

PSCI 337  
Fall 2020  
Tuesdays 3:30-5:50 p.m.  
On Zoom

Professor Karen Ruth Adams  
[karen.adams@umontana.edu](mailto:karen.adams@umontana.edu)  
Office hours on Zoom  
Th 2-4 & by appt

Teaching Assistant Bailey Durnell  
[bailey.durnell@umconnect.umt.edu](mailto:bailey.durnell@umconnect.umt.edu)  
Office hours on Zoom  
By appointment on M/W 10-3 pm &  
T/Th from 1-3 pm

## **PSCI 337 Model United Nations**

### **Course Description**

Model United Nations is a technique for developing your skills in research, writing, public speaking, negotiation, and conflict resolution. It is also a way to learn more about international issues, international diplomacy, and international politics. Model UN experiences can be small (at the classroom level), medium size (a local conference), or large (an international conference). This class is a gateway to all three types of experience.

In the class, each student will “represent” one of the approximately 200 countries in the world in simulations of UN committees such as the General Assembly and Security Council. You will learn about these committees, research your country’s position on the issues before the committees, and draft, debate, negotiate, and vote on resolutions to address those issues. We will discuss a range of issues, from security and economic challenges to environmental problems and human rights. By the end of the semester, you will have a deep understanding of the country you represent, as well as a broad understanding of international issues, the UN, and international negotiation.

Each student will also serve as a staff member on one of the five committees we will simulate, both in class and at UM’s Montana Model UN (MMUN) High School Conference. This is the 55<sup>th</sup> anniversary of the high school conference. Usually the conference is held in person at the UC for two days. This year, due to covid-19, the conference will be online on Friday, November 13, followed by an online closing ceremony and trivia game on Saturday 11/14. Each year, 300-400 students from about 20 Montana and Idaho high schools attend the conference. Your participation in this service-learning class makes their experience possible. Please put the event on your calendar now. All students in PSCI 337 must attend the conference all day on Friday from approximately 8:00 am to 9:00 pm. Attendance on Saturday is optional.

At the end of the semester, a team of students from the class will be selected to represent UM at an international collegiate Model UN conference in the spring. Usually we send a team of 12 students to the National Model UN (NMUN) conference in NY, where 5,000 students from all over the world converge for a week to debate world issues and hold meetings at the actual UN. For many years, the MMUN team has come home from NMUN conferences with team, delegate, and position paper awards. By building your skills in this class, you make it likely that the MMUN Team will continue to win awards and that UM will continue to sponsor and help fund the trip.

This course is required for participation in the Montana Model UN collegiate team and is excellent preparation for a career in public policy and international affairs.

### **Course Objectives and Learning Outcomes**

Those who successfully complete this course will be better able to:

1. Describe and use international relations theories to analyze international issues and the history, purpose, structure, current activities, and future of the United Nations as a whole, its member states, and its main committees such as the General Assembly and Security Council.
2. Identify and use reliable sources for information on the UN, member states, and international issues.
3. Develop your skills in research, writing, public speaking, negotiation, and conflict resolution.

### **Service Learning Designation**

This is a service learning course. Service Learning is a method of teaching and learning in which students, faculty and community partners work together to enhance student learning by applying academic knowledge in a community-based setting. Student work addresses the needs of the community, as identified through collaboration with community or tribal partners, while meeting instructional objectives through faculty-structured service work and critical reflection meant to prepare students to be civically responsible members of the community. At its best, service learning enhances and deepens students' understanding of an academic discipline by facilitating the integration of theory and practice, while providing them with experience that develops life skills and engages them in critical reflection about individual, institutional, and social ethics.

### **Prerequisites**

This course is open to sophomores, juniors, and seniors, as well as freshmen who participated in a Model UN conference in high school or are enrolled in the honors college.

### **Graduate Students**

Graduate students will have additional assignments. Please see me during the first week of the course.

### **PSCI 337 Versus PSCI 492.02**

Students new to this course should enroll in PSCI 337. Students who took this course last year must enroll in the separate Model UN Leadership course (PSCI 492-02). These courses meet simultaneously but have different assignments.

