

**I.S. 133: Model United Nations
Simulation of the UN Economic and Social Council
Rhodes College, Fall 2009
CRN 10308**

Stephen Ceccoli
Office: 109 Buckman
Phone: 843-3622

Tuesday 6:00-8:00 pm
110 Buckman
ceccoli@rhodes.edu

Office Hours: Mon., Wed. 2:00 – 3:30 p.m.
And by appointment

Teaching Assistant: Anna Laymon, layam@rhodes.edu, (c) 423-618-4589

“If the United Nations is to survive, those who represent it must bolster it;
those who advocate it must submit to it;
and those who believe in it must fight for it.”

-- Norman Cousins

Course Overview

Model UN is a simulation of the United Nations and this course is designed to offer students a hands-on approach to learning about the workings of the United Nations. Although parts of some class sessions will be taught in lecture format in order to introduce students to the history, structure, politics, and basic operations of the United Nations, the majority of the class will be conducted in workshop/debate format. The workshop/debate sessions will consist of student debate, role playing, resolution drafting and voting. Students will simulate the actions of the UN Economic and Social Council.

Students will be assigned an individual country to represent and will simulate the role of their country's spokesperson by discussing and debating the particular issue on the agenda. Students will also draft resolutions, caucus with representatives who are role-playing as other countries, and work to solve the problems facing the United Nations. By its very nature, the quality and tone of debate will be dramatically different than in the “real” UN. In the UN, representatives and their consular staffs spend months in preparation, “behind doors” caucusing and interacting with other nations before an issue is brought to vote. A UN representative, or head of state, will almost always make a prepared speech that will not always be “news” to the other representatives present.

During the individual class meetings, students will only have a very short time to assume the role of their nation's representative and simulate the actions of the UN. This forces representatives to verbally react to circumstances as they arise and even change their position when it is reasonable to do so in light of new facts. Representatives should not simply read from their country's established record on the issue presented; they should be prepared to compromise with the other nations represented and where needed to adapt their policies to meet the current circumstances of the world as simulated. Note that this in no way gives representatives license to act out of character. Representatives should generally research and follow the policies of their country, modifying these as new circumstances dictate.

There are no required texts for the course. However, a few texts pertaining to the United Nations have been placed on reserve at the Barret Library if students are interested in reading further about the United Nations. First, *The United Nations: Reality and Ideal, 4th ed.*, by Peter Baehr and Leon Gordenker provides a useful descriptive backdrop for studying the United Nations and is available in the campus bookstore. Second, former U.S. Ambassador to the United Nations John Bolton's *Surrender is Not an Option* provides a firsthand account of Bolton's candid insights, successes, frustrations, and

critiques of the organization during his service at the U.N. Please see me if you are interested in other supplemental reading materials about the United Nations.

Course Requirements

This course will be taken by all students on a Pass/Fail basis. In order to pass, students must receive a grade of 75% or higher. The final grade for the course will be determined by several sources. Students are required to complete one short essay (of 4-5 typed, double-spaced pages) that will be due on November 10th. (The essay will address one of the two topics listed below, and more details on this essay assignment will be provided in a class handout.) Students will also be required to submit three resolutions. The resolutions are to be submitted by “uploading” the electronic file to the course Moodle site by 9:00 p.m. on the Sunday before each class meeting. Therefore, students will need to submit resolutions to the Moodle site on Sept. 13, Sept. 27, and Oct. 11. Late resolutions will not be accepted and students will receive the grade of 0 for failing to submit a resolution by the deadline. Additional details regarding all writing assignments are provided in the I.S. 133 syllabus supplement (available for viewing on Moodle).

Attendance and participation in class are very important and will represent a significant portion of the student’s final course grade. Students are expected to come to class prepared to debate the issues on the scheduled agenda. Participation grades will be based on the quality and quantity of student participation. Among other considerations, the quality of student participation will be evaluated on the basis of remaining “in character” during the workshop portion of the course.

