# Course Inventory Change Change Request

## New Course Proposal

**Date Submitted:** 06/17/14 11:14 am

**Viewing:** **POLI 3080 : Model United Nations**

**Last edit:** 12/18/14 11:11 am

**Changes proposed by:** BROWN32

### Submitter:

<table>
<thead>
<tr>
<th>User ID</th>
<th>Phone</th>
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<tbody>
<tr>
<td>BROWN32</td>
<td>844-6154</td>
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| Proposing College/School: | College of Liberal Arts |

| Department: | Political Science |

| Effective Term: | Fall 2014 |

| Subject Code: | Political Science (POLI) |

| Course Number: | 3080 |

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**Justification for new course:**

Many Political Science departments have a Model United Nations class. The high school version is extremely popular and we regularly must tell disappointed students that we do not offer the college-level Model UN course.

This course offers an in-depth analysis of the workings of the United Nations. It involves thorough studies of the country each student is to represent, the veto-power politics within the Security Council, debating skills, and delegate behavior. In addition to helping students become informed and engaged citizens of the world, the course helps prepare AU students who would like to become honored diplomat delegates to the Southeastern Invitational Model United Nations conference or the National Model United Nations. Each fall, the latter brings together 3-4,000 students from more than 25 countries to network and debate the real issues before the United Nations at its actual headquarters in New York.

### Approval Path

1. 06/17/14 11:18 am         
   BROWN32: Approved for POLI Chair
2. 09/19/14 11:09 am         
   LWC0003: Rollback to POLI Chair for LA Editor
3. 09/19/14 2:41 pm          
   BROWN32: Approved for POLI Chair
4. 10/08/14 2:28 pm          
   LWC0003: Approved for LA Editor
5. 10/08/14 2:29 pm          
   ISRAECA: Approved for LA Associate Dean

<table>
<thead>
<tr>
<th>In Workflow</th>
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<tbody>
<tr>
<td>1. POLI Chair</td>
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<tr>
<td>2. LA Editor</td>
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<td>3. LA Associate Dean</td>
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<td>4. Coordinator Curriculum Management</td>
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<td>5. University Curriculum Committee Chair</td>
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<td>6. Coordinator Curriculum Management</td>
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</table>

### Course Title:

Model United Nations
POLI 3080: Model United Nations

Abbreviated Title: Model United Nations

<table>
<thead>
<tr>
<th>Schedule Type</th>
<th>Contact/Group Hours</th>
<th>Weekly or Per Term?</th>
<th>Credit Hours</th>
<th>Anticipated Enrollment</th>
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</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>3</td>
<td>Weekly</td>
<td>3</td>
<td>25-50</td>
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</table>

Course Credit:

- Can the course be repeated? Yes
- Total Credit Hours: 3
- Maximum Hours: 3

Grading Type: Standard Grades

Prerequisites: NONE

Prerequisite Courses:

Corequisites:

Restrictions: Include Junior Include Senior

Other Restrictions: NONE

Admin Restrictions:

Course Description:

This course offers an in-depth analysis of the workings of the United Nations. It involves thorough studies of countries, the veto-power of the Security Council, and prepares students to participate in a Model United Nations exercise.

May Count Either:

Affected Program(s):

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Program Title</th>
<th>Requirement or Elective?</th>
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<tbody>
<tr>
<td>Major</td>
<td>Political Science</td>
<td>Elective</td>
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Overlapping or Duplication of Other Units' Offerings: No

Resources:

The professor proposing this course, Dr. Anthony Gadzey, holds a degree in International Relations and has taught eight different IR courses since coming to Auburn in 1994. The proposed course will be part of the normal International Relations instructional course load and no additional resources will be needed.
At the conclusion of this course, students will be able to do the following:

1. Identify and demonstrate appreciation for the significance of the United Nations as the most important administrative institution for global politics, its six main organs and 117 institutions, as well as their missions;
2. Appreciate the difficulties in organizing the 193 member countries who are sovereign in their own right;
3. Understand international power politics within the UN:
   a. the veto privilege of the 5 permanent members of the Security Council;
   b. “big power” collective security;
   c. the politics of UN Peacekeeping;
   d. the one-country-one-vote in the General Assembly;
   e. human security debate particularly for the developing world, and
   f. the politics of the North-South economic relations;
4. Acquire a respectable degree of “international literacy” including familiarity with the two UN member countries or global institutions assigned to the student;
5. Gain appreciation for the complexity of the development, refugee, and hunger and disease problems especially in the developing world;
6. Assess the grave environmental dangers facing the world today; and
7. Learn cultural cognition, an appreciation for cultural and ethnic diversity in the world.