### **Executive Committee**

MMUN leadership positions are as follows. Collectively, this group is known as the Executive Committee (Ex Comm). The Ex Comm will meet at the end of each class to coordinate conference arrangements.

#### **Internal Staff**

*(Conference Procedures)*

*Secretary-General/Internal (SG-I) & President*

- Taylor Gregory

*Assistant Secretary-General Internal (ASG-I)*

- Derek Nordberg

*Director of Operations & Fundraising (DO)*

- Caroline Fowler

*Chair Liaison*

- Tswmseeb (Shang) Vang

#### **External Staff**

*(High School Relations)*

*Secretary-General/External (SG-E)*

- Zoe Savisky

*Assistant Secretary-General External (ASG-E)*

- Makkie Haller

*High School and Media Liaison (HSML)*

- Dana Helland

*Teaching Assistant*

Bailey Durnell, current M.A. student in PSCI

*Registration & Awards Technologies*

Nick Potratz, UM PSCI and MMUN alumni (BA and MA)

*Faculty Advisors*

Prof. Karen Ruth Adams (lead)

Dr. Eva Maggi (opening ceremony)

### **Course Communications**

Throughout the course, I will communicate with you by email and by posting announcements and course materials on the UOnline (Moodle) website. To ensure that you receive my emails, please check your UM email regularly or have it forwarded to an account that you check often.

### **Required Texts**

To do well in this class, you must complete three types of assigned reading before each class meeting:

1. Required readings related to each weekly topic. These readings will be posted on Moodle. There will be about 80-100 pages per week.
2. News articles and opinion pieces related to international relations and the UN in the daily *New York Times*, <http://www.nytimes.com>. To complete this assignment, you will need to read more than the 20 free articles per month allowed on the site. Thus you should either sign up for a 3-month student subscription, which is a few dollars a month, or read the daily NYT for free by logging in on the Mansfield Library website.
3. News and other reports posted at UN News Centre, <http://www.un.org/news/>

### **Other Ways to Keep Up with Current Events**

When you have extra time, I encourage you to consult additional sources, such as:

- National daily newspapers such as the *Washington Post*, *Los Angeles Times*, and *Wall Street Journal*, as well as international papers such as the *London Times*, *Guardian*, and *Le Monde*, international news services such as Reuters, and compilations of international news such as <http://worldpress.org/>
- Weekly news magazines such as *The Economist*, *Time*, *Newsweek*, and *US News and World Report*. See also monthly and quarterly journals such as *Foreign Affairs*, *Foreign Policy*, *Current History*, and *World Politics*.
- National Public Radio programs such as “Morning Edition,” “BBC World Service,” and “All Things Considered” on KUFM 89.1 (for schedule, go to <https://www.mtpr.org/>).
- Nightly and weekly television news programs. On PBS, these include “PBS NewsHour,” “BBC World News,” “Amanpour,” and “Frontline,” which you can watch on your television KUFM Channel 11 (<http://www.montanapbs.org/>) or stream on your computer from their websites. The ABC, CBS, and NBC evening news, as well as ABC’s “Nightline,” can also be helpful.

Please note that these news sources will not substitute for the *New York Times* and UN News Centre. Our current event discussions, quiz questions, etc. will focus on articles from these sources.

### **Course Requirements, Grading, and Study Tips**

You are expected to complete all of the assigned reading, including the previous week’s *New York Times* and UN News Centre before each class.

You must attend class regularly and participate in the discussions, simulations, and conference preparations, as well as the conference itself. Class attendance, in-class participation and assignments, and quizzes count towards 20% of your grade.

Conference attendance and participation are worth 20%. **You must attend all or most of the conference on Friday, November 13 from 8:00 am to 9:00 pm.** I will provide an excuse note to give to your other professors.

The remaining 60% of your grade in the class will be based on your papers and other projects. Some due dates depend on your role in the class.

