulation "Committees," agenda setting, and slack app (led by Moe)

TH/Oct 4: **International Terrorism and Weapons of Mass Destruction Lecture (Reading Response Due)**

Readings:

Fasulo, *An Insider's Guide to the UN*, 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 United Nations Today and the Impact of Security Resolution 2178." Global Center on Cooperative Security.

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.

Kenneth N. Waltz, "Why Iran Should Get the Bomb" *Foreign Affairs* (91) 2012: 2-5.

Week 6

T/Oct. 9: Terrorism Simulation (**Position Papers Due**)

TH/Oct. 11: Terrorism Simulation

Week 7

T/Oct. 16: **Human Rights Lecture (Reading Response Due)**

Readings:

Samuel Moyn, How the Human Rights Movement Failed, *New York Times Op-Ed* April 24, 2018

Samual Moyn Economic Rights are Human Rights, *Foreign Policy*, April 2018: <https://foreignpolicy.com/2018/04/09/the-freedom-america-forgot-populism-human-rights-united-nations/>

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

David Forsythe, "The UN Security Council and Human Rights: Promising Developments, Persistent Problems" *Journal of Human Rights* 13 (2) 2014, 121-45.

Saudi Arabia's Ugly Spat with Canada:

<https://www.nytimes.com/2018/08/06/opinion/saudi-arabia-canada.html>

United Nations Human Rights—Office of the High Commissioner
<http://www.ohchr.org/en/hrbodies/hrc/pages/hrcindex.aspx>

TH/Oct. 18: Dr. Atkison away – NO CLASS

Week 8

T/Oct 23: Human Rights Simulation (**Position Papers Due**)

TH/Oct. 25: Human Rights Simulation

Week 9

T/Oct 30: **Intervention, Peacebuilding, and Peacekeeping Lecture (Reading Response due)**

Readings:

Fasulo, *An Insider's Guide to the UN*, 111-133, 153-133, 153-170

Alex Bellamy, "Twenty-first century UN Peace Operations: protection, force, and the changing security environment" *International Affairs* (91) 6 2015, 1277-1298.

Aidan Hehir, Assessing the influence of the Responsibility to Protect on the UN Security Council during the Arab Spring" *Cooperation and Conflict* 51(2) 2016, 166–183

Jennifer Welsh "The responsibility to prevent: Assessing the gap between rhetoric and reality" *Cooperation and Conflict* 51(2) 2016, 216–232

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

TH/Nov. 1: Peacekeeping Simulation (**Position paper due**)

Week 10

T/Nov. 6: Peacekeeping Simulation

TH/Nov. 8: **Sustainable Development & Environment Lecture (Reading Response Due)**

Readings:

An Insider's Guide to the UN, 188-207, 220-228.

Garrett Hardin, "The Tragedy of the Commons" *Science*, New Series, 162 (3859) 1968, 1243-1248

Franziska Knur "The United Nations Human Rights-Based Approach to Climate Change – Introducing a Human Dimension to International

Climate Law” in *Climate Change as a Threat to Peace* (Peter Lang AG, 2014) 37-59.

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>

Week 11

T/ Nov. 14 Reading Week No Class

TH/Nov. 16: Reading Week No Class

Week 12

T/Nov.20: Environment Simulation **(Position Paper Due)**

TH/Nov. 22: Environment Simulation

Week 13

T/ Nov. 27: CRISIS Simulation

TH. Nov. 29: Course Conclusion and Reflections **(Simulation Report Due In Class)**