

**Dalhousie University**  
**Department of Political Science**  
**Model UN (POLI 3532)**  
**Fall 2018**  
**McCain Arts & SS 2016**  
**W/F 10:05-11:25**

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Office Hours: Wednesday 1-3 (or by appointment)

**COURSE OVERVIEW**

The goal of this course is to help students understand the history, operation, and driving philosophical assumptions of the United Nations, through a combination of traditional (reading, writing, and lecture/seminars) and simulation-based learning. The course will be especially helpful for those students wishing to participate in various Model UN conferences, however participation in the Model UN outside of the class is NOT a course requirement.

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 Model UN systems. It introduces the institutional framework of the UN system, discusses some of the major issues on the contemporary UN agenda and covers some Model UN rules of procedure and offers practical information about how to draft Model UN resolutions. The second section 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. The heavier reading load for each these seminars is intended to prepare you for the simulations. If you budget your time during this section of the course, you should be able to spread the readings over a two-week window.

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 Model UN experience as much as possible. More information about the model UN simulation will be provided in the first few weeks of class.

Lectures will be run as seminar discussions and students will be expected to attend seminar having completed all readings and prepared to contribute to discussion. **Attendance is very important to your success in this class and is worth 15% of your final grade. You are expected to attend each class having completed the readings and ready to participate in discussion. Marks will be deducted for each unexplained absence.**

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**

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.

These are available for purchase online. I have also left copies of each book on reserve in the library.

Other assigned readings will be available to students on Brightspace.

### **GRADE DISTRIBUTION**

- 1) United Nations System and McMUN Exam (Held in Class F September 27): **15%**
- 2) Reading Responses x 5 (Due on Brightspace at 8 pm before each lecture): **20%**
- 3) Short Position Papers x 4 (Due on Brightspace at 8 pm before the first day of each simulation): **20%**
- 4) Model UN Simulation Participation: **20%**
- 5) Simulation Report: **15%**
- 6) Participation (Attendance and contribution to seminar 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. The exam is worth **15% of the course grade.**

**Reading Responses:** Students will write **five 500-word** responses to assigned seminar reading. Reading responses 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 8 pm the day before lecture. These are worth 15% of the course grade. All responses will be reviewed by Turnitin for originality. **One of these responses must be submitted before the first exam, in response to a lecture topic of your choosing.** All responses must be submitted on assigned reading material BEFORE these readings are discussed in class. **Late responses will not be accepted. Reading responses are worth 20% of your final 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 8 pm the evening before each simulation. Countries will be assigned during the class directly preceding the simulation. **Position papers are worth 20% 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 preparedness, participation, and on the relative believability of their interventions and comportment as a delegate of a given country. Students are also required to contribute to the drafting of (be sponsors 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 and Resolution drafting are together worth 20% of the course grade.**

**Simulation Report:** Near the conclusion of the course, students 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 how these simulations informed their understanding of the United Nations as an international institutional designed to provide global governance in the 21<sup>st</sup> century. The Model UN Simulation Report should be 1000 words. It is due on Brightspace (Dec. 4). **The Simulation Report is worth 15% 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, available at <https://academiccalendar.dal.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=81&chapterid=4424&loaduserredits=False>

### **University Statements**

Territorial Acknowledgement:

Dalhousie University is located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq. We are all Treaty people.

### **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. 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. (read more:

[https://www.dal.ca/dept/university\\_secretariat/academic-integrity.html](https://www.dal.ca/dept/university_secretariat/academic-integrity.html)

### **Accessibility**

The Student Accessibility Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students on the Halifax campus 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).

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion please contact the Study Accessibility Centre:

[https://www.dal.ca/campus\\_life/academic-support/accessibility.html](https://www.dal.ca/campus_life/academic-support/accessibility.html)

Please note that your classroom may contain accessible furniture and equipment. It is important that these items remain in the classroom, undisturbed, so that students who require their use will be able to fully participate.

For more information about the purpose of territorial acknowledgements, or information about alternative territorial acknowledgements if your class is offered outside of Nova Scotia, please visit <https://native-land.ca/>.

### **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. (read more:

[https://www.dal.ca/dept/university\\_secretariat/policies/student-life/code-of-student-conduct.html](https://www.dal.ca/dept/university_secretariat/policies/student-life/code-of-student-conduct.html))

### **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. Dalhousie is strengthened in our diversity and dedicated to achieving equity. We are committed to being a respectful and inclusive community where everyone feels welcome and supported, which is why our university prioritizes fostering a culture of diversity and inclusiveness. (read more: <https://www.dal.ca/cultureofrespect.html>)

### **University Policies and Programs**

Important Dates in the Academic Year (including add/drop dates)  
[http://www.dal.ca/academics/important\\_dates.html](http://www.dal.ca/academics/important_dates.html)

Dalhousie Grading Practices Policy  
[https://www.dal.ca/dept/university\\_secretariat/policies/academic/grading-practices-policy.html](https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html)

Grade Appeal Process [https://www.dal.ca/campus\\_life/academic-support/grades-and-student-records/appealing-a-grade.html](https://www.dal.ca/campus_life/academic-support/grades-and-student-records/appealing-a-grade.html)