Is this course considered University Core?  No

Five topics cum relevant debating practicum:

WEEKS ONE AND TWO:

Topic 1. Model UN
1. Debating structure, debating skills, the basic international diplomacy
2. Country assignments

WEEK THREE

Topic 2. The United Nations:
   a. The rise and decline of its predecessor organization, the League of Nations;
   b. The five organs of the UN and their specific functions;
   c. US role in creating the UN and using the UN as its foreign policy tool throughout the Cold War

Reading assignments:
Gadzey. UN Model: Course Package, AU Bookstore
Chpt. 2 “The United Nations,” pp. 10-33;
WEEK FOUR
d. the Cold War negative effects on UN peacekeeping, and post Cold War UN peacekeeping;

WEEK FIVE
e. contributions to the UN and UN budget and resulting power allocations and Security Council veto-power politics
f. 2004 proposals for Security Council Reforms and stalemate
Reading assignments:
Gadzey. UN Model: Course Package, AU Bookstore
Chpt. 3: “Secretary General Kofi Annan UN Reform Proposal” pp. 34-39;
Chpt. 4: “UN and UN Security Council Reform,” pp. 40-46;
Chpt. 5: “President Barack Obama on UN Reform,” pp. 47-53;
Chpt. 6: “Africa Unity Position on UN Reform,” pp. 54-59.

WEEK SIX
Topic 3: The Palestinian Israeli Conflict

Main Problem: Two historically, culturally, and religiously distinct Peoples, the Jews/Israelis and the Palestinians, seek to occupy the same piece of land as their permanent sovereign homeland:
a. Arab-Jewish to Palestinian-Israeli bloody history: 1897: First Zionist Congress in Basle, Switzerland, to found a permanent homeland in Biblical Israel for persecuted European Jews; 1917 British Belfour Declaration endorsing a permanent annual quota of Jews in Palestine and the rise of Palestinian resistance; 1922 the declaration of the British State of Palestine; 1924 to 1948 three-way British-Palestinian-Jewish bloody guerilla warfare; 1948 Declaration of the State of Israel and the War of Independence, followed by four other major and three “intifada” Arab-Israeli wars;
Gadzey. UN Model: Course Package
Chpt. 7: “The Palestinian/Israel Conflict” pp. 60-83;

WEEK SEVEN
b. Palestinians rejection of the 1937 British and the 1949, 1967 UN Land Partition plans;
Gadzey. UN Model: Course Package
Chpt. 8: “Palestinian/Israeli Conflict: Current Issues in Dispute” pp.84-105; a

WEEK EIGHT
c. International peace interventions especially, the role of the United States;

WEEK NINE
d. Other major disputes over water, holy cities, and the right of return for displaced Palestinians
Debate: Does the proposed land-for-peace deal offer a solution to this historical conflict?

WEEK TEN

Topic 4: Western development assistance to the developing countries:
In this last segment, students analyze and debate a new crisis in North-South international relations, namely, whether foreigners can undertake self-development for other peoples through their foreign aid? Continuing economic stagnation and, often, decline in all the European ex-colonies of Sub-Saharan Africa raises fundamental questions about the relevance of western development assistance to what is supposed to be a self-actualization, self-maturation process.

a. Understanding development as self-actualization and self-development

WEEK ELEVEN

b. Identifying the many forms of development assistance and their prevalence throughout sub-Saharan Africa since its mass independence in the 1960s

WEEK TWELVE

c. Examining the roles of the International Monetary Fund (IMF), World Bank Group and international non-governmental organizations (INGOs) in development

WEEKS THIRTEEN and FOURTEEN

d. Exploring donor countries’ understanding of what their foreign aid is supposed to be doing for developing countries.
e. How significant to this debate is the corruption among African governments?
Model UN Conference Debate: Is Western foreign aid helping or destroying Sub-Saharan Africa?
Reading assignments:

WEEK FIFTEEN

Topic 5: Model UN Conference Week:
The last week of classes is devoted to Model UN conferences. Each distinguished student delegate represents one (if >20 students in the course) or 2 (if <20) countries in one or two of three Model UN conference sessions during the week.
Students will during the second lecture be randomly assigned two representations drawn from relevant groups of countries and other global actors associated with each modular problem. Assigned countries/global actors become the focus of (a) two debate position papers-- to be approved by me -- (b) presentation at two of three Model UN sessions, and (c) scientific term paper based on of their two position papers, research, and hands-on consultation with me. The three topics for the course --these could be rotated with other topics in the future -- and assigned countries representations at our three Model UN sessions are:

1. On UNSC Reforms: The five permanent members of the UNSC (US, UK, China, Russia, France), Germany, India, Brazil, Japan, South Africa, Nigeria, and the European Union (EU);
2. On Palestinian/Israeli Conflict: Israel, the State of Palestine, Jordan, Syria, Egypt, Saudi Arabia, the Arab League, and the Quartet –UN, US, Russia, and the EU;
3. On the relevance of foreign development assistance: Developing countries represented by Nigeria, Ghana, Jamaica, and donor countries and their institutions: the IMF, World Bank, the EU, Japan and the United States.

(1). 8 randomly assigned in-class quizzes 18%;
(2) Two Model UN Session Presentations of global actor position @ 17% each 34%;
(3) A term paper (deepening one of two positional papers and representation) 26%;
(4) Final Comprehensive Exam 22%
Grade Equivalents: A ≥ 90%, B ≥ 80%, C ≥ 70%, D ≥ 60%, F ≤ 59.

LWC0003 (09/19/14 11:09 am): Rollback: See emailed remarks from Dr. Israel