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# POL S 123/223: THE UNITED NATIONS

## Bellevue College, Spring 2019

**Fridays 12:30-2:40**

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**Professor:** Tim Jones, Ph.D. (Please call me “Tim”)

**Office:** A200B

**Office Hours:** T/TH 11:30a-1:00p, or by appointment.

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**Course Website:** <https://bc.instructure.com/courses/1745467>

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**“More than ever before in human history, we share a common destiny. We can master it only if we face it together. And that, my friends, is why we have the United Nations.”**

**-Former UN Secretary General Kofi Anan**

**“Humor has a way of bringing people together. It unites people. In fact, I’m rather serious when I suggest that someone should plant a few whoopee cushions in the United Nations.”**

~Comedian Ron Dentinger

**“Life’s most persistent and urgent question is, ‘What are you doing for others’?”**

~Martin Luther King, Jr.

## **COURSE DESCRIPTION**

This five-credit course is the third in a ten-credit sequence of three courses designed for students participating in Bellevue College’s (BC) Model United Nations (MUN) program. The sequence is designed primarily to prepare students to participate in the National Model United Nations (NMUN) conference in New York, NY, which took place this year March 24-28, 2019. At this conference 5,000+ student “delegates” from around the world come together to simulate UN committee proceedings as representatives of a country other than their own. This year, as you know, we represented the Oriental Republic of Uruguay. As a delegate, you wrote position papers, drafted resolutions, negotiated with supporters and adversaries, and navigated the U.N.’s rules of procedure in an attempt to mobilize international cooperation to resolve real international problems. You got to travel to New York City, to meet with real foreign diplomats, and to visit the United Nations Headquarters. In the process you fostered skills related to research, writing, public speaking, problem solving, consensus building and conflict resolution. Last quarter in POLS 122/222 you prepared for the conference, over spring break you participated in the conference, and this quarter you will reflect on your experiences and contribute to the future of the program.

## **LEARNING OUTCOMES**

After completing this course, students should be able to:

- Explain the history, structure, and major operations of the United Nations.
- Identify the geographic locations of all United Nations' Member States.
- Articulate informed opinions about issues of global importance.
- Write well-researched, well-articulated position papers from the perspective of a country other than the United States.
- Sponsor well-researched, well-articulated resolutions, reports, and/or treaties for college-level Model United Nations (MUN) conferences.
- Successfully employ United Nations’ rules of procedure at college-level MUN conferences.
- Use diplomatic skills—such as public speaking, problem solving, consensus building, and conflict resolution—at college-level MUN conferences.
- Successfully represent a foreign country’s diplomatic position at college-level MUN conferences.

## **COURSE POLICIES**

This is a unique course in that it is largely student-driven. I will do my best to facilitate our interactions in a fun and interesting way, and to assess your learning fairly. I expect

you to do your best to actively participate in all facets of the course. *If you do not understand something you need to take the initiative to find out the answer.* I cannot read minds so it is up to you to try to seek clarity when it is lacking.

### **ASSIGNMENTS**

Because I believe that one of the major lessons that students learn in college is the importance of meeting deadlines, I will not accept any late work unless it has been approved by me BEFORE the date it is due or you can document a real catastrophe (for example, being medically unable to complete the work). all late work will be penalized unless cleared with me in advance. Specifically, *all assignments turned in late will be penalized 10% if they are turned in within one day of the due date, 25% if turned in between one and seven days of the due date, and 50% if turned in eight or more days after the due date.* Make-up presentations will not be administered unless you receive prior permission from me or you can document some sort of catastrophe (such as being medically unable to be in class).

### **DISABILITY RESOURCES**

The Disability Resource Center (DRC) serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or a learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact the DRC staff as soon as possible. The DRC office is located in B132 and the reception desk phone number is 425-564-2498. For application information and other helpful links the DRC website is <http://www.bellevuecollege.edu/drc>. Deaf students can reach the DRC by videophone at 425-440-2025 or by TTY at 425-564-4110. Finally, if you have either an apparent or non-apparent disability and require assistance in case of an emergency situation, such as a fire, earthquake, etc., please let me know early in the quarter so that we can develop an appropriate safety plan for you. Thank you.