Sexualized Violence Policy  
[https://www.dal.ca/dept/university\\_secretariat/policies/human-rights---equity/sexualized-violence-policy.html](https://www.dal.ca/dept/university_secretariat/policies/human-rights---equity/sexualized-violence-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 – Advising [https://www.dal.ca/campus\\_life/academic-support/advising.html](https://www.dal.ca/campus_life/academic-support/advising.html)

Student Health & Wellness Centre [https://www.dal.ca/campus\\_life/health-and-wellness.html](https://www.dal.ca/campus_life/health-and-wellness.html)

On Track (helps you transition into university, and supports you through your first year at Dalhousie and beyond [https://www.dal.ca/campus\\_life/academic-support/On-track.html](https://www.dal.ca/campus_life/academic-support/On-track.html))

Indigenous Student Centre [https://www.dal.ca/campus\\_life/communities/indigenous.html](https://www.dal.ca/campus_life/communities/indigenous.html)

Elders-in-Residence (The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the Indigenous Student Centre or contact the program at [elders@dal.ca](mailto:elders@dal.ca) or 902-494-6803.)  
<https://medicine.dal.ca/departments/core-units/global-health/diversity/indigenous-health/elders-in-residence.html>

Black Student Advising Centre: [https://www.dal.ca/campus\\_life/communities/black-student-advising.html](https://www.dal.ca/campus_life/communities/black-student-advising.html)

International Centre [https://www.dal.ca/campus\\_life/international-centre.html](https://www.dal.ca/campus_life/international-centre.html)

South House Sexual and Gender Resource Centre <https://southhousehalifax.ca/>

LGBTQ2SIA+ Collaborative - <https://www.dal.ca/dept/hres/education-campaigns/LGBTQ2SIA-collaborative.html>

Library <http://libraries.dal.ca>

Copyright Office <https://libraries.dal.ca/services/copyright-office.html>

Dalhousie 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](https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html)

Human Rights and Equity Services <https://www.dal.ca/dept/hres.html>

Writing Centre [https://www.dal.ca/campus\\_life/academic-support/writing-and-study-skills.html](https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html)

Study Skills/Tutoring: [https://www.dal.ca/campus\\_life/academic-support/study-skills-and-tutoring.html](https://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html)

Faculty or Departmental Advising Support: See <https://www.dal.ca/faculty/arts/programs.html> for links to departmental websites and information about advising

Safety (excerpts emphasized as appropriate to discipline/course)

Biosafety <https://www.dal.ca/dept/safety/programs-services/biosafety.html>

Chemical Safety <https://www.dal.ca/dept/safety/programs-services/chemical-safety.html>

Radiation Safety <https://www.dal.ca/dept/safety/programs-services/radiation-safety.html>

Laser Safety <https://www.dal.ca/dept/safety/programs-services/radiation-safety/laser-safety.html>

## **CLASS SCHEDULE**

### Week 1

W/Sept. 4: Introductory Lecture

Readings:

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

F/Sept 6: The General Assembly

Readings:

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

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

## Week 2

W Sept. 11: The Security Council

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

F/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

W/Sept. 18: Efforts to Reform the UN (last day to submit first Reading Response: T/September 17, 8 pm)

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.

F/Sept. 20: McMUN Rules of Procedure, Simulation Guidelines, Drafting Resolutions and Position Papers

Readings:

*The Winning Delegate*, 47-120, 121-139

Week 4

W/Sept. 25: Exam Review/simulation prep

F/Sept. 27: UN/Model UN exam

Week 5

W/Oct. 2: International Terrorism and Weapons of Mass Destruction Lecture (Reading Response due 8 pm T/Oct. 1)

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.

F/Oct 4: Terrorism Simulation (**Position Papers due 8 pm TH/Oct. 3**)  
**\*last day to add/drop course**



Week 6

W/Oct. 9: Terrorism Simulation

F/Oct. 11: Terrorism Simulation continued

Week 7

W/Oct. 16: Human Rights Lecture (Reading Response due 8 pm T/Oct. 15)

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/>

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

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

F/Oct. 18: Human Rights Simulation (**Position Papers due 8 pm TH/Oct. 17**)

Week 8

W/Oct 23: Human Rights Simulation

F/25: Human Rights Simulation

Week 9

W/Oct 30: Intervention, Peacebuilding, and Peacekeeping Lecture (Reading Response due 8 pm T/Oct. 29)

Readings:

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

F/Nov. 1: Peacekeeping Simulation (**Position paper due 8 pm TH/Oct. 31**)

Week 10

W/Nov. 6: Peacekeeping Simulation

F/Nov. 8: Peacekeeping Simulation

Week 11

W/ Nov. 13: Reading Week/No Class

F/Nov. 15 Reading Week/No Class

Week 12

W/Nov.20: Sustainable Development & Environment Lecture (Reading Response due 8 pm T/Nov. 19)

Readings:

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

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>

Intergovernmental Panel on Climate Change <http://www.ipcc.ch>

Recommended reading: Garrett Hardin, “The Tragedy of the Commons”

*Science*, New Series, 162 (3859) 1968, 1243-1248

F/Nov. 22 Environment Simulation (**Position Paper due 8 pm Th/Nov. 21**)

Week 13

W/ Nov. 27: Environment Simulation

F/Nov. 29: Environment Simulation/ conclusion and Reflections

**W/Dec. 4: Simulation Report due on Brightspace**