Some students in this course will be able to participate in the National Model United Nations (NMUN) Conference in Washington, DC in October. For the students participating in NMUN, in addition to the traditional class attendance and participation component, students will be expected to contribute to the Rhodes Mid-South Model United Nations (MS-MUN) Conference in order to partially satisfy the “Conference Participation” component of the course grade. For students planning to attend NMUN, satisfactorily fulfilling the “Conference Participation” component entails spending a minimum of three hours assisting the conference organizers in hosting the conference (in various capacities). Specific assistance duties will be provided by the instructor at a later time.

Your final grade for the course will be derived as follows:

Class Attendance and Participation* 35% Three Resolutions 45% (15% each) Short Essay 20%

*Participation is also assessed on a graduated scale according to the number of times a student has taken this course in the past.

Essay Topic 1.) Discuss your country's position on preventing an outbreak of an H1N1 pandemic.

Essay Topic 2.) Choose one of the principles from the 2002 Monterrey Consensus and discuss your country's position on how that particular principle will be utilized in regard to funding international development projects.

Course Objectives

The following student learning objectives for the course have been identified:

- 1.) Develop a solid, substantive understanding of the history, structure, politics, and operation of the United Nations;
- 2.) Through simulation and background research, students will gain a greater appreciation for the complexity and difficulty associated with obtaining a consensus in multi-national diplomatic organizations like the United Nations;
- 3.) Enhance critical thinking, effective writing, and confident debating skills through participation in the classroom workshops; and
- 4.) Prepare students to compete as part of the Rhodes Model UN Team.

Guidelines

- Excessive (as determined by the instructor) absences may result in a diminished (or failing) course grade.
- Each student must complete all assignments. All work should be completed on time.
- All students are expected to adhere to the College's Honor Code.

Course Schedule

Week One (9/1/09): Introduction and Course Overview; Country Assignments
Overview of the United Nations and the Economic and Social Council

Note: No Class Meeting on Tuesday, September 8.

Week Two (9/15/09): The WHO has received reports of several thousand confirmed cases of H1N1 influenza from 160 countries and reports that the virus still advancing. The H1N1 virus is highly contagious, but has not yet become very deadly. There is concern, however, that it may recombine with strains of other flu viruses, therefore creating a widespread pandemic and becoming quite deadly.

Debate over the prevention and response measures to a pending full-scale outbreak of an H1N1 pandemic.

Week Three (9/22/09): Continuation of debate over the prevention and response measures to a pending full-scale outbreak of an H1N1 pandemic.

Week Four (9/29/09): The 2002 Monterrey Consensus signaled a new partnership in international economic relations by representing an agreement on six major principles for financing international economic development. However, it remains unclear how and to what extent these principles will be implemented.

Debate over the implementation of the 2002 Monterrey Consensus.

Week Five (10/6/09): Continuation of debate over the implementation of the 2002 Monterrey Consensus.

Week Six (10/13/09): While UN peacekeepers have successfully ended conflicts in many African countries, many of those same countries revert to hostilities once the UN peacekeepers leave. (This was the case in Central African Republic and Congo Brazzaville and there are significant concerns about Sierra Leone and Liberia.) This suggests the UN must find a way to successfully make the transition from peacekeeping to peace building and consolidation.

Debate over best practice measures to address the economic and social challenges of peace-building in African countries emerging from conflict.

Week Seven (10/27/09): Continuation of debate over over best practice measures to address the economic and social challenges of peace-building in African countries emerging from conflict.

November 10 - Essay Due at 5:00 in Prof. Ceccoli's Office (109 Buckman)

Members of the UN Economic and Social Council

Algeria, Barbados, Belarus, Bolivia, Brazil, Canada, China, Côte d'Ivoire, El Salvador, Estonia, France, Germany, Greece, Guatemala, India, Indonesia, Iraq, Japan, Kazakhstan, Liechtenstein, Luxembourg, Malawi, Malaysia, Mauritius, Morocco, Mozambique, Namibia, Netherlands, New Zealand, Norway, Pakistan, Peru, Philippines, Poland, Portugal, Republic of Korea, Republic of Moldova, Romania, Russian Federation, Saint Lucia, Saudi Arabia, Sudan, Sweden, United Kingdom, United States, Uruguay, and Venezuela