### **ACADEMIC INTEGRITY**

Cheating and plagiarism (using the ideas or words of another as one's own without crediting the source) are violations of the Student Code of Conduct at Bellevue College ([http://bellevuecollege.edu/policies/2/2050P\\_Student\\_Code\\_%28Procedures%29.asp](http://bellevuecollege.edu/policies/2/2050P_Student_Code_%28Procedures%29.asp)).

Such behavior will result in a grade of 0.0 for the assignment/exam in question. Please note that these are serious offences, which can result in possible probation or suspension from Bellevue College and go on your permanent record. If you have questions about academic integrity, please familiarize yourself with BC's Student Code of Conduct and/or come talk to me during my office hours.

### **GRADED WORK**

Class Attendance/Participation	(50 pts)	5%
Final Project	(50 pts)	5%
Conference Reflection Paper	(200 pts)	20%
Conference Presentation	(200 pts)	20%
Conference Participation	(500 pts)	50%
	<b>(1000 pts)</b>	<b>100%</b>

## GRADEPOINT CONVERSION CHART

Grade	Percentage	Grade	Percentage
A	93-100%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	60-66%
B-	80-82%	F	59% & Below
C+	77-79%		

### **Class Attendance/Participation (50 pts ~ 5%)**

This is your participation grade after the conference and it focuses primarily on your attendance and engagement in class. Most of our class time will be consumed by presentations on the conference experience, so a big portion of this grade will assess whether you are in class, whether you are on time, and the extent to which you are a good audience member.

### **Final Project (50 pts ~ 5%)**

For the final project in this class I would like you to make a meaningful contribution to the development and wellbeing of the BC MUN program. Former students have written news stories for the student newspaper, submitted entries for the NMUN video contest, updated the BC MUN program website, produced and distributed flyers and posters to recruit future students, raised money for the program, etc. You have been the beneficiaries of past student contributions. Now it's time to pay it forward! You have a lot of freedom in this assignment—for example, you may do it individually or in collaboration with others—but I would like you to clear your project with me first before commencing. We will talk about this more in class. In the meantime, please let me know if you have any questions.

### **Conference Reflection Paper (200 pts ~ 20%)**

Your conference reflection paper is due the week after your conference presentation in class. However, I will accept it at any time following the conference and I encourage you to get started on it early while the conference is still fresh in your mind. It should be **two-pages minimum, single-spaced** throughout, with **Times New Roman font**, and **one-inch margins**. Regardless of whether you have a partner for the conference, you must write this paper alone. In this paper, I would like you to reflect on your experiences in New York in general and at the conference in particular. Questions to reflect on, include: What were your topics? What was your topic order? Did you get the topic order you wanted? How many resolutions were you a sponsor on? How many resolutions were you a signatory on? Who did you work with? What was your role in your working group? What went well? What was challenging? If you had a partner, how was your working relationship? In retrospect, what would you have done differently both prior to the conference and at the conference itself to get more out of the experience? What lessons did you learn from the conference that you hope you will take with you in the future?

What did you do outside of committee while in New York? Did you have any new experiences? Were you challenged? What did you learn about yourself? Etc.

**Conference Presentation (200 pts ~ 20%)**

For your conference presentation, I would like you to use a presentation software like PowerPoint or Prezi. If you had a partner at the conference, you will do this presentation with your partner. If you were alone, you will do the presentation alone. Each person is expected to speak for approximately 10-15 minutes. During your presentation, I would like you to summarize, in an engaging fashion, how the conference went and what you did while in New York—emphasis on *engaging*. Make sure you include photos and rehearse your presentation. Also, make sure you address: which committee you were on, what your topics were, what the topic order was, how many resolutions passed, how many resolutions you were a sponsor on, how many resolutions you were a signatory on, what was satisfying about the conference, what was challenging, how you worked with your partner, what you would have done differently in retrospect, what advice you would give to future students, etc.

**Conference Participation (500 pts ~ 50%)**

The biggest portion of your grade this quarter relates to conference participation—notably, this includes the conference as well as travel to/from New York. Were you on time or were you late to the airport, to opening and closing ceremonies, to committee, to lunch, dinner, and other meetings, including team meetings? How engaged were you in committee? Were you an asset to the team or a distraction? Were you disruptive? Did I (or the Head Delegate) have to reach out to you about your engagement? If so, how did you respond? Did you respond? Etc. You will have a chance to tell me what you think your participation grade should be and why and I will use that as well as the Head Delegate's assessment to determine your final participation grade.