To summarize, your grade in the course will be determined as follows:

Participation = 40%

- 10% Class attendance, participation, and quizzes
- 10% Committee participation before the MMUN high school conference, including in-class meetings, out-of-class practice sessions, high school position paper grading, etc.
- 20% Participation at the MMUN conference (morning, afternoon, and evening sessions)

Papers and other projects = 60%

- 15% Country worksheet, due 9/15
- 25% Position paper on 2 issues before your committee, resolution on 1 issue, overall negotiating strategy, and opening speech outline based on these documents, due 10/6
- 5% Presentation of opening speech, due dates vary by committee:
  - 10/6 GA-2
  - 10/13 SC and GA-1
  - 10/20 UN Habitat
  - 10/27 UNEA
- 15% Debriefing paper – reflections on and analysis of the conference, your role, & future of the UN, due 11/17

The plus/minus grading system will be used. Grades may be curved. The following distribution is the lowest I will use (*i.e.*, if you earn 93% of all possible points you are assured of an A in the course):

93-100	A	83-86	B	73-76	C	63-66	D
90-92	A-	80-82	B-	70-72	C-	60-62	D-
87-89	B+	77-79	C+	67-69	D+	0-59	F

In class, you should take notes on the lectures and discussions. After class, take a few minutes to write down your overall impressions of the session and the questions and insights it raised for you. These notes will provide you with leads to follow in reviewing for and writing the assignments. For additional study tips, see “Reading Questions” and “Essay Grading” below.

**Academic Honesty**

Students must practice academic honesty and should be familiar with [UM’s Student Conduct Code](#). Students who engage in academic misconduct such as plagiarism (representing another person’s work as their own) will receive a 0 for the assignment in question and may be subject to a disciplinary sanction by the university.

**Disabilities**

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or 406-243-2243. I will work with you and Disability Services to provide a reasonable modification. “Reasonable” means the University permits no fundamental alterations of academic standards or retroactive modifications. Students with disabilities should apprise me of their needs well before the due date of an assignment on which they wish to be accommodated.

**Make-Up Policy**

In general, I excuse absences and accept late papers only from students directly involved in serious, documented emergencies. This year, I will also consider requests from students whose lives are strongly affected by the coronavirus. If you find yourself in the midst of an emergency or strongly affected by Covid-19, please notify me as soon as possible (in advance of the seminar or due-date if possible) that you will be unable to attend class or submit work on time. To do so, send me an email explaining the circumstances of your emergency or other situation, and provide me with your phone number and relevant documentation. Please note that I may deny make up requests, and I may assign makeup work that differs from the regular assignment. Also note that if you fail to submit work for any other reason you will receive a 0 for the class session or assignment. That may put you at risk of failing the course.

### **Drop Policy, Grading Options, and Incompletes**

The 15<sup>th</sup> day of the semester is the last day to drop the class or change the grading option without my signature on an override form. If you wish to drop or change the grading option after that, you must provide documentation of an emergency or other serious situation in which you are directly involved that has made it impossible for you to complete the course. For UM's policy on incompletes, see UM's [Academic Policies and Procedures](#).

### **PSCI 400**

Political Science majors may use this course to complete PSCI 400 (the upper-division writing requirement in the major). The requirements for doing so are as follows:

1. You must have finished your Intermediate writing requirement (Gen Ed approved Intermediate writing course).
2. Send me an email asking to be added to my section of PSCI 400. Please include your 790 number. It is best to do this before the add deadline (15<sup>th</sup> day of semester).
3. You will revise and expand your position paper, resolution, and negotiating strategy. The revised documents will address the same questions and must be improved by editing them according to the TA's feedback and expanding the negotiating strategy to twice the length, referring to concepts, readings, and current events through the end of the semester. The revised documents are due on the last day of class.
4. Your grade for PSCI 400 will be the average of the first and final versions of these documents.

### **Graduate Students**

Graduate students will have additional assignments. Please let me know if you are a graduate student.

### **Committees, Topics, and Roles**

We will simulate the following five committees and topics:

1. General Assembly First Committee (GA-1, Security and Disarmament)
  - i. Confidence-Building Measures in the Field of Conventional Arms
  - ii. Measures to Prevent Terrorists from Acquiring Weapons of Mass Destruction
2. General Assembly Second Committee (GA-2, Finance and Economics)
  - i. Globalization and Interdependence: Culture and Sustainable Development
  - ii. Financial Inclusion of Rural and Underserved Communities
3. United Nations Environment Assembly (UNEA)
  - i. Environmental Sustainability in the Textile and Fashion Industries
  - ii. Halting Biodiversity Loss
4. United Nations Habitat (urban and housing issues)
  - i. Building Smart Cities to Implement the New Urban Agenda
  - ii. Improving Global Road Safety
5. Security Council
  - i. Protection of Civilians in Armed Conflict
  - ii. Addressing Security Challenges in Northern Africa and the Sahel

Each committee will have at least 4 staff members, including a chair, a vice chair, a rapporteur, and an ExComm member. If enrollments permit, committees will also have one or more experts. Collectively, the committee staff is known as the Dais. The SG-I and TA will assist and oversee all committees.

In class, we will discuss the main conference and preconference duties of each position and the process for assigning roles.

## **Reading Questions**

In assignments and quizzes, you will be asked to compare and contrast the arguments of various scholars and schools of thought. Doing so requires critical reading skills. To develop and practice these skills, consider the following questions for each item you read:

- A. Overview
  - 1. What is the central question or problem addressed by the author?
  - 2. What is his or her answer or argument?
- B. Evaluation of the Argument
  - 3. What is the logic of this answer or argument? What theory or school of thought, if any, does it represent?
  - 4. Do you understand the author's argument? Do you agree with it? Why or why not?
- C. Evaluation of the Evidence
  - 5. What evidence does the author use to support his or her argument?
  - 6. Does the evidence support the argument? Are you aware of other evidence that would support or weaken the argument?
- D. Significance
  - 7. Which of the authors we have read would agree and disagree with this argument, and why?
  - 8. How does this article fit into the themes and arguments developed in class?

## **Essay Grading**

- 100 Superb. Develops an extremely well-written, clear, and convincing argument that answers the question and substantiates the answer with facts and other information from readings.
- 90-99 Excellent. Develops a generally well-written, clear, and convincing argument that answers the question and refers well to readings. Omissions or inaccuracies are few and detract little from the overall quality of the argument.
- 80-89 Good. The argument is generally good and answers the question, but the answer is disorganized, unclear, inaccurate, or unsupported in several important respects -- OR -- The argument is well-written, clear, and convincing but doesn't fully answer the question or has few and/or insubstantial references to readings.
- 70-79 Marginal. The answer has numerous shortcomings in organization, clarity, accuracy, or support - - OR -- The argument is fairly well-written, more or less clear, and somewhat convincingly but doesn't really answer the question AND has few and/or insubstantial references to readings.
- 60-69 Unacceptable. The answer is very vague, completely wrong, has nothing to do with the question, and/or provides no evidence of reading.

## Weekly Schedule and Assignments

Below is a summary of the weekly class agenda for the first three weeks. Updates to this syllabus document with agendas for later weeks will be posted at the top of the Moodle website. The required readings for each class are listed on and available from Moodle. Detailed assignments for all papers will be posted on the Moodle website and discussed in class.

### Week 1. INTRODUCTION (8/25)

In class today: Introduction to the course and Model UN  
Staff introductions  
Student introductions  
UN and NMUN video clips (links on Moodle website)

**\*\* Plan to attend the MMUN conference: Friday, November 13 from 8:00 am to 9:00 pm;  
ATTENDANCE REQUIRED\*\***

*Prepare for next week:*

- Read the syllabus
- Start reading the NYT and UN News Centre
- Access the Moodle website when it is available, and do the assigned reading and interest survey.

### Week 2. UN HISTORY & STRUCTURE; FUN SIMULATION (9/1)

In class today: *Quiz on and discussion of Moodle readings & current events (NYT, UN News)*  
Overview of course assignments and due dates  
Fun simulation led by TA and ExComm

- Everyone will have rules chart (assigned reading)
- Use starting committee script
- Go through agenda setting speeches, caucus, and vote (for caucusing, use Zoom breakout rooms with random selection)
- Start topic speeches

Overview and Q&A on staff roles and next week's interview process

***Submit background and interest survey (due at end of class today)***

Later this week: You will receive a country assignment and interview schedule for next week

Reading: see Moodle

### Week 3. IR THEORIES & THE UN; COMMITTEE INTERVIEWS (9/8)

In class today: *Quiz on and discussion of readings and current events*  
Discuss country worksheet assignment (due next week)  
Meet with your region  
Committee interviews. Each student will interview with at least one committee

Later this week: You will receive a committee and role assignment

Reading: see Moodle

**Week 4. DIPLOMACY, PART I: FORMULATING AND ARTICULATING NATIONAL FOREIGN POLICIES AND INTERNATIONAL AGREEMENTS; POSITION PAPERS AND RESOLUTIONS (9/15)**

In class today:           **\*\*Due today: Country worksheet**  
Discuss country worksheet results  
Meet with your committee! First Committee Participation Grade  
Overview of position paper, resolution, negotiating strategy, and speech assignment (due on 10/6)

Reading:                   see Moodle

**Week 5. DIPLOMACY, PART II: PARLIAMENTARY PROCEDURE (9/22)**

In class today:           Overview of committee structure, parliamentary procedure, opening speeches, informal caucuses, resolution format & approval process

Reading:                   See Moodle

**Week 6. DIPLOMACY, PART III: VOTING & CRISES (9/29)**

In class today:           Debating and Voting on Resolutions; Responding to Crises  
(overview of formal caucuses, voting procedure, and crises)  
Parli Pro game & simulation

Reading:                   See Moodle

**Week 7. ECONOMIC DEVELOPMENT AND SUSTAINABILITY (10/6)**

In class today:           **\*\*Due today: pp, res, nego & speech assignment (all students)**  
GA-2 simulation (run by SC staff)  
**\*\*\*GA-2 staff present opening speeches**

Reading:                   See Moodle

**Week 8. INTERNATIONAL PEACE AND SECURITY (10/13)**

In class today:           SC simulation (run by UN Habitat Staff)  
GA-1 simulation (run by UNEA Staff)  
**\*\*\*SC and GA-1 staff present opening speeches**

Reading:                   See Moodle

**Week 9. HUMAN RIGHTS AND THE RULE OF LAW (10/20)**

In class today:           UN Habitat simulation (run by GA-1 Staff)  
**\*\*\*UN Habitat staff present opening speeches**

Reading:                   See Moodle

**Week 10. HUMAN SECURITY AND HUMANITARIAN CRISES (environment, health, migration, 10/27)**

In class today: UNEA simulation (run by GA-2 Staff)  
\*\*\**UNEA staff present opening speeches*  
TA will prepare the committees for high school position paper grading  
(high school papers are due Friday 10/30)

Reading: See Moodle

**Week 11. COMMITTEE MEETINGS – POSITION PAPER GRADING (11/3)**

In class today: No class – election day  
Committees work on and submit position paper grades

Reading: High school position papers

**Week 12. FINAL CONFERENCE PREPARATIONS (11/10)**

In class today: Rehearse opening ceremony & SG speeches  
Review conference schedule and awards nomination process  
Meet in role groups for Q&A and practice (including SC crisis speeches and correct pronunciation of country names)

Reading: See Moodle

**\*\*\*\*MMUN HIGH SCHOOL CONFERENCE. (Friday 11/13 – all day; 8:00 am to 9:00 pm)**

**Week 13. CONFERENCE DEBRIEFING & THE FUTURE OF THE UN (11/17)**

In class today: Debriefing paper due  
Discussion: conference results and future of UN

Reading: See Moodle

**Week 14. FINALS TIME**

In class today: Club meeting – review MMUN Constitution and update if necessary  
MMUN Team meeting to discuss plans for NMUN